



Assessment Policy for KIS Diploma and IB Diploma

Control of this document

Approved by: Senior Management Team Members – Principal and Vice Principal

Revised by: Principal, Vice Principal, Executive Assistant to the Principal, IB Coordinator, High School Coordinator, Middle Years Programme Coordinator, Primary Years Programme Coordinator, Heads of Departments Group, Learning Resources Head of Department, and Head Librarian.

Revised and Approved: November 2021

Review Time: Every two years

KIS Diploma Academic Policy

Introduction

KIS High School offers a challenging academic program. Emphasis is laid on holistic student development and individual attention provides the supports necessary to meet the physical, emotional, spiritual and social needs of all students. Kodaikanal International School is unique in offering the IB Diploma program in parallel with the KIS Diploma since 1976. The IB Diploma program is fully integrated with the KIS Diploma which is accredited by the Middle States Association of Schools and Colleges. The KIS Diploma must be taken by all students from grade 9 to 12. However, students have the option of also doing the full IB Diploma or taking IB certificates in certain subjects if desired alongside the KIS Diploma. The IB curriculum is followed for the KIS Diploma thus ensuring their effective integration with one another.

- KIS Diploma has been US accredited by the Middle States Association of Schools and Universities, Philadelphia (MSA) since 1968 and has been recognized by the Association of Indian Universities since 1981 allowing KIS graduates direct entry to Indian universities (+2 secondary education).
- KIS has been offering the International Baccalaureate (IB) Diploma program since 1976 and was the first IB world school and international school in India, as well as among the first 20 schools in the world to take on this exciting program.

KIS Diploma: Grades 9 – 12

KIS Diploma credits are accumulated over 4 years (grades 9 – 12). Middle School students taking the IBO Middle Years Program (grades 6 – 10) start acquiring credits during grade 9 which are then transferred to High School at the beginning of grade 11.

Credit Requirements

KIS High School graduation is defined in terms of credits leading to the awarding of the KIS Diploma. These credits only apply to subjects taken in grades 9 to 12.

The minimum total credits required to receive the KIS Diploma is 250 with a minimum of 60 credits required per year. Students select required courses in consultation with KIS High School/IB Diploma Coordinator, Careers & College Advisor and their advisors. Credits are given for passing courses and students are required to have a total of 250 credits (plus PE credits and community service hours) to graduate and receive the KIS Diploma.

Each course is assigned either 5 or 2.5 credits per semester depending upon how many hours the class meets per cycle. Students are awarded these credits upon successfully passing the course work required. For example, 40 credits required in English means students must take 8 semesters of English over a 4-year period (earning 5 credits per semester or 10 credits per year. 10 credits = 1 Carnegie unit).



Credit requirements for the KIS Diploma are as follows:

English	40
Mathematics	30
Science	30
Second Language	30
Social Studies	30
Religious Education	15
Computer Studies	2.5
Fine & Practical Arts	25
Health	7.5
Electives*	40
Total	250

**Elective refers to any credits earned above the subject specific requirements.*

Plus:

- 3 credits for Personal Project in grade 10
- 3 Physical Education credits for each semester enrolled at KIS
- Social Experience requirements

Credit Transfer Policy

Students who transfer to KIS in grades 9 - 11 are given 30 transfer credits per semester for work done in their previous Schools.

English	5
Mathematics	5
Science	5
Second Language	5
Social Studies	5
Electives*	5



Transfer students are not required to make up required courses from previous years. For example, a student coming into grade 10 does not need to take grade 9 Religious Education (RE) and so needs only 10 RE credits to graduate.

Fine & Practical Arts (FAPA) credits for transfer students joining KIS in:	
Grade 9	25 FAPA credits
Grade 10	15 FAPA credits
Grade 11	5 FAPA credits
Grade 12	2.5 FAPA credits

Computer Credits

Incoming transfer students who have sufficient computer literacy skills may test out of the required PC Applications course. Students will receive 2.5 computer credits for successfully passing the competency test at 80%. See 'Technology' for a definition of the competency skills required for graduation and the details of the competency test.

