



GESM Assessment Policy for IBDP and IBCP

Rationale: GESM is committed to using assessment to drive best teaching and learning practices. Assessments will be both authentic and valid. Authentic assessments are those which allow students to solve complex, real world situations through the application of knowledge acquired. Valid assessments are those which test the content of the syllabus and allow each student to have an equal chance for a fair result. A transparent evaluation with regular feedback will reflect positively on student success.

This policy will:

1. Define the types of assessments used by IBDP and IBCP
2. Define the types of assessments used by GESM
3. Identify responsibilities to the school **management, section heads**, teachers, students and parents
4. Provide information about assessments.
5. State the process for reporting student achievement
6. State the process for late submissions of assignments
7. Provide information on the Final IBDP and IBCP results
8. Provide information about other important documents.

A. Coursework definition (IBDP and IBCP):

A piece of work produced by students in any subject/DP Core/CP Core independently under the supervision of subject teachers/DP core teachers/CP core teachers. Some coursework are internally assessed by the subject teacher and IB moderated coursework. These are more popularly known as IA (Internal Assessment). Some coursework are not internally assessed by the subject teachers and assessed only by IB examiners. All subjects have IA coursework component and English Language & Literature HL, Visual Arts and Music have externally assessed coursework components also.

B. Portfolios definition (IBDP and IBCP):

All the IBDP and IBCP students are required maintain and submit some portfolios to the respective teachers which will be evaluated by the schoolteachers based on the pre-decided rubrics. Although the following portfolios are not graded yet all portfolios must meet the school expectation informed by the respective teachers.

1. CAS portfolio (for IBDP students)
2. Service-learning portfolio (for IBCP students)



3. Language development portfolio (for IBCP students)
4. Personal and Professional Skills portfolio (for IBCP students)

C. IBDP and IBCP Assessments definitions:

IBDP and IBCP consists of primarily two types of assessments: internal assessments and external assessments.

External assessments (EA) – An external assessment consists of any components which are sent out to be externally assessed by IB examiners appointed directly by the IB. EA includes the **IB final examinations**, as well as coursework prepared independently by students such as the **Extended Essay (IBDP)**, **English Language and Literature HL Essay and Theory of Knowledge Essay (IBDP)**, etc.

Internal assessments (IA) – An internal assessment consists of those components, which are marked by the school's teachers and then sent to IB examiners for moderation. IA includes language orals, investigations, case studies, science labs, projects, portfolios, **exhibits** and performances. It accounts for roughly one third of the students' final grade.

Career Related Studies (CRS assessment)- The career-related study (CRS) prepares students for further or higher education, an **internship or apprenticeship**, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts.

The CRS partner institution will be responsible for conducting and grading all assessments.

Reflective Project for IBCP students:

The reflective project consists of a student-directed, reflective, argumentative paper that is focused on an ethical dilemma of an issue directly linked to the student's career-related study with an added international dimension. Students are to devote a minimum of 50 hours to the reflective project with a 3,000- word limit or A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display). All reflective projects shall be **internally assessed and moderated by the IBO**. The school may also offer Reflective Project Option 2 as provided for in the IBCP Guide.



Creativity Activity Service CAS for IBDP students :

All the students are expected to submit **their CAS portfolio** and complete all the three CAS interviews by the end of first semester of their IBDP year 2. This means that all the students are expected to complete their CAS journey by November 2021. The CAS coordinator along with the CAS advisors will evaluate the portfolios and decide if CAS requirements has been met or not. For more details refer to the GESM CAS Handbook.

Service Learning for IBCP students:

Service learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations **involving decision-making, problem-solving, initiative, responsibility, and accountability** for their actions. Students are to produce a portfolio as evidence of how each of the five Service-learning outcomes. The portfolio will be evaluated by service-learning teacher at GESM.

A minimum of 50 hours is devoted for students to develop the necessary skills, attributes, and understandings to achieve a pre-defined set of five learning outcomes. Students are to produce a portfolio as evidence of how each of the five learning outcomes is achieved through collaborative and reciprocal engagement with the community. The portfolio is internally assessed.

