



Астана
«Білім-Інновация»
лицей-интернаты



Diploma Programme HANDBOOK

ASTANA BILIM-INNOVATION LYCEUM FOR GIFTED BOYS

Astana Bilim – Innovation boarding lyceum for boys is a candidate school for the DP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes visit <http://www.ibo.org>.

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1. About the school

Mission of the IBO

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.

School Mission

To nurture an educated, innovative, and integrous generation by combining national values with global perspectives.

Our Vision

Bilim-Innovation Lyceum for gifted boys envisions becoming a leading educational institution recognized for cultivating exceptional intellectual and ethical leaders renowned for academic excellence, respectful demeanor, and impactful contributions to society, reflecting commitment to shