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PODAR INTERNATIONAL SCHOOL
MUMBAI

Assessment Policy

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Our Mission

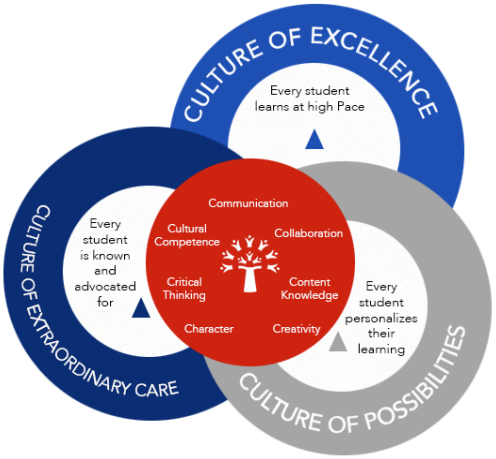
At Podar International School, we provide opportunities to students through stimulating, safe, and supportive environments for attaining personal mastery and team spirit through collaborative learning. Students develop not only their knowledge, understanding, and skills necessary for success in the 21st Century but also develop strong moral values, especially appreciation and respect for different cultures and religion, and become proactive and responsible world citizens.

Our Vision

To achieve excellence by creating globally competent, ethical, and high-performing world citizens through world-class education.

Our Values

- Learners first
- Taking Ownership
- Relentlessly Resourceful



IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Connecting Assessment with Learner Profile Attributes

Inquirers: Students ask questions, explore deeply, and investigate ideas to grow their understanding; assessments nurture their curiosity by encouraging open-ended questions, hands-on exploration, and discovery-driven learning.

Thinkers: Assessment tasks require analysis, reasoning, and ethical decision-making. Students are encouraged to solve problems creatively and critically using diverse approaches.

Communicators: Assessments support a variety of communication modes. Students demonstrate learning in ways that reflect their language strengths and preferences.

Principled: Students act with honesty, take responsibility for their work, and reflect on their progress; self-assessments and goal-setting activities foster integrity, accountability, and ethical decision-making.

Open-minded: Students explore different perspectives and appreciate diverse ideas; assessments engage them in considering multiple viewpoints, cultural contexts, and alternative approaches to learning.

Caring: Feedback and feedforward is given with empathy and encouragement. Assessments consider student well-being and promote a supportive environment for learning and improvement.

Risk-taker: Students try new strategies, embrace challenges, and learn from mistakes; assessments create a safe space for experimentation, resilience-building, and learning through constructive feedback.

Balanced: Students grow in knowledge, emotions, and relationships; assessments are intentionally designed to support holistic development by addressing academic progress alongside social-emotional well-being.

Reflective: Self- and peer-assessments are integral. Students reflect on learning goals, act on feedback, and take ownership of their progress and development.

Knowledgeable: Students demonstrate understanding through assessments connected to real-world contexts. Tasks allow students to apply knowledge meaningfully across subject areas.

International Mindedness

At Podar International School, we believe that International mindedness is a perspective that encourages students to understand, respect and value diverse cultures. It's about recognizing our shared humanity and responsibility towards a global community. This involves fostering intercultural understanding, promoting global engagement, and embracing multilingualism.

Developing international-mindedness

To build an internationally minded school culture, the school considers:

- focusing student inquiries on fostering relationships with ourselves and others in human and natural worlds
- creating opportunities for meaningful cultural engagement and action in the local and global communities
- embracing multilingualism to enhance intercultural dialogue and global engagement.

Figure IM01
International-mindedness



Statement of Philosophy

At Podar International School, assessment is a vital component of the educational process. Aligned with our vision of **"Excellence in Education",** our assessment philosophy is grounded in principles that support meaningful learning, holistic development, and equitable access to success for all learners.

The school's philosophy of assessment is guided by the following beliefs:

- Assessment supports and enhances learning:
  It is integral to the teaching and learning cycle, guiding instruction and providing timely feedback to help students meet their learning goals.

- Assessment is purposeful, ongoing, and varied:
  It includes diagnostic, formative, and summative components that offer continuous insights into student progress and inform future learning pathways.

- Assessment promotes student agency:
  Learners are actively involved in goal setting, self-assessment, reflection, and peer feedback, developing ownership of their learning journey.

- Assessment develops skills and deep understanding:
  It emphasizes the development of Approaches to Learning (ATL) skills and the demonstration of conceptual understanding, encouraging critical thinking and inquiry.

- Assessment reflects progression and connection:
  It is designed to demonstrate both vertical and horizontal progression in learning, building on prior knowledge and fostering interdisciplinary connections.

- Assessment practices are inclusive and equitable:
  They are free from bias or discrimination and provide all learners with fair opportunities to demonstrate their understanding in diverse ways.

- Assessment engages the whole learning community:
  It is a collaborative process involving students, teachers, parents, and school leaders,

ensuring shared understanding of learning goals and outcomes.

- Assessment informs responsive teaching:
  Teachers use assessment data to differentiate instruction, accommodate diverse learning needs, and support each student's personal and academic growth.

This philosophy is regularly reviewed and collaboratively refined to remain aligned with current **IB standards and practices**, ensuring that assessment at Podar continues to serve as a foundation for meaningful, relevant, and empowering learning.

Purpose

The purpose of assessment is to inform and involve students, parents, teachers and administrators. Effective assessments allow:

- students to be an active part of the learning process through reflection and
- demonstration of their understanding.
- teachers to guide their instruction and to communicate progress with students and parents.
- parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- administrators to build a sense of community within the school and communicate the school's progress.
- to help the school engage meaningfully with IB / Cambridge assessment expectations and develop these in the context of the school's unique context.

Goals and Objectives of assessments

Goals	Objectives
To develop strong tools of Formative assessment	To use the assessment as an aid to guide the teachers in their approaches to teaching and the students to understand the levels of achievement and build skills.
To develop tools of Summative Assessment as per the IB / Cambridge expectations	To develop a system valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period[1].
To examine student understanding at the end of the course, based on the whole course and not just aspects of it.	To develop a comprehensive system of: ● Recording ● Reporting ● Feedback as an integral process of assessment.

An assessment that measures expected learning outcomes with validity and reliability. An assessment that defines and protects the academic standards.	To implement the review process involving the stakeholders as well as the data collected from the above mentioned system.

Roles and Responsibilities of the members of the Learning Community

Senior Leadership Team (SLT):

- Monitor all stages of the assessment process.
- Furnish assessment schedules well in advance for students and teachers to formulate revision or preparation plans.
- Keep records of student achievement for all assessments and prepare analysis and action plans for curriculum development.
- Publish subject guides, assessment criteria, and assessment timelines through the parent portal.
- Provide teachers with training and resources to enhance assessment practices.
- Analyze assessment data to guide instructional improvements and communicate results.
- Ensure fair, inclusive, and reflective assessment practices aligned with programme expectations.
- Support processes for addressing assessment-related challenges and maintaining academic integrity.

Exam Committee Middle School, IGCSE, A Levels, IBDP/CP)

- Ensure the smooth and fair conduct of all summative examinations.
- Keep all assessment materials and timetables ready and share with the school community as per the assessment cycle.
- In case of online exams, formulate rules and procedures for their conduct.

DP/CP Programme Coordinators

- Align assessment practices with IB policies and subject-specific assessment criteria.
- Manage internal assessments, external exams, and access arrangements.
- Ensure academic integrity through monitoring and training protocols.

Teachers

- Clarify relevant assessment criteria/rubrics.
- Use a mark scheme or rubric that clearly shows students what constitutes successful work.

- Provide adequate time and materials for students to complete assessment tasks.
- Assess all work appropriately and return it to students.
- Communicate regularly with parents and immediately in case of concerns.
- Inform parents of student progress via Manage Bac, Between Us Portal, meetings, or student-parent conferences, especially when there are academic concerns.

Students

- Submit all work on time and with due diligence, including homework, classwork, assignments, and projects.
- Present work neatly (written work in blue or black ink; diagrams in pencil/coloured pencil).
- Follow procedures in case of absenteeism or delayed submissions.
- Be punctual and prepared for all lessons.
- Respect peers' right to learn and collaborate constructively.
- Incorporate feedback from formal and informal assessments.
- Online submission should be through the use of the student's school account except in cases where Turnitin are expected or for specific uploads for the IBDP, IBCP and IGCSE external examinations process.
- Honour academic integrity and understand consequences for violations (Refer to the PIS Academic Integrity Policy and School Handbook).

Parents or Legal Guardians

- Offer constructive support without compromising the authenticity of student work.
- Provide a quiet and resource-rich space at home for completing schoolwork.
- Support timely submissions and motivate children.
- Follow student progress via the BetweenUs Portal and communicate with teachers as needed.
- Understand and follow the learning process and school's vision, mission, and core values.