Requirements that are waived reduce the credits needed in the category as well as total credits for graduation, for example students joining KIS High School in:

Credit Requirements		
Grade 10	225	+ personal project & physical education
Grade 11	215	+ physical education
Grade 12	212.5 credits	+ physical education

KIS Middle School students who have successfully completed the Middle School computer program with a grade 5 or higher are not required to take the PC Applications course.

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process.

KIS Diploma - Procedures and Practices



Pass/Fail Courses

- Some courses are offered on a P/F (Pass/Fail) basis
- S (satisfactory) is given for passing the course
- U (unsatisfactory) for a failure
- Passing level is 70% in a P/F course
- All 2.5 credit no-homework courses may be taken as P/F
- Pass/Fail options may be applied to one semester exchange students in all subjects

Students may choose to take courses as P/F or to be graded on an individual grade basis. If the course is for two semesters or more, the option of a grade or P/F must be arranged with the teacher at the beginning of the first semester within the first two cycles of classes.

All 2.5 credit homework courses (eg 2.5 credit RE courses) must be letter graded with the exception of Health grades 11-12 (Skills for Living) which is currently offered as a P/F course and also has a homework component. All courses giving 5.0 credits cannot be taken by regular students as P/F.

Course Changes

New students are permitted to add/drop courses only during the first cycle of their first semester at KIS. For continuing students, only music courses may be dropped, or courses in excess of the 8 subject area requirements, Religious Education and Health Education.

Withdrawing from courses after the first cycle of 2nd quarter may only be done with prior permission from the respective Coordinator and/or KIS Academic Vice Principal and cannot be done in the last four weeks of a semester. If students drop courses, the following letter grades are used:

- WP = Withdrawal Passing (no credit)
- WF = Withdrawal Failing (no credit)

Students should always consult parents before dropping courses. Course 'add / drop' forms should be filled in and signed by advisors, subject teachers and KIS Guidance Counselor before being submitted to Coordinators in consultation with advisors. The respective Coordinator evaluates student requests and makes final decisions. Students should continue to attend classes until informed of Coordinator's decisions. Student schedules will be changed by the respective Coordinator if drop requests are approved.

Course Auditing

Grade 11 and 12 students may audit courses. Students must attend all classes and fulfil all course homework, assignments and tests to a 70% pass. Audited courses receive no grades or

credits. Audit arrangements must be set up at the beginning of semester with the respective teachers and may be cancelled by teachers if students are not working to expectations.

Incompletes

Students receiving an “Incomplete” for any grade have two cycles into the next grading period to complete the work. An “incomplete” for a semester exam means that the student must take the exam within the first week of the start of the next semester. Failure to make up the work on time will result in an ‘F’ for the grade.

Academic Observation

- Scoring grade 3 or below in a subject
- Weekly report



Policy on Academic Integrity

The main objective of the policy on academic honesty at KIS is to create an intellectual climate in which sanctions and procedures which accompany academic dishonesty become superfluous.

Instances of Academic Dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behavior, but is by no means exhaustive:

- Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one’s own. This includes works of art whether music, film, dance, theatre arts or visual arts
- Copying from another student or making information available to another student during a test or examination
- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (this is strictly forbidden by the IBO)
- Communicating with another student during examinations
- Bringing into the examination room materials which are not permitted
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials
- Altering grades awarded by a teacher
- Stealing examination papers
- Using an unauthorized calculator during a test or an examination
- Impersonating another student

Teacher Responsibility

Teachers at KIS are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects
- Ensure that the words, ideas, works from sources are acknowledged appropriately

