



DBS IB ASSESSMENT POLICY

Diocesan Boys' School

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Introduction

This document contains the assessment policies of the International Baccalaureate Diploma Programme (IBDP) offered at Diocesan Boys' School (DBS). It is mainly based on the official guiding documents published by the International Baccalaureate Organization (IBO), namely:

- “Diploma Programme Assessment procedures” (2023)
- “Assessment Principles and Practices – Quality Assessments in a Digital Age” (2022)
- “Rules for IB World Schools: Diploma Programme” (2018)
- “General Regulations: Diploma Programme” (2016)

Including additional internal policies at DBS, this document aims at helping students, parents and teachers at DBS to:

- Understand the IB and DBS assessment philosophies
- Plan according to the IB assessment content
- Make informed subject and university choices based on the DBS IB grading system
- Establish a consent on the IB assessment methods at DBS

The DBS IB Assessment Policy is designed to help each student succeed in obtaining his IB Diploma. All DBS IB students and parents are expected to read through this document and sign the Student and Parental Agreement Form to confirm their efforts to adhere to all of the IBO and DBS policies.

1. Philosophy

1.1. The IBO Mission Statement¹

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

1.2. The IB Diploma Programme²

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe.

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

¹ “Mission,” International Baccalaureate Organization (IBO), accessed January 29, 2020, <https://www.ibo.org/about-the-ib/mission/>.

² “What is the DP?” International Baccalaureate Organization (IBO), accessed January 29, 2020, <https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>.

“Assessment and Exams,” Diploma Programme, International Baccalaureate Organization (IBO), accessed January 29, 2020, <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>.

1.3. Principles of Assessment

DBS recognizes that teaching, learning and assessment are fundamentally interdependent. We are aware of and guided by the following principles:

Best serving student needs. Our students:

- have multiple learning styles, and cognitive and affective skills levels.
- have different cultural experiences, expectations and needs.
- perform differently according to the context of learning.
- need to know their achievements and zone of proximal development in the learning process.
- should receive feedback that is positive and constructive, and have an active role to play in self-regulation, self-assessment and peer assessment.

In the curriculum and instructional process, assessment:

- constitutes an integral part of the pedagogy / assessment / reporting cycle.
- contributes greatly to the data used in monitoring student learning and achievement.
- aids in determining the effectiveness of teaching.
- informs the need for ongoing curriculum and assessment review and revision, especially as relates to Backwards Design of courses as described by the Understanding by Design Program.
- utilises a variety of methods.
- should be in a context that is relevant and motivating to students.

The broader scope requires feedback to parents and others, as appropriate to maintain:

- transmission of relevant data to receiving institutions.
- assessment and appraisal of a broad range of concepts, attitudes, knowledge and skills to thrive in multiple cultural contexts and an increasingly complex world.

In addition:

- Assessment undertaken by the IB Division must be in accordance with the Hong Kong EDB assessment principles.
- Students should be made aware of the assessment tools used before commencing any area of study.
- All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- Feedback to students should be prompt and supportive.
- The department should keep a clear and accurate record of any assessment.

DBS is involved in the process of assessment of its student body in order to:

- enhance the learning of the students', including cognitive, affective, and metacognitive skills.
- monitor the progress of individual student learning and achievement, including self-monitoring skills.

- determine the effectiveness of teaching.
- inform curriculum review.
- evaluate suitability of courses.
- provide ongoing communication with all stakeholders in the school community, including students, teachers, parents, secondary and post-secondary institutions, and future employers.

We assess by gathering and analysing data from the following sources:

- Multiple types of ongoing formative assessment
- Summertime assessment tasks
- Previous summative records
- Parent consultations
- Conversations with other stakeholders and community members
- The student as a metacognitive learner, with emphasis on higher-order cognitive skills such as synthesis, reflection, evaluation, and critical thinking.
- Teachers' professional knowledge and expertise

All students are assessed in Subject Area Courses by:

- The relevant staff
- External agencies

Other assessments are valued and encouraged:

- Student self-assessment, in ongoing self-regulation
- Peer assessment
- Portfolios or journals
- Observation and interviews

We assess when students are:

- engaged in both teacher-initiated and student-initiated activities
- working with an adult
- engaged in group work or pair work
- working independently
- working on the school premises and on educational activities off-site

2. Assessment Content

2.1. The Assessment Programme

The curriculum is made up of the DP core and six subject groups.