Assessment Principles

At PIS, the assessment is based on the following principles:

- Assessments are designed to ensure fairness, validity, and reliability, providing all students with equitable opportunities to demonstrate their learning.
- Both formative and summative assessments are implemented to track student progress effectively, supporting continuous learning and instructional improvements.
- Assessment practices are aligned with the written curriculum of each course, ensuring they accurately measure the intended learning objectives.
- A criterion-referenced approach is used instead of a norm-referenced model, focusing on measuring student understanding against predefined learning objectives rather than comparing performance with peers.
- Assessment data is utilized to offer meaningful, ongoing feedback, helping students identify strengths and areas for growth.
- Accommodations are provided to support students with diverse needs and abilities, ensuring an inclusive and accessible assessment experience.

Types of Assessment

The three assessment practices—for learning, of learning and as learning—serve different purposes. Of these practices, assessments for learning and of learning strongly align with the centrality of the inquiry process and can support students' cognitive, social emotional and behavioural development (Harlen, Johnson 2014). These practices may be formal or informal and internal or external. Students' learning is evaluated through a combination of these practices.

Assessment for learning is learner-centered, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance (Griffin 2014).

Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.

The feedback can be oral or written. Teachers can improve their pedagogy as per the knowledge, and skills of the learners.

Assessment as learning promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry. Evidence of assessments is used to check the student's achievement against the standards and practices of the board.

The three assessment practices

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/ conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment Norm- or criteria-referenced	Students are active agents in their own learning by developing and using meta-cognitive strategies to: • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning.

Assessment Practices

Supporting Self-Regulated Learning

Assessment is a powerful tool to support lifelong learning. Teachers and students are actively engaged in assessing progress to develop knowledge, conceptual understandings, and skills.

To develop students' assessment capability, teachers:

- provide multiple opportunities and contexts for students to practise their skills
- clearly define and communicate learning goals and success criteria with students and parents
- design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
- collect and use observable learning evidence that can be seen, heard or touched
- identify where and when students are most ready to learn and be challenged.

Monitoring Learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms.

Students and teachers can document learning goals, questions, reflections and evidence of learning using a variety of formats.

- Learning journals: These are used to record feedback and reflections of ongoing learning.
- Portfolios: A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student's learning.

Assessment strategies and tools					
Assessment tools / Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Feedback and Feed forward

Feedback is a core aspect of these conferences, identified as one of the most effective teaching practices (Hattie, Timperley 2007). Effective feedback during conferences offers opportunities for students to reflect, adjust their learning, and celebrate progress.

Teacher feedback and feed forward

At PIS, feedback is timely, specific, and well-considered, enabling students to develop metacognitive skills (Booth, Hill, Dixon 2014) and strategies for self-regulation.

In these conferences, teachers focus on:

- **Feedback:** "How am I doing?"—to help students understand their current progress and areas of strength.
- **Feedforward:** "Where to next?"—to guide students toward achieving their learning goals.

By addressing knowledge, conceptual understandings, and approaches to learning, these conferences empower students to take ownership of their learning journey. Tailored feedback fosters engagement, self-efficacy, and a positive learning environment, making each conference an opportunity for growth and success.

Peer Feedback

Peer feedback is a key activity through which students use the structure and language of success criteria to appraise and provide feedback on the learning of others. It emphasizes the importance of learning in the context of relationships by providing opportunities to communicate and be listened to. Peer feedback contributes to learning adjustment because:

- it is given in language that students naturally use
- students are more ready to accept feedback from one another. (Black et al. 2004)

Students who provide feedback to peers also benefit: in giving feedback, they increase their assessment capability. Peer feedback also gives teachers information about how a student's understanding of a learning experience is similar to, or different from, their peers.

To support this, teachers model how to provide effective peer feedback by:

- using language that shows respect for the learning of others

- referring to shared understandings of what quality and success looks like for diverse learners
- providing authentic and ongoing experiences in giving meaningful feedback
- supporting students to interact with the learning of others
- conferencing in small groups.

Formative Assessments

Formative assessment tasks are embedded in the teaching and learning process and data is captured during classroom learning activities. Impromptu quizzes, lesson exit tickets to summarize what students have learnt on a class padlet, quick reflections on what was learnt in the previous class and jotting down learning in class notebooks all form part of the strategies a teacher uses to understand strengths and weakness and areas of the curriculum to revisit or work on scaffolding assessments further. Grades or marks are not awarded for formative assessments. Rubrics and checklists form the predominant tools used. Students are made aware of the objective of the assessment, the skills they achieve by doing the assessment and the criteria for success. The teacher maintains a record if students are at a basic level, demonstrating, achieving, or excelling at short intervals during the course of teaching a unit. Students are also encouraged to become independent by participating in peer assessments and self-assessments so that they understand what successful work looks like for each task they are doing.

Summative Assessments

Summative assessments are carried out twice in a year as term exams after the first term and the final exams at the end of the year. The pattern of assessment will be based on the IB/ Cambridge pattern of assessments. All subjects selected by the student are assessed using the criteria and the bands of grade descriptors, which are then translated into grades/ points.

Standardization Process in Summative Assessments

The role of the teachers in the standardization process is to:

- assess each component individually with a mark scheme as the basis for it.
- make final judgments of criteria levels of their own students' achievement
- collate samples for the standardization process and provide copies to other teachers
- meet to discuss their judgments based on the evidence they have.

- come to an ‘agreed’ judgment of each student’s achievement in relation to criteria.
- This may not always be achieved, but the aim is to reach a greater level of consensus over time.

Assessment cycle

The academic year for each programme is divided in terms, which culminates through a summative assessment. Besides, there are regular formative assessments scheduled and conducted during this timeframe.

Homework Practice

The main objective is to facilitate self-study as well as a reflection of the learning and make students responsible for learning. Nature may depend on the course varying from presentation, projects, worksheets, reviews, or online tools. It may be individual or group work marked by the teacher or use self-assessment and peer assessment.

Timelines

All timelines for formative assessments, summative assessments are planned after collaborative considerations from the different subjects including the Core components of each Programme. These timelines are communicated through the portal to the stakeholders.

Timelines for external submission to IB and Cambridge are staggered during the year and aligned with the flow of these regular ongoing assessments.

Late submission

In cases when students fail to submit assessment tasks according to deadlines, teachers are asked to follow these guidelines:

- Parents will be informed about the non-submission by the subject teacher with a copy marked to the coordinator, in which an explanation will be sought for the delay.
- If the explanation is valid, i.e., medical grounds or bereavement, an extension will be given depending on the work pending to be done.
- If the explanation is not given or is invalid, a meeting will be sought with the parent and student in which the subject teacher and the Coordinator will be present.

- Students will be then kept back after school and under supervision, made to complete the internal assessment.

Absenteeism Practice

Students are required to be regular and punctual to school. The assessment schedule will be informed to the students in advance, however, there will be some formative assessment which the subject teachers may conduct during regular teaching sessions. Students are expected to participate in all such assessments. Students must not remain absent for any assessments in school.

- In case students are unwell and not able to attend school, then the same information should reach the section coordinator before or on the same day in the morning.
- In case of the ward's illness on the assessment day, the parents must send an email to the Section Coordinator. If the retest application is considered, the same syllabus and duration will be offered for the retest. Time of the retest may be after school hours in the same week.
- Students representing the school in various competitions on the assessment day/days will be excused/given a retest on a subsequent day with prior permission from the Section Coordinator/Head of School.
- In case a student is absent from school, he/she cannot choose to come to school only for the assessment time. Students must attend whole day school on assessment day.

RECORDING OF THE ASSESSMENTS

Podar International School uses and develops a wide range of assessment strategies. These are selected to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select several assessment strategies, reflecting student's needs and skills:

Recording

Podar International School uses and develops a wide range of assessment strategies. These are selected to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select several assessment strategies, reflecting student's needs and skills.

Teachers are expected to understand their students' abilities well and are trusted to make value judgments daily. Teachers should follow the following guidelines:

- Grades for specific assessment criteria should not be adjusted up or down based on the teacher's judgment.
- In instances where teachers are required to take an average, they round up or down as they deem appropriate, but should not go beyond the next whole number.
- Maintain the assessment records as Excel sheets in their files which are linked to the School Portal for deriving the results and report cards

Communications and Reporting

The school will host a minimum of 2 parent' meetings per year relating to reporting and assessment, including parent-teacher conferences. These meetings will focus on awareness of this policy, and ways the community may better use assessment to support learning.

This involves generation of the result statements in the form of report cards.

- Teachers enter the assessment data and qualitative remarks about the students' performance.
- Report cards generated reflect the grades the students have achieved in the subject.
- Sharing the progress with the stakeholders.
- Open Day is facilitated twice in a year to appraise the students and parents of their learning progress.

- Inputs from the parents and students are also taken to review the teaching and learning practices.
- During Open days, the class teachers distribute the report cards and subject teachers meet individual parents and students to appraise about the performance.
- Two way feedback operates with students and parents collecting the information regarding their learning strategies and the teachers collect information regarding their teaching strategies.

