

HVB Global Academy

GET SET FOR LIFE



HVB GLOBAL ACADEMY

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Status Private	Email principal@hvbacademy.com
Boarding/day Day	Website www.hvbglobalacademy.org
Gender Coeducational	
Language of instruction English	
Authorised programmes Diploma	

HVB Global Academy, IBDP is a premier IBO authorized school in South Mumbai, India, offering the Diploma Programme.

The IB Diploma Programme is equivalent to any authorized class 12 examination and is accepted & recognized in all universities in India and abroad.

HVB GLOBAL ACADEMY, IBDP Vision Statement: To Create Lifelong Success Stories

HVB GLOBAL ACADEMY, IBDP Mission Statement: To offer a meaningful, globally connected and comprehensive educational programme to its students regardless of personal circumstance, so as to empower them to explore and develop their natural curiosity and creativity.

HVB GLOBAL ACADEMY, IBDP Motto: Nurturing Imagination, Inspiring Excellence!

Dr. (Ms.) C.R. Pathak, our stalwart Principal and CEO, is the dynamic visionary whose benevolence and insistence on

quality education for all drives the school's mission in its working reality.

- An empowering scholastic & co-scholastic achievement program
 - Incorporation of the best education practices worldwide
 - Learner motivating infrastructure, facilities & technology
 - Forums & Education Initiatives preparing leaders for now & always
 - Updated library resources & academic guidance
 - Platform for student led presentations
 - Energizing camps & mission motivated excursions
 - Synergizing workshops that engage body, mind and soul
 - A spirituous-fledged CAS Programme
 - Coached training available for all sports
 - Learning facilitated through aesthetic arts, aerobics, gymnastics & yoga
 - Disciplinary code & emphasis on holistic involvement of parent community
 - Monitored formative & summative assessments
 - Interactive e-school calendar
 - Professional team of counselors for admissions from both India & abroad
 - Merit scholarships to be availed
 - A visionary & involved management
 - IBO trained, experienced & empathetic faculty
- We facilitate our illustrious & involved alumni family of Mr. Uday Kotak, Mr. Rakesh Jhunjhunwala, Mr. Vallabh Bhansali, Mr. Amit Jatia, and Mr. Rocky S who are well-known personalities today in India.
- We are pleased to take your queries at:
Admission office (2nd floor) 8AM to 5PM Tel: +91 22 61436000/71
Coordinator's office (7th floor) 9AM to 4PM
Web: www.hvbglobalacademy.org
Email: principal@hvbglobalacademy.org / coordinator@hvbglobalacademy.org

IB LEARNER PROFILE

The aim of the IBO is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

At HVBGA, we pledge our commitment to this cause.

IB learners at HVBGA strive to be:

Inquirers

Students develop their natural curiosity, acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning is sustained through their lives.

Knowledgeable

Students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their actions and the consequences that accompany them.

Open-minded

Students understand and appreciate their own culture and personal history and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

INTRODUCTION

Assessment being a significant factor in curriculum development HVBGA has invested meticulous time and much planning to ensure all protocols are met. At HVBGA, a school which strives for excellence for all its students, it is inevitable that there will be healthy, and at some times intense, competition. The purpose of this Policy is to make clear the procedures, expectations and vital definitions which relate to assessment matters at HVBGA. It is intended for the guidance of students, staff and parents.

How are students assessed by the IBO?

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessment

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in languages, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External assessment

- Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include written assignments for Language A1, written tasks for Language A2, essays for Theory of Knowledge and Extended Essays.
- A greater degree of objectivity and reliability is provided by the standard examination environment, and so externally marked examinations form the greatest share of the assessment for each subject.

The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

ASSESSMENTS AT HVBGA:

One of the Objectives in implementing the IBDP coursework in HVBGA is to prepare our students for the IBDP Assessments, internal and external.

With this objective in mind HVBGAGA team intends to conduct its assessment as close as possible to the IBDP style of assessment. Effort is made at school to test students at various pre-decided intervals, officially (by school) and at irregular intervals (by subject teachers as per their schedule). The assessment details are planned to be of similar level (in all aspects) as those of the IBDP.

