UWCD Assessment

To be read in conjunction with the UWCD Assessment Policy

Assessment takes place on a regular basis in the classroom and takes a wide variety of forms, including tests, performances, experiments, orals and timed essays.

The range of assessment instruments includes tests, examinations, extended practical work, projects, portfolios, oral work essays and research projects, both completed individually and in groups. When setting assessed assignments the school calendar is considered so that major tests are not taking place directly after holidays or project week. For IB coursework (see below) we have an **internal calendar of deadlines** in place that all students and staff must adhere to.

School examinations take place once at the end of the year for DP1 and twice a year for DP2 in term 2 (trial examinations in mid-March and the final IB examinations in May). These dates will appear on the school calendar, published at the start of the academic year.

Internal Assessments (IA) for the IB Diploma Programme

All IBDP subjects have an **internal assessment component**. In most, but not all, cases, this component will be covered in the second year of the course. Generally, this means that students produce one draft of a task, feedback is provided and students go on to write the final draft (please refer to subject guides for details). Students will be given time in class to work on internal assessments. They will also receive support in the form of marking criteria, exemplar materials and introductory teaching of the topic.

External assessments (EA) for the IB Diploma Programme

Some subjects have an **externally assessed component** other than the final examination papers that is completed in school and then sent to the IB for marking (Language A HL, Global Politics HL, Theatre and Visual Art). The Extended Essay and the Theory of Knowledge Essay are also externally assessed components.

The Extended Essay (EE) will be coordinated by the **Extended Essay Coordinator**. Each student picks their own subject and topic according to their main interests and is assigned a teacher as supervisor. The process has a detailed timeline but work is done outside of class; regular meetings with the supervisor are scheduled. The process starts in February of DP1, with a full first draft due at the end of the summer break. The final draft has to be submitted at the end of November in DP2.

The Theory of Knowledge (TOK) essay is written mainly during class time in Term 2

IB DP Examinations

Formal examinations take place in May of the DP2 year of the course following an examination schedule produced in line with the dates for each subject published by the IB. Exam results are published on 6 July and can be accessed by students on the IBIS candidate website with an individual password that will be sent to them by email in advance.

Term Grades

Term Grades are given by each of the subject teachers at the end of each term, based on both in-class and outside class summative assessment and supported by sufficient formative assessment (assessment for learning) in advance. Such assignments may be based on the full IB assessment rubrics, but, especially during DP, these rubrics will have been adapted to the particular task or assignment, depending on the topic or subject. Each subject will calculate the term grade based on measurable achievement (graded work), and the weighting of the different components will be communicated to students on ManageBac for each term. The IB final examination weightings cannot be applied from the start of the programme, as the different assessment components build on one another.

Here is an example:

English Language and Literature / Literature

	Classwork	Internal examinations
Term 1	IB style work (past papers etc) 33%, Formal assignments (graded written work) 33%, Other (presentations, creative work) 33%	
Term 2	End of year exam 30 %, IB style work (both written and oral work) 40%, Other 30%	End of year examination - one paper per subject; included in term grade
Term 3	IB style work (past papers etc) 33%, Formal assignments (graded written work) 33%, Other (presentations, creative work) 33%	
Term 4	IB style work (past papers) 100%	Mock exams (March); results communicated separately from term grade

Internal Examinations

DP1 students take an internal examination at the end of April in DP1. Each subject will set one examination paper covering the topics and skills taught during the DP1 year and sets its own grade boundaries that have been adapted from the IB boundaries used in previous years. This grade will contribute 30% to the overall term grade.

DP2 students take a trial exam in March of DP2, which will follow the format of the final exams as closely as possible, meaning that students will be tested on the full range of papers that they will be taking in the final exam in May. Papers are set over two weeks rather than three, as we do not offer the full range of subjects. Grades will be given for each subject based on the IB assessment criteria and grade boundaries used in previous years, but do not include any coursework.

Predicted Grades (PG)

Round 1: All students receive their first set of predicted grades in May of DP1 with their term 2 reports. This is so that students have a sense of where they are and what universities they should be looking at. They are based on all the work students have done during Year 1, but contain an element of prediction that is informed by work ethic, the ability to think conceptually or creatively and on any other skills that may not have been at the centre of assessment during Year 1.

Round 1B: There will be a review of the PGs given in May in early October for students who intend on submitting early applications with deadlines in October and November. Students should assume that their PGs will remain the same as those in May, except for the occasional, exceptional case; in most subjects, teachers will not have seen enough additional evidence to justify an increase or decrease. A PG may be amended only in instances where a student has shown their teacher additional positive evidence on any scheduled assessments as well as total and sustained engagement in the course.

Round 2: The predicted grades are updated for all students at the end of November in DP2. These predicted grades will go to all universities that students apply to regularly, i.e. with deadlines in December or later. This PG is informed by more 'IB style' work than the first PG, so it may be different from that grade. There is still an element of prediction that can not be informed by a single test result or assignment.