Grading and Marking

The Grading and marking of summative assessments follow marking schemes in the different subject areas. The mark schemes are created by the respective subject teachers after discussion with the head of the department. The assessment criteria in the in-house mark schemes are in line with the mark schemes of the different boards offered at PIS .

The students are informed of the general grading criteria well in advance, at the beginning of the academic year and subsequently in the year through the general guidelines during orientation programs, and classroom practices.

Predicted Grade/Forecast Grades

The predicted grade is the teacher's prediction of the grade, the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB / Cambridge standards. Each prediction must be made as accurately as possible, without under-predicting or over- predicting the grade.

Predicted grades/forecast grades are for the exclusive use of grade award meetings when considering a subject's grade distribution and the performance of individual candidates. A check on the appropriateness of the results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used for candidates affected by adverse circumstances, including candidates with incomplete assessments for one or more components.

The school maintains a policy to keep these grades confidential.

Grade Descriptors

IBDP and IBCP

Grading and Marking of Summative Assessments:

Summative assessments are carried out twice in a year as term exams after the first term and the end of year assessments called the final exams. The pattern of assessment will be based on the IB pattern of assessments. The weighting of each component and the maximum marks allotted are shared with students. All subjects selected by the student are assessed using the

criteria and the bands of grade descriptors, which are then translated in a single 7(high)-1(low) grade. Each subject has specific criteria, and these criteria are measured on numeric scales, which differ by subject and course (HL/SL).

Overall Grade Descriptors (subject group wise) on a scale of 7 as defined by the IB is as under.

Appendix has the detailed subject-wise grade descriptors.

Grade	Level
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Recording and Reporting of Summative Assessments:

Once all the transcripts are graded, teachers complete the data entry on the Managebac. In DP, the students' total grade arrived at is the sum of grades obtained in 6 subjects, i.e., grades are awarded out of a possible maximum of 7 grade points in each subject and a maximum consolidated grade point of 42. Consolidated reports cards are generated from Managebac.

In CP, the student's report card will reflect the grade points of DP subjects selected by the student and CRS-BA. For CP core, teachers will write individual comments explaining the progress of the student. Formative assessments for CRS will be conducted in school and comments will be shared on the report card. Summative assessment at the end of year 1 and 2 will be conducted by WACP and the report card will be issued by the WACP along with the certificate.

Principles underpinning predicted grades :

The IB requires predicted grades of students to be submitted subject-wise before the final Board examinations. The subject teachers must arrive at a predictive grade by November of grade 12 which is required by universities to be received along with students' applications to undergraduate programmes. The process of prediction is governed by the requirement to be as accurate as possible to the actual grade that the student will attain in the IB exam in May.

Summative assessment grades, term exam grades, final exam grades and mock exam grades feed into the predicted grades. They have to be realistic and achievable by the student. Hence there are many factors that go into the computation apart from summative exam grades over the course of the programme. Predicted grades may look like a number but it is a commentary on several factors like good study habits, timely submissions of assignments and the motivation to succeed.

The predicted grades to be entered on IBIS is arrived at by matching subject group wise grade descriptors published by the IB (2027) to the knowledge, skills and understanding attained by students at the end of the two-year programme. Internal assessment scores are also factorized in this evaluation.

Therefore, two sets of predicted IB Diploma grades are computed on separate occasions in Year 12, depending on the time frame in which they are required and their purpose. These two sets of predicted grades are likely to be similar but not necessarily identical.

IBO Predicted Grades: Oct/Nov (of DP/ CP 2nd year)

In Oct/Nov of Year 12 predicted grades in each subject are computed on request by the student to the coordinator to be sent to universities and entered in UCAS or Common Application form. The primary function of these grades is to act as a prediction which includes grading of internal assessment and gives universities a yardstick by which to measure the student's suitability to a course or which fulfills the acceptance requirement to a university. The predicted grade gives a fair measure of the student's potential. A realistic set of predicted grades helps the student to select more appropriate institutions so when the results are released in July, they will have a university place secured.

2. IBO Predicted Grades: Entry on IBIS (in April, a fortnight before IB exam)

Final predicted grades are entered on the IBIS portal to communicate the school arrived at predicted grades to the IB.

Appendix F: IBDP and IBCP - Roles and responsibilities of Programme Coordinators, Assessment for inclusion, Assessment and CRS and Grade Descriptors - Subject groupwise, reflective project, extended essay, Theory of Knowledge

Appeal Process

At Podar International School, we recognize the right of students and parents to request a review of decisions related to academic matters, disciplinary actions, or assessment outcomes. The school is committed to ensuring fairness, transparency, and consistency in all assessment processes. The process and scope of appeals vary by programme, as outlined below:

IB Diploma Programme (DP) / Career-related Programme (CP)

- **Internal School-Based Assessments**: Students may request a review of summative assessments or predicted grades. These are handled at the discretion of the subject teacher and DP/CP Coordinator, in line with the academic policy.

- **IB External Assessments (World Exams)**: The IB allows formal appeals in the following categories:
  - **Results Appeals (Enquiry Upon Results – EUR)**: For cases where results are believed to be inaccurate, despite previous EUR procedures (Category 1, 2, or 3) being completed.
  - **Academic Misconduct Appeals**: Challenges to decisions upholding academic misconduct findings (note: the penalty itself is not subject to appeal).
  - **Special Consideration Appeals**: If a student or school believes that special consideration was wrongly denied in cases of adverse circumstances.
  - **Administrative Decision Appeals**: For cases where decisions not covered above have affected a candidate's results

IB Appeal Process Structure:

- **Stage One**: Initiated by the school's Head of School or DP/CP Coordinator.
- **Stage Two**: May be submitted directly by the candidate or legal guardian if the outcome of Stage One is unsatisfactory. This must be submitted via the IB Answers platform using the designated appeal request form.

Note: IB charges a fee for each stage of the appeal, which is refundable if the appeal is successful.

Links to the other policies:

Language Policy - Assessment is closely tied to language, shaping how student learning is designed, communicated, and evaluated school-wide. Clear language in instructions and objectives ensures accessibility and equity for diverse learners. Language fosters critical thinking and communication, making assessments inclusive and meaningful while evaluating both academic understanding and effective communication skills.

Academic Integrity Policy - At Podar International School, academic integrity is actively reinforced through thoughtful assessment design that promotes original thinking, ethical application of knowledge, and respectful acknowledgment of sources. Assessment tasks emphasize the learning process and support the development of essential academic skills, including proper citation and research practices. Through clear expectations, consistent role modeling, and scaffolded instruction, students are guided to demonstrate honesty, trust, fairness, respect, and responsibility—core values that underpin academic integrity across all learning contexts.

Inclusion Policy - Assessment at Podar International School is a key expression of the school's inclusive values. Grounded in the belief that every student learns differently, assessments are intentionally designed to remove barriers and provide equitable opportunities for all learners. Through differentiated tasks, flexible formats, and individualized support, assessments recognize and respond to the diverse needs outlined in the Inclusion Policy. This approach ensures that all students—not only those with formally identified learning needs—can engage meaningfully with learning and demonstrate their progress in ways that reflect their unique strengths.

Review Process

The assessment Policy of PIS was drafted after detailed research of IB and Cambridge assessment guidelines.

Head of the school, Programme Coordinators, Heads of Department and Exam Committee researched and compiled the methodologies. To strengthen the practices undertaken at PIS, the assessment policy is reviewed every year.

Reviewing Committee

The members involved in documenting the Assessment Policy of PIS are as follows:

- Head of School
- Programme Coordinators
- Head of departments
- Teachers

Last Review Date : January 2026
Next Review Date : January 2027

References

International Baccalaureate (IB) Documents:

- International Baccalaureate. *Programme Standards and Practices*. October 2018, updated March 2019, April 2020, April 2022, November 2024.
- International Baccalaureate. *IB Academic Integrity Policy*. October 2019, updated March 2023.
- Diploma programme assessment procedures 2026, published September 2025
- Career-related programme assessment procedures 2026, published September 2025
- Diploma Programme Grade descriptors (First assessment 2027) , updated Feb 2025
- Reflective Project Grade Descriptors (First assessment 2027), IBO publications 2025
- Reflective Project Guide, February 2025
- Conduct of Examinations 2026, Updated November 2025, December 2025
- International Baccalaureate. *The Learning Community,* October 2018, updated December 2018, March 2024.
- National Education Policy, 2020
- JNIS Academic Integrity Policy

Podar International School Documents:

- Podar International School. *Assessment Policy*.
- Podar International School. *Inclusion Policy*.
- Podar International School. *Language Policy*.
- Podar International School. *Academic Integrity Policy*.
- Podar International School. Parent or legal guardian and student complaints procedures

Cambridge Assessment. *Cambridge Approach to Assessment*. Cambridge Assessment, [Year of publication], www.cambridgeassessment.org.uk/Images/cambridge-approach-to-assessment.pdf.

Cambridge International. *Predicted Grades: A Guide for Schools*. Cambridge International, [Year of publication], www.cambridgeinternational.org/Images/682063-predicted-grades-a-guide-for-schools.pdf.

