

Criteria and aspects

There are five assessment criteria that are used to assess the work of both SL and HL students.

- Design—D
- Data collection and processing—DCP
- Conclusion and evaluation—CE
- Manipulative skills—MS
- Personal skills—PS

The first three criteria—design (D), data collection and processing (DCP) and conclusion and evaluation (CE)—are each assessed twice.

Manipulative skills (MS) is assessed summatively over the whole course and the assessment should be based on a wide range of manipulative skills.

Personal skills (PS) is assessed once only and this will be during the group 4 project.

Each of the assessment criteria can be separated into three **aspects** as shown in the following sections. Descriptions are provided to indicate what is expected in order to meet the requirements of a given aspect **completely (c)** and **partially (p)**. A description is also given for circumstances in which the requirements are not satisfied, **not at all (n)**.

A **“complete”** is awarded 2 marks, a **“partial”** 1 mark and a **“not at all”** 0 marks.

The maximum mark for each criterion is 6 (representing three “completes”).

D	× 2 = 12
DCP	× 2 = 12
CE	× 2 = 12
MS	× 1 = 6
PS	× 1 = 6

This makes a total mark out of 48.

The marks for each of the criteria are added together to determine the final mark out of 48 for the IA component. This is then scaled at IBCA to give a total out of 24%.

General regulations and procedures relating to IA can be found in the *Vade Mecum* for the year in which the IA is being submitted.

Design

Levels/marks	Aspect 1	Aspect 2	Aspect 3
	Defining the problem and selecting variables	Controlling variables	Developing a method for collection of data
Complete/2	Formulates a focused problem/research question and identifies the relevant variables.	Designs a method for the effective control of the variables.	Develops a method that allows for the collection of sufficient relevant data.
Partial/1	Formulates a problem/research question that is incomplete or identifies only some relevant variables.	Designs a method that makes some attempt to control the variables.	Develops a method that allows for the collection of insufficient relevant data.
Not at all/0	Does not identify a problem/research question and does not identify any relevant variables.	Designs a method that does not control the variables.	Develops a method that does not allow for any relevant data to be collected.

Data collection and processing

Levels/marks	Aspect 1	Aspect 2	Aspect 3
	Recording raw data	Processing raw data	Presenting processed data
Complete/2	Records appropriate quantitative and associated qualitative raw data, including units and uncertainties where relevant.	Processes the quantitative raw data correctly.	Presents processed data appropriately and, where relevant, includes errors and uncertainties.
Partial/1	Records appropriate quantitative and associated qualitative raw data, but with some mistakes or omissions.	Processes quantitative raw data, but with some mistakes and/or omissions.	Presents processed data appropriately, but with some mistakes and/or omissions.
Not at all/0	Does not record any appropriate quantitative raw data or raw data is incomprehensible.	No processing of quantitative raw data is carried out or major mistakes are made in processing.	Presents processed data inappropriately or incomprehensibly.

Conclusion and evaluation

Levels/marks	Aspect 1	Aspect 2	Aspect 3
	Concluding	Evaluating procedure(s)	Improving the investigation
Complete/2	States a conclusion, with justification, based on a reasonable interpretation of the data.	Evaluates weaknesses and limitations.	Suggests realistic improvements in respect of identified weaknesses and limitations.
Partial/1	States a conclusion based on a reasonable interpretation of the data.	Identifies some weaknesses and limitations, but the evaluation is weak or missing.	Suggests only superficial improvements.
Not at all/0	States no conclusion or the conclusion is based on an unreasonable interpretation of the data.	Identifies irrelevant weaknesses and limitations.	Suggests unrealistic improvements.

Manipulative skills (assessed summatively)

This criterion addresses objective 5.

Levels/marks	Aspect 1	Aspect 2	Aspect 3
	Following instructions*	Carrying out techniques	Working safely
Complete/2	Follows instructions accurately, adapting to new circumstances (seeking assistance when required).	Competent and methodical in the use of a range of techniques and equipment.	Pays attention to safety issues.
Partial/1	Follows instructions but requires assistance.	Usually competent and methodical in the use of a range of techniques and equipment.	Usually pays attention to safety issues.
Not at all/0	Rarely follows instructions or requires constant supervision.	Rarely competent and methodical in the use of a range of techniques and equipment.	Rarely pays attention to safety issues.

*Instructions may be in a variety of forms: oral, written worksheets, diagrams, photographs, videos, flow charts, audio tapes, models, computer programs, and so on, and need not originate from the teacher.

See "The group 4 project" section for the personal skills criterion.