

# INTERNATIONAL SCHOOL ALMERE THE NETHERLANDS

## Diploma Programme Assessment booklet

### Assessment components

**Assessment at International School Almere is part of the teaching and learning process.**

The aim is to support students to improve their learning. Formative and summative assessment opportunities offer feedback on student's strengths and points that need improvement.

*The formative assessment* monitors the student's progress. It gives the opportunity for reflection and give information to student about the areas that need improvement and for teacher to reflect on teaching methods and to adapt the instruction to the student's need. Small tasks in class like questions or small quizzes can be examples of formative assessment, which can be given without prior notice.

*The summative assessment* is aimed to determine the level of achievement of a student at the end of a unit of work or stage of the course. Examples: essays, lab reports, presentations, debates, tests, etc. The feedback is given in grades, calculated using the grade boundaries specific to each subject.

The teachers give feedback to parents and students on *Motivation, Commitment, Homework and Assignments* at the end of each term.

*Report cards* are handed in at the end of each of the three terms of the school year.

In the table below are *the components* used in the assessment process at International School Almere. The abbreviations used are Diploma Programme (DP), Community, Action and Service (CAS), Extended Essay (EE), Theory of knowledge (TOK).

Components	Short description
<i>Interim grades</i>	Each student achieves an indicative grade at the end of each term, based on the progress made during the term and related to the subject grade boundaries , as following: <i>7 Excellent performance</i> <i>6 Very good performance</i> <i>5 Good performance</i> <i>4 Satisfactory performance</i> <i>3 Mediocre performance</i> <i>2 Poor performance</i> <i>1 Very poor performance</i>
<i>Interim grades for EE and TOK</i>	<i>A Excellent performance</i> <i>B Good performance</i> <i>C Satisfactory performance</i> <i>D Mediocre performance</i>

	<i>E Elementary performance</i>
<b>Attitude</b>	<i>Motivation, Commitment, Homework and Assignments/Deadlines met</i> are evaluated on a scale of <i>A Excellent</i> <i>B Good</i> <i>C Satisfactory</i> <i>D Poor</i> at the end of each term as part of feed-back given by the school to students and parents.
<b>Final grades</b>	The final grade, given at the end of each school year, reflects the three interim grades and the results of the mock exam, marked with grades from 1 to 7, with 7 being the highest grade.
<b>Mock exams</b>	In May of the first year and February of the second year of the programme, the students sit a mock exam for each chosen subject. The results are given as a grade on the scale 7 to 1, with 7 being the highest grade, using the grade boundaries specific to each subject.
<b>Two-years calendar</b>	The school sets internal deadlines for different stages of the internal assessment work of each subject, as well as for TOK, CAS, EE, which are mentioned in the two-school years calendar, given to students at the beginning of the first year of the programme. It is important for students (and parents) to be aware on how important is to meet all the deadlines mentioned in the calendar.

### **Subjects offered in 2010-2012 and 2010-2013 at International School Almere and their specific assessment requirements**

During the two years programme, the student has two types of assessments which contribute to the final grade for each subject and to the successful completion of the diploma: internal and external assessments.

*The internal assessments* are completed by the student during the course, assigned by the teacher and moderated by IBO. There are internal deadlines mentioned in the two-years calendar.

In the **May session**, the students set *external examinations*, which are externally assessed.

*The school's subjects offer* is based on students demand.

At students request, using selection criteria, the school can offer online courses for those subjects which are not offered in school.

*CAS, TOK and EE* make up the core of the programme. The specific tasks will be described briefly in this booklet.

In the table below there is a short description of the internal and external assessment and their weight to the final grade of each subject.

**GROUP 1  
(2010-2012)**

Subject	Type of assessment	Higher level			Standard level		
		Paper/ assignment	Short description	Weight to the final grade	Paper/ assignment	Short description	Weight to the final grade
Dutch A1	External assessment				Paper1	Commentary based on unseen poetry or another unseen text to which the techniques of literary criticism can be applied	25%
					Paper2	Written essay based on the Part 3 works	25%
					Written assignment	Comparative study written during the course (1000-1500 words)	20%
	Internal assessment				Individual Oral Presentation	Presentation of a topic, chosen by the candidate	15%
					Individual Oral Commentary	Commentary on an extract, chosen by the teacher, from one of the Part 2 works studied.	15%
English A1	External assessment	Paper 1	Written commentary based on poetry or another text to which the techniques of literary criticism can be applied; two unseen texts for commentary; no guiding questions.	25%			
		Paper 2	essay	25%			
		World Literature Assignments	<b>Two</b> assignments written during the course, each 1000 -1500 words.	20%			