Personal and Professional Skills (PPS) for IBCP students

The Personal and Professional Skills Course is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts. The course consists of a minimum of **90 timetabled hours of workplace skills development** covering the **five themes of personal development, intercultural understanding, effective communication, thinking processes and applied ethics**. Students are also encouraged to develop other qualities such as responsibility, perseverance, resilience, self-esteem, and academic honesty.

All assessments under the Personal and Professional Skills Course and the PPS portfolio will be **internally assessed at GESM.**

Language Development for IBCP students :



Language development ensures that students improve their proficiency in a language other than their best language. It encourages students to appreciate different perspectives from peoples of other cultures. Students are required to maintain and **complete a language portfolio** to document their learning activities and provide evidence of language engagement and development. The language portfolio will be evaluated at GESM by the language B teachers.

It also improves their skillset within a highly competitive global workforce. A minimum of 50 hours is allocated to cover the skills-based objectives which organized under four communicative processes.

The language portfolio is not formally assessed whether internally by GESM or externally by IBO. However, the IBO may require a sample of portfolios at the completion of the programme to show evidence of language development.

Extended Essay IBDP students:

Extended Essay is an individual academic 4000 words essay in a chosen IB course, preferably Higher Level. It is expected that students will spend approximately 40 hours outside of the classroom working on the essay. Supervisors will spend 3-5 hours working directly with the students to give guidance throughout the process. The Extended Essay is assessed by IB. The school advises that an EE topic must be in a course taken by the student.

Theory of Knowledge for IBDP students:

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. Each student is expected to work for TOK exhibition, which is internally marked by the teacher and moderated by IB and also submit a TOK essay, which is assessed by IB.

D. School written assessment Structure:

Assessments are integral part of our curriculum and play an important role not only in the development of students' cognitive and meta-cognitive abilities but also in the helping teachers to plan and modify lesson plans and enrich learning-teaching experience. Well-planned, relevant, and challenging assessments followed by quality feedback (verbal and written) enrich students' learning experience and helps them achieve greater success. Since awarding grades is not the sole purpose of all assessments, it is important to pay more attention to assessing students in a

variety of appropriate and relevant ways. “It is important to distinguish between two major uses of assessment. The first, a “**formative assessment**”, involves the use of assessments (usually administered in the context of the classroom) as sources of feedback to improve teaching and learning. The second, a “**summative assessment**”, measures what students have learned at the end of some set of learning activities.” (Bransford,2000, 140).

Some examples of formative assessments could be: quiz, presentation, role play, group discussion, peer assessment, peer review, peer teaching, written reflection etc.

Some examples of summative assessment could be: Class tests, end of semester tests, end of year examination, Mock exams, internal assessments etc. Quality of all the summative assessments should be at par with the IBDP and IBCP examination standards.

At GESM, assessments should be designed and administered as per the following information:

| Type | Timeframe | Planning & execution | Frequency | Format |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Tests | Semester-1 August to December & Semester-2 January to June | -To be planned by individual teachers at the beginning of each semester -To be designed by each teacher independently or in collaboration with other teacher. -To be administered during the regular lesson time by each teacher | -Minimum two class tests in each semester in each subject* -Formative assessments as per the discretion of the subject teacher | Topics covered, total marks, duration, pattern, type should be as per the subject guide(where possible and applicable) |
| -End of semester Test(EoST) - Mock -End of Year Examination (EoYE) | 16-26 Nov 2020 (for grade 12) 6 th Jan 2022 to 16 th Jan 2022 (for grade 11) Mock 1 Mar- 18 March (only for grade 12) 1-16 June 2021 (only for 11) | -To be designed by each teacher independently or in collaboration with other teacher -To be planned and scheduled by the section heads -To be administered in the examination conditions by teachers based on the pre- | One EoST in each subject* in the first semester One EoYE in each subject* in the second semester. Mock (instead of EoYE) is only for grade 10 and 12 | IBDP/IBCP EoST 1h for SL 1h30m for HL EoYE As per the subject guide Teachers may combine attributes of different IBDP papers in one subject to create one assessment. |

| | | | | |
|--|--|------------------------------|---------------------------------------------|--|
| | | published invigilation Rota. | students conducted in the seconds semester. | |
|--|--|------------------------------|---------------------------------------------|--|

