



OHANYAN EDUCATIONAL
COMPLEX

IB DP ASSESSMENT POLICY

2024

Name of the Document	Diploma Programme Assessment Policy
Number	OEC-DP-02
Developed by	Steering Committee
Ratifying body	Principle
Revisions	
Date of ratification	09/07/2024
Responsible for the implementation	DP Coordinator

1. INTRODUCTION

1.1.Aim

The Policy aims to define the main rules for assessing students' knowledge, skills, and abilities. School assessments are based on the subject and the state criteria and standards of the Republic of Armenia and the International Baccalaureate Diploma Programme.

1.2.Dissemination

The Policy is open to employees, parents, students, and other stakeholders. Its accessibility is ensured by publishing it on the official website.

1.3.Responsible for the implementation

The teaching staff is responsible for implementing and fulfilling the policy requirements.

1.4.Revision

The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments will be discussed with the staff members, parents, and student communities. The Pedagogical Council approves the amendments.

1.5.Scope

The assessment is subdivided into three closely related areas:

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

1.6.Development: This policy was developed by the Steering Committee, which includes the Principal, the DP Coordinator, and two teachers. The policy was reviewed and discussed with parents, and their feedback was incorporated into the final version.

2. GLOSSARY OF TERMS AND ABBREVIATIONS

- OEC - Ohanyan Educational Complex
- Policy: Assessment Policy
- IB DP: The International Baccalaureate Diploma Programme
- IB Student: An individual enrolled in the OEC DP
- IB: International Baccalaureate

3. ASSESSMENT PHILOSOPHY AND PRINCIPLES

3.1. Assessment Integrity

At OEC we believe in the integrity of assessment as a fair and comprehensive measure of candidate abilities and a tool for instructional improvement. Our assessments aim to reflect a balanced evaluation of each candidate's performance, fostering an environment of fairness and support for all learners.

3.2. Record Keeping

OEC maintains detailed, accessible records of candidates' performance through our secure online management system (SchoolM). Only candidates, parents/guardians, and teachers directly involved with the candidate's assessment can access their records, promoting transparency and providing continued feedback.

3.3. Legal and Ethical Consideration

We are committed to the secure and ethical management of assessment records. Information is only shared with appropriate OEC personnel, and access is restricted to only candidates, parents/guardians, and teachers directly involved with the candidate's assessment needs. The utmost care is taken to treat information confidentially. Teachers accessing IBIS on the IB website will also do so with the utmost respect for candidate privacy.

3.4. Inclusive Access Accommodations

3.4.1. OEC's Inclusive Access Arrangements: OEC is dedicated to accommodating candidates with special needs. Requests for accommodations must be submitted in writing to the Diploma Programme (DP) Coordinator (dp@eiu.am), accompanied by medical documentation, by October 15th at the start of the school year. In cases of newly identified needs, requests must be made immediately. Accommodations, tailored to individual needs, may include any of the following:

- extended time,

- supervised rest breaks,
- use of word processor,
- use of a scribe,
- use of a reader,
- use of a separate room,
- a prompter assisting candidates.

3.4.2. All-inclusive access arrangements are pre-examined measures that reflect the candidate's regular work. They cannot be requested retrospectively, and a teacher will not make any adjustments when marking a candidate's work.

3.4.3. For candidates lacking language proficiency because of identified learning support needs, inclusive access arrangements may be authorized for subjects Groups 3-6. Candidates can use a bilingual/translation dictionary in the written examinations.

3.4.4. IBO submission and documentation requirements: All requests for inclusive assessment arrangements must be submitted through the IBIS online system. The submission deadline for the May examinations is 15 November. To support the request, candidates must provide medical/psychological/psychoeducational documentation and at least one piece of educational evidence. This evidence should demonstrate that the requested access has been the candidate's usual way of participating in classroom activities and tests. Once approved, arrangements will automatically apply for all examination sessions for which the candidate is registered.