Appendix A : Meeting IB Standards and Practices 2020

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Practice:

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Standard: Student support (0202)

Learning environments in IB World Schools support student success.

Practices

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.4: The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices:

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Practices:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Practices:
Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)
Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community.(0301-06-0200)
Culture 6.3: The school considers physical and virtual spaces in all its IB-mandated policies. (0301-06-0300)
Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all its IB-mandated policies. (0301-06-0400)
Culture 6.5: The school considers the Learner Profile in all its IB-mandated policies. (0301-06-0500)
Culture 6.6: The school considers international-mindedness in all its IB-mandated policies. (0301-06-0600)
Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Standard: Coherent Curriculum (0401)
Learning in IB World Schools is based on a coherent curriculum.

Practice:
Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)
Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to teaching (0403)
Standard: IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Practices
Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)
Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)
Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Standard: Approaches to assessment (0404)
Learning, teaching, and assessment effectively inform and influence one another.

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Practices

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Practices

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Practices

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Practices

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Appendix B - Roles and Responsibilities

Roles and responsibilities of the DPC & CPC

The DP coordinator has to:

- Plan the calendar of school deadlines in collaboration with DP teachers and communicate it to teachers and students
- Monitor appropriate guidance to students for IAs, EE and TOK essays.
- Arrange for parent meetings in case of any non-submission from students.
- Monitor timely submissions from teachers of the assessed IAs.
- Plan the internal exams schedule in such a way that there are no subject clashes.
- Ensure that all students who wish to be registered pay the exam fees.
- Register students for the IB exam session.
- Request for inclusive arrangements by uploading relevant documents and convey the outcome to parents.
- Plan the seating for exams so that IB guidelines are followed.
- Plan for any special arrangements based on medical conditions (medical certificate to be obtained) or access arrangements (approval from IB).
- Request that parents must fill up the form given in the students' organization and submit it to the examination.
- Arrange for open days after reports are generated of school exams.
- Collect IB exam stationery and papers and after unpacking them, verify the correctness of number of question papers, arrange them in the exam strong room.
- Display exam posters in prominent places.
- Ensure exams are conducted following the academic integrity policy
- Conduct inquiry in case of suspected malpractice and communicate with parents and the IB.
- Upload all IAs, EEs, English HL Essays, TOK essays on IBIS portal.
- Enter predicted grades and marks on IBIS portal.
- Submit the request for result service and the legalization requests of results.
- Analyze results of the DP programme and ensure that it informs planning of the curriculum, teaching and learning and assessments.
- Monitor CAS progress.
- Convey and discuss any changes to assessment by IB.
- Download the IB results and make them available to students by sharing the PIN.
- Review the assessment policy along with the DP teachers

In addition, the CP coordinator has to

- Organize and coordinate service learning/ community engagement and supervision of reflective projects along with the service-learning/ community engagement coordinator and the reflective project supervisor.
- Develop authentic learning opportunities for students and to engage in reflection in meaningful ways in coordination with the staff.
- Coordinate with the WACP to maintain quality checks on internally marked coursework by developing practices for standardization of marking internal assessments.
- Liaise with the Reflective Project Coordinator to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches.
- Liaise with the Personal and Professional skills Coordinator to develop a curriculum which will promote development of attitudes, skills and strategies which can be applied to personal and professional situations and contexts now and in the future.
- Liaise with the Language Development/ Language & cultural studies Coordinator to ensure completion of language development/ language & cultural studies core component requirements and language portfolio. To ensure that students have developed their language ability when mapped against the language phases provided in the Language development guide. To ensure that students explore and reflect on language and associated culture as they relate to identity, communication, and intercultural understanding.
- Plan the calendar of school deadlines for DP subjects in collaboration with CP teachers and communicate it to teachers and students
- Monitor appropriate guidance to students for IAs , Reflective project, CP Core portfolios/ Learning Journals.
- Enter predicted grades and marks on IBIS portal.
- Arrange for parent meetings in case of any non-submission from students.
- Monitor timely submissions from teachers
- Analyze results of the CP programme and ensure that it informs planning of the curriculum, teaching and learning and assessments.
- Monitor Service Learning/ Community engagement progress.
- Convey and discuss any changes to assessment by IB.
- Download the IB results and make them available to students by sharing the PIN.
- Review the assessment policy along with the CP teachers

- Plan the internal exams schedule and Reflective Project schedule in such a way that there are no clashes.
- Ensure that all students who wish to be registered pay the exam fees.
- Register students for the IB exam session for the DP subjects selected.
- Request for inclusive arrangements by uploading relevant documents and convey the outcome to parents.

Appendix C: Assessment and Inclusion details:

Constructive feedback on assessments is given to students to motivate them to attain their personal academic goals, in keeping with the school mission statement. Regular and periodic assessments inform of any special learning needs of students. Timely intervention achieves students' success in examinations. Summative assessments provide information of support requirements with are then shared with the school counsellor. After consent from parents, the school counsellor conducts sessions and reports to the inclusion coordinator and the DPC and the CPC. Evaluation reports are submitted by the inclusion coordinator to the Programme Coordinator. To make assessments accessible, all recommendations are followed so that the student is able to take examinations with access arrangements.

Approval to get the recommendations proposed for IB exams is processed by the Programme Coordinator on IBIS. The access arrangements for exams approved are communicated to parents and students. Care is taken to observe that exam conditions are followed as stipulated by IB.

Assessment for CRS

Assessment allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in a variety of ways.

- WACP CRS has ongoing, continuous assessment and summative assessment, and students will receive Certification only after successful completion of the assignments & assessments.
- Continuous Assessment process will provide an understanding to the Facilitator the depth to which the student understands the theory.
- Students will encounter many different kinds of assessment methods, for example: written assignments, portfolios, project work, reports, individual or group oral presentations and practical skills assessment.
- The Assessments shall be divided into parts i.e. Formative Assessments including Assignment, Projects, Case Studies etc. which will be of 40 marks which are internally assessed and moderated externally by the WACP. The Summative Assessments of 60 marks will be externally moderated by WACP.

- Assessments will help in demonstration of the student's ability to synthesize classroom learning with real life scenarios of managing and running business.

Internal IBDP Assessments and IBCP assessments for the Diploma Programme courses

Internal Assessments (IA) Practices

1. Periodic internal assessment status reports are obtained from teachers for follow up action.
2. Most internal assessments are integrated in classroom teaching.
3. Independent learning time is given to students in the timetable so that they can work on feedback on internal assessments.
4. Internal assessments focusing on skills development can also contribute to formative assessment.
5. Teachers orient students on the IA process and explain the task expected of them. Assessed exemplars from the IB website are shared with students so that they understand the criteria better. One draft is submitted by the students on which they receive feedback. Teachers discuss the work and advise the students in internal assessment but the final output should be the individual work of the student.
6. Group activities, in some instances, are permitted as a basis for internally assessed work after the consent of the teacher. All written work should however be the student's individual work.
7. All Internal assessments submitted are assessed by the subject teacher and moderated by the head of the department to ensure that the submission meets with standards defined by the IB and that the marks awarded to the students adhere to the criteria prescribed for each Internal Assessment.
8. The school is indemnified against all instances of malpractice as stated in the Academic Integrity Policy.

Appendix D- SUBJECT GROUP-WISE GRADE DESCRIPTORS

Studies in language and literature

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and

appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy;

demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all basic and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures

accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to basic and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most basic information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Individuals and societies

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and

concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Sciences

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and

qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.

Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and

little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Computer science

Grade 7

Displays comprehensive knowledge of computer science factual information and a thorough command and understanding of concepts and principles. Selects, applies and analyses relevant information, concepts and principles in a wide variety of contexts to solve most problems proficiently. Interprets and constructs fairly complex algorithms and produce workable and mostly efficient solutions. Communicates logically and concisely using appropriate terminology. Shows insight and initiative in extended responses.

Produces a complete plan and provides a fully consistent design overview. The product developed completely matches the plan and works. The documentation is complete and the product is fully tested and evaluated. The use of techniques in solving problems demonstrates high levels of complexity and ingenuity.

Grade 6

Displays very broad knowledge of computer science factual information and an understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts, to solve basic or familiar problems and most new or difficult problems. Interprets and constructs fairly complex algorithms with few errors to produce workable solutions. Communicates effectively using appropriate terminology. Shows occasional insight or initiative in extended responses.

Produces a plan and design overview. The product matches the plan and works. The documentation is complete and the product has been tested and evaluated. The use of techniques in solving problems demonstrates a very good level of complexity and ingenuity.

Grade 5

Displays broad knowledge of computer science factual information. Shows sound understanding of most concepts and principles and applies them in some contexts, to solve most basic or familiar problems and some new or difficult problems. Interprets and constructs fairly complex algorithms and produce a partially workable or inefficient solution. Communicates clearly, using appropriate terminology, with little or no irrelevant material.