For coursework, there is a separate submission calendar given to the students in the second semester of the school year. **A sample coursework calendar has been attached.**

E. Assessment Marks:

The total marks and total duration for Grade 11 may vary as a full-length paper may not be possible to create. The teachers use their discretion to create a paper either solely from one externally assessed component or a combination of more than one component however the standards must be maintained. For Grade 12 appropriate total time and duration should be as per the externally assessed component(s) described in the subject guide.

F. Assessment weightings IBDP courses:

| Semester-1 | Semester-2(IBDP1 report) | Semester-3 | Semester-4(Final report) |
|--------------------|--------------------------|--------------------|--------------------------|
| August to December | January to June | August to December | January to March |
| CL 40% | CL 40% | CL 40% | CL NA |
| EoST 60% | EoYE 60% | EoST 60% | Mock 100*% |
| Total 100% | Total 100% | Total 100% | Total 100% |

*Weighting includes coursework as per the IBDP subject guide.

Class Test (CL) : Assesses all contents taught in one or more units.
 End Of Semester Test(EoST): Assesses all the contents taught in a particular semester.
 Mock : Assesses all the contents taught in the entire IB diploma program.
 All assessments are conducted as per the assessment outlines in the respective IBDP subject guide.

G. Grade boundaries:

The grade boundaries for each subject and level are different. IB publish the grade boundaries **in the subject reports** after the examination as it is a grade awarding body. Each school adopts different methodologies determine grade boundaries. At GESM, the grade boundaries have been arrived at based on the past three year’s IBDP grade boundaries. **The school then creates its own grade boundaries per subject.** Moreover, it is acknowledged that the many aspects are not possible to consider that students are not assessed on the full syllabus other than Mock examination.

H. Late arrival/absent in IBDP Course assessments:

- If you arrive late to the assessment within the first 15 minutes of start of the assessment, the invigilator will allow the student to start the assessment. Extra time may be given based on the situation.
- If you arrive 30 minutes after the start of the assessment, then the student will have to get special permission through the invigilator to write the assessment. The student and the teacher will have to fill up an incident report. Extra time is subject to IB rules.
- If the student arrives 60 minutes after the start of the assessment, then the student will not be allowed to take assessment and the student will be awarded zero in that assessment. However, if the student has any valid reason for being late then she or she may appeal to the *Assessment review committee* of the school for consideration to reschedule the examination.
- If a student remains absent in any assessment, then the student will be awarded zero in that assessment. However, if the student has any valid reason for being absent then she or she may appeal to the Assessment review committee for consideration to reschedule the examination.

I. Responsibilities regarding Assessments.

School Management

- To provide Assessment resources such as booklet, rooms, support staff etc.
- To provide IT resources such as online platform, internet, storage etc.
- To provide safe storage of IBDP Examination papers
- To monitor quality of assessment in collaboration with IBDP/IBCP coordinator
- To collaborate with CRS partners for IBCP CRS assessments.

Head of IBDP responsibilities –

- Files and provides IBDP/IBCP assessment materials (past papers, mark schemes, etc.) –
- Organizes final exams in June of the first year and mock exams in February of the second year
- Initiates, manages and oversees the reporting process -
- Calls meetings for teachers to plan and reflect
- Leads pedagogical workshops for the IBDP/IBCP teachers

- Leads various workshops for students and parents
- Meets individually with students to determine learning goals, action plans as well as design study schedules
- Guides students for the planning of the Student Led Conference (SLC)
- Guides the teachers in the implementation of portfolio requirements in the IBCP and IBDP core courses
- Follows academic integrity policy and reviews it regularly.