	<i>Internal assessment</i>	Individual Oral Commentary	Commentary on an extract, chosen by the teacher	15%			
		Individual Oral Presentation	Presentation of a topic, chosen by the candidate	15%			

**GROUP 1  
(2011-2013)**

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
<b>Dutch A (Language and Literature)</b>	<i>External assessment</i>	Paper 1	Comparative textual analysis of unseen texts	25%	Paper 1	Textual analysis of an unseen text	25%
		Paper 2	Essay in response to literary texts studied in part 3	25%	Paper 2	Essay in response to the literary texts studied in part 3	25%
		Written assignment	Written tasks: Students submit two out of four written tasks based on material studied in the course	20%	Written assignment	Written tasks: Students submit one out of three written tasks based on material studied in the course	20%
	<i>Internal assessment</i>	Individual oral commentary		15%		Individual oral commentary	15%
		Further oral activity (one chosen oral activity is submitted)		15%		Further oral activity (one chosen oral activity is submitted)	15%
<b>English A (Language and Literature)</b>	<i>External assessment</i>	Paper 1	Comparative textual analysis of unseen texts	25%	Paper 1	Textual analysis of an unseen text	25%
		Paper 2	Essay in response to literary texts studied in part 3	25%	Paper 2	Essay in response to the literary texts studied in part 3	25%
		Written tasks	Written tasks: Students submit two out of four written	20%	Written tasks	Written tasks: Students submit one out of three written	20%

			tasks based on material studied in the course			tasks based on material studied in the course	
	<b>Internal assessment</b>	Individual oral commentary		15%		Individual oral commentary	15%
		Further oral activity (one chosen oral activity is submitted)		15%		Further oral activity (one chosen oral activity is submitted)	15%

**GROUP 2  
(2010-2012)**

Subject	Type of assessment	Higher level			Standard level		
		Paper/ assignment	Short description	Weight to the final grade	Paper/ assignment	Short description	Weight to the final grade
English A2	<b>External assessment</b>	Paper 1	Comparative Commentary Choose one from two pairs of unseen texts 2 hr	25%	Paper1	Comparative Commentary Choose one from two pairs of unseen texts 1.5 hrs	25%
		Paper 2	Essay Choose one of 10 essay titles 2 hrs	25%	Paper2	Essay Choose one of 10 essay titles 1.5 hrs	25%
		Written tasks	Two written tasks, one based on cultural, one on literary option – total 1500 words	20%	Written tasks	Two written tasks, one based on cultural, one on literary option – total 1500 words	20%
	<b>Internal assessment</b>	Interactive Oral Activity	1 out of 3 presentations will count	15%	Interactive Oral Activity	1 out of 3 presentations will count	15%
		Individual Oral	Oral commentary on studied text – moderated by IBO	15%	Individual Oral	Oral commentary on studied text – moderated by IBO	15%
Spanish B	<b>External assessment</b>				Paper 1	Text Handling Reading Written response	40%
					Paper 2	One writing task from a choice of four.	30%

	<i>Internal assessment</i>				Individual Oral  Interactive Oral Activity	Based on a stimulus chosen by the candidate	30%
Spanish ab initio	<i>External assessment</i>				Paper1	Text-handling exercises based on four written texts.	40%
					Paper2	One writing task from a choice of two and  one writing task from a choice of three.	30%
	<i>Internal assessment</i>				Individual Oral  Interactive Oral Activity	Short interview with the teacher.  The mark of one interactive oral activity.	30%

**GROUP 2  
(2011-2013)**

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
Dutch B	<i>External assessment</i>  set and externally	Paper 1	Receptive skills; text-handling exercises on five written texts	25%	Paper1	Receptive skills; text-handling exercises on four written texts	25%
		Paper 2	Two written productive skills: one writing exercise of 250-400 words from a choice of five options, and one written response to a stimulus	25%	Paper2	Written productive skills: one writing exercise of 250-400 words from a choice of five options	25%

			text.				
		Written assignment	Creative writing of 500-600 words plus a rationale of 150 words based on one of the literary texts read.	20%	Written assignment	Intertextual reading followed by a written exercise of 300-400 words plus a 100 word rationale.	20%
	<b>Internal assessment</b>	Individual oral	A 10-minute presentation and short discussion with the teacher after 15 minutes of preparation	20%	Individual oral presentation	A 10-minute presentation and short discussion with the teacher after 15 minutes of preparation.	20%
Interactive oral activity		Three classroom activities assessed by the teacher and based on the core	10%	Interactive oral activity	Three classroom activities assessed by the teacher and based on the core	10%	
<b>Spanish B</b>	<b>External assessment</b>				Paper 1	Text Handling exercises on four written texts, based on the core.	25%
					Paper 2	One writing exercise of 250–400 words from a choice of five, based on the options.	25%
					Written assignment: Receptive and written productive skills	Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core.	20%
	<b>Internal assessment</b>				Individual oral	Based on the options: 15 min preparation time and a 10-minutes presentation and discussion with the teacher.	20%
				Interactive oral activity	Based on the core: Three classroom activities assessed by the teach	10%	