Produces a partial plan and a design overview that meets plan requirements. The product works but does not fully match the plan. The testing and documentation is complete, but evaluation is incomplete. The use of techniques in solving problems demonstrates a good level of complexity and ingenuity.

Grade 4

Displays reasonable knowledge of computer science factual information, though with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Interprets and constructs simple algorithms. Communicates adequately, using mostly correct terminology, although responses lack clarity and include some repetitive or irrelevant material.

Produces a basic plan and a design overview. The product mostly works but does not match all aspects of the plan. The documentation is complete and there is evidence of testing but the evaluation is incomplete. The use of techniques in solving problems demonstrates an adequate level of complexity and ingenuity.

Grade 3

Displays limited knowledge of computer science factual information. Shows a partial comprehension of basic concepts and principles and limited ability to apply them. Interprets or constructs simple algorithms. Communicates, using basic terminology, with a lack of clarity and some repetitive or irrelevant material.

Produces an incomplete plan and design overview. The product matches some aspects of the plan and there is some evidence of testing or evaluation in the documentation. The use of techniques in solving problems demonstrates a limited level of complexity and ingenuity.

Grade 2

Displays little recall of computer science factual information. Shows limited comprehension of basic concepts and principles and little evidence of application. Some evidence of being able to interpret or construct simple algorithms. Offers responses which are often incomplete or irrelevant.

Produces a weak and incomplete plan. The design overview is poor and does not match the plan. The product is poor and does not work. There is limited evidence of testing, poor documentation, and limited or no evaluation. The use of techniques in solving problems demonstrates a low level of complexity and ingenuity.

Grade 1

Recalls fragments of computer science factual information and shows very little understanding of any concepts or principles. Displays little or no ability at algorithm construction and interpretation.

Their design overview and plan are not attempted. There is little or no evidence of a working product and little or no evidence of testing, documentation or evaluation. The use of techniques in solving problems fails to demonstrate any level of complexity or ingenuity.

Mathematics

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator's functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Arts

Grade 7

The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology.

Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences.

The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology.

Creative work and processes demonstrate an effective understanding of artistic ideas and intentions.

Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences.

The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology.

Creative work and processes demonstrate a developed understanding of artistic ideas and intentions.

Practical/performance work demonstrates developed subject-specific skills, techniques and competences.

The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology.

Creative work and processes demonstrate a basic understanding of artistic ideas and intentions.

Practical/performance work demonstrates basic subject-specific skills, techniques and competences.

The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology.

Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions.

Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences.

The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology.

Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions.

Practical/performance work demonstrates superficial subject-specific skills, techniques and competences.

The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology.

Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas.

Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences.

The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Appendix E - Reflective project Grade Descriptors

Grade A

Demonstrates: extensive research skills resulting in a well-focused and appropriate research question that defines and contextualises an ethical dilemma balancing multiple perspectives, related to the career-related study; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant dilemma and consistent awareness of its impact on identified contexts and groups; effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed and help support a consistently-held position throughout; a sustained reasoned argument supported effectively by evidence; critically evaluated research; excellent presentation of the project whereby the coherence and consistency further support the reading of the project; present and correctly-applied structural and layout elements.

Engagement with the process is thoughtfully planned and documented, with evidence that feedback has been meaningfully addressed. Key decision-making during the research process is documented and detailed evaluation through reflections, including personal impact, are evidenced.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen ethical dilemma and that outlines multiple perspectives; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline and, at times, its impact on identified contexts and groups; reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed and contribute to a maintained position throughout ; a reasoned argument often supported by evidence; research which at times evidences critical evaluation; clear presentation of all structural and layout elements that further support the reading of the project.

Engagement with the process is generally evidenced while feedback is acknowledged. Key decision making during the research process is effective and evidenced by reflections.

Grade C

Demonstrates: evidence of research undertaken that has led to a research question not necessarily expressed in a way that can be explored within the scope of an ethical dilemma and that at times identifies differing perspectives; partially effective engagement with mostly appropriate research areas, methods and sources—discrepancies in the processes are present, but do not interfere with the planning and approach; adequate knowledge and understanding of the topic that is mostly relevant in the wider context of the discipline with some acknowledgement of impact on identified contexts/groups; attempted application of source material and appropriate terminology and/or concepts; attempted synthesis of research results with partially relevant analysis that at times contribute to a partially-maintained position throughout; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of work—weaknesses do not hinder the reading of the project; some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information with limited support that feedback has been acted upon, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of thorough research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of an ethical dilemma with limited acknowledgement of differing perspectives; at times visible engagement with appropriate research, methods and sources, but discrepancies in those processes occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline that are sometimes irrelevant and limit awareness of the impact on identified contexts/groups; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis that does not support a consistent position throughout; and inconsistent conclusions as a result of descriptive discussion; a lack of evaluation; presentation of the project at times is illogical and hinders the reading; structural and layout elements are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and procedural.

Grade E

Demonstrates: an unclear nature of the project; a generally unsystematic approach and resulting unfocused research question that is not linked to an ethical dilemma and offers a single perspective; limited engagement with limited research and sources; generally limited knowledge and understanding of the topic in the wider context of the relevant discipline that are only partially accurate and lack awareness of impact on identified contexts/groups; ineffective connections in the application of source material and inaccuracies in terminology and/or concepts used; a summary of results of research with inconsistent analysis resulting in an inconsistent position; an attempted outline of an argument that is generally descriptive in nature; a layout that generally lacks, or incorrectly applies, several layout and structural elements.

Engagement with the process is limited and shows limited factual or decision-making information with no personal reflection on the process.

Appendix F - Extended Essay Grade Descriptors

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic, adherence to effective structural conventions facilitating the communication of ideas; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research.

Reflection on the process is evaluative, evidence is convincing, growth and the transfer of learning is explicit.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic, adherence to suitable structural conventions facilitating the communication of ideas; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation.

Reflection on the process is clear, evidence is generally convincing, there are indications of growth and the transfer of learning.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic, adherence to partially consistent structural conventions facilitating the communication of ideas; partially effective engagement with mostly appropriate research areas, methods and sources—discrepancies in the processes are present, but do not interfere with the planning

and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation.

Reflection on the process is attempted, evidence is present, there are some indications of growth.

Grade D

Demonstrates: a lack of thorough research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; attempts at structural conventions which at times obstruct the communication of ideas; at times visible engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which sometimes are irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation.

Reflection on the process is limited, evidence is inconsistent, there are some indications of growth but these are not explicit.

Grade E (failing condition)

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question and absence of structural conventions; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summary of results of research with inconsistent analysis.

Reflection on the process is limited and not evidenced.

Appendix G- Theory of knowledge Grade Descriptors

Theory of knowledge

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

Appendix H - Requirements of the IB Diploma

The IB Diploma is not awarded if

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Appendix I - Requirements of the CP Certificate

Award of the IB CP Certificate

The *IB CP Certificate* will be awarded subject to satisfactory completion of the following requirements by a candidate.

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP.
- The candidate has been awarded a grade of at least D for the reflective project.
- All personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- All candidates will receive the IB CP statement of results detailing achievement in the DP subjects and reflective project along with the status of completion of the CP core.

On successful completion of the CP, candidates receive the *IB CP Certificate*.

AIU Recognition

The IBCP certification has been recognized by the AIU association of India. Students applying to Indian universities will receive the points converted into percentage format for ease of application upon request for results.

CP requirement codes

A candidate will not qualify for the award of the CP if certain requirements have not been met. The following codes indicate which requirements have not been met.

Code	Requirement not met
1	Personal and professional skills, service learning/ Community engagement, language development/ Language & cultural studies or Career-related studies (CRS) requirements have not been met.
2	An “N” has been given for the reflective project or for a contributing subject.
3	Grade E has been awarded for the Reflective project.
4	The candidate has not been awarded a grade 3 in a minimum of two subjects.

Appendix J - Requirements for successful complement of Career-related studies- Business Administration successful completion of the CRS following are the requirements:

- Achieve at least a minimum of 41% or Grade B & above in end of year assessments in each course

- Internship portfolio submissions (including the written tasks & reflections)

- Submission of Capstone Project

- Students should not have received penalty for academic misconduct

- Completion of any other submissions/workshops/masterclass as suggested in the course.