Teacher responsibilities –

- Prepare semester grades that are based on authentic and valid assessments
- Analyse assessment data to identify patterns of student performance and needs
- Teach students how to guide their own learning by providing on-going descriptive feedback
- Systematically acknowledge students' progress
- End instructional units by providing students with clear feedback on the learning goals
- Use assessments to inform and improve pedagogical methodology. Self-reflect on teaching techniques to determine the most effective strategies
- Calculates semester grades as per the weighting guidelines and grade boundaries
- Creates assessment to reflect attributes in the IB's Grade descriptors.
- Archives all assessments (including marking key/rubrics) and assessment marks by uploading these in the designated folder.
- Plan and execute assessment of all IBDP and IBCP coursework, grades them (where applicable) and shared the marking and the (un)assessed coursework to IB by uploading via IBIS system.
- analyses assessment data to inform teaching and learning and presents main points to Board and to Parents.
- ensures the same data is shared with members of the teaching staff.
- initiates meetings to discuss the individual progress per student, per semester. ensures that discussions take place on each individual student's specific needs.
- Follows Academic Integrity policy and procedures to uphold the integrity of all assessments.
- Follows Inclusion policy, identifies and reports students for access arrangements in collaboration with the Head of ALD, Head of IBDP and CP Coordinator.

Student responsibilities –

- Work continuously and prepare for the assessments



- Identify challenging goals for his/her own learning
- Keep track of his/her own performance on learning goals
- Make use of teacher feedback
- Create, review and revise learning goals, action plans and study schedule
- Ask clarifying questions or seek support when assessment criteria are not understood
- Attend classes punctually and participate consistently
- Uphold school values and model good behavior in and outside classes
- Follows academic integrity policy and procedures to uphold the integrity of all assessments.

Parent responsibilities –

- Be aware of the dates school reports will be released to the students
- Discuss with the child the challenging goals they have set
- Keep open communication with the subject teacher directly if there is a question about a grade or assessment
- Attend the Student Led Conferences
- Provide their children the necessary learning materials required by the school
- Follows academic integrity policy and procedures to uphold the integrity of all assessments.

I. Reporting procedures of students' progress:

Student progress is discussed at every IBDP teachers' meeting, approximately once per month, where a plan of action is usually formulated. Furthermore, academic progress is systematically monitored and reported at the end of each semester. The emphasis of this review is to check student progress with regard to potential results for the completed IB Diploma.

For both the DP and CP courses taken at the school, student performance shall be reported via the semestral report cards. However, student performance on courses taken outside of the school, shall be evaluated by the external institution as covered by the MOU (Memorandum of Understanding) and shall be reported to parents. A system of alignment of the two components of the report shall be coordinated as well as the timeline.

- In the middle of the first semester students and parents formally receive progress reports.
- Students receive official reports at the end of each semester.

- Reports include a grade based on the IBDP scale (7-1) in each subject, an overview of topics covered within the semester and a written evaluation by the teacher of each subject, who will also make proposals for improvement as needed.
- In addition to the academic grade, reports also include an effort grade. The effort grade gives an indication of a student’s effort and engagement and will usually give an indication of academic potential and attitude. An effort grading scale of A-E is used.
- The semester grades are based on summative assessments and the weighting has been mentioned in page _____.
- For grade boundaries, please refer to the document named “Section B: GESM grade boundaries”.
- In all cases, academic grades reflect the student’s actual performance, not of his/her assumed potential or their effort.
- Each student’s development as reflected in their progress or semester reports is the subject of a formal teachers’ meeting before the releasing of the reports. In problematic cases, the homeroom and/or Head of IBDP will contact the parents to inform them in more detail.