4. PURPOSE OF ASSESSMENT

4.1.OEC's purpose of assessment

4.1.1. **Student assessment:** OEC's assessment strategy enhances our candidates' educational journey and encourages candidate learning, and our principles align with the International Baccalaureate Organization's (IBO) vision of a holistic education. Assessments serve as a reflective tool for both candidate learning and teacher development. For candidates, assessment is used to assess their educational milestones and ability to apply knowledge, think critically, and demonstrate skills across subjects to show their ability.

4.1.2. **Teacher assessment:** Teachers use assessment to explore and reflect on their work to improve Ohanyan Education Complex's education process. Tests that merely require

candidates to recall knowledge, concepts, and routine techniques are not fit for the purpose just stated. Instead, the purpose is to enhance candidates' learner profiles.

4.2.IBO's purpose of assessment

The following five points summarize the underlying principles of IB assessment:

1. assessments must be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives, and manageability for candidates, schools, and the IB
2. have a positive backwash effect. That is, their design must encourage good-quality teaching and learning
3. be appropriate to the broadest possible range of candidates, allowing them to demonstrate their level of achievement
4. be part of the context of a wider IB program and not considered in isolation
5. support the IB's wider mission and candidate competencies, especially inquirers, knowledgeable thinkers, communicators, and internationally minded.

5. KEY PRACTICES OF OEC ASSESSMENT

5.1.Teaching practices and collaboration

- 5.1.1. Ensuring that the course requirements are met, OEC teachers will effectively teach *to* the examination. Teachers will provide clear instructions on the expectations, standards, practices, and dates of assessments early in the first year (DP1). The teachers will be trained to develop the skills, concepts and attitudes of students highlighted by the IB requirements and outlined in their course plans. Teacher collaboration is an essential aspect of professional development. Teachers will observe each other's classrooms and hold collaborative meetings to share ideas, receive others' input, and discuss feedback from candidates. In addition, teachers collaborate to create a well-designed assessment timeline whereby candidates are given realistic, manageable loads. Assessments would not overlap. Candidates will develop their learning skills over time, reducing stress and allowing time for teachers to provide feedback on drafts, check the authenticity of work, mark final pieces of work, and prepare moderation samples in an organized fashion and before any due date.

5.2.Types of assessment and frequency

5.2.1. Pre-assessment/diagnostic

Before starting a new unit of any course or learning experience, students' prior knowledge is assessed by both learners and teachers to serve as a basis for further study and help formulate new learning objectives.

5.2.2. Formative assessment

Formative assessments provide ongoing and detailed feedback on candidates' strengths and limitations. A key feature of formative assessments is that they help candidates better judge their performances by assisting them in developing improvement strategies. Formative assessment tools include quizzes, homework assignments, class discussions, peer Evaluations, self-assessments, teacher observations such as teacher evaluations or self-evaluations supported by the teacher, peer evaluations, and systematic use of descriptors. The frequency of formative assessments will vary depending on each subject's workload. Teachers will create workable timelines for all formative assessments and inform candidates of the timeline early on in DP1.

5.2.3. Summative assessment

Summative assessment evaluates candidates' performance at the end of a unit or semester, measuring the candidate's attainment of DP criteria. It provides a comprehensive summary of the candidates' achievements at that moment in time. Summative assessment methods include exams, projects, research papers, and presentations. The frequency of summative assessments may vary depending on the subject and unit. Feedback is generally less immediate and more concerned with assessing overall performance. The timeline for the summative evaluation will be provided early on in DP1.

6. KEY FEATURES OF IBO ASSESSMENT

Some key features of DP assessment include the following:

- An emphasis on criterion-related (as opposed to norm-referenced) assessment
- This method of assessment judges candidates' work about identified levels of attainment rather than about the work of other candidates.

- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of candidate performance rather than just averaging attainment grades over a reporting period
- Examining candidate understanding at the end of the course, based on the whole course and not just aspects of it
- Candidates must be able to recall, adapt, and apply knowledge and skills to new questions and contexts.