Appendix K - Calendar of Student Deadlines for DP

DP Calendar of Deadlines		
Year 1		
April		
Group	Month & Year	Details
General	April: Week 1	Orientation on the IBDP programme
Group 1(English A:Lang & Lit)	April: Week 1	Subject specific orientation
Group 2(French Lang B, Spanish ab initio, Hindi Lang B)	April: Week 1	Subject specific orientation
Group 3(Economics, Psychology, BM, History)	April: Week 1	Subject specific orientation
Group 4(Physics, Chemistry, Biology, ESS, Computer Science)	April: Week 1	Subject specific orientation
Group 6 (Visual Art)	April: Week 1	Subject specific orientation
TOK,CAS, Subject selection	April: Week 1	TOK & CAS Orientation &Subject selection discussion
General	April: Week 1	Orientation on various policies
June		
Group 2: French Lang B, Spanish ab initio,Hindi Lang B	Week 2	Introduction to Individual oral criteria and guidelines
Group 1 English HL & SL	Week 2	Introduction to Individual oral criteria and guidelines
Group 4 Computer Science	week 4	Criterion A: Problem specification
Group 6 Visual Art	Week 3	Start of Personal Inquiry

July		
Group 6 Visual Art	Week 2	Artist Research Proposal
August		
TOK	week 2	Briefing on TOK Exhibition and assessment criteria
EE	week 2	EE Orientation
Group 3: Economics	Week 3	Introduction to IA, criteria, practice commentary
Group 6 Visual Art	Week 1-3	 Visual Experiments (Line, Shape, Texture)
September		
Group 2: French Lang B, Spanish ab initio,Hindi Lang B	Week 1	Practice Individual oral
Group 1: English HL & SL	Week 1& 2	Practice Individual oral
Group 6	Week 2	First Process Check (5–7 screens)
Visual Art	Week 4	Initial Sketches for Resolved Work
CAS	week 3	CAS portfolio Check-in session and First interview
Year 1 Terminal Examination- 15th September-1st October		
October		
Group 3: BM, Psychology, History	Week 2	• Introduction to the IA and its significance • Unpacking the IA criteria (breaking down each assessment criterion) • Reviewing and annotating sample IAs (with discussion on what makes them strong/weak) • Explanation of academic honesty and citation requirements
Group 4: Physics, Chemistry, Biology, ESS	Week 2	• Introduction to the IA and its significance • Unpacking the IA criteria (breaking down each assessment criterion)

		• Reviewing and annotating sample IAs (with discussion on what makes them strong/weak)
		• Explanation of academic honesty and citation requirements
Group 3: BM, Psychology, History	Week 3	• Identifying suitable topics and research questions (with subject-specific guidance)
		• Brainstorming session for topic selection
		• Research methods and sources: how to find, select, and evaluate sources (esp. important for History and Psychology)
		• Ethical considerations (especially crucial for Psychology IAs)
		• Overview of subject-specific formats and structures
		• Planning tools and timeline creation (mini-deadlines and checkpoints)
		• Teacher-student expectation setting for support and feedback sessions
Group 4: Physics, Chemistry, Biology, ESS	Week 3	• Identifying suitable topics and research questions (with subject-specific guidance)
		• Brainstorming session for topic selection
		• Research methods and sources: how to find, select, and evaluate sources (esp. important for History and Psychology)
		• Ethical considerations (especially crucial for Psychology IAs)
		• Overview of subject-specific formats and structures
		• Planning tools and timeline creation (mini-deadlines and checkpoints)
		• Teacher-student expectation setting for support and feedback sessions
EE	Week 2	Selection of subject and topic area

		Subject-specific EE Orientation
		EE Criteria unpacking
Group 4	week 3	Criterion B: Planning
Computer Science		
Group 6	Week 1	Artist Project Plan & Timeline
Visual Art	Week 3	Media Trials & Reflection
Diwali Vacation - 18th October- 2nd November		
November		
Extended Essay	week 1-4	Data gathering
Group 3:	week 2	Commentary 1- Draft IA submission
Economics		
Group 3:	week 3	Orientation on historic investigation
History		
Group 4	week 4	Criterion C: System overview
Computer Science		
Group 6	Week 2	Art-Making Portfolio Development Check
Economics	Week 4	Commentary 1 - Final submission
Visual Art	Week 4	Written Commentary: First Draft
December		
Extended Essay	week 1	Check-in session- Finalisation of RQ based on data collection
	week 1	Commencement of RRS to record the EE process
Group 3:	week 1	Commentary 2- draft submission
Economics		
Economics	Week 3	Commentary 2- Final submission
Group 6	week 2	Mid Review of Portfolio (10–15 screens)
Visual Art	week 4	Reflection Task: Artist Connections
TOK	week 3	Finalisation of three objects and submission of planning sheet
Christmas break- 23rd December - 4th January		
January		
Extended Essay	week 1	Submission of introduction with analysis approx- 2,000 words
	week 2	Interim check-in session
	week 4	Submission of evaluation and conclusion- remaining 2,000 words

Group 3: Psycholgy	week 2	Submission of Draft IA
Group 5: Maths AA/ AI- HL/SL	week 4	Math IA orientation
TOK: Commentary	Week 2-3	Approval of objects- feedback on the planning sheet
Group 4 Chemistry	Week 2	Draft submission- IA
Group 6	week 2	Visual Progress Journal Review
Visual Art	week 4	Resolved Artwork 1 Draft
February		
Extended Essay	week 1	Draft EE submission
	week 4	Teacher feedback and Turnitin report
TOK Commentary	week 4	TOK draft Commentary writing workshop. Submission of Draft commentary
Year 1 Final Examination: 20th February-6th March		
Year 2		
April		
Group	**Month & Year**	**Details**
Extended Essay	week 3	Final EE submission
TOK	week 4	Final TOK Commentary submission
Group 1: English :Lang& Lit	Week	HLE- Draft
Group 4 Physics	week 3	Draft submission- IA
Group 6	week 1	Artist Project Process Work Check-in
Visual Art	week 4	Final Draft Portfolio (13–25 screens)
Group 4 Computer Science	week 4	Criterion D: Development
Summer break- 1st May-7th June		
June		

Extended essay	week 2	Final check-in session and Viva voce
TOK	week 3	TOK Exhibition
Group 4 Computer Science	week 2	Criterion E: Evaluation
Group 3: BM	week 3	Draft submission- IA
Group 6 Visual Art	week 3	Resolved Artwork 3 & 4 Check-in
July		
Group 4 Biology/ ESS	Week 4	IA Draft submission
Group 3 History	week 4	Draft Submission- IA
Group 6	week 2	Peer Critique Session
Visual Art	week 4	Visual Curation Exercises
CAS	week 4	CAS Portfolio check-in session and Second interview
August		
Group 3: Psychology	week 2	IA- Final submission
Group 4 Biology/ ESS	Week 4	IA Final submission
Group 4 Chemistry	Week 2	Final submission- IA
Group 3: BM	week 3	Final submission- IA
Group 6 Visual Art	week 3	Artist Project Draft (12 pages)
September		
Group 3: Economics	week 1	Commentary 3- Draft IA submission
Group 1 Eng Lang & Lit	Week 1	HLE Final submission
Group 3: Economics	week 3	Commentary 3- Final IA submission
TOK Essay	week 4	Unpacking TOK Essay titles
Group 4 Physics	week 4	Draft submission- IA

Group 3 History	week 4	Final Submission- IA
Group 6	week 2	Final Submission: Art-Making Inquiry Portfolio
Visual Art	week 4	Video Draft for Artist Project
October		
TOK Essay	week 2	**TOK Essay Planning submission**
Group 6 Visual Art	week 2	Final Submission: Artist Project
Year 2 Terminal Examination		
Diwali Vacation		
November		
Group 6	week 2	Resolved Artwork Completion Check
Visual Art	week 4	Final Rationale Draft
December		
TOK Essay	week 2	TOK Essay Draft submission
Group 6 Visual Art	week 3	Resolved artworks & selected resolved artworks- Planning + Photography
Christmas break		
January		
TOK Essay	week 1	TOK Essay- Final submission
Group 1: English HL & SL	Week 2-4	English Individual Orals

Group 6 Visual Art	Week 2	Draft Submission: Resolved Works + Rationale
February		
Group 2 Language B Orals- French, Hindi, Spanish	Week 1	Individual Orals
Group 6 Visual Arts	Week 3	Art-making inquiry portfolio- Final submission
Group 6 Visual Arts	Week 4	Digital Submission of IA
March		
Group 6 Visual Arts	Week 2	Artist Project- Final submission
CAS	week 2	CAS Portfolio submission and Third interview
April		
Group 6 Visual Arts	week 2	Final Internal assessment Submission: Resolved Artworks
Year 2 Mock Examination- March		
IBDP Final Examination-May		

All Internal Assessment, EE and TOK orientations, drafts and final submission expectations are planned in the first term of the academic year of the IBDP Programme The same is communicated to students and parents through the IBDP student parent handbook. Practice IAs or mini IAs are also scheduled in the calendar. Mock Individual orals are also planned ahead. When the draft IAs are submitted, clear instructions are given that the practice and mock IAs cannot be considered.
Practice and Mock individual orals are also based on different source documents and visual stimuli for Group 1 and Group 2 subjects.