Student -Teacher-Parents (STP) meetings are held three times over the course of the programme to give an opportunity for students to give formal oral feedback based on the self-assessment of his/her progress within the programme. In addition to this, the students meet with the Homeroom Teacher and Head of IBDP three different times a year to discuss self-reflection and create/modify action plans which are also discussed at the STP. Please note the progress report publication schedule.

| Grade 11 | | Grade 12 | |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------|
| Semester-1 January 2022 | Semester-2 (IBDP1 report) July 2021 | Semester-1 December 2021 | Semester-2 (IBDP Final report) March 2022 |
| 1.Achievement Grade 2. Effort Grade 3. Teacher’s comments 4. Course description | 1.Achievement Grade 2. Effort Grade 3. Teacher’s comments 4. Course description | 1.Achievement Grade 2. Effort Grade 3. Teacher’s comments | 1.Achievement Grade 2. Effort Grade |



| | | | |
|--|--|-----------------------|--|
| | | 4. Course description | |
|--|--|-----------------------|--|

K. Coursework and portfolio submission and late submission:

The final grades for IB courses for a student are calculated by IB based on the following coursework and Examination. There are two types of coursework; one is called internal assessment (IA) and the other is called an external assessment.

1. *Coursework (IA)*: Each subject requires students to undertake a student-driven assignment
2. *Coursework (External)*: Essay in Language AHL, Reflective project, Extended essay, TOK essay, and Arts assessments.
3. *Examination*: IBDP final examination to be held between from end of April to mid-May.
4. Portfolio: CAS, PPS, LD and SL

The coursework is conducted throughout the two years based on the schedule and deadlines decided by the school. The internal assessments are marked by the schoolteachers, which are then sent to IB as per the school deadlines for moderation by the IB examiners. The externally assessed coursework is also sent to IB for marking. Many students misunderstand these school deadlines with the internal deadlines set and communicated by their teachers, which varies from school to school. I would like to specifically mention that no student should follow the IB deadlines set for school and should only follow and meet the deadlines set and communicated by their teachers to avoid registration-related complications, which sometimes leads to repeating a year.

The portfolios are internally assessed in school as per the pre-decided rubrics periodically. The final submission date will be intimated through submission calendar and all students must respect the deadlines.

However, if for any unforeseen reasons (well justified) a student is unable to submit work (IA, EE, Language A HL Essay, TOK essay, Reflective project, portfolios etc) then the student may request an official extension by filling up the ***extension request form***. However, a student can request an extension of the deadline, only once in the entire IBDP course. As per the IB's assessment and inclusion policy school needs to ensure that an equal amount of time is allotted to all the students to produce a certain work and that no student is disadvantaged because of the extended time allotted to another student.

In case a student fails to submit their work on time, the school may not accept the work and in that case, the student will be awarded 'N' in that subject by IB and hence the student will have to appear for re-take examination according to the prevailing IB rules. If the late submission is accepted then a note to IB might



be sent stating that the student has received the undue advantage of additional time, which might have disadvantaged the other students in your class. This is at per with IB's policy of equal opportunity to all students. Please note that corrupted file, laptop crashing, corrupted hard drive, family holiday, short term sickness or injury, etc. are not usually acceptable as a valid reason for not able to submit any work on time. IB encourages students to become independent and responsible for their actions by promoting the IB learner profile. At GESM we promote this philosophy and would like our parents to support it by discouraging any extension request from their ward(s) and help them meet their deadlines.

L. Academic integrity and Assessment support:

Readers are encouraged to read the GESM Academic integrity policy to learn about how academic misconduct/malpractice can be avoided and how school will address in case of any incident is either reported by schoolteachers, IB or CRs partners.

Readers are encouraged to read the GESM inclusion policy to know how various school delegated accommodations can be availed and how IB approved accommodations can be achieved.

Here accommodations, means any provisions such as extra time, access to word processor, etc granted to a students based on the learning difficulties identified by the teachers (for school delegated accommodations) and identified by a professional (for IB delegated accommodations).

M. Final IBDP and IBCP Results

These are determined by student results in written examinations, other external assessment and internal assessment components as determined by the IB. They are reported to students on **JULY 6 @ 12:00 GMT** via the website <https://candidates.ibo.org> and through paper copies of IB Diplomas and Certificates, which are normally received by the school in late August.