Each IBDP student must take all of the three subjects. The three core elements are:

- **Theory of knowledge** (TOK), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay** (EE), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service** (CAS), in which students complete a project related to those three concepts.³

Each IBDP student must take six subjects, each from a different group, except that a Group 6 subject could be replaced by an additional Group 3 or Group 4 subject.

The six subject groups, and the subjects offered at DBS are:

Group	Subjects offered at DBS
1. Studies in Language and Literature (L&L) AND 2. Language Acquisition	English, Chinese, French
3. Individuals and Societies	Economics, Environmental Systems and Societies, History, Psychology
4. Sciences	Biology, Chemistry, Environmental Systems and Societies, Physics
5. Mathematics	Mathematics: Analysis and Approaches (MAA), Mathematics: Applications and Interpretation (MAI)
6. The Arts	Music, Visual Arts

2.2. Assessment Schedule

Grade 11 (IB DP Year 1)

Month	Major Assessments
September	18 months of CAS begins
October	
November	Mid-year Exam
December	Mid-year Exam
January	
February	
March	
April	
May	TOK Exhibition - Final Draft

³ "Curriculum," Diploma Programme, International Baccalaureate Organization (IBO), accessed January 29, 2020, <https://www.ibo.org/programmes/diploma-programme/curriculum/>.

June	Final Exam Core Exhibition
July	
August	

Grade 12 (IB DP Year 2)

Month	Major Assessments
September	EE - First Draft
October	
November	
December	
January	TOK Essay - First Draft EE - Final Draft
February	TOK Essay - Final Draft CAS ends
March	Mock Exam
April	
May	IB External Exams

2.3. Assessment during Grade 11 and 12 (IBDP Years 1 and 2)

During a particular reporting period several formative tasks will be utilized to provide detailed feedback on students' strengths and weaknesses, ultimately helping develop student capabilities. Formative assessments represent the process of gathering, analysing, interpreting and then using evidence to improve student learning and help students achieve their potential. These may be marked in a variety of ways to inform the student; they are unlikely to have included the higher order thinking skills needed to match the criteria necessary to achieve the topmost IB grades. They are, however, essential formative steps in the learning process to inform students, and influence teacher pedagogy especially with regards to scaffolding for higher order thinking. The Internal Assessments, for example, may be subdivided into components and a student may master individual steps.

Towards the end of a reporting period, and at other suitable intervals, summative tasks will be set which include the higher order thinking skills such that students have the opportunity to achieve the criteria for the highest levels. It is only these summative exercises, which include a variety of assessment types, (e.g. tests, quizzes, commentaries, presentations, and individual commentaries) that contribute to the final grade. The student should be given the optimum chance of succeeding in Subject Areas and in the programme.

Please also note that the reported summative grade is for a particular reporting period, and that it is criteria referenced rather than norm-referenced, and that it is not an average of the summative tasks, rather it is the most accurate and recent descriptor of student achievement in a particular subject.

Some key features of the Diploma Assessment include:

- An emphasis on criteria related [as opposed to norm referenced] assessment. This method of assessment judges students' work in relation to identified levels of attainment (see grade descriptors), and not in relation to the work of other students.
- A distinction between summative internal and external IB assessment and the supporting formative process.
- Valuing the most accurate demonstration of student performance, and not just averaging attainment marks over a reporting period.
- Examining student understanding at the end of the course on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to novel questions, contexts, and works.

3. Grading

3.1. IBDP Grade Descriptors

Students take written examinations at the end of the programme (in May of their final year), which are marked and moderated by external IB Examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay.

The Diploma is awarded to students who gain at least 24 points, (or 28 points if a student attains an “E” grade in either the Extended Essay or the TOK) subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Action, Service requirement.

The highest total that a Diploma Programme student can be awarded is 45 points. Assessment is criterion based, measuring student performance on pre-specified assessment criteria based on the aims and objectives of each subject’s curriculum, rather than the performance of other students undertaking the same examinations.

Assessment criteria should be used as the basis for awarding marks, in addition to any assessment-specific mark scheme. The student's answer should be placed in the highest level where the majority of descriptors correspond to the student's work. For example, if a student has achieved one level 7, two times level 6, and two times level 5 - then the overall level achieved will be a Level 6. Teachers use the full range of levels available. Teachers do not use decimals, percentages or fractions. When using a Diploma mark scheme, initial grading will follow the mark scheme. To ensure this is in line with the School's internal grading in accordance with the EDB, policy modifications may be made.

If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers re-read both of the descriptors in question and choose the descriptor which most appropriately describes the students' work.

Each subject at both Higher and Standard level has an associated grade descriptor and a student has to be set tasks such that the full range of criteria can be achieved. This may not be the case in formative tasks where specific skills and knowledge components are being introduced. Summative tasks should, however, give the student the opportunity to match criteria over the full range. In summary, a student has the opportunity to obtain a Grade 7 when they undergo a summative task which addresses the higher order skills and they achieve those skills as identified in the descriptor.

Please refer to [the Group-specific Grade Descriptors published by IBO for the use from September 2021](#), shared with students through subject teachers.

Assessment is gauged against subject specific criteria.

The award of Level 1: A candidate should be awarded Level 1 only in the following circumstances.

- If the work has been genuinely attempted, but no relevant material is correct or work has not been handed in.
- Students are not awarded Level 1 if the teacher suspects that a candidate is guilty of malpractice. In this case, we refer to Diocesan Boys' School's Academic Honesty Policy.
- The recording and reporting of individual levels of achievement should be organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject.

3.2. Internal and External Assessments ⁴

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

⁴ IBO, "Assessment and Exams."

For the weighting of external and internal assessments, please refer to the latest subject-specific guides published by IBO: [DP curriculum - International Baccalaureate®](#)

3.3. TOK and EE points

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Points awarded for the externally assessed component (Part 1 Essay on Prescribed Title, 20 points), and for the internally assessed component, (Part 2 TOK Exhibition, 10 points), are combined to give a total out of 30. The grade boundaries are then applied, to determine where the student falls on the TOK Markband (A to E).

The band descriptors are:

- A. Work of an Excellent standard
- B. Work of a Good standard
- C. Work of a Satisfactory standard
- D. Work of a Mediocre standard
- E. Work of an Elementary standard

The band descriptor is used both to determine the contribution of TOK to the overall diploma score and to provide the basis for school reporting.

The performance of a student in Diploma Programme requirements, Theory of Knowledge and the Extended Essay is determined according to the quality of the work based on the application of the IBDP’s assessment criteria. It is described by one of the band descriptors, A–E. Using the two performance levels and the diploma points matrix, a maximum of three diploma points can be awarded for a student’s combined performance.

A student who, for example, writes a Satisfactory Extended Essay and whose performance in Theory of Knowledge is judged to be Good will be awarded 2 points, while a student who writes a Mediocre Extended Essay and whose performance in Theory of Knowledge is judged to be Excellent will be awarded 2 points.

A student who fails to submit a TOK Essay, or who fails to present an Exhibition, will be awarded N for TOK, will score no points, and will not be awarded a diploma.

Performance in both TOK and the Extended Essay of an Elementary standard is a failing condition and the student will not be awarded the diploma.

*Note: Beginning in 2015, attaining a grade “E” in either the Extended Essay and Theory of Knowledge continues to represent an automatic failure.

3.4. CAS Flags

Three levels of CAS Flags are given to students for each term:

Flag	Meaning
Red Flag	Concern
Green Flag	On track
Trophy	Excellent

In the beginning of each term, CAS Leaders announce the flag requirements of the specific term for each cohort. By the end of each term, academic advisors review each student’s CAS portfolios on Managebac to assign flags accordingly.

Flag requirements are designed to help students take steps to reach the final goal of meeting the IBO CAS passing requirements, which is one of the essential conditions to receive a full IB Diploma. For details, please refer to the DBS CAS Handbook, the IBO CAS Guide and the IBDP Subject Brief: CAS (for students graduating in 2017 and after): [International Baccalaureate Diploma Programme Subject Brief Creativity, activity, service.](#)

3.5. Predicted Grade Policy

IBDP Predicted Grades

During G11 and G12, Predicted grades will be given by subject teachers for university application, based on students’ formative assessment, summative assessment and efforts. This predicts the students’ final level of achievements by the end of G12. The purpose is to provide students and parents an estimation to make informed university choices.