IB assessment overview for each subject

Introduction to Languages: Groups 1 and 2

Students at UWC Dilijan are required to study two languages – at least one (Language A from Group 1) with a high degree of competency These courses are meant for students who have

the language skills to complete literary and linguistic analytical writing and presentations in a particular language. Group 1 courses in language and literature focus on the relationship between fictional and non-fictional texts and their cultural context, on critical media literacy and questioning the constructed meaning in language.

All students whose first language is not Armenian are asked to enrol in a class of Armenian for non-Armenians which teaches basic language skills for communication with the locals in everyday situations. These classes are timetabled for the first term, but are not examined; Armenian students join as ‘assistant teachers’ and present on various aspects of Armenian culture.

The IB requires all students to study a second language. This can either be another Language A, a Language B (continued study of a language) or an Ab Initio Language (beginner’s level). In UWC Dilijan we offer instruction in English B only at Higher Level. However, we also offer Russian, German and Spanish as Ab Initio languages, taking into account that many students see the two years at the UWC as a chance to explore not only new cultures, but also languages.

Group 1 - Studies in Language and Literature

Language A - Literature* (English, Armenian, Russian)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided literary analysis	Guided analysis of unseen literary passage/ passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.			30	20

* This course is also offered as a school-supported self-taught course at standard level (SL) only for everyone whose strongest language is not Armenian, Russian or English. You will attend class to help you develop the analytical skills and to guide you through the study of works of literature in your first language. The language of instruction is English, but all written and oral work is done in the student's chosen Language A.

Language A - Language and Literature (English)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1: Guided textual analysis	Guided analysis of unseen non-literary passage/passages from different text types.	1.25	2.25	35	35
Paper 2: Comparative essay	Comparative essay based on two literary works written in response to a choice of one out of four questions.	1.75	1.75	35	25
HL essay	Written coursework component: 1,200–1,500 word essay on one literary work or a non-literary body of work studied.				20
Internal					
Individual oral	Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue.			30	20

Group 2 - Language Acquisition

Language B - English (HL only)

Assessment at a glance

Language B SL and HL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) One writing task from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 25% 25%
Internal 25%	**Individual oral assessment** 30 marks	25%

Language Ab Initio (Spanish, Russian, German)

Assessment at a glance

Language ab initio SL assessment outline		Weighting
External 75%	**Paper 1** (productive skills) Two written tasks—each from a choice of three Writing—30 marks	25%
	Paper 2 (receptive skills) Separate sections for listening and reading Listening—25 marks Reading—40 marks	 25% 25%
Internal 25%	**Individual oral assessment** 30 marks	25%

Introduction to Group 3

All Group 3 subjects encourage the systematic and critical engagement of human experiences and behaviour, both of individuals and as larger groups in their physical, economic and social environments, and the history and development of social and cultural institutions. Studying multiple perspectives fosters an appreciation of change, continuity, similarity and difference, and the diverse backgrounds of UWC Dilijan's students contribute greatly to discussion and exploration. No previous knowledge of the subjects is required.

Environmental Systems and Societies is a trans-disciplinary subject combining groups 3 and 4, and as such, it combines the techniques and knowledge associated with the experimental sciences with those associated with the humanities. The course is offered at SL only and can be chosen as a Group 3 subject, or as a Group 4 subject, covering the requirements for either group.

Group 3 - Individuals and Societies

Economics

Standard Level (SL)

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

Higher Level (HL

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

Geography

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.5	75	80
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal		20	20	25	20
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

Global Politics

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Stimulus-based paper based on a topic from one of the four core units	1.25	30
Paper 2	Extended response paper based on the fore core units	1.75	45
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	25

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	60
Paper 1	Stimulus-based paper on a topic from one of the four core units	1.25	20
Paper 2	Extended response paper based on the four core units	2.75	40
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	20
HL extension: global political challenges	Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics.	90	20

History

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.5	75
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	25

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5	80
Paper 1	Source-based paper based on the five prescribed subjects	1	20
Paper 2	Essay paper based on the 12 world history topics	1.5	25
Paper 3	Essay paper based on one of the four regional options	2.5	35
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	20

Philosophy

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.75	75
Paper 1	Stimulus-based questions on core theme and essay questions on optional themes.	1.75	50
Paper 2	Questions on prescribed philosophical texts.	1	25
Internal		20	25
Analysis	Students are required to complete a philosophical analysis of a non-philosophical stimulus.	20	25

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.75	80
Paper 1	Stimulus-based questions on core theme and essay questions on optional themes.	2.5	40
Paper 2	Questions on prescribed philosophical texts.	1	20
Paper 3	Written response to a previously unseen text. Students compare and contrast their experience of philosophical activity with the view(s) of philosophical activity found in the text.	1.25	20
Internal		20	20
Analysis	Students are required to complete a philosophical analysis of a non-philosophical stimulus.	20	20

Environmental Systems and Societies (ESS)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Case study	1	25
Paper 2	Short answers and structured essays	2	50
Internal			
Individual investigation	Written report of a research question designed and implemented by the student.	10	25

Introduction to Group 4

The Experimental Sciences offered consist of Physics, Chemistry, Biology, and Environmental Systems and Societies (SL only, trans-disciplinary for Groups 3 and 4).