Students will make requests for the Head of IBDP to have results sent directly to the university no later than **MAY 1** (July 1 for U.S. and Canadian universities).

N. EUR (Enquiry Upon Result) and Re-take Examination:

Students and their parents can appeal for a grade re-evaluation of any subjects. The details of how IB does it has been explained to the students in my last Zoom meeting. The cost and the process are under review by IB and I will let you know as soon as I receive information about it. The fee is not charged if grade(s) changes after the re-evaluation. One must however be careful as the new grade (lower or higher than the grade published on 6th July) will be the final grade. This service is called EUR (Enquiry Upon Result).



The students can also decide to register for a re-take examination in the November 2020 session or May 2021 if they are not satisfied with the result and wish to improve. One must however be careful as the new grade (lower or higher than the grade published on 6th July) will be the final grade. In case the student enrolls for a re-take either in November 2020 or in May 2021, the school will help them as much as possible remotely as the students are not required to attend regular classes.

To opt for either EUR service and or to register for the Re-take examination, parents should send an email to the head of the IBDP/IBCP on or before an agreed date followed by transfer of applicable fees to our school account.

O. Other related documents:

This policy should be read in conjunction with the following documents:

1. Conduct of IBDP online Assessment GESM.
2. Conduct of IBDP face-to-face Assessment GESM
3. IB's Academic Integrity (published, Oct 2019)
4. GESM Academic Integrity policy
5. GESM Academic Inclusion policy
6. GESM Language policy
7. Teacher's manual(for teachers only)

P. Abbreviations:

GESM: German European School Manila
IB: International Baccalaureate
EoS: End of Semester Test
EoYE: End of Year Examinations
CAS: Creativity Activity Service
IBCP: International Baccalaureate Career-related Program
IBDP: International Baccalaureate Diploma Program
MLA: Modern Language Association
APA : American Psychology Association
TOK: Theory of Knowledge
EE: Extended Essay
PPS: Personal and professional skills
LD: Language development
SL: Service learning

Q. Policy Revision timeline



Last reviewed: 1st February 2021, 19th March 2021

Review committee:

Mr. Rommel(Leader)

Mr. Troyer,

Ms. Lisa,

Ms. Casanova

Further edited by Head of IBDP and forwarded to the Academic Integrity committee and the IBDP teachers for final comments on 23rd February 2021.

SECTION A: SAMPLE COURSEWORK DEADLINEE CALENDAR

| Subject wise coursework deadline for the class of 2022 | | |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| | Draft-1/2/3/ practice/Interview | Final submission |
| English A HL Essay | HL Essay 5 th November 2021 | HL Essay: 30 th January 2022 |
| English A HL Orals | June 2021 | June 20 th 2021 |
| English A SL Orals | 17-21 January 2022 | 31 st January to 4 th February 2022 |
| English B Orals | During lessons | Mock :10 th Dec, 2021 Final 21 st Jan 2022. |
| French B Orals | Semester 2: 31 May to 11 June 2021 Semester 3: November 2021 | Mock: 31 st February to 4 March 2022 Final oral (IA):7 to 11 March 2022 |
| German B Orals | During lessons | Mock: 31 February 2021 to 4 March 2022 Final oral (IA): 7 to 11 March 2022 |
| Spanish Ab initio Orals | Individual Oral Practice: Semester 2: 19 th & 20 th May 2021 Semester 3: November 2021 | Mock: 31 st to 4 March 2022 Final oral (IA): 7 to 11 March 2022 (Mocks 14 to 25 March) |
| History-E | June 29 th 2021 | 30 th September, 2021 |
| History-D | Draft 1: 18 th April 2021 Draft 2: June 29 th | 30 th September, 2021 |
| Economics-1 | 03 May 2021 | 17 May 2021 |
| Economics-2 | 24 September 2021 | 08 October 2021 |
| Economics-3 | 05 November 2021 | 19 November 2021 |
| Psychology | 3 rd November 2021 | 11 th December 2021 |
| Biology | 21 st June 2021 | 24 th Oct 2021 |
| Chemistry | 7 th September 2021 | 11 th January 2022 |
| Physics | 18 th June 2021 | 7 th December 2021 |
| ESS | 15 September 2021 | 8 th December 2021 |
| G4 project reflection | 23 rd and 30 th of June 2021 | July 7 th 2021 |
| Mathematics | 9 th August 2021 | 10 th January 2022 |
| Visual Arts | 27 th May 2021 | 17 th February 2022 |
| Comparative Study | | |
| Visual Arts | 27 th May 2021 | 17 th February 2022 |
| Process portfolio | | |
| Visual Arts- exhibition | NA | 28 th to 30 th March 2022 |
| Music Experimenting Coursework | 8 th January 2022 | 4 th March 2022 |
| Music Group Exploring Coursework | 10 th December 2021 | 21 February 2022 |
| Music HL Presenting Coursework | NA | 31 st March 2022 |
| TOK Exhibition | 21 st May 2021 | 11 th June 2021 |
| TOK Essay | 11 December 2021 | 29 January 2021 |
| Extended Essay | 1 st draft - May 14 th 2021 Presentations "EE forum" - July 2 nd 2021 Full draft – Sep 7 th 2021 | Jan 7 th 2022 |
| CAS | 16 th December, 2021 | 15 th February 2022 (Portfolio submission) |