- Be vigilant enough to spot inexplicable changes in the style and quality of student work
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student
- Use a search engine/[turnitin.com](https://www.turnitin.com) whenever possible to detect plagiarized work
- Authenticate student work whenever required. The IBO expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”
- Distinguish between collaboration and collusion to prevent allegations of collusion against students
- Be familiar with the IBO publication “Academic honesty: guidance for schools”
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement
- Not leave candidates unsupervised during examinations
- Not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Not permit a candidate additional time in an examination unless formal authorization has been granted
- Not start an examination before the scheduled time
- Not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB program. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO



Student Responsibility

Ultimately it is the student’s responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (eg books, journals, internet sites, CD-Rom, magazines, photographs etc) using any standard citation style when writing assignments
- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person
- Paraphrased ideas of another person should also be acknowledged
- Review all work before submission to check that all sources have been acknowledged
- As far as possible work independently with the support of the subject teacher
- When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB program (eg your internal assessment and the extended essay)
- Listen to and follow all instructions given before an examination

Sanctions for Academic Dishonesty

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. [Turnitin.com](https://www.turnitin.com) is being used to detect cases of plagiarism. The consequences are (but not limited by):

- 1st offence: A grade of F or a 0 will be given for the assignment or test and a warning letter will be sent to the parents
- 2nd offence: A grade of F or 0 will be given for the assignment or test and referral to the Academic Vice principal. Suspension is considered.
- 3rd offence: A grade of F or 0 and suspension or expulsion from school
- If a teacher or the IB Coordinator has reason to believe that a piece of work to be submitted to the IBO is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject
- Proven cases of theft of examination / test materials will result in expulsion from school
- The set IB procedure will be followed in cases of any malpractices during IB examinations



High School Assessment Policy

Academic progress is internally assessed and letter grades are awarded.

KIS Assessment period and assessment weightage:

KIS academic year is divided into 2 semesters:

Semester I:

- Quarter 1 – 40% weightage
- Quarter 2 – 40% weightage
- Semester I Exam – 20% weightage

Semester II:

- Quarter 1 – 40% weightage
- Quarter 2 – 40% weightage
- Semester II Exam – 20% weightage

Nature of Assessment

KIS gives 80% weightage for the formative assessments in the two quarter assessments and 20 % for summative assessment which consist of an examination at the end of each semester.

Quarter Assessments

The quarter assessments are based on the continuous assessment system, following the criterion referencing.

What is Continuous Assessment?

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based

tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work.

Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

What are the Benefits of Continuous Assessment?

The continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil specific activities by both pupils and teachers.

Frequent interactions between pupils and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

How does High School Continuous Assessment Work?

KIS academic year is divided into 2 semesters, each with 2 quarters. Teachers write grade reports at the end of 1st and 3rd quarters (September and March) and at the end of 1st and 2nd semesters (November and May).

In each quarter different types of assessments are given such as **tests, quizzes, presentations, group discussion, debates, assignments, project work, note taking skills, research papers, experiments, class participation, open book tests and assignments and so on**. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group.



It is mandatory to have at least four different types of assessments in each quarter in each subject area. The weightage is decided by the teacher according to the importance of each assessment.

The recording of the assessment is done in the KIS software entitled “My Classes” which has login provision for students, staff and parents.

At each mid-quarter interim reports are written for those on academic observation which includes those in their first semester at KIS.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

- Each subject has a number of different criteria which are the conditions that must be met for an expected result
- Criteria generally include knowledge, skills, and presentation



What is Criterion-Based Assessment?

- Individual student work is not compared to other students’ work but it is compared to set standards (the assessment criteria)

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are prepared in accordance with the grade descriptors given in each subject area (Appendix 1).

Regular school assessment and reporting play a major role:

- in the students’ and parents’ understanding of the objectives and assessment criteria
- in the students’ preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Semester Examinations

Internal school examinations are given at the end of each semester, covering the course work of that semester using the IB subject specific criterion. Student may level for vacation only after their exams are over. The final day of exams is on the school calendar.