The science programmes at UWC Dilijan College are all based on an experimental approach to learning in our well-equipped laboratories and in the local natural environment. The Experimental Sciences share a common syllabus structure: a required subject core, HL extensions, and an option. A strong element of each Experimental Science is that of practical work, part of which is the interdisciplinary 'Group 4' project, completed during the first year, which gives students an opportunity to experience the collaborative nature of scientific work. The practical work forms the basis of the internal Assessment.

Group 4 - Sciences

Biology

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	0.75	20
Paper 2	Data-based, short answer and extended response questions	1.25	40
Paper 3	Data-based, short answer and extended response questions	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple-choice questions	1	20
Paper 2	Data-based, short answer and extended response questions	2.25	36
Paper 3	Data-based, short answer and extended response questions	1.25	24
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Chemistry

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions (Core)	0.75	20
Paper 2	Short answer and extended response questions (Core)	1.25	40
Paper 3	Data- and practical-based questions, plus short answer and extended response questions on the option	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple-choice questions (Core and AHL)	1	20
Paper 2	Short answer and extended response questions (Core and AHL)	2.25	36
Paper 3	Data- and practical –based questions, plus short answer and extended response questions on the option	1.25	24
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Physics

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	0.75	20
Paper 2	Short answer and extended response questions (Core)	1.25	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4.5	80
Paper 1	40 multiple-choice questions	1	20
Paper 2	Short answer and extended response questions (Core and AHL)	2.25	36
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option	1.25	24
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Environmental Systems and Societies (ESS)

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Case study	1	25
Paper 2	Short answers and structured essays	2	50
Internal			
Individual investigation	Written report of a research question designed and implemented by the student.	10	25

Introduction to Group 5

All candidates for the IBDP are required to complete a mathematics course, and four options are available to cater to different abilities and levels of student interest. Each course aims to deepen students' understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

Group 5 - Mathematics

Mathematics Application and Interpretation

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Mathematics Analysis and Approaches

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External					
Paper 1	No technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. **Section A:** compulsory short-response questions based on the syllabus. **Section B:** compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Introduction to Group 6

The Arts Group 6 subjects offer students an opportunity for exploration and creativity along with a deepened ability to critique and understand the historical, theoretical and social influences on an art form from a variety of eras and cultures.

Group 6 - The Arts

Theatre

Assessment at a glance

Assessment task	Assessment task details	SL	HL
	Internal		
Production proposal	Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following. 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	30%	20%

External			
Research presentation	Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following. 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation.	30%	20%
Collaborative project	Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following. 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).	40%	25%
Solo theatre piece (HL only)	Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following. 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).	X	35%

Visual Art

Standard Level (SL)

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 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	• 9–18 screens which evidence the student's sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 400 words • 4–7 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

Higher Level (HL)

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	• 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	• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities	40
Internal		40
Exhibition	• A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork	40

The Core

Theory of Knowledge (TOK)

This is an interdisciplinary course intended to stimulate critical thinking. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. TOK is a key element in encouraging students to appreciate other cultural perspectives. All students are required to study this course in addition to the six selected subjects.

TOK is assessed differently from other subjects: the grade received is communicated as a letter (A for the top level, B, C and D for the lower levels). A failing grade means that the student will not receive a full IB Diploma.

Assessment details

Type of assessment	Format of assessment	Hours	Weighting
External	Theory of knowledge essay	10	2/3 or 67%
Students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	Theory of knowledge exhibition	8	1/3 or 33%
Students are required to create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.			

The Extended Essay (EE)

Students write a 4,000-word independent research essay as a part of their diploma. The Extended Essay is assessed in a similar way to TOK: it is marked out of a total of 34 points, and the grade received is communicated as a letter (A for the top level, B, C and D for the lower levels). A failing grade means that the student will not receive a full Diploma.

Assessment at a glance

Assessment criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

Core points

The maximum score for each of the 6 subjects is a grade 7, so the highest possible total score for the academic subjects is 42. In addition, students can achieve an additional three points for the Core, bringing the Diploma total score up to 45.

The core points are calculated as follows:

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

Creativity, Activity and Service (CAS)

The Creativity, Activity and Service programme (CAS) is at the core of the IB Diploma and it is aligned to our school's core values of integrity and respect. Simply put, CAS continues students' education outside the classroom. It is an opportunity for them to develop their own skills and interests and contribute what they have to offer to various communities by short-term or long-term experiences they have undertaken.

Full commitment to your CAS programme is central to both students' successful completion of the IB and contribution to the UWC movement. At UWC Dilijan, we consider participation, engagement and initiative in activities equally as valuable a learning experience as the time and energy put into academics.

The school runs a lively CAS timetable after lessons end on weekdays, and on weekends. All students should participate in several organised activities a week, our expectations are higher than the minimum requirements specified by the IB. CAS is not formally assessed, but students have to provide evidence for their engagement by reflecting on their learning experiences. If these informal reflections are not completed regularly, the CAS component of the IB cannot be signed off, which means that the full Diploma is not awarded.

Award of a full IB Diploma

- 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.

- 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.
- 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
- CAS requirements have been met.
- 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.
- The candidate has gained 9 points or more on SL subjects.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee