

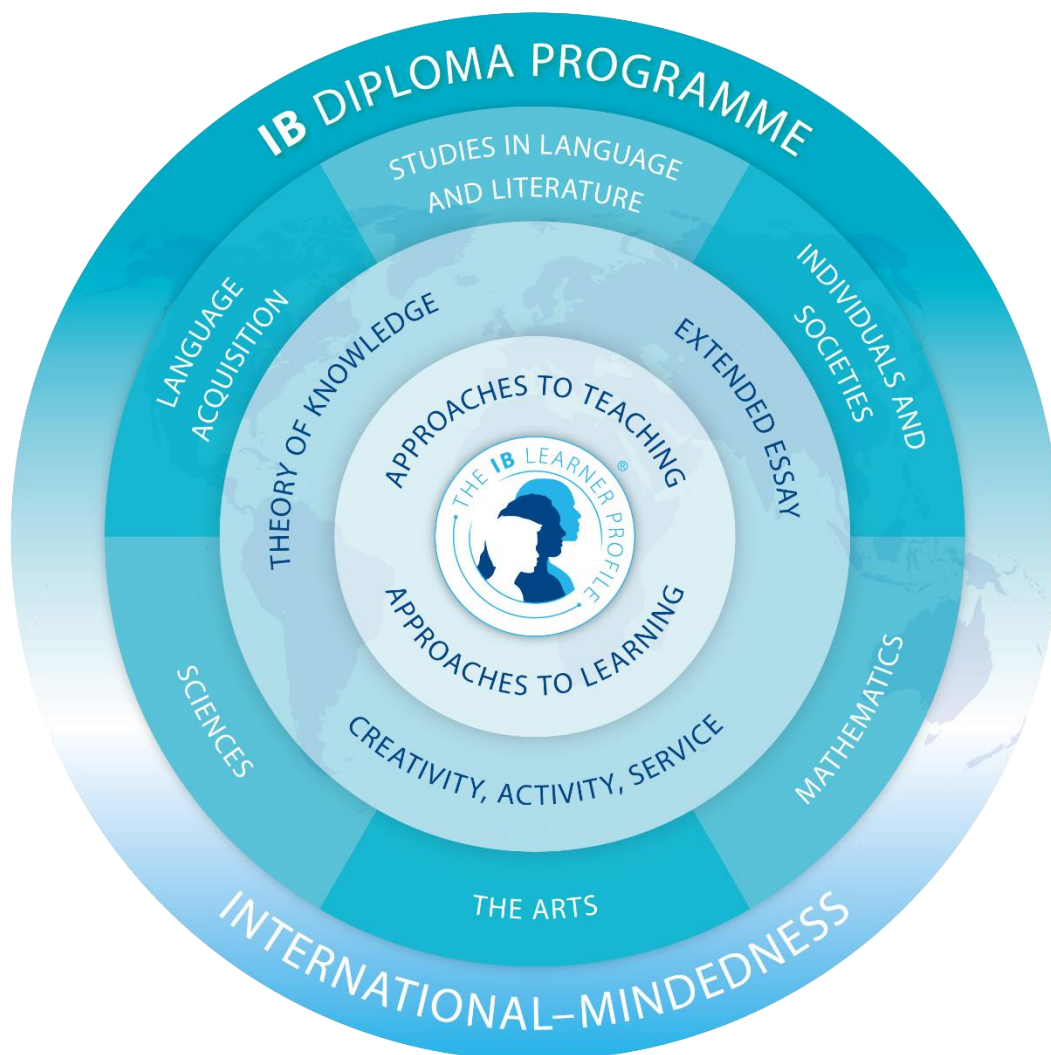


# ASSESSMENT POLICY

Björknäsgymnasiet

## Mission Statement from the IB

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.



## The School's Mission Statement

Our mission is to provide a dynamic diverse learning environment where we celebrate multiculturalism and promote sustainability and peace to produce positive global citizens.

We aim to inspire our learners to become courageous and competent through our inquiry based and holistic education, where they will achieve both personal and academic success.

Björknäs gymnasiet is a positive and inspirational environment where staff and students grow as individuals and humans.

## Assessment

Assessment is vital for the student's learning, and it is used to evaluate student progress to create and inspire further development. It is important that students and guardians have access to the feedback given by the teachers to have a good overview of what is demanded so that the home can support the student. Reflection is a vital part of the process of learning and growing from previous performances and bringing new insight into coming challenges.

Assessment is present in different steps, and we focus on assessment for learning, assessment as learning and assessment of learning. *Assessment for learning* is the different strategies and skills developed as the student progress is checked and feedback is provided. This can also be informal judgments made by the teacher to make notes on progress and improvements without administering formal grades. *Assessment as learning* is where the students reflect on the process of learning and contemplate how the learning has benefited their progress. This is recorded by the student in goal setting and for parent/guardian interviews but is not formally assessed. *Assessment of learning* is the tasks performed by the students that are measured against criteria informally for the awareness of the student or formally when reported with a numeric associated with the criteria assessed to the IB.

All assessments procedures and practices can be found in full in *General Regulations: Diploma Programme*.<sup>1</sup>

Assessment is also connected to the IB Learner Profile<sup>2</sup> attributes as assessment tasks are designed to inspire life-long learning and to advocate self-efficacy. We expect our students to show the following attributes in regard to learning and assessment:

**INQUIRERS:** to be curious, independent, and enthusiastic learners who asks questions and take responsibility for their learning.

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<sup>1</sup> *General Regulations: Diploma Programme* (<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>, 2021)

<sup>2</sup> IB Learner Profile (<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>)

**KNOWLEDGEABLE:** to be passionate about different subjects and issues and be able to demonstrate their knowledge in interdisciplinary situations.

**THINKERS:** to develop their analytical skills and to be critical as well as creative when faced with an assessment task.

**COMMUNICATORS:** to be able to collaborate with others in different assessment tasks, to respectfully listen to other people's perspectives and to give and use feedback to improve their own learning.

**PRINCIPLED:** to take responsibility for their own learning, to be fair and honest and act with academic integrity regarding assessment tasks.

**OPEN-MINDED:** to explore a range of disciplines and other people's ideas with interest, respect, and engagement.

**CARING:** to show respect and empathy to other people.

**RISK-TAKERS:** to investigate and explore new topics, ideas and issues with resourcefulness and grit and to find and use strategies when faced with challenges and assessment tasks.

**BALANCED:** to find strategies to balance intellectual, physical, and emotional aspects of life as well as understanding connections to the people in the world around us.

**REFLECTIVE:** to be able to reflect on their own learning by identifying strengths and weaknesses, to grow with their experiences and to develop personally.

## Clarification of terms

**Formative assessment:** Feedback, in both oral and written form, provided on work completed in class is used to help develop student skills and prepare for assessed tasks. It is imperative that students recognize the importance of formative assessment in developing their work. Formative assessment is part of regular classroom practices.

**Summative assessment:** Summative tasks may be used to measure students' performance at the end of a unit or term and the Diploma Programme assessment criteria 1-7 (see attachment *Grade Descriptors*) is used to judge levels of attainment. Some of the internal assessments are moderated.

Most of the Diploma Programme's summative assessment is external and takes place during the examination of the course in April/May year 2. The exams or works are sent to an external examiner.

**Moderation:** A process where internally assessed work is sent to an external moderator to check how accurately and consistently the teacher has applied the assessment criteria in his/her marking. This is to ensure a common standard across all schools and as a result, a school's marks may be lowered, raised, or remain the same<sup>3</sup>.

**Standardization:** Two or more teachers assess a piece of student work by using the IB assessment criteria in addition to their subject knowledge. The practice is to ensure reliable results as the

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<sup>3</sup> *Assessment principles and practices—A guide to assessment for teachers and coordinators* (<https://www.ibo.org/contentassets/8ecbee9f96af4db98293b97c133516f5/teachers-and-coordinators-amended.pdf>, 2020)

teachers standardize their understanding of how the assessment criteria should be understood, applied, and evidenced in the student work. The EE and TOK assessments will be standardized by at least two staff members using the assessment criteria.

**Homework:** Homework is provided to students to extend learning rather than take the place of learning in the classroom. Homework is allocated to students through the professional judgment of the classroom teacher and only where necessary to ensure curriculum is completed.

## Assessment Practices

All assessment is designed to be meaningful to both students and teachers and the aim is to as accurately as possible reflect what a student knows and can do. The IB focus on five elements of validity regarding assessment, The Validity Chain, where all the links (reliability, construct relevance, manageability, and comparability<sup>4</sup>) must exist to for an assessment to be valid.

The aim with formative assessment is to improve student learning and to help students achieve their potential and is embedded in the courses. To ensure that each student has the possibility to show their understanding, the teachers offer a variety of assessment tasks. These can include:

- Verbal assessment, discussions
- Presentations
- Collaborative group projects
- Portfolios
- Journals
- Written assessment
- Homework
- Interactive tests and exercises
- Quizzes
- Exit tickets
- Tests
- Lab work and reports
- Mock exams

All assessments prior to the official IB assessments are formative although some tests may be of summative character. However, the students will have time to get feedback on their performance and improve before the formal exams to address students' strengths and limitations and help develop strategies to improve. In general, the teachers will assess understanding, knowledge and skills connected to the objectives in each course and to the assessment criteria. Teachers may use different tools to support students in their learning such as teacher-supported self-evaluation, assessment descriptors such as matrices and rubrics and teacher-guided peer evaluations.

All assessment tasks during or after units of study are aligned with the curriculum as well as IB subject guides. The Head of School ensures that all teachers have attended training approved by the IB and use official IB publications and support material to design their courses.

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<sup>4</sup> *Assessment Principles and Practices – Quality assessment in a digital age* (<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>, 2018)

All assessment tasks such as deadlines and test dates are communicated to the students, the coordinator and to guardians on Managebac. The frequency of assessment tasks varies depending on the course aims and objectives but in general, assessment will take place every six to eight weeks. All teachers coordinate deadlines and tests during bi-weekly staff meetings to spread tasks as evenly as possible during the school year to balance the workload for the students. Awareness of the assessment calendar for and attendance/timely submission of work for internal and external assessments is important. A detailed schedule for assessment, including IB assessments, is attached (*Assessment Calendar*).

### **Candidates with access requirements**

Access arrangements will be provided for students according to our Inclusion Policy in accordance with the International Baccalaureate *Access and Inclusion Policy*.<sup>5</sup> All formative in-school assessments will be designed to support students with access requirements in collaboration with the Special Education Teacher and the Students Welfare Team. The Programme Coordinator is responsible for requesting authorization from the IB for access arrangements for IB assessments.

### **Recording and Reporting**

Grades for assessed tasks are recorded on Managebac and reported through progress reports and development talks with students and guardians. We offer development talks twice every school year. Formative assessment results and/or feedback are recorded on paper or digitally by the teachers or verbally in the classroom.

### **Grading/Marking**

There is a distinction between marks and grades. Marks are, for example, the sum of the points earned on a particular test or assignment, designed by the teacher or the IB for externally marked exams. Grades are a numeric ranking that indicates a determination of the value on the quality of the student's work. In short: "Marks are how far a candidate has walked, but grades take into account how steep the path was".<sup>6</sup>

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.<sup>7</sup>

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

All subjects have a subject guide with objectives that are to be assessed. The objectives can have wide variety of skill types to suit the requirements of the subject. The Head of school ensures that all teachers have the appropriate training to design assessment tasks that meet the objectives of each subject and that all students are given the opportunity to show their knowledge and understanding of the subject in accordance with our Inclusion Policy.

