

External assessment

General

Markschemes are used to assess students in all papers. The markschemes are specific to each examination.

External assessment details—SL

General information

Paper 1 and paper 2

These papers are externally set and externally marked. Together, they contribute 80% of the final mark for the course. These papers are designed to allow students to demonstrate what they know and what they can do.

Papers 1 and 2 will contain some questions, or parts of questions, which are common with HL.

Calculators

For both examination papers, students must have access to a graphic display calculator (GDC) at all times. Regulations covering the types of GDC allowed are provided in Diploma Programme *Assessment procedures*.

Formula booklet

Each student must have access to a clean copy of the formula booklet during the examination. It is the responsibility of the school to download a copy from IBIS or the Programme Resource Centre and to ensure that there are sufficient copies available for all students.

Awarding of marks

Marks are awarded for method, accuracy, answers and reasoning, including interpretation.

In paper 1 and paper 2, full marks are not necessarily awarded for a correct answer with no working. Where an answer is incorrect, some marks may be given for correct method, provided this is shown by written working. All students should therefore be advised to show their working.

Paper 1

Duration: 1 hour 30 minutes

Weighting: 40%

- This paper consists of compulsory short-response questions.
- Questions on this paper will vary in terms of length and level of difficulty.
- A GDC is required for this paper, but not every question will necessarily require its use.
- Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.

Syllabus coverage

- Knowledge of **all** topics is required for this paper. However, not all topics are necessarily assessed in every examination session.
- The intention of this paper is to test students' knowledge and understanding across the breadth of the syllabus. However, it should not be assumed that the separate topics are given equal emphasis.

Mark allocation

- This paper is worth **80** marks, representing **40%** of the final mark.

Question type

- Questions of varying levels of difficulty are set.
- One or more steps may be needed to solve each question.
- Questions may be presented in the form of words, symbols, diagrams or tables, or combinations of these.

Paper 2**Duration: 1 hour 30 minutes****Weighting: 40%**

- This paper consists of compulsory extended-response questions.
- Questions on this paper will vary in terms of length and level of difficulty.
- A GDC is required for this paper, but not every question will necessarily require its use.
- Individual questions will not be worth the same number of marks. The marks allocated are indicated at the start of each question.

Syllabus coverage

- Knowledge of **all** topics is required for this paper. However, not all topics are necessarily assessed in every examination session.
- The intention of this paper is to assess students' knowledge and understanding of the syllabus in depth. The range of syllabus topics tested in this paper may be narrower than that tested in paper 1.

Mark allocation

- This paper is worth **80** marks, representing **40%** of the final mark.
- Questions of varying levels of difficulty and length are set. Therefore, individual questions may not necessarily each be worth the same number of marks. The exact number of marks allocated to each question is indicated at the start of the question.

Question type

- Questions require extended responses.
- Individual questions may require knowledge of more than one topic.
- Questions may be presented in the form of words, symbols, diagrams or tables, or combinations of these.
- Normally, each question reflects an incline of difficulty, from relatively easy tasks at the start of a question to relatively difficult tasks at the end of a question. The emphasis is upon sustained reasoning.

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