The predicted grades are not necessarily the same as the coursework or exam grades on Managebac. Teachers may adjust the grades based on professional judgement. Predicted grades are not negotiable. They may take the form of a solid grade (e.g. Level 6) or a range (e.g. Level 6-7).

3.6. Diploma Award Conditions

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma. The IB diploma will be awarded to a candidate whose total score is no fewer than 24 points, provided all the following requirements have been met: There is no “N” awarded for TOK, the EE or for a contributing subject.

- a) Numeric grades have been awarded in all six subjects registered for the diploma;
- b) An approved program of CAS has been completed;
- c) Grades A to D have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D in one of them;
- d) There is no grade 1 in any subject;
- e) There is no more than one grade 2 at higher level;
- f) There are no more than two grades 2s at standard level;
- g) Overall, there are no more than three grades 3 or below;
- h) The student has gained 12 points or more on 3 HL subjects;
- i) The student has gained 9 points or more on SL subjects;
- j) The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma. A bilingual diploma will be awarded to a successful candidate who completes two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.

3.7. Local Requirements

DBS offers the IB curriculum under the Hong Kong Government’s Direct Subsidy Scheme (DSS). According to the Education Bureau of the Hong Kong Special Administrative Region (HKSAR):

“DSS schools are required to offer principally a curriculum targeted at local students to prepare them to sit for the relevant local public examinations. Nevertheless, some DSS schools, apart from operating local curriculum at Secondary 5 and Secondary 6 level, also offer the choice to study non-local curriculum for a small stream of students, broadening their pathways for further studies.”⁵

No further local requirements regarding assessment has been set by the HKSAR.

4. Method

⁵ Education Bureau, Government of the Hong Kong Special Administration Region, “General Information on DSS,” last modified 25 October 2023, <https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/direct-subsidy-scheme/info-sch.html>.

4.1. Assessment Language Policy

For assessments in many subjects, it is important to take into account and make allowances for the fact that some students will not be using their first language. Teachers are not marking for grammatical or syntactical accuracy; relevance lies in students presenting their answers as clearly as possible. All teachers should aid English B students by highlighting and improving language errors, where applicable.

For details, please refer to the DBS IB Language Policy.

4.2. Inclusive Examination Policy

Students with special needs may provide medical proof to DBS. Based on IBO rules, DBS provides special arrangements for each student in response to their specific cases, e.g. special rooms, extra examination time and alternative writing materials.

For details, please refer to the DBS IB Inclusion Policy.

4.3. Academic Honesty Policy

DBS values academic integrity highly. Each DBS IB student must sign a declaration to promise zero plagiarism and the appropriate use of AI tools in all assessments, including formative coursework, orals, tests, exams, EE, TOK, CAS and IAs. Academic dishonesty leads to zero marks for the assignment.

For details please refer to the DBS IB Academic Honesty Policy.

5. Special Conditions

5.1. Incomplete Assessment

G12 students who fail to complete any of his IA or core (TOK, EE, CAS) assessments may not be registered for the IBDP. They may be considered for Diploma Program Courses or not be promoted at all. A meeting will be held with the parents and the IB Coordinator to discuss this option.

5.2. Late Submissions

Clear guidelines are given to the student at the beginning of the school year. The student and parent/ guardian have signed a Student Agreement which clearly sets out the consequences of handing in work late.

5.3. Sickness during Assessment

If a student is able to provide medical proof that he has been sick and unable to undertake these assessments, the following procedures apply:

Homework:

The student shall submit his homework on the day which he is able to return to school. If the amount is significant, he shall seek approval from each of the relevant subject teachers to submit his work later.

Tests and Exams:

The student receives zero marks. It is not obligatory for the subject teachers to reschedule the test/ exam or conduct a make-up test/ exam. Yet, subject teachers shall take the case into consideration when determining the student's predicted grade.

5.4. Assessments Missed Due to Absence

Students are responsible for queries regarding any and all work missed. All missed work must be completed.

Work due during an absence must be submitted on the first day the student returns to school. Work assigned during an absence is due on its regular due date unless prior arrangements are made with the teacher.

If a student is present when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school, pending teacher arrangement. Special arrangements for examinations will only occur due to sickness (accompanied with a doctor's certificate), bereavement or University Entrance interviews/examinations; otherwise the student will not be allowed to sit the examination and will receive a Level 1.

Field trips or other special events: Students are required to inform the teacher at least three days prior to the event. Students are responsible for the work missed while on the trip. Any assignments due the day of the field trip must be submitted prior to the field trip.

Students will not be excused from school on assessment days. In order to conform to IB practice, students will not receive any credit for missed assessments (quizzes, tests, exams, presentations, lab reports, orals, etc.). No make-up assessment will be allowed.

5.5. Electronic Assessments

5.5.1 Eligibility Criteria for Taking Electronic Assessments

- Teachers' discretion
- A doctor's certificate / Students fit for assessment but not allowed to leave home due to other constraints (e.g. isolation order)
- Sufficient equipment (e.g. 2 cameras) for an electronic assessment setup
- Access to a stable internet connection
- Primary Device must have the examination application (e.g. Exam.net) installed properly
- Secondary camera-enabled Device must be available to join Zoom meeting using the student's official DBS account

5.5.2 During the Exam

- Exam Key will be shared on screen on an online platform before the start of each assessment and students will be asked to note the correct Exam Key for their relevant assessment
- Student will be reminded that
 - Zoom virtual backgrounds should be switched off
 - Secondary device is to be charged throughout the assessment
 - All cameras must be placed in a close position to the student and the student must be clearly visible
 - Microphones must be muted and put the camera in front of you

5.5.3 After the Exam

- Teachers should carry out one-on-one interviews with students (for example, the Extended Essay) to check authenticity
- The final decision of the results of the exam lies with the IB Coordinator.

6. Roles and Responsibilities

It is the Pedagogical Leadership Team who has the responsibility for implementing, evaluating and reviewing the assessment policy and training new teachers. The majority of this would be carried out in time allocated for IB Meetings and on a continuous informal basis.

It is also the responsibility of the Pedagogical Leadership Team to keep the school community informed.

It is, however, the collaborative efforts of the teachers within the subject grouping to develop the assessment practices within their particular subject groupings and to induce new teachers within their subjects with the collective experience gained over time.

Teachers have responsibility to design and provide formative assessment structures and practices that help students improve their understanding of what constitutes excellence and where their own work stands in relation to this.

Students are the key component in their learning how to learn and as such have responsibility to become better judges of their own performance and work closely with teachers to improve their cognitive and affective skills.

It is the responsibility of parents to acknowledge they have read this policy.

The School Committee has the responsibility to ratify this policy and ensure it is reviewed in the timely manner.

7. Rights

7.1. Rights of students

The IBO allows a formal written appeal in the case of missed assessments, and we will do the same. Students who wish to appeal against the inclusion of a zero in his average, must make the appeal in writing to his teacher and the IB Coordinator within two school days of the missed assessment, and he must provide supporting evidence (doctor's letters etc...). The subject teacher and the IB Coordinator will then decide whether or not to include the zero. A make-up assessment may be possible in some special cases.

If a student is absent on assessment day and feels well enough, he may be assessed electronically/online. More details regarding Special Conditions can be found in the DBS IB Handbook.

7.2. Rights of teachers

Teachers have the right to determine whether an appeal is accepted, with the joint decision of the IB Coordinator. It is the teacher's right to determine whether an electronic/ online assessment, or a make-up assignment, is applicable to a student being absent.

7.3. Rights of parents

Parents have the right to access students' grades through Managebac and discuss them with subject teachers.

7.4 Rights of school committee

The School Committee conducts exercise book inspection once a term to assure the quality of feedback.

8. Policy review

The assessment policy should be reviewed at least every five years. If a curriculum is launched in any of the subjects, the Head of Group should review respective policies with the IB Coordinator.