Last Updated: 10th March 2021

SECTION B: GESM GRADE BOUNDARIES

| ENGLISH A: LANGUAGE & LITERATURE | | | GERMAN A: LANGUAGE & LITERATURE | | | ENGLISH B | | | GERMAN B | | |
|----------------------------------|--------|--------|---------------------------------|--------|--------|-----------|--------|--------|----------|--------|--------|
| Grade | HL | SL | Grade | HL | SL | Grade | HL | SL | Grade | HL | SL |
| 7 | 84-100 | 83-100 | 7 | 89-100 | 86-100 | 7 | 90-100 | 90-100 | 7 | 87-100 | 90-100 |
| 6 | 70-83 | 69-82 | 6 | 74-88 | 74-85 | 6 | 77-89 | 77-89 | 6 | 74-86 | 76-89 |
| 5 | 59-69 | 57-68 | 5 | 61-73 | 62-73 | 5 | 65-76 | 65-76 | 5 | 62-73 | 62-75 |
| 4 | 47-58 | 45-56 | 4 | 48-59 | 47-61 | 4 | 50-64 | 50-64 | 4 | 48-61 | 48-61 |
| 3 | 36-46 | 30-44 | 3 | 35-47 | 34-46 | 3 | 34-49 | 34-49 | 3 | 32-47 | 35-47 |
| 2 | 21-35 | 21-29 | 2 | 21-35 | 21-33 | 2 | 20-33 | 20-33 | 2 | 20-31 | 20-35 |
| 1 | 0-20 | 0-20 | 1 | 0-20 | 0-20 | 1 | 0-19 | 0-19 | 1 | 0-19 | 0-19 |

| FRENCH B | | | SPANISH AB INITIO SL | | | ECONOMICS | | | PSYCHOLOGY | | |
|----------|--------|--------|----------------------|--------|---------|-----------|--------|--------|------------|--------|--------|
| Grade | HL | SL | Grade | French | Spanish | Grade | HL | SL | Grade | HL | SL |
| 7 | 90-100 | 88-100 | 7 | 86-100 | 87-100 | 7 | 80-100 | 78-100 | 7 | 70-100 | 72-100 |
| 6 | 77-89 | 74-87 | 6 | 75-85 | 73-86 | 6 | 68-79 | 65-77 | 6 | 58-69 | 60-71 |
| 5 | 65-76 | 61-73 | 5 | 64-74 | 60-72 | 5 | 55-67 | 55-64 | 5 | 45-57 | 47-59 |
| 4 | 52-64 | 46-60 | 4 | 50-63 | 44-59 | 4 | 44-54 | 43-54 | 4 | 35-44 | 35-46 |
| 3 | 33-51 | 28-45 | 3 | 34-49 | 30-43 | 3 | 31-43 | 31-42 | 3 | 26-34 | 26-34 |
| 2 | 20-32 | 20-28 | 2 | 20-33 | 20-29 | 2 | 20-30 | 20-30 | 2 | 16-25 | 16-25 |
| 1 | 0-19 | 0-19 | 1 | 0-19 | 0-19 | 1 | 0-19 | 0-19 | 1 | 0-15 | 0-15 |