How are students assessed at School so that they are prepared for assessment from the IBO?

Assessment at HVBGA for the IBDP course are in line with the assessment criteria of the IBDP, high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section.

1. Our DP assessment supports the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. Our DP assessment has a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment reflects the international-mindedness of the programme wherever possible, avoids cultural bias, and makes appropriate allowance for students working in their second language.
4. DP assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject includes a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed.
6. The principle means of assessing student achievement and determining subject grades is the professional judgment of experienced senior teachers, supported by statistical information.

CONTINUOUS ASSESSMENT APPROACH

Our school follows a continuous assessment approach. HVBGA teachers assess students by selecting or designing methods of assessment appropriate to learning outcomes they intend to capture at periodic intervals. The assessment method and assessment criteria are variable and grade dependent. The assessment varies from subject to subject.

At the HVBGA global academy, IBDP, 2 year intensive course is spread across 8 quarters and 4 Semesters. Assessment during the 8 Quarters is formative in nature while the semester end evaluation is majorly summative.

YEAR 1: DP 1

1st Semester: July to December

Semester Examination: December.

2nd Semester: Jan to June

Semester Examination: May.

YEAR 2: DP 2

3rd Semester: July to December

Semester Examination: December

4th Semester: Jan to June

Semester Examination: May.

NATURE OF HVB GLOBAL QUARTERLY FORMATIVE ASSESSMENT

- ✓ Each assessment is tabulated as per the weighting decided upon by subject facilitator with close reference to the subject guide. Weighting may/may not differs as per subject level.
- ✓ This assessment weighting is revised to meet criterion guidelines for first Examinations in May 2014.

Group	Subject	Form Of Assessment	Minimum Assessment Requirement	Per Assessment Weighting- HL	Per Assessment Weighting- SL	
1	Studies In Language And Literature					
		English A: Literature	Guided Literary Analysis	3	50 %	50 %
			Essay	2	50 %	50 %
2	Language Acquisition					
		Hindi B	Oral Activity	2	30 %	30 %
			Writing Exercises	4	70 %	70 %
		French Ab	Oral Activity	2	NA	30 %
			Writing Exercises	4	NA	70 %
3	Individuals and Societies					
		Economics	Extended Response	2	30%	40%
			Data Response	1	30%	40%
			HL Extension paper	2	20%	NA
			Portfolio	1	20%	20%
		Business & Management	Structured Response	3	75%	75%
			Written Commentary	2	25%	25%

Group	Subject	Form Of Assessment	Minimum Assessment Requirement	Per Assessment Weighting- HL	Per Assessment Weighting- SL
	History	Extended Response	3	50%	45%
		Historical Investigation	1	20%	25%
		Source Analysis	2	30%	30%
	Psychology	Essay	3	80%	75%
		Simple Experimental Study	1	20%	25%
4					
	Sciences				
	Physics Chemistry	Extended Response	3	30%	30%
	Biology	Multiple Choice Questions	3	20%	20%
		Data Based Questions	3	20%	20%
		Laboratory Work	2	30%	30%
	Computer Science	Structured Response	2	50%	50%
		Short Response	2	20%	20%
		Laboratory/ Practical Work	2	30%	30%
5					
	Mathematics				
	Math HL & Math SL	Class Test With GDC	2	45%	45%
		Class Test Without GDC	2	45%	45%
		Mathematical Exploration	1	10%	10%

Group	Subject	Form Of Assessment	Minimum Assessment Requirement	Per Assessment Weighting- HL	Per Assessment Weighting- SL
	Math Studies	Class Test (with GDC)	3	NA	90%
		Project	1	NA	10%
6	The Arts				
	Visual Arts	Studio	3	60%	60%
		Investigation	3	40%	40%
	Trans-disciplinary				
	Environmental Systems & Societies	Data based	2	NA	30%
		Essay & Case Study	1	NA	50%
		Laboratory Work	2	NA	20%
Core	TOK			Levels NA	
		Essay	2	40	
		Presentation	2	20	