Appendix 1: Acronyms

CAS	Creativity, Activity, Service
DBS	Diocesan Boys' School
DP	Diploma Programme
EE	Extended Essay
HL	Higher Level
IA	Internal Assessment
IB	International Baccalaureate
IBO	International Baccalaureate Organization
L&L	Language and Literature
MAA	Mathematics: Analysis and Approaches
MAI	Mathematics: Applications and Interpretation
MB	Managebac
PG	Predicted Grade
SEN	Special Educational Needs
SL	Standard Level
TOK	Theory of Knowledge

Appendix 2: Conduct of the Examinations – Notice to Candidates



International Baccalaureate Diploma Programme Conduct of the examinations Notice to candidates

DIOCESAN BOYS' SCHOOL

General	During the examination	Absence / Temporary absence	Malpractice	Early departures	End of the examination
<p>1. Candidates will be seated a minimum of 1.5 metres apart and must not be able to overlook the work of other candidates.</p> <p>2. Candidates are not required to sit in order or in the same place in all examinations.</p> <p>3. The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator and remain seated until permission is given to leave the examination room.</p> <p>4. Candidates will be assigned to different seats for different examinations, please check the seating arrangement outside each examination room before entering.</p> <p>5. Candidates should report to the examination room at least ten minutes before the examination is due to begin. Late arrivals may not be permitted.</p> <p>6. Candidates may take to their desk/table only the following items:</p> <ul style="list-style-type: none"> • General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler) • Other materials specified by the school as required for a particular examination (for example, an electronic calculator). <p>Candidates are allowed to take a container (for example, a pencil case) to their desk/table, however the container must be either transparent or checked by the coordinator/invigilator to ensure that they do not contain unauthorized material.</p> <p>7. Candidates must not share stationery, calculators or other material required for an examination.</p> <p>8. If unauthorized material is found in a candidate's possession, they are likely to be held in breach of regulations, regardless of whether they intended to use the material during the examination.</p> <p>9. Personal belongings not required for the examination must be removed from candidates. The coordinator/invigilator must be particularly vigilant for any unauthorized electronic devices including watches.</p> <p>10. Candidates are not permitted to use correcting fluid/pens. The candidate must neatly cross out any mistakes.</p> <p>11. Candidates must write their answers in either blue or black ink.</p> <p>12. Electronic Calculators</p> <ul style="list-style-type: none"> • Candidates may not use or store data, programmes or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials. • During an examination, no attempt must be made to conceal information or programmes stored in a calculator. • If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programmes stored on the calculator. • Students must use one of the following approved models: <ol style="list-style-type: none"> 1) TI Nspire CX or TI Nspire CX II 2) Casio FX50FH <p>13. The instructions of the coordinator/invigilator must be obeyed. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examinations.</p>	<p>14. Candidates will be allowed to have five minutes' reading time at the start of each examination (except for multiple choice examination papers). These five minutes are not counted as part of the time allowed for the examination and candidates must not write anything on the examination paper. Candidates must not use calculators during the reading time.</p> <p>15. The coordinator/invigilator will write the start and finish times of each examination paper on a board or flip chart in view of all candidates. All will abide to the common clock provided in the examination room.</p> <p>16. Candidates are not allowed to ask any questions during the examination. If faults are found in the examination paper, they should make the decision on whether or not to leave the answers blank.</p> <p>17. The coordinator/invigilator will announce the remaining time 30 minutes and 5 minutes respectively before the end of the examination.</p>	<p>18. Conforming to IB practice, students will not receive any credit for missed assessments including examinations. Students who wish to appeal against the inclusion of a "zero" in his average, he must make the appeal in writing to the IB Coordinator within two school days of the missed assessment, and he must provide supporting evidence. However, please keep in mind that only very special circumstances will be considered. The decision of the IB Coordinator and Headmaster will be final.</p> <p>19. Candidates are not allowed to go to the toilet during examinations.</p> <p>20. In case of emergency (for example illness), at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.</p> <p>21. A candidate will be supervised while leaving the examination room. There must be no communication with any person other than the person who is supervising the candidate.</p> <p>22. During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.</p>	<p>23. During the examination and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the school (refer to the DBSIB Academic Honesty Policy).</p> <p>24. All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the school. The impersonation of another candidate will be treated as a breach of regulations.</p> <p>25. If a candidate finds that he has accidentally taken unauthorized material into an examination, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the candidate.</p> <p>26. Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.</p> <p>27. If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.</p> <p>28. It is the responsibility of the candidate to ensure that the front page of their examination cover sheet is correctly completed prior to departure from the examination room.</p> <p>29. Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)</p> <p>30. Candidates must leave the examination room in a quiet and orderly manner.</p> <p>31. Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours after an examination. This includes any form of communication, whether verbal, written or electronic.</p>		

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