Students sitting for IB exams in may do not take KIS semester exams in their IB exam subjects. Seniors sitting for Indian medical or engineering entrance exams do not need to take KIS second semester exams as follows:

Engineering: Chemistry, Physics, Maths

Medicine: Chemistry, Physics, Biology

The IB Grades in each subject area are based on their specific descriptors. (Appendix 1)

Conversion of KIS Diploma to Letter Grade

KIS Diploma and IB Diploma

Given the reality of KIS Diploma which uses letter grades while the IB grades are number grades, the table below illustrates the conversion of the two.

Letter Grades of KIS Diploma to IB Grade

Quarter 1 (40%) + Quarter 2 (40%) + Semester Exam (20%) = Semester grade



Letter Grade	Grade Points*	IB Grade	Grade Descriptor
A+	4.0	7	Excellent
A	4.0	7	Excellent
A-	3.7	6	Very Good
B+	3.3	6	Very Good
B	3.0	5	Good
B-	2.7	5	Good
C	2.3	4	Satisfactory
C+	2.0	4	Satisfactory
C-	1.7	4	Satisfactory
D+	1.3	3	Mediocre
D	1.0	3	Mediocre
D-	0.7	3	Mediocre
F	0.0	2	Poor
F	0.0	1	Very Poor

*GPA = Grade Points x Credits per course ÷ total credits

Grade Point Average (GPA):

The GPA is on a scale of 1 to 4. The GPA is calculated as follows $GPA = \text{Grade Points} \times \text{Credits per course} \div \text{total credits}$

The Honors list is prepared on the basis of GPA:

- Principal's List – Students GPA above 3.4 in each semester
- Vice Principal's List – Students with GPA between 3 to 3.39 in each semester
- At the end of the four year High School Program, a transcript is given which reflects the students four years performance with the cumulative GPA and the class ranking

The KIS Diploma and Indian Universities

KIS Diploma has been accredited by the Middle States Association of Colleges and Secondary Schools, Philadelphia (MSA) since 1968 and has been recognized by the Association of Indian Universities (AIU) since 1981 allowing KIS graduates direct entry to Indian universities.

This mark sheet and conversion is verified and approved by the Association of Indian Universities. For a minimum pass mark of 40% as used in India, the approximate percentage equivalents are:

Letter Grades of KIS Diploma to IB Grade

Quarter 1 (40%) + Quarter 2 (40%) + Semester Exam (20%) = Semester grade

Letter Grade	Percentage Range
A+	90 – 100
A	85 – 90
A-	80 – 84
B+	75 – 79
B	66 – 74
B-	60 – 65
C	57 – 59
C+	53 – 56
C-	50 – 52
D+	47 – 49
D	43 – 46
D-	40 – 42
F	< 40 and Failure



Note:

- 1. The Pass in each subject is 40%**
- 2. Ungraded (pass-fail) subjects receive S (Satisfactory) or U (Unsatisfactory)**
- 3. No Divisions are awarded**

The KIS Diploma is awarded each year to all those who have successfully completed it by the end of May each year. All Graduates of KIS Diploma are given Indian Mark sheet in order to have direct access to Indian Universities at the under graduate level.

Appendix: Grade Descriptors in Subject Areas

Group 1 – 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.



Group 2 – Language Acquisition

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.





Group 3 – Individual 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.



Group 4 – Sciences

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.



Group 5 – 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 Grade descriptors 17 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.



Group 6 – 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.



Extended Essay

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; 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; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.



Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; 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; a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

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; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these 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; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times 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 are at times irrelevant; an 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; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.

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

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; 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 summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one 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, with limited factual or decision-making information and no personal reflection on the process.



Theory of Knowledge

Grade A

Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.

Grade B

Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/ or assumptions, and includes some consideration of counterclaims and/or different perspectives.



Grade C

Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.

Grade D

There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

Grade E

There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.

(IBO)

Bibliography

Academic Integrity. IBO, October 2019.
Grade Descriptors. IBO, December 2017.