NATURE OF HVB GLOBAL SUMMATIVE ASSESSMENT

Summative Assessment Months: DECEMBER & MAY

Summative Assessment Weighting: 70%

Group	Subject	Paper	HL Hrs	SL Hrs
1	English A: Literature	1	02.00	01.30
		2	02.00	01.30
2	Hindi B	1	01.30	01.30
		2	01.30	01.30
2	French AB	1	NA	01.30
		2	NA	01.00
3	Business & Management	1	02.15	01.15
		2	02.15	01.45
3	Economics	1	01.30	01.30
		2	01.30	01.30
		3	01.00	NA
3	History	1	01.00	01.00
		2	01.30	01.30
		3	02.30	NA
3	Psychology	1	02.00	02.00
		2	02.00	01.00
		3	01.00	NA
4	Physics	1	01.00	00.45
	Chemistry	2	02.15	01.15
	Biology	3	01.15	01.00
4	Computer Science	1	02.15	01.30
		2	02.15	01.30

Group	Subject	Paper	HL Hrs	SL Hrs
5	Mathematics	1	02.00	01.30
		2	02.00	01.30
5	Math Studies	1	NA	01.30
		2	NA	01.30
6	NA			
Trans disciplinary	Ecosystems and Societies	1	NA	01.00
		2	NA	02.00

SPECIMEN (MATHEMATICS HL): FACILITATOR GRADE ENTRY LOG (Dummy)

5	Mathematics	Form Of Assessment	Minimum Assessment Requirement	Per Assessment Weighting-HL
	Math HL	Class Test With GDC	2	45%
		Class Test Without GDC	2	45%
		Mathematical Exploration	1	10%

FORMATIVE ASSESSMENT QUARTER 1

Form Of Assessment	Name of Assessment	Student Score	Weighting
Class Test With GDC	Functions	25/30	35/45
	Sequences and Series	22/30	
Class Test Without GDC	Functions	28/40	32/45
	Complex Numbers	21/30	
Mathematical Exploration	The Beginning of Pi	10/20	5/10
Total			72/100
Weighting (30%)			21.6

FORMATIVE ASSESSMENT QUARTER 2

Form Of Assessment	Name of Assessment	Student Score	Weighting
Class Test With GDC	Logs and Exponentials	22/40	25/45
	Complex Numbers	22/40	
Class Test Without GDC	Unit Circle	16/20	31/45
	Quadratic Functions and Real Polynomials	18/30	
Mathematical Exploration	The Geometry of Flowers	10/20	5/10
Total			61/100
Weighting (30%)			18.3

Average Weighting for Semester 1: 20/30

HVB GLOBAL ACADEMY, IBDP
INTERNATIONAL BACCALAUREATE
SCHOOL CODE: 004810-4810
SEMESTER ASSESSMENT REPORT



STUDENT NAME:	SEMESTER:
CANDIDATE SESSION NO.:	SUBJECT:
CLASS:	SUBJECT LEVEL:

FIRST SEMESTER	FIRST QUARTER	SECOND QUARTER	FIRST SEMESTER EXAMINATION	SECOND SEMESTER	THIRD QUARTER	FOURTH QUARTER	SECOND SEMESTER EXAMINATION
JULY-DEC	JULY-SEPT	OCT-DEC	DEC	JAN-JUNE	JAN-MAR	APRIL-JUN	MAY

SUBJECT SPECIFIC IB GRADE BOUNDARY & EFFORT GRADE RUBRIC

ENGLISH	1	2	3	4	5	6	7
IB GRADE DESCRIPTOR	VERY POOR	POOR	MEDIocre	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
HIGHER LEVEL							
STANDARD LEVEL							
EFFORT GRADE	1	2	3	4	5		
EFFORT GRADE DESCRIPTOR	EXCEPTIONAL	VERY GOOD	SATISFACTORY	NEEDS IMPROVEMENT	NEEDS REMEDIAL		