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<sup>5</sup> *Access and Inclusion Policy* (<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>, 2022)

<sup>6</sup> *Assessment principles and practices—A guide to assessment for teachers and coordinators* (<https://www.ibo.org/contentassets/8ecbee9f96af4db98293b97c133516f5/teachers-and-coordinators-amended.pdf>, 2020)

<sup>7</sup> *Understanding DP assessment* (<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>, 2023)

The students will get predicted grades in March year 2. The predicted grade is the teacher's prediction of the grade the candidate is expected to get in the subject. All the evidence of the candidate's work and the teacher's knowledge of IB (International Baccalaureate) standards will be considered.

In addition to formative assessment tasks, we use Mock Examinations in March year 2 and the results from these exams are used by teachers for the predicted grades. Mock examinations are held in the same fashion as the actual examinations to practice rules and regulations. IB issued examinations are held in April and May in year 2 and are marked externally, see *Summative Assessment* for more information.

### **Predicted grades are also required for TOK and the EE:**

Theory of Knowledge (TOK) is assessed through an exhibition and a 1,600-word essay. In the exhibition the student presents three objects that explore how TOK manifests in the world around us. The essay focus is to be on a conceptual issue in TOK and the essay score contributes to the student's final score on the Diploma.

The extended essay (the EE) is an independent research carried out by the student under the supervision of a teacher/supervisor. It is a 4,000-word paper and it should take approximately 40 hours to complete the essay. The essay will be externally assessed by examiners appointed by the IB and they are marked on a scale from 0 to 34. This score contributes to a student's final score on the Diploma.

Creativity-Activity-Service is where students initiate and create projects that contribute to the holistic education that the DP is. Students are expected to collect evidence of their projects in a CAS portfolio that showcases CAS experiences and reflections made by the student. It is not formally assessed but is mandatory to attain the IB diploma.

Within two weeks after an assessment task submitted to the IB, teachers will provide predicted criterion scores. The IB will moderate teacher grades for internal assessments through sampling and the external assessments and examinations are graded by an IB Examiner.

### **Summative Assessment**

Every subject from Groups 1-6 are assessed according to the assessment requirements and expectations explained in the *Grade Descriptor* (see attachment). The subject guide also includes what support, guidance and feedback a teacher is permitted to provide. The teachers provide students with details regarding what is needed in each subject to complete the required work.

Each subject has between 3-5 summative assessment components which contribute to a certain percentage of the final grade for that subject, see attachment *Assessment Components*. Each subject has an internal assessment which is completed at school and the rest will be external assessments. The internal assessment will firstly be assessed and marked by the teacher before a final copy is submitted to the IB for marking. The IB will then request a sample of students' work for moderation.

A few other external assessments are completed at school but externally marked: Theory of Knowledge Essay, the Visual Arts Process Portfolio and Comparative Study, the Extended essay, and the Higher-Level Essay in the Group 1 Languages. Students are advised to share all their documents with the teachers and adhere to deadlines for submission to the IB for external assessment.

All other external assessments are exam papers which take place in April and May. These exams are sent directly to the IB for marking.

All examinations at the end of the course are designed to reflect the students' understanding of the whole course and not just aspects of it. The students must be able to recall, adapt and apply their knowledge and skills to new questions and contexts. Therefore, there will be some allocated to revise the courses before the final exams.

The IB Organization's Assessment Division is responsible to review all results from each of the assessment components and set the final grade for each the student. Björknäs gymnasiet does not set the grades. The IB reports and publishes the students' results on the platform IBIS in July. The DP Coordinator gives students their login information.

### **Conduct of IB issued examinations**

Examinations issued by the IB are conducted according to a schedule and timetable published by the IB and the DP Coordinator will forward the schedule to students and guardians. Students and guardians are advised to adhere to the schedule and timetable as no consideration of national holidays, school holidays, or religious festivals are taken by the IB. The exams consist of Internal Assessments and Exam Papers, see *Assessment Components*.<sup>8</sup> The exam papers take place over a four-week period in April and May.

The DP Coordinator will register the students for exams and all students will be informed of the rules and regulations of the exams, for example the schedule and timetable, the venue for examinations, what material is allowed to bring to the examinations and seating arrangements.<sup>9</sup>

## **Earning the Diploma**

Candidates must meet the following criteria to earn the diploma<sup>10</sup>:

### **A2.2.1 Core requirements**

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section “A2.2.2”.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma. The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade. • These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section “A2.2.2”.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

### **A2.2.2 Additional requirements**

There are a number of additional requirements for the award of the diploma.

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<sup>8</sup> *Assessment Principles and Practices – Quality assessment in a digital age* (<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>, 2018)

<sup>9</sup> Conduct of examinations booklet 2024

<sup>10</sup> *Diploma Programme Assessment procedures 2024*



- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## Teachers’ responsibilities

- Work in alignment with the Assessment policy to oversee every student’s knowledge development.
- Work in alignment with the Academic Integrity policy and to verify that each student’s work is their own.
- Work in alignment with the Inclusion Policy to ensure that all students’ individual needs are met.
- To utilize assessment for learning.
- To be available, during scheduled school days, to students who have a concern or need help.
- Set due dates ahead of time and communicate them clearly to students.
- Coordinate deadlines and test dates with the other teachers when possible.
- Evaluate student performance and give feedback for student improvement.

## Students’ responsibilities and rights

### Responsibilities

- Read and follow the Assessment Policy.
- Read and follow the Academic Honesty Policy.
- Demonstrate Academic Integrity and Honesty.
- Communicate with teachers and/or mentor if you have questions or concerns.
- Keep to all deadlines in order to receive the most effective feedback.

### Rights

- To know and understand the assessment procedures.
- To get feedback and support to develop strategies for improvement.
- To show your knowledge in a variety of assessment tasks.
- To receive summative evaluations.
- To get help and support to develop to your full potential.

Guardians are responsible to be aware of this policy and support the student in times of need.

## Policy review

The Head of School, Diploma Programme Coordinator and DP teachers are responsible for implementing the policy. The Diploma Programme Coordinator is responsible to bring up the policy for evaluation and review by a selection of stakeholders annually in June for the first three years and

thereafter every second year. The Diploma Programme Coordinator will also ask for feedback from students and guardians at the time for review. The Diploma Programme Coordinator is responsible to ensure new teachers have read and understand the policy.

Finalization of the policy: October 2023. Revised April 2024.

Next review due: June 2025

This policy is to be used in conjunction with the following policies:

Inclusion Policy

Language Policy

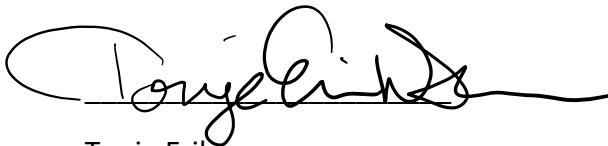
Academic Integrity

Admissions Policy

**Website**

<https://www.boden.se/utbildning/international-school/international-programme-upper-secondary.62d60acc>

Boden 16 October 2023

A handwritten signature in black ink, appearing to read 'Tonje Eriksen', written over a horizontal line.

Tonje Eriksen


Deputy Head of School


## ATTACHMENTS

### Grade descriptors

<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

## IB Diploma Programme Assessment Components

 To be completed during the course according to school-specific deadlines

 To be completed during final examinations

### DP CORE:

| Type of Assessment | External/Internal | Format                      | Assessment                                   |
|--------------------|-------------------|-----------------------------|--|
| Extended Essay     | External          | Independent research paper  | Grades A-F, adding to the three extra points |
| TOK Exhibition     | Internal          | Oral presentation           |  |
| TOK Essay          | External          | Essay on a conceptual issue |  |
| CAS                | Internal          | Reflections                 | Pass/Fail                                    |

### Language and Literature A:

| Type of Assessment               | External/Internal | Format   | Weighting of Final Grade (%) |    |
|----------------------------------|-------------------|--|------------------------------|----|
|                                  |                   |  | SL                           | HL |
| Paper 1: Guided textual analysis | External          | Guided analysis of unseen non-literary passage/passages from different text types.   | 35                           | 35 |
| Paper 2: Comparative Essay       | External          | Comparative essay based on two literary works written in response to a choice of one out of four questions.                                | 35                           | 25 |
| HL essay                         | External          | Written coursework component: 1,200-1,500 word essay on one literary work or a non-literary body of work studied.                          | -                            | 20 |
| Individual Oral                  | Internal          | Prepared oral response on the way that one literary work and one none-literary body of work studied have approached a common global issue. | 30                           | 20 |

## Language B (Swedish, French, German, Spanish, English)

| Type of Assessment         | External/Internal | Format  | Weighting of Final Grade (%) |          |
|----------------------------|-------------------|---|------------------------------|----------|
|                            |                   |   | SL                           | HL       |
| Paper 1: Productive skills | External          | One writing task from a choice of three                             | 25                           | 25       |
| Paper 2: Receptive skills  | External          | Separate sections for listening and reading<br>Listening<br>Reading | 25<br>25                     | 25<br>25 |
| Individual Oral assessment | Internal          |   | 25                           | 25       |

## Language Ab initio

| Type of Assessment         | External/Internal | Format  | Weighting of Final Grade (%) |    |
|----------------------------|-------------------|---|------------------------------|----|
|                            |                   |   | SL                           | HL |
| Paper 1: Productive skills | External          | Two written tasks – each from a choice of three                     | 25                           | -  |
| Paper 2: Receptive skills  | External          | Separate sections for listening and reading<br>Listening<br>Reading | 25<br>25                     | -  |
| Individual Oral assessment | Internal          |   | 25                           | -  |

## History

| Type of Assessment       | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------------|-------------------|---|------------------------------|----|
|                          |                   |   | SL                           | HL |
| Paper 1                  | External          | Source-based paper based on the five prescribed subjects        | 30                           | 20 |
| Paper 2                  | External          | Essay paper based on the 12 world history topics                | 45                           | 25 |
| Paper 3 (HL only)        | External          | Essay paper based on one of the four regional options           | -                            | 35 |
| Historical investigation | Internal          | A historical investigation into a topic of the student's choice | 25                           | 20 |

## Psychology

| Type of Assessment | External/Internal | Format   | Weighting of Final Grade (%) |    |
|--------------------|-------------------|--|------------------------------|----|
|                    |                   |  | SL                           | HL |
| Paper 1            | External          | Three short answer questions on the core. One essay from a choice of three on the biological, cognitive, and sociocultural approaches.<br><b>HL only:</b> essays will reference additional HL topic. | 50                           | 40 |
| Paper 2            | External          | <b>SL:</b> one question from a choice of three on one option.<br><b>HL:</b> two questions; one each from a choice of three on two options.   | 25                           | 20 |
| Paper 3 (HL only)  | External          | Three short answer questions on approaches to research   | -                            | 20 |
| Experimental study | Internal          | A report on an experimental study undertaken by the student.   | 25                           | 20 |

## Global Politics

| Type of Assessment | External/Internal | Format   | Weighting of Final Grade (%) |    |
|--------------------|-------------------|--|------------------------------|----|
|                    |                   |  | SL                           | HL |
| Paper 1            | External          | Source-based questions that address topics from the global politics core in an integrated way. | 30                           | 20 |
| Paper 2            | External          | Extended response questions based on prescribed content from the thematic studies.             | 40                           | 30 |
| Paper 3 (HL only)  | External          | Stimulus-based questions related to the HL extension syllabus (global political challenges)    | -                            | 30 |
| Engagement project | Internal          | Written report on a political issue explored through engagement and research.                  | 30                           | 20 |

## Environmental Systems and Societies

| Type of Assessment       | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------------|-------------------|---|------------------------------|----|
|                          |                   |   | SL                           | HL |
| Paper 1                  | External          | Case study analysis and evaluation  | 25                           | -  |
| Paper 2                  | External          | Short-answer and data-based questions (Section a) and structured essay questions (Section 2)  | 50                           | -  |
| Individual investigation | Internal          | Open-ended task in which the student gathers and analyses data to answer their own formulated research question. Assessed through written report (maximum of 3,000 words) | 25                           | -  |

## Biology

| Type of Assessment       | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------------|-------------------|---|------------------------------|----|
|                          |                   |   | SL                           | HL |
| Paper 1                  | External          | Multiple-choice questions (Paper 1A), Data-based questions (four syllabus related questions) (Paper 1B)   | 36                           | 36 |
| Paper 2                  | External          | Data-based and short-answer questions, extended-response questions  | 44                           | 44 |
| Scientific investigation | Internal          | Open-ended task in which the student gathers and analyses data to answer their own formulated research question. Assessed through written report (maximum of 3,000 words) | 20                           | 20 |

## Chemistry

| Type of Assessment       | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------------|-------------------|---|------------------------------|----|
|                          |                   |   | SL                           | HL |
| Paper 1                  | External          | Multiple-choice questions (Paper 1A), Data-based questions and questions on experimental work (Paper 1B)  | 36                           | 36 |
| Paper 2                  | External          | Short- answer and extended-response questions   | 44                           | 44 |
| Scientific investigation | Internal          | Open-ended task in which the student gathers and analyses data to answer their own formulated research question. Assessed through written report (maximum of 3,000 words) | 20                           | 20 |

## Mathematics: Analysis and Approaches

| Type of Assessment | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------|-------------------|---|------------------------------|----|
|                    |                   |   | SL                           | HL |
| Paper 1            | External          | Section A: compulsory short-response questions based on the syllabus.<br>Section B: compulsory extended-response questions based on the syllabus. | 40                           | -  |
| Paper 2            | External          | Section A: compulsory short-response questions based on the syllabus.<br>Section B: compulsory extended-response questions based on the syllabus. | 40                           | -  |
| Exploration        | Internal          |   | 20                           | -  |

## Mathematics: Application and Interpretation

| Type of Assessment | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------|-------------------|---|------------------------------|----|
|                    |                   |   | SL                           | HL |
| Paper 1            | External          | Compulsory short-response questions based on the syllabus.    | 40                           | 30 |
| Paper 2            | External          | Compulsory extended-response questions based on the syllabus. | 40                           | 30 |
| Paper 3            | External          | Two compulsory extended-response problem-solving questions.   | -                            | 20 |
| Exploration        | Internal          |   | 20                           | 20 |

### Visual Arts: Standard Level

| Type of Assessment | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------|-------------------|---|------------------------------|----|
|                    |                   |   | SL                           | HL |
| Comparative Study  | External          | 10-15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists; A list of sources used               | 20                           | -  |
| Process Portfolio  | External          | 9-18 screens which evidence the student's sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities. | 40                           | -  |
| Exhibition         | Internal          | A curatorial rationale that does not exceed 400 words; 4-7 artworks; Exhibition text for each artwork   | 40                           | -  |

### Visual Arts: Higher Level

| Type of Assessment | External/Internal | Format  | Weighting of Final Grade (%) |    |
|--------------------|-------------------|---|------------------------------|----|
|                    |                   |   | SL                           | HL |
| Comparative Study  | External          | 10-15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists; 3-5 screens which analyse the extent to which the student's work and practices have been influenced by the art and artists examined; A list of sources used | -                            | 20 |
| Process Portfolio  | External          | 13-25 screens which evidence sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities.  | -                            | 40 |
| Exhibition         | Internal          | A curatorial rationale that does not exceed 700 words; 8-11 artworks; Exhibition text for each artwork  | -                            | 40 |

Source: Subject briefs on ibo.org (<https://www.ibo.org/programmes/diploma-programme/curriculum/>, 2023-10-12)