Calendar of student deadlines

IBCP Calendar of deadlines		
Year 1		
April		
Group	**Month & Year**	**Details**
General	Week 1	Orientation on the IBCP programme
Reflective Project	Week 1	Orientation
Personal and Professional skills	Week 1	Subject specific orientation
Community Engagement	Week 1	Subject specific orientation
Language and cultural studies	Week 1	Subject specific orientation
DP Subjects – Business Management, Economics, Maths AA/AI SL, Psychology	Week 1	Subject specific orientation
Career-related Studies	Week 1	Subject specific orientation
General	Week 1	Orientation on various policies
June		
Language and cultural studies	Week 1	Commencement of Learning Journal
Community engagement	Week 1	Commencement of Learning Journal
Personal and professional studies	Week 1	Commencement of PPS Portfolio
July		
Language and cultural studies	week 1	Check-in session- Learning Journal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week 1	Check-in session- Learning Journal
August		

Language and cultural studies	week 1	Check-in session- Learning Journal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Check-in session- Learning Journal
CRS- Business Administration	week 1	Principles of Management- Individual Assignment
	week 2	Principles of Management- Group Assignment
Group 3: Economics	Week 3	Introduction to IA, criteria, practice commentary
September		
Language and cultural studies	week 2	Check-in session- LCS Laerning Journal
Personal and professional studies	week 3	Check-in session- PPS Portfolio
Community engagement	week 4	Check-in session- Learning Journal
Year 1 Terminal Examination- 15th September-1st October		
October		
CRS- Business Administration	week 1	Principles of Management- Project based assignment
	week 4	Business Finance & Operations Management- Individual assignment
Group 3: DP subjects BM, Psychology	Week 2	• Introduction to the IA and its significance • Unpacking the IA criteria (breaking down each assessment criterion) • Reviewing and annotating sample IAs (with discussion on what makes them strong/weak) • Explanation of academic honesty and citation requirements
Group 3: DP subjects	Week 3	• Identifying suitable topics and research questions (with subject-specific guidance)

BM, Psychology		• Brainstorming session for topic selection
		• Research methods and sources: how to find, select, and evaluate sources (esp. important for History and Psychology)
		• Ethical considerations (especially crucial for Psychology IAs)
		• Overview of subject-specific formats and structures
		• Planning tools and timeline creation (mini-deadlines and checkpoints)
		• Teacher-student expectation setting for support and feedback sessions
Diwali Vacation - 18th October- 2nd November		
November		
CRS- Business Administration	week 1	Business Finance & Operations Management- Group assignment
Language and cultural studies	week 1	Review point 1
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Review point 1
Group 3: Economics	week 2	Commentary 1- Draft IA submission
December		
Language and cultural studies	week 1	Check-in session- Learning Jounrnal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Check-in session- Learning Jounrnal
Group 3: Economics	week 1	Commentary 1- Final submission
CRS- Business Administration	week 2	Business Finance & Operations Management- Project based
	week 3	Human Resource Management- Individual assignment

Christmas break- 23rd December - 4th January		
January		
CRS- Business Administration	week 1	Human Resource Management- Group assignment
	Week 2	Human Resource Management- Project based
	week 4	Principles of Marketing- Individual assignment
Group 3: Psycholgy	week 2	Submission of Draft IA
Group 5: Maths AA/ AI- SL	week 4	Math IA orientation
February		
CRS- Business Administration	week 1	Principles of Marketing- Group assignment
	week 3 2026	Principles of Marketing- Project based assignment
Personal and professional studies	week 4	Check-in session- PPS Portfolio
March		
Language and cultural studies	week 1	Check-in session- Learning Journal
Community engagement	week 1	Check-in session- Learning Journal
Year 1 Final Examination: 20th February -6th March		
Year 2		
CP Calendar of Deadlines Year 2		
April		
Group	**week**	**Details**
Group 3: Economics	week 1	Commentary 2- Draft IA submission
Group 3: Economics	week 4	Commentary 2- Final IA submission

Summer break- 1st May-7th June		
June		
Group 3: BM	week 3	Draft submission- IA
July		
Language and cultural studies	week 1	Review point 2
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Review point 2
CRS- Business Administration	week 4	Strategic Management- Individual assignment submission
August		
Language and cultural studies	week 1	Check-in session- Learning Jounrnal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week 1	Check-in session- Community engagement
Group 3: Psychology	week 2	IA- Final submission
Group 3: BM	week 3	Final submission- IA
CRS- Business Administration	week 2	Strategic Management - Individual assignment submission
	week 4	Strategic Management - Group assignment submission
September		
Group 3: Economics	week 1	Commentary 3- Draft IA submission
Group 3: Economics	week 3	Commentary 3- Final IA submission
October		
Language and cultural studies	week 1	Check-in session- Learning Journal

Personal and professional studies	week 2	Check-in session- PPS Portfolio
Community engagement	week 2	Check-in session- Learning Jounrnal
CRS- Business Administration	week 1	Entrepreneurship FA1- Individual assignment submission
	week 3	Entrepreneurship FA2- Individual assignment submission
	week 4	Entrepreneurship FA- Group assignment submission
Year 2 Terminal Examination		
Diwali Vacation		
November		
Language and cultural studies	week 1	Check-in session- Learning Jounrnal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Check-in session- Learning Journal
CRS- Business Administration	week 2	Research Methods FA1- Individual assignment submission
	week 3	Research Methods FA2- Individual assignment submission
	week 4	Research Methods FA- Group assignment submission
December		
Language and cultural studies	week 1	Check-in session- Learning Journal
Personal and professional studies	week 1	Check-in session- PPS Portfolio
Community engagement	week1	Check-in session- Learning Journal
CRS- Business Administration	week 2	Entrepreneurship Summative Assessment Project submission
	week 3	Digital Marketing FA1- Individual assignment submission
Christmas Vacation		
January		
CRS- Business Administration	week 1	Research Methods Summative Assessment Project submission
	week 2	Digital Marketing FA- Group assignment submission

	week 3	Digital Marketing Summative Assessment Project submission
	week 4	Capstone Project Summative Assignment Project submission
February		
Language and cultural studies	week 4	Review point 3- Learning Journal
Personal and professional studies	week 4	Check-in session- PPS Portfolio
Community engagement	week 4	Review point 3- Learning Journal
March		
Language and cultural studies	week 2	Final submission of the learning Journal
Personal and professional studies	week 2	Final submission of the PPS Portfolio
Community engagement	week 2	Final submission of the learning Journal
Year 2 IBCP Mock Examination- March		
IBCP Final Examination-May		
Reflective Project Deadline Calendar		
Stage	**Timeline**	**Key Activities and Milestones**
Orientation	**Year 1**	• Introduction to the Reflective Project by the RP Coordinator
	- January	• Information session and overview of RP requirements • Discussion and doubt-solving session with students
		• Guidance on identifying ethical dilemmas in career-related contexts
		• Introduction to initial research expectations and the learning journal (RRS)
Preparation & Planning Phase	**Year 1-**	• Topic selection and identification of ethical dilemma • Clarification on research expectations and creation of the Reflection Research Space (RRS) • RP proposal / planning form completed and signed by supervisor • First formal meeting with supervisor • Feedback on initial research direction and ethical issues • Reinforcement of RRS use for reflection and planning • Submission of a detailed outline to the supervisor • Scrutiny of outline and ethical focus • Identification of possible
	January – March	

		options/positions related to the ethical dilemma
Research & Analysis Phase	**Year 2-**	• Development and submission of a detailed research/work plan (as required by individual supervisors) • Finalisation of ethical dilemma and options/positions • Sustained research using appropriate primary and/or secondary sources • Ongoing supervisor feedback on research and ethical analysis • Maintenance of the RRS to document evolving understanding • Explicit linking of ethical issues to career-related studies, in consultation with PPS where appropriate • RP focus week (June 2026) to consolidate research and analysis
	April – August 2026	
Development Phase (including presentation)	**Year 2**	• Drafting of the Reflective Project product • Submission of Draft 1 (August 2026) • Supervisor feedback on structure, ethical reasoning, and research quality • Turnitin report generated and reviewed (September 2026) • Final check-in with RP supervisor, with CRS teachers consulted where relevant • Preparation for presentation of findings
	October – November 2026	
Presentation of Findings & Final Presentation	**Year 2**	• Presentation of findings to peers and/or supervisors • Formative feedback on clarity, ethical reasoning, and communication • Reflection on feedback and final refinement of the project • Submission of the final RP draft to the RP supervisor (November 2026)
	November – December 2026	
Viva Voce	**Year 2**	• Viva voce conducted as a reflective discussion on the RP learning journey • Completion and authentication of the Reflective Project – Final Reflection Form (RP/FRF) • Supervisor confirmation of authenticity and submission of predicted grades • Final upload of RP to the IB
	January	

Calendar of Student Deadlines

All IAs, Reflective project, Language Development/ Language & cultural studies portfolio and final submission expectations are planned in the first year of the IBCP Programme. The same is communicated to students and parents through the IBCP student parent handbook. Staggered deadlines for DP subjects and their IAs are clearly indicated in the submissions calendar.

External IBDP Assessments for the Diploma Programme courses

Assessment of English HL Essay, TOK and Extended Essay

The calendar of school deadlines specifies the submission dates of the draft and final English HLE. This component is externally assessed by the IB.