<b>Spanish ab initio</b>	<i>External assessment</i>				Paper1	Text-handling exercises. Understanding of four written texts.	30%
					Paper2	One question to be answered from a choice of two. One question to be answered from a choice of two.	25%
					Written assignment: Receptive and productive skills.	A piece of writing, 200–300 words, carried out in class under teacher supervision.	20%
	<i>Internal assessment</i>				Interactive skills	Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	25%
<b>French B</b>	<i>External assessment</i>				Paper 1	Text Handling exercises on four written texts, based on the core.	25%
					Paper 2	One writing exercise of 250–400 words from a choice of five, based on the options.	25%
					Written assignment: Receptive and written productive skills	Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core.	20%
	<i>Internal assessment</i>				Individual oral	Based on the options: 15 minutes' preparation time and a 10-minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity					Based on the core: Three classroom activities	10%	

						assessed by the teach	
<b>French ab initio</b>	<i>External assessment</i>				Paper1	Text-handling exercises. Understanding of four written texts.	30%
					Paper2	One question to be answered from a choice of two. One question to be answered from a choice of two.	25%
				Written assignment (2 hours): Receptive and productive skills	A piece of writing, 200–300 words, carried out in class under teacher supervision.	20%	
	<i>Internal assessment</i>				Interactive skills	Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course.	25%

**GROUP 3  
(2010 onwards)**

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
<b>History</b>	<i>External assessment</i>	Paper 1	document based paper on prescribed subject	<b>20%</b>	Paper1	document based paper on prescribed subject	30%
		Paper 2	essay based paper	<b>25%</b>	Paper2	essay based paper	45%
		Paper 3	essay based paper	<b>35%</b>			
	<i>Internal assessment</i>	essay	1500-2000 words on a topic of the student's interest	<b>25%</b>	essay	1500-2000 words on a topic of the student's interest	<b>20%</b>

<b>Business and Management</b>	<b>External assessment</b> (in May session, externally set and externally assessed)	Paper 1	Based on a case study issued in advance. Three sections. A – 30 marks B – 20 marks C- 30 marks 2 ¼ hours	40%	Paper1	Based on a case study issued in advance. Two sections. A – 30 marks B –20 marks 1 ¼ hours	
		Paper 2	Two sections. A – 25 marks Quantitative question B – 50 marks Based on stimulus material. 2 ¼ hours	35%	Paper2	Two sections. A – 20 marks Quantitative question B – 40 marks Based on stimulus material. 1 ¾ hours	
	<b>Internal assessment</b>	Research project	A working document that addresses an issue facing a real organization 2000 words 30 hours	25%	. Written commentary	Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization 1500 words 15 hours	

**GROUP 4  
(2010 onwards)**

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
<b>Biology</b>	<b>External assessment</b>	Paper 1	1 hour Multiple choice questions	20%	Paper1	¼ hour Multiple choice questions	20%
		Paper 2	2 ¼ hour Short answer questions	36%	Paper2	1 ¼ hour Short answer questions	32%
		Paper 3	1 ¼ hour Questions on options	20%	Paper 3	1 hour Questions on options	24%

	<i>Internal assessment</i>		D, DCP and CE are assessed for each lab report.  MS is assessed over the whole course.  PS is assessed once only	24%	D DCP CE MS  PS	D, DCP and CE are assessed for each lab report.  MS is assessed over the whole course.  PS is assessed once only	24%
<b>Physics</b>	<i>External assessment</i>	Paper 1	1 hour Multiple choice questions	<b>20%</b>	Paper1	¼ hour Multiple choice questions	<b>20%</b>
		Paper 2	2 ¼ hour Short answer questions	36%	Paper2	1 ¼ hour Short answer questions	32%
		Paper 3	1 ¼ hour Questions on options	20%	Paper 3	1 hour Questions on options	24%
	<i>Internal assessment</i>	D DCP CE MS  PS	D, DCP and CE are assessed for each lab report  MS is assessed over the whole course.  PS is assessed only once	24%	D DCP CE MS  PS	D, DCP and CE are assessed for each lab report  MS is assessed over the whole course.  PS is assessed only once	24%
<b>Chemistry</b>	<i>External assessment</i>	Paper 1	1 hour Multiple choice questions	<b>20</b>	Paper1	¼ hour Multiple choice questions	<b>20</b>
		Paper 2	2 ¼ hour Short answer questions	36	Paper2	1 ¼ hour Short answer question	32
		Paper 3	1 ¼ hour Questions on options	20	Paper 3	1 hour Questions on options	24
	<i>Internal assessment</i>	D DCP CE MS	D, DCP and CE are assessed for each lab report  MS is assessed over the whole course.	24	D DCP CE MS	D, DCP and CE are assessed for each lab report  MS is assessed over the whole course.	24

