Prescribed Tasks

**Math**

•**A broad-based classroom test/examination** composed of a range of questions and problems, in familiar and unfamiliar situations, covering at least three of the branches of the framework for mathematics, and which allows students to reach all levels of achievement. (Criterion A is strongly recommended as one of the criteria used to assess this task.)

•**A mathematical investigation**, done under test conditions, where students are given the opportunity to recognize patterns, describe them as relationships or general rules and justify or prove them. (Criterion B is strongly recommended as one of the criteria used to assess this task.)

•**A real-life problem** where students are given the opportunity to apply mathematics to a real-life context, reflect upon and evaluate their findings. (Criterion D is essential as one of the criteria used to assess this task.)

**Science**

A **scientific investigation** designed and carried out independently by the student. Criteria **D, E and** **F** must be used to assess this task.

An end-of-unit or end-of-term **test or examination**. Criterion **C** must be one of the criteria used to assess this task.

A piece of writing of approximately 700-1200 words in length using Criteria A and B

**Language A**

One essay (literary, argumentative, persuasive or analytical piece of writing) of 500–1,000 words.

and

One piece of creative writing (for example, poetry, short story, dramatic scene, pastiche) of a maximum of 1,000 words.

and

One response to literature

•Response to literature option A: a written personal response, demonstrating the student’s ability to approach work in an independent fashion of 500–1,000 words

•Response to literature option B: an oral personal response, demonstrating the student’s ability to approach work in an independent fashion, of 3–5 minutes in length. Only individual oral tasks (no group work) may be submitted. Please also refer to the important notes for oral work in your guide

**Language B**

* An audio cassette or CD recording of an oral activity
* One writing assignment produced under supervision in class
* Two reading comprehension exercises completed under supervision in class

**Humanities**

* a piece of extended writing, approximately 700–1,500 words in length in English, French or Spanish
* a test
* an assignment of choice.

**Technology**

Each of which:

* includes all the stages of the design cycle
* is organized in a design folder made up of five sections, one for each assessment criterion A–E (investigate, design, plan, create, evaluate)
* includes the product itself, or a visual representation (photographs or videos) if the product cannot be sent
* includes information about the student’s attitudes in technology throughout the unit of work (criterion F).

**Physical Education**

•Two pieces of written work that show the student’s use of physical education knowledge, both assessed against criterion A.

•Video evidence of the student’s compositional and performance abilities, that is, the student performing their own composition, assessed against criteria B and C. Written evidence that demonstrates that the student(s) actually composed the sequence themselves (or which part of the composition they created if part of a group) must be included.

•Video evidence of the student’s performance in another physical activity, assessed against criterion C.

•Criterion D must be assessed by the teacher. A thorough justification (addressing a minimum of three strands) of the level awarded for criterion D must be documented by the teacher.

**Arts**

1. Evidence must be submitted from a unit of work that has been assessed using all four criteria.

•Criterion A: Evidence of work in which the student places his or her own work in the broader context of the art form studied. (See examples of forms of task in the notes for criterion A.)

•Criterion B: Evidence of work that has reached a point of realization and process work that has contributed to this work, assessed as a whole. (See examples of evidence in “Notes” below.)

•Criterion C: Student reflection and personal evaluations that relate to his or her artistic processes and development at different stages of his or her work.

•Criterion D: Comments by the teacher, and student if desired, relating to personal engagement, based on this unit of work.

These pieces of evidence of a student’s process and finished work should be grouped together in each student’s moderation folder.

2.A second judgment for each criterion must be provided. This can be from a second unit of work as above, or from discrete tasks. These might be tasks that were not part of a unit of work but were required for the student’s artistic development and were assessed using the assessment criteria.

**Examples of evidence for criterion B**

These are illustrative examples only and are not prescriptive.

**Dance**

The student has choreographed a dance sequence using techniques and choreographic devices studied, highlighting a clear theme and motif. The dance sequence is performed by the student or others depending on the focus of the unit. The evidence of the realized work would be photographs taken from live performance and a commentary highlighting sections of motif development or stills from video highlighting key ideas and themes. The process work would include extracts from the developmental workbook, for example, written evidence showing background research into the chosen inspiration, the development of this idea by use of storyboards, flow charts or spider diagrams and annotated choreographies. The level awarded by the teacher for the process and realized work would be supported by the background information folder and specific information in the student’s folder. (Visual recordings of performances can be included if appropriate.)

**Music**

The student has composed a piece of music in a particular form or style(s) that is played by the student or others. Evidence would be audio and/or visual in the form of a score or scores, a recording of the composition being performed, or other suitable representation appropriate to the form of the realized work. The process work would include extracts from the developmental workbook, for example, comments about intent and goals, and possibilities (based on research), plans for developing the composition, ideas about purpose and themes, annotated scores or score drafts, diagrams relating to form, structure and sequence. The level awarded by the teacher for the process and realized work would be supported by the background information folder and specific information in the student’s folder.

**Drama**

The student has performed and/or presented an “act of drama”, either formally or informally, in a given space, at a given time, for a given audience. The evidence for the realized work might be an oral or written evaluation by the student detailing the skills, techniques and processes they have developed and applied, the impact of the performance and presentation, and ideas for improvement. The process work would include extracts from the developmental workbook, workshop and rehearsal notes, annotated scripts, brainstorms, and Mind Maps® exploring a variety of approaches to making drama. A recording of the performance need not be included although photographic stills might be submitted to support the realized work. The level awarded by the teacher for the process and realized work would be supported by the background information folder and specific information in the student’s folder, which would include the teacher’s initial impressions at the time of performance. (Visual recordings of performances can be included if appropriate.)

**Visual arts**

The student has produced a piece of work reflecting a particular form or style that communicates a particular theme or idea and shows the use of appropriate skills and techniques. The evidence of the realized work would be photographs or colour copies of the final piece. The process work would include extracts from the developmental workbook, for example, the planning process for producing the piece, sources of inspiration, details of the development of the initial idea, investigation notes, initial images, and sketches. The level awarded by the teacher for the process and realized work would be supported by the background information folder and specific information in the student’s folder.