7. IB DP ASSESSMENT

7.1. IB DP Assessment TYPES

- 7.1.1. **Internal Assessment (IA):** Internal assessment refers to all assessments conducted by teachers and submitted to IBIS for moderation. It varies depending on class requirements and may include oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, and artistic performances. Timelines for IA will be provided to candidates early on during DP1.
- 7.1.2. **External Assessment (EA):** IB examiners conduct external assessments to evaluate candidates' performance at the program's conclusion, typically during May of the second year. EA can be found in two formats:
- a. **Examinations:** Examinations may include various question types, including essays, short Response questions, structured problems, text-response questions, case-study questions, multiple-choice questions, and data-based questions. Examination packets are opened in front of candidates to keep them secure.
 - b. **Oral assessments:** Teachers must conduct oral assessments for some language subjects, which are externally moderated by the IBO.
- 7.1.3. **Predicted grades (PG):** Diploma Programme Assessment Procedures states, "The involvement of subject teachers in the internal assessment and grading of their candidates is a key part of the DP assessment process." Therefore, teachers are required to submit marks for internal assessment of the candidate's work. Moreover, teachers are also expected to predict the grade they believe each candidate will get for the upcoming examination in the subject and level. For this purpose, teachers should refer

to the IB document Diploma Programme grade descriptors. Marks for the internal assessment and predicted grades must be input on IBIS no later than 20 April/20 October for the chosen examination session. Teachers are also required to predict the grades for university applications, and in this case, the predicted grades should be defined at the beginning of DP Year 2. The predicted grades for university applications and IB examinations shall be made public to both students and their parents.

7.1.4. **Semester grades and final grades:** Once a semester (in January and June), a student in each of the six subjects is awarded an overall grade to summarize their achievements and progress. The grade is set in the adopted 13 1-7 IB grading scale, and if necessary for the purposes defined by the national educational regulations, the scale may be converted to the Armenian one (1-6) according to the conversion scheme described in this policy.

7.1.5. **Promotion from DP Year 1 to DP Year 2:** The minimum grade that allows one to achieve promotion from DP Year 1 to DP Year 2 is grade 2, and at least grade 3 to be able to sit IB final exams. If the DP student attains grade 1 in any of the subjects in DP Year 1, they are entitled to take a make-up exam on a day set by the Head of School, yet not later than 15 of August, before DP Year 2 begins. The student is entitled to sit a make-up exam only in one subject. The exam will cover knowledge and skills taught and practiced during the school year, and the student will receive assessment criteria from the subject teacher. Also, if needed, additional hours of tutorial may be offered to students to ensure they get all possible support. There is a possibility of repeating DP Year 1 if necessary.

8. PROCESSES FOR STANDARDIZATION

Standardization is crucial for fairness and consistency. It is the process of ensuring the same standard for all candidates. OEC's practices include the following:

1. **Rubrics:** Each subject has clear assessment criteria, which may vary slightly from subject to subject. The rubrics provide a consistent framework for evaluating different aspects of candidates' work. The criteria for assessment include knowledge and understanding, application, analysis, synthesis, evaluation, and skills specific to the subject.

2. Moderation: Teachers will review work samples across subjects. This form of moderation will ensure consistency in grading.
3. Training and Collaboration: Teachers will receive training to ensure a shared understanding of assessment criteria. Regular calibration sessions will maintain consistency among teachers.
4. Exemplars: Teachers share exemplars of high-quality work to illustrate the expected standard, which helps set a benchmark for assessment.
5. Double-Blind Grading: In situations where anonymity is feasible, double-blind grading may occur where the teacher does not know the candidate's identity. This helps reduce biases in assessment.
6. Feedback Sessions: Teachers discuss their evaluations and reasoning. This promotes shared understanding and consistency in applying assessment criteria.
7. Regular Review: Periodically, teachers review and update assessment materials, criteria, and processes to adapt to changes in curriculum or educational standards.
8. Quality Assurance Checks: OEC implements quality assurance checks to ensure assessments align with educational objectives and standards. This involves periodic audits of assessment practices by the department heads.

9. GENERAL TIMELINE AND CRITERIA OF ASSESSMENT

9.1. General timeline

Candidates are notified of the assessment schedule at the beginning of each year. Each class syllabus references the dates of each assessment. Progress reports are released in early November and early April. Semester grades are released in early February and at the end of each school year. Mock examinations will take place anytime between January - March for 12 graders. External assessment examinations and oral assessments will occur at the end of the second year. The IBO provides the dates, typically in May.

9.2. Criteria

- 9.2.1. Assessment is based on specific criteria and identified levels of attainment rather than about other candidates' work. Each subject guide explains the assessment model and practices for that subject. The subjects are as follows:

1. Group 1: Studies in Language and Literature,
2. Group 2: Language Acquisition,
3. Group 3: Individuals and Societies,
4. Group 4: Sciences,
5. Group 5: Math, and
6. Group 6: Art.

9.2.2. Courses are measured on a seven-point scale. The grading scale is as follows:

Grade or Points	Armenian equivalent grades	Description
7	9-10	Excellent
6	8	Very good
5	7	Good
4	6	Satisfactory
3	5	Mediocre
2	4	Poor
1	1-3 (Insufficient)	Very poor

9.2.3. The diploma outcome is calculated by adding the grades (1 to 7) achieved from each of the six subjects and then including zero to three points from the core (see below). Standard and higher-level subjects are valued equally. Candidates must have gained 12 points or more on higher-level subjects. A candidate may take three or four HL subjects. The highest grades count if a candidate has registered for four HL subjects.

9.2.4. Candidates must get no less than 24 points to be awarded a DP diploma. Requirements are met within 3 exam periods. In addition to subject requirements, the criteria for the core subject are as follows:

1. **Extended Essay:** The extended essay is a 4,000-word independent research project. It is assessed against specific criteria, including research, critical thinking, and communication skills. A teacher supervises the extended essay over an extended period, and an IB examiner evaluates it externally.

2. **Theory of Knowledge:** Candidates must create an exhibition exploring how TOK manifests in our world. This component is internally assessed by the teacher and externally moderated by the IBO at the end of the course. Candidates must also write an essay responding to one of the six prescribed titles. This is externally assessed by the IBO.
 3. **Creativity, Activity, Service (CAS):** CAS involves experiential learning through creativity, activity, and service. Candidates reflect on their experiences under supervision. CAS does not contribute to the total points, but authenticated participation is required to award the diploma.
- 9.2.5. EE and TOK are graded from A to E, unlike the other subjects (A is maximum and E is minimum). The core subjects are worth zero to three points toward the overall diploma. The candidate may fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or do not complete CAS. The number of points is calculated using the table below.

Grade	Grade description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary (failing grade)
N	No grade

9.2.6. EE/TOK Matrix

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

9.3. Failure to meet criteria

OEC is entitled to refuse to mark an assessment if a candidate has acted irresponsibly or unethically or if they submit inappropriate material unrelated to the assessment's content. A candidate who fails to satisfy the DP requirements will receive a DP Course Result indicating the grades obtained in each subject, together with the results in TOK and EE and confirmation of completion of CAS, as appropriate.

9.3.1. Passing conditions

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

CAS requirements have been met.

- The candidate's total score is 24 or more.
- There is no "N" awarded for the Theory of Knowledge, the Extended Essay, or a contributing subject.
- No grade E was awarded for Theory of Knowledge and/or the Extended Essay.
- No grade 1 awarded in a subject/level.
- No more than two grade 2s were awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subject (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct.

9.3.2. Failing conditions

- CAS requirements have not been met.
- The candidate's total score is below 24.
- N (no grade) has been given for TOK, Extended Essay or for any chosen subject from a given group).
- Grade E given for one or both (TOK, the Extended Essay.)
- Grade 1 has been given in any subject at (SL or HL)
- Grade 2 has been given three or more times (SL or HL).
- Grade 3 or below awarded 4 or more times (SL or HL).
- IB student has gained fewer than 12 points on HL subjects from three chosen subjects.
- IB student has gained fewer than 9 points on SL subjects from three chosen subjects.