		PS	PS is assessed only once		PS	PS is assessed only once	
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**GROUP 5  
(2010 onwards)**

Subject	Type of assessment	Higher level			Standard level		
		<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>	<i>Paper/ assignment</i>	<i>Short description</i>	<i>Weight to the final grade</i>
Mathematics	<i>External assessment</i>	Paper 1	No calculator allowed Compulsory short- and extended-response questions based on the compulsory core of the syllabus	30%	Paper 1	No calculator allowed Compulsory short- and extended-response questions based on the whole syllabus	40%
		Paper 2	Graphic display calculator (GDC) required Compulsory short- and extended-response questions based on the compulsory core of the syllabus	30%	Paper 2	Graphic display calculator (GDC) required Compulsory short- and extended-response questions based on the whole syllabus	40%
		Paper 3	Graphic display calculator (GDC) required Extended-response questions based mainly on the syllabus options	20%			
	<i>Internal assessment</i>  (assigned by the teacher, completed by the student during the course and moderated by IBO)	<i>Portfolio</i> •mathematical investigation •mathematical modelling.	two pieces of work based on different areas of the syllabus	20%	<i>Portfolio</i> •mathematical investigation •mathematical modelling.	two pieces of work based on different areas of the syllabus	20%

<b>Mathematical Studies</b>	<i>External assessment</i>				Paper 1	15 compulsory short-response questions based on the whole syllabus	40%
					Paper 2	5 compulsory extended-response questions based on the whole syllabus	40%
	<i>Internal assessment</i>				Project	An individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.	20%

### Short description of CAS, EE and TOK and their specific assessment details

Component	Short description	Requirements	Assessment
<b><i>Creativity, Action and Service (CAS)</i></b>	<p><b><u>Creativity</u></b> can be defined as arts, and other experiences that involve student's creative thinking, experimenting and expression.</p> <p><b><u>Action</u></b> can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.</p> <p><b><u>Service</u></b> can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.</p>	<p>A minimum of 2-3 hours of activity per week, to total a minimum of 150 hours during the 2-years programme.</p> <p>Students will reflect on their CAS experiences <u>before, during and after</u> an activity. (With evidence of the achievement of the eight CAS learning outcomes)</p> <p>Students will receive their DP diploma <u>only</u> if the CAS is completed, as it is compulsory and at the heard of the DP.</p>	<p>Ongoing reflection and evidences of achievement of the eight CAS learning outcomes.</p> <p>By the end of year 2 students have to produce a reflective essay of at least 10 pages.</p>
<b><i>Extended Essay</i></b>	<p>The EE is an in-depth study of a focused topic chosen from the list of approved DP Subjects — normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.</p>	<p>A 4,000 word study of a topic of special interest</p> <p>Independent research while having a teacher as an advisor</p> <p>It is a mandatory component of the IB diploma.</p> <p>Essays will be assessed externally</p>	<p>Essays are externally assessed and the maximum score possible is 36. This is divided into 24 points from General Assessment Criteria and 12 points from Subject Assessment Criteria</p> <p><b>General Assessment Criteria:</b> There are eight general assessment criteria. For each, different degrees of quality are described by a set of</p>

			achievement levels. These criteria are mainly concerned with the writing of the abstract and conclusion, the use of information and data, and the overall presentation.
<b><i>Theory of Knowledge</i></b>	The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?	<p>The TOK course takes ca 100 hours over two years and is a mandatory component of the IB Diploma.</p> <p>One essay of 1200-1600 words on a title chosen from a list of ten titles prescribed by the IBO.</p> <p>One 10-minute presentation to the class plus a written rationale.</p> <p>Keeping a TOK journal</p>	<p>TOK and EE combined can add up to three points extra to the total IB Diploma result.</p> <p>Essay is externally assessed by the IBO and makes up 2/3 of the final grade.</p> <p>Presentation is internally assessed but justified to the IBO and makes up 1/3 of the final grade.</p>

The subject specific assessment requirements are extracts from the IB Subject Guides, provided by IBO. More information can be found on [www.ibo.org](http://www.ibo.org).