The calendar of school deadlines and the EE handbook gives the dates of the conduct of the IA and the draft and final submission of the TOK Essay in case of Theory of Knowledge assessment. One feedback with annotations is given for both TOK and EE by teachers and EE supervisors.

The dates of the formal sessions with EE guides, check in sessions, submissions of drafts and the final EE is given in the EE handbook in detail.

The progress made by students in their Extended Essay and Internal Assessment is reported periodically to parents.

Three bonus points are awarded between the TOK & EE as per the following matrix given by the IB.

Three formal meetings are scheduled by the EE coordinator for all students to meet their supervisors for Extended Essay. Students and supervisors maintain a record of the discussions and step forward had during the formal meetings.

Apart from this, students also have informal check-in sessions with their supervisors.

The final formal meeting is a reflection and celebration of the work achieved by the student whose reflection is recorded.

Assessment of Creativity Activity Service (CAS)

Completion of CAS requirements i.e. a consistent engagement with all CAS learning outcomes for at least one and half years of the two-year programme and documentation of the CAS experiences must be completed by students for the DP coordinator to mark completion and submit on IBIS.

There are no grades awarded for the CAS programme. However, it makes for an enriching experience which students express in university essays and carry memories of their CAS projects with them for life.

Externally assessed component in the Career-related Programme

Reflective Project

The Reflective Project is a piece of work produced by the student personally and submitted at the end of the CP programme. The objective of this work is to develop research skills, writing and communication skills, promote discovery and creativity via a variety of different approaches. The RP can be submitted in a choice of formats and total of 4,000 words, which is inclusive of a reflective statement (maximum 1,000 words, provided on the RP/FRF).

Table 1

Learning hour requirements

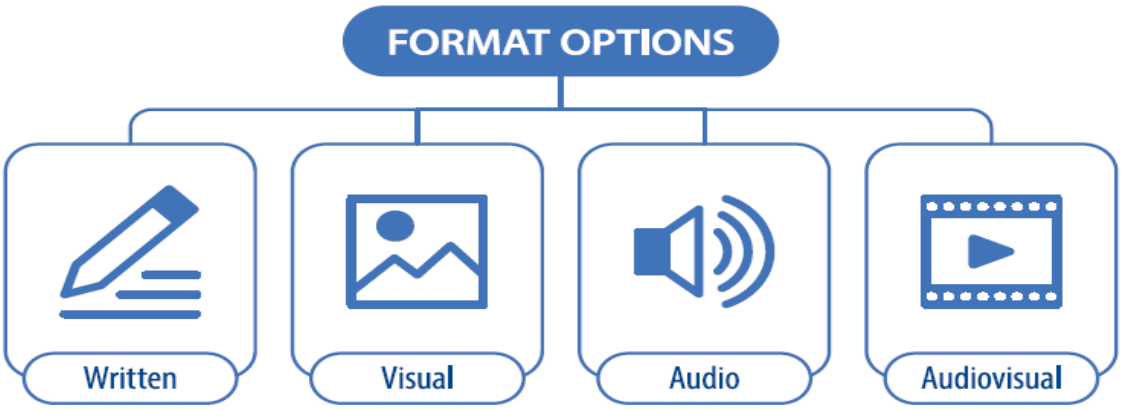
Type of learning	Independent	Guided
Participants	Students	Students with RP supervisors or other school-based educators
Minimum time requirement	50 hours	3–6 hours

Format options for the reflective project:

A variety of format options allows students to demonstrate their understanding using different modes of communication. Format options include written, visual, audio and audio-visual modalities.

Figure 4

Format options



(Table taken from Reflective project guide IBO publications 2025)

Requirements for each format option are described in table 2.

Table 2A

Written format options and requirements

Format	Option descriptions	Requirements
Written	The written option should take the form of an essay. Students may choose any style of essay; however, those that are expository in nature may prove to be most effective. Examples of expository essays include: • dissertation-style essay (e.g. academic report, case study) • proposal (e.g. business plan) in which the dilemma is outlined and a resolution proposed • newspaper or magazine article (e.g. investigative in nature, possibly an interview) • blog post that outlines the dilemma and shares the student's personal position • formal letter to an appropriate organization or individual that seeks to outline the dilemma and share the student's position.	A total of 4,000 words maximum (including 1,000 words maximum for the written reflection). A maximum of five labelled graphs, tables or still images may be included, if appropriate, to support text content. Whichever essay style is selected, students should use structural elements and conventions appropriate for the style, and ensure that the ethical dilemma is thoroughly explored to achieve all aspects of the criteria. Sources must be properly cited. Submissions should be in DOC, DOCX, PDF (non-editable), RTF file types. See section "C3.9.3 Formatting guidance" of the Career-related Programme Assessment procedures for formatting guidance.

Table 2B

Visual format options and requirements

Format	Option descriptions	Requirements
Visual	Visual options include a variety of images that together make a statement or tell a story about the dilemma. The images can be created by the student, or collected and curated by the student, or might include a combination of both of these options. Possible visual products include the following. • Storyboard (e.g. storyboard for a film, media campaign or graphic novel) • Photo essay	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 5 images and maximum of 15 images with a description or annotation of a total minimum of 500 words and maximum of 2,000 words. The description/annotation should include an explanation of what the images are, why they were chosen or created, and how they contribute to the project. Sources must be properly referenced for any images not produced by the student. Images should be in JPG, JPEG or PNG file types. Images can be copied/pasted into a document to include annotations and submitted as a DOC or PDF (non-editable).

Table 2C

Audio format options and requirements

Format	Option descriptions	Requirements
Audio	Each of the audio options can alternatively be submitted in the form of an audio-visual recording. Possible audio products include the following. • Audio recording of an interview • Audio recording of a speech or presentation (e.g. TED Talks-style presentation or speech to a relevant organization) • Audio podcast (e.g. possible styles include investigative, storytelling, interview, debate). If appropriate, podcasts can be imagined as one episode of a podcast series focusing on the ethical dilemma.	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 10 minutes (approximately 1,500 words) and maximum of 15 minutes (approximately 2,250 words) with any additional explanations, annotations or context provided in writing. For any music or sound effects that are used, students should explain why they were chosen and how they contribute to the project. A transcript should be attached as an appendix to all audio products. It will not be marked or included in the word limit but serves to support the recording in case of technological difficulties. Audio submissions should be in MP3, M4A format.

Table 2D

Audio-visual format options and requirements

Format	Option descriptions	Requirements
Audio-visual	Possible audio-visual products include the following. • Documentary film • Short film (live or animated) • Video recording of an interview • Video recording of a speech or presentation (e.g. TED Talks or TED-ED style presentation) • Animated presentation with recorded voiceover • Video podcast	Total equivalence of 4,000 words maximum (including 1,000 words maximum for the written reflection). A minimum of 10 minutes (approximately 1,500 words) and maximum of 15 minutes (approximately 2,250 words) with any additional explanations, annotations or context provided in writing. For images, music and sound effects that are used, students should explain why they were chosen and how they contribute to the project. A transcript should be attached as an appendix to all audio-visual products. It will not be marked or included in the word limit but serves to support the recording in case of technological difficulties. Film/video/screencast submissions should be in MP4, MOV (codec H264), M4V format.

Appendix – L: Exam Specific Guidelines for all summative exams

- Students must enter the examination hall 15 minutes prior to the commencement of the exam in a quiet and orderly manner. Those who are not seated well in time and ready for the exam forfeit the reading time of 5 minutes. They are allowed to enter only after the instructions are read out by the invigilator and the reading time is over. This can prove costly as they will not get the time to read and process the question before attempting it. They will miss out on important instructions if any.
- Mobiles or any electronic gadget must be submitted and must not be found with the student during the examinations.
- No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room
- It is always wise to bring a lunch pack, especially if two sessions of examinations are there.
- Students will not be allowed to leave the school premises once they have come in.
- Students must ensure that they carry GDC/ sufficient stationery for the exams. No borrowing will be allowed during examinations.
- All invigilators who are present for an examination that permits a student to use a calculator must be familiar with the guidance on calculators (including how to set them to “examination mode”).
- In addition to checking calculators in advance of an examination, there is a requirement to clear the memories of all calculators at the end of each examination. This is so students cannot take notes made on the calculator out of the examination. This action should include resetting the RAM and ROM memory where applicable.
- Only transparent pouches will be permitted.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination invigilator must be obeyed. The examination invigilator has the right to take necessary action if any student’s behavior is interfering with the proper conduct of the examinations
- Students must be attired in the dress code followed at school of which they are aware.
- No additional time will be allowed for students arriving late for the examination.
- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
- If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
- Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
- If the total exam duration (morning or afternoon session) is less than two hours, Student will be kept under supervision until the two-hour mark has passed.
- If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
- Students will not linger in the hallway during the waiting time between two exam sessions. They must sit only in the assigned room.
- The seating plan will be posted on assembly tile a day prior to each exam.

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