INDIVIDUAL STUDENT SEMESTER ASSESSMENT REPORT

SUBJECT	LEVEL	SEMESTER EXAM WEIGHTING (70%)	QUARTERLY INTERNAL WEIGHTING (30%)	TOTAL (100%)	IB GRADE	EFFORT GRADE

SUBJECT REPORT & FACILITATOR RECOMMENDATIONS

SYLLABUS FACILITATED THIS SEMESTER	
THE FOLLOWING SEMESTER'S PLAN	
FACILITATOR RECOMMENDS	

1 Semester Assessment comprises of the Semester Exam Weighting (70%) & an average of the Quarterly Internal Weighting (30%) | This is an Individual Student Semester Assessment Report

HVB GLOBAL ACADEMY, IBDP
INTERNATIONAL BACCALAUREATE
SCHOOL CODE: 004810-4810
TOK SEMESTER ASSESSMENT REPORT



STUDENT NAME:	SEMESTER:
CANDIDATE SESSION NO.:	CORE COMPONENT: THEORY OF KNOWLEDGE
CLASS:	

FIRST SEMESTER	FIRST QUARTER	SECOND QUARTER	FIRST SEMESTER EXAMINATION	SECOND SEMESTER	THIRD QUARTER	FOURTH QUARTER	SECOND SEMESTER EXAMINATION
JULY-DEC	JULY-SEPT	OCT-DEC	DEC	JAN-JUNE	JAN-MAR	APRIL-JUN	MAY

SUBJECT SPECIFIC IB GRADE BOUNDARY & EFFORT GRADE RUBRIC

TOK	A	B	C	D	E
IB GRADE DESCRIPTOR	WORK OF AN EXCELLENT STANDARD	WORK OF A GOOD STANDARD	WORK OF A SATISFACTORY STANDARD	WORK OF A MEDIOCRE STANDARD	WORK OF AN ELEMENTARY STANDARD
IB GRADE BOUNDARY	48-60	38-47	29-37	18-28	0-17
EFFORT GRADE	1	2	3	4	5
EFFORT GRADE DESCRIPTOR	EXCEPTIONAL	VERY GOOD	SATISFACTORY	NEEDS IMPROVEMENT	NEEDS REMEDIAL

INDIVIDUAL STUDENT SEMESTER ASSESSMENT REPORT

SUBJECT	QUARTERLY INTERNAL WEIGHTING (50%)	QUARTERLY INTERNAL WEIGHTING (50%)	TOTAL (100%)	IB GRADE	EFFORT GRADE
TOK					

CORE COMPONENT REPORT & FACILITATOR RECOMMENDATIONS

SYLLABUS FACILITATED THIS SEMESTER	
THE FOLLOWING SEMESTER'S PLAN FACILITATOR RECOMMENDS	

1 Semester Assessment comprises of the Semester Exam Weighting (70%) & an average of the Quarterly Internal Weighting (30%) | This is an Individual Student Semester Assessment Report

HVB GLOBAL ACADEMY, IBDP
INTERNATIONAL BACCALAUREATE
SCHOOL CODE: 004810-4810
CAS SEMESTER ASSESSMENT REPORT



STUDENT NAME:	SEMESTER:
CANDIDATE SESSION NO.:	CORE COMPONENT: CAS
CLASS:	

FIRST SEMESTER	FIRST QUARTER	SECOND QUARTER	FIRST SEMESTER EXAMINATION	SECOND SEMESTER	THIRD QUARTER	FOURTH QUARTER	SECOND SEMESTER EXAMINATION
JULY-DEC	JULY-SEPT	OCT-DEC	DEC	JAN-JUNE	JAN-MAR	APRIL-JUN	MAY