9.3.3. **Bilingual Diploma:** Students studying two Group 1 languages must also pass a bilingual diploma exam.

10. DIPLOMA PROGRAMME EXAMINATIONS

10.1. The administration of DP exams is governed by IB policies, which are communicated to school staff, students, and parents in writing at least two weeks before the exams.

10.2. Exam registration for the May sessions opens on 1 September. The OEC is aware of the 15 November registration deadline for exams in the following May and will observe and strictly follow the Diploma Programme examination schedule.

10.3. Alleged academic misconduct during an examination, which the coordinator and/or invigilators may witness, may occur during written and oral examinations. This situation will be reported to the Assessment Division, IB Global Centre, by a report to IB Answers as soon as possible (ideally within 24 hours). The report will include a complete account of the incident. Any alleged misconduct will be handled according to the school's academic honesty policy.

10.4. When a candidate's grade is lower than expected, the candidate must be informed of the inquiry upon results service and, if offered by the school, take the opportunity to retake the examination(s). Candidates retaking a subject or subjects six months after their last session (May session) will need to register by the announced deadline, and the retake of examinations will occur at the November session.

10.5. Award of the IB Diploma To qualify for the IB Diploma, students must complete all assessment components for each of the six subject groups and the additional Diploma requirements.

11. RETAKES, REMEDIATION, EXPULSION, LATE WORK

11.1. Retakes of OEC assessments

There are no retakes at OEC for assessments except in cases of excused absences. Suppose a candidate has an excused absence and reports it to the teacher at least one hour before the lesson. In that case, the candidate can redo a test immediately upon returning to school. If a candidate has an unexcused absence, the candidate will receive a 1.

11.2. Retakes of IBO assessments

A candidate may participate in three examination sessions to be awarded the diploma. At the discretion of the IB, a candidate with learning support requirements may be allowed additional sessions.

11.3. Remediation

Whenever a candidate attains a mark below 4, the teacher will suggest learning activities to improve their performance. The DP Coordinator will be notified, and the teacher will monitor the candidate's work. Study aids may include tutorials, additional material, and supplementary coursework to improve the candidate's understanding of the subject.

11.4. Expulsion

Sometimes, continual underperformance may indicate that DP is not right for the candidate. Only after an extensive two-exam period assessment of a candidate's underperformance will this ultimate measure of dismissal be used.

11.5. Late Work

In cases where a candidate turns in their work late, the DP Coordinator will call a meeting to discuss time management and an email will be sent home to their parents/guardians. Suppose work is turned in late a second time. In that case, a meeting is called with the candidate, parent, and DP Coordinator to create an academic contract for an individual study plan, which will support the candidate to work through their issues. If the candidate continues to turn work in late, an evaluation is made by the DP Coordinator, Principal, and teachers to determine the sustainability of the DP for that candidate.

If a candidate misses an EA, the candidate will not be awarded a grade and will not be eligible for an IB diploma certificate.

12. OEC'S APPEALS PROCESS

Candidates can appeal assessments in writing within two weeks of receipt. A copy of the appeal must be sent electronically to the DP Coordinator simultaneously (DP@eiu.am). Appeals undergo a thorough review process, ensuring fairness. First, the teacher will evaluate the assessment. The teacher will have up to five days to answer the appeal. If the teacher does not deem the need to change the evaluation, the appeal will be brought to the department head and teachers for a second review. The department head will provide a decision no later than two weeks after receipt of the teacher's decision. The decision of the department will stand as the final decision.

13. SUPPORT FOR ASSESSMENT

The following school documents specify how assessment is supported:

- Admissions policy

The school's admission policy contains detailed specifications that must be met by a student who wants to start the IB Diploma Program. Language skills at the B2 level are prerequisites, as are academic excellence and a willingness to engage in various cultural and voluntary work. Prospective students and parents are informed that the IB is a complex challenge requiring both skills and a frame of mind. The school reserves the right to refuse a student whose general attitude contradicts IB values.

- Academic Honesty Policy

The school's honesty policy reflects the values of critical thinking, respect for intellectual property, and desire to help foster students' intellectual development. Its provisions are crucial for assessment. 14.3

- Language Policy

The school's language policy specifies which languages are used during classes. The policy's objectives aim to develop students' language skills and related cultural knowledge. English is the language of instruction in classes for all subjects except Armenian, where the language of instruction is Armenian.

- Inclusion Policy

The school's inclusion policy is supposed to support students in progressing toward mastery and allow them to engage actively in the educational journey. Teachers understand that students have different abilities and academic needs, and that differentiation and assessment access requirements must be applied to facilitate their learning and achievement.

14. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING, EVALUATING AND REVIEWING THE ASSESSMENT POLICY

14.1. Students are expected to:

- fulfil the requirements of the Diploma Programme including both Internal and External Assessments;
- treat each assessment as an opportunity for learning;
- comply with the internal assessment deadlines;
- produce original work or use correct academic referencing;
- assess their own performance and give feedback on the performance of others;

14.2. Teachers are expected to:

- apply the subject-specific criteria while assessing students' work as stipulated in the relevant subject guides;
- prepare students for each type of assessment and provide multiple assessment opportunities;
- provide students with ongoing feedback on their progress;
- reflect upon assessment outcomes in order to inform teaching and learning;

14.3. The administration is expected to:

- support the teaching staff in the best delivery of the programme to students;

14.4. Parents are expected to:

- support their children in their learning;
- assure their children meet the assessment deadlines and respect academic honesty rules;
- give feedback to the school to facilitate the school's and the programme's development.

15. COMMUNICATION AND REPORTING

A. Online

Parents can access their child's assessment and reports through Ohanyan Educational Complex's online record management system, SchoolM.

B. Parent-teacher conferences

Parent-teacher conferences will be held every semester, and teachers will consult with parents/guardians as needed.

C. Inclusion Policy

Refer to the OEC's Inclusion Policy.

16. IMPLEMENTING, EVALUATING, AND REVIEW OF THE ASSESSMENT POLICY

Implementation involves clear guidance and expectations for assessments and regular evaluations and reviews to ensure the policy remains effective and aligned with IB standards.

A. Implementation

Each teacher works with the approved DP course requirements. Each subject curriculum will provide a timeline and the rubric for the assessments. This helps candidates understand their assessment expectations and how to plan their work in manageable loads.

B. Evaluation

Faculty meetings will be held every two weeks to review scheduled assessments, avoiding burdening candidates with simultaneous assessments from different subjects will be avoided.

The DP Coordinator, head of school, and teachers will conduct lesson observations. Teachers observing each other will reflect on the different teaching approaches and suggest improvements.

Teachers will engage in professional development workshops.

C. Review of assessment policy

The assessment policy will be reviewed annually at the end of the academic year to ensure its alignment with best practices in IB assessment and curriculum development. The Steering Committee, consisting of the School Principal, the DP Coordinator and 2 IB DP teachers will assess the following:

- Effectiveness of the policy in supporting candidate learning and achievement.

- Alignment with current IB requirements and best practices.
- Opportunities for improvement in the assessment process.
- Balance and breadth of the curriculum offered to candidates.

D. Communication

The policy will be communicated through:

- **School Website:** the most recent ratified policy will be uploaded to the OEC official website.
- **Email:** the most recent ratified policy will be sent to parents and guardians, and staff, as well as students.
- **Parent-Teacher (PT) Meetings:** During the PT meetings the teachers will refer to concrete points in case of necessity and engage with parents to gather feedback. The feedback will be presented to the Steering Committee.

17. REFERENCE

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