| HISTORY | | | BIOLOGY | | | PHYSICS | | | CHEMISTRY | | |
|---------|--------|--------|---------|--------|--------|---------|--------|--------|-----------|--------|--------|
| Grade | HL | SL | Grade | HL | SL | Grade | HL | SL | Grade | HL | SL |
| 7 | 72-100 | 72-100 | 7 | 82-100 | 82-100 | 7 | 78-100 | 75-100 | 7 | 80-100 | 80-100 |
| 6 | 61-71 | 61-71 | 6 | 70-81 | 70-81 | 6 | 67-77 | 65-74 | 6 | 68-79 | 68-79 |
| 5 | 50-60 | 50-60 | 5 | 60-69 | 60-69 | 5 | 57-66 | 57-64 | 5 | 58-67 | 58-67 |
| 4 | 40-49 | 40-49 | 4 | 45-59 | 45-59 | 4 | 45-56 | 45-56 | 4 | 45-57 | 45-57 |
| 3 | 30-39 | 30-39 | 3 | 30-44 | 30-44 | 3 | 33-44 | 33-44 | 3 | 30-44 | 30-44 |
| 2 | 20-29 | 20-29 | 2 | 20-29 | 20-29 | 2 | 20-32 | 20-32 | 2 | 20-29 | 20-29 |
| 1 | 0-19 | 0-19 | 1 | 01-19 | 01-19 | 1 | 0-19 | 0-19 | 1 | 01-19 | 01-19 |

| COMPUTER SCIENCE | | | MATHEMATICS AA | | | MATHEMATICS AI/STUDIES SL | | | VISUAL ARTS | | |
|------------------|--------|--------|----------------|--------|--------|---------------------------|--------|----|-------------|--------|--------|
| Grade | HL | SL | Grade | HL | SL | Grade | SL | HL | Grade | HL | SL |
| 7 | 72-100 | 72-100 | 7 | 80-100 | 87-100 | 7 | 82-100 | | 7 | 87-100 | 87-100 |
| 6 | 60-71 | 60-71 | 6 | 68-79 | 77-86 | 6 | 71-81 | | 6 | 72-86 | 72-86 |
| 5 | 49-59 | 49-59 | 5 | 55-67 | 65-76 | 5 | 58-70 | | 5 | 60-71 | 60-71 |
| 4 | 39-48 | 39-48 | 4 | 44-53 | 54-64 | 4 | 46-57 | NA | 4 | 45-59 | 45-59 |
| 3 | 30-38 | 30-38 | 3 | 32-43 | 40-53 | 3 | 34-45 | | 3 | 31-44 | 31-44 |
| 2 | 20-29 | 20-29 | 2 | 20-31 | 21-39 | 2 | 20-33 | | 2 | 20-30 | 20-30 |
| 1 | 0-19 | 0-19 | 1 | 0-19 | 0-20 | 1 | 0-19 | | 1 | 0-19 | 0-19 |

| MUSIC | | |
|-------|--------|--------|
| Grade | HL | SL |
| 7 | 80-100 | 81-100 |
| 6 | 70-79 | 70-80 |
| 5 | 59-69 | 59-69 |
| 4 | 49-58 | 49-58 |
| 3 | 36-48 | 34-48 |
| 2 | 20-33 | 20-33 |
| 1 | 0-19 | 0-19 |

| | |
|----------|--|
| Group -1 | |
| Group -2 | |
| Group -3 | |
| Group -4 | |
| Group -5 | |
| Group -6 | |