PERFORMANCE CRITERIA	CRITERIA DESCRIPTOR
PERSONAL ENGAGEMENT	The student demonstrates the ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.
PERSONAL SKILLS	The student demonstrates the abilities of: Thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure.
PERSONAL QUALITIES	The student demonstrates perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative.
INTERPERSONAL QUALITIES	The student demonstrates adaptability, collaboration, empathy, respect, a sense of justice and fair play
AWARENESS OF GLOBAL ISSUES	The student demonstrates an ethical appreciation of humanitarian and environmental issues to guide choices from a local, national and international perspective.
OVERALL ATTRIBUTES	The student demonstrates punctuality in attendance, effort and commitment and regularly documents and updates the reflections in the CAS DIARY

A SEMESTER LOG OF CREATIVITY, ACTION & SERVICE

CREATIVITY, ACTION, SERVICE (CAS) IS AT THE HEART OF THE DIPLOMA PROGRAMME. IT IS ONE OF THE THREE ESSENTIAL ELEMENTS IN EVERY STUDENT'S DIPLOMA PROGRAMME EXPERIENCE. IT INVOLVES STUDENTS IN A RANGE OF ACTIVITIES ALONGSIDE THEIR ACADEMIC STUDIES THROUGHOUT THE DIPLOMA PROGRAMME.

CREATIVITY	
ACTION	
SERVICE	

CAS TEAM (CAS COORDINATOR & ADVISORS) RECOMMENDATIONS

CAS ENABLES STUDENTS TO ENHANCE THEIR PERSONAL AND INTERPERSONAL DEVELOPMENT THROUGH EXPERIENTIAL LEARNING AND THE CAS PROGRAMME IS OFTEN SEEN AS A PERSONAL JOURNEY OF SELF-DISCOVERY. FOR MANY, THEIR CAS ACTIVITIES INCLUDE EXPERIENCES THAT ARE PROFOUND AND LIFE-CHANGING. *SUCCESSFUL COMPLETION OF CAS IS A REQUIREMENT FOR THE AWARD OF THE IB DIPLOMA. STUDENTS NEED TO DOCUMENT THEIR ACTIVITIES AND PROVIDE EVIDENCE THAT THEY HAVE ACHIEVED EIGHT KEY LEARNING OUTCOMES.

CAS TEAM RECOMMENDS	
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1 Semester Assessment comprises of the Semester Exam Weighting (70%) & an average of the Quarterly Internal Weighting (30%) | This is an Individual Student Semester Assessment Report

HVB GLOBAL ACADEMY, IBDP
INTERNATIONAL BACCALAUREATE
SCHOOL CODE: 004810-4810
SUBJECT TRANSCRIPT REPORT



STUDENT NAME:	SUBJECT:
CANDIDATE SESSION NO.:	SUBJECT LEVEL:

FIRST SEMESTER	FIRST QUARTER	SECOND QUARTER	FIRST SEMESTER EXAMINATION	SECOND SEMESTER	THIRD QUARTER	FOURTH QUARTER	SECOND SEMESTER EXAMINATION
JULY-DEC	JULY-SEPT	OCT-DEC	DEC	JAN-JUNE	JAN-MAR	APRIL-JUN	MAY

SUBJECT SPECIFIC IB GRADE BOUNDARY

ENGLISH	1	2	3	4	5	6	7
IB GRADE DESCRIPTOR	VERY POOR	POOR	MEDIOCRE	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
HIGHER LEVEL							
STANDARD LEVEL							

INDIVIDUAL STUDENT SUBJECT SPECIFIC TRANSCRIPT REPORT

SUBJECT	LEVEL	GRADE11 FIRST SEMESTER (100%)	GRADE11 SECOND SEMESTER (100%)	GRADE12 FIRST SEMESTER (100%)	GRADE12 SECOND SEMESTER (100%)	TOTAL	IB GRADE

AUTHORIZED BY
PRINCIPAL & CEO
HVB GLOBAL ACADEMY

DR. (MS.) C.R.PATHAK

1 Semester Assessment comprises of the Semester Exam Weighting (70%) & an average of the Quarterly Internal Weighting (30%) | This is an Individual student Subject Transcript Report

HVB GLOBAL ACADEMY, IBDP							
GRADE BOUNDARIES FOR THE YEAR 2011-2012							
SUBJECT	1	2	3	4	5	6	7
ENG A1 HL	0-14	15-30	31-41	42-54	55-67	68-79	80-100
ENG A1 SL	0-14	15-29	30-39	40-52	53-64	65-77	78-100
FRENCH AB	0-15	16-33	34-47	48-58	59-71	72-83	84-100
HINDI HL	0-14	15-29	30-43	44-56	57-68	69-82	83-100
HINDI SL	0-18	19-32	33-45	46-58	59-70	71-83	84-100
B&M HL	0-12	13-24	25-37	38-48	49-59	60-70	71-100
B&M SL	0-13	14-26	27-38	39-48	49-60	61-70	71-100
ECO HL	0-12	13-26	27-38	39-49	50-61	62-73	74-100
ECO SL	0-11	12-25	26-38	39-50	51-62	63-74	75-100
HISTORY HL	0-9	10-22	23-32	33-43	44-54	55-65	66-100
HISTORY SL	0-10	11-23	24-32	33-43	44-55	56-67	68-100
PSYCHOLOGY HL	0-9	10-20	21-28	29-41	42-54	55-67	68-100
PSYCHOLOGY SL	0-10	11-23	24-32	33-43	44-56	57-67	68-100
BIOLOGY HL	0-15	16-28	29-42	43-55	56-69	70-82	83-100
BIOLOGY SL	0-16	17-31	32-44	45-55	56-68	69-79	80-100
CHEMISTRY HL	0-18	19-33	34-46	47-57	58-68	69-80	81-100
CHEMISTRY SL	0-16	17-30	31-41	42-53	54-65	66-75	76-100
PHYSICS HL	0-15	16-27	28-38	39-48	49-59	60-69	70-100
PHYSICS SL	0-13	14-24	25-35	36-44	45-54	55-64	65-100
ESS	0-15	16-30	31-42	43-53	54-66	67-78	79-100
MATH HL	0-12	13-25	26-36	37-48	49-61	62-73	74-100
MATH SL	0-19	20-38	39-54	55-64	65-75	76-85	86-100
MATH ST	0-16	17-30	31-40	41-53	54-66	67-79	80-100
COMP SC HL	0-13	14-27	28-37	38-49	50-61	62-72	73-100
COMP SC SL	0-15	16-31	32-42	43-53	54-64	65-75	76-100
VISUAL ARTS HL	0-13	14-28	29-43	44-58	59-70	71-85	86-100
VISUAL ARTS SL	0-13	14-28	29-43	44-58	59-70	71-85	86-100
CORE	A	B	C	D	E		
TOK	48-60	38-47	29-37	18-28	0-17		
EE	29-36	23-28	16-22	8-15	0-7		

EXAMINATION PAPER PREPARATION:

1. Each teacher prepares **2 sets of question papers** along with marking scheme for each subject taught by her/him.
2. The question papers and marking schemes are **similar** in all aspects to that produced by IBO for the IBDP examinations.
3. The 2 sets of question papers submitted are **necessarily containing different questions**, with a maximum permissible overlap of only 7 - 10 % between them.
4. The papers are checked for errors and on being satisfied handed over to the designated DPC.
5. The DPC checks the question papers thoroughly before sealing it in a designated packet and stores it safely.
6. All the papers are presented to the Principal 3 days prior to the examination.
7. The principal chooses the papers to be used for semester end assessment.
8. The question papers are photocopied (by designated person) in a secured place and in appropriate numbers and the originals returned to the DPC.
9. The question papers are sealed and placed with the DPC and removed only on the day/time of examination.
10. The sealed packet is opened in the examination hall, 15 minutes prior to the designated start time.

MARKING OF EXAMINATION SCRIPTS AND MODERATION

- The formative assessments are marked by the teachers teaching the course.
- The summative assessments, semester end examination papers are marked by the teachers teaching the course in the school.
- The examination papers are moderated by the experienced subject examiners teaching the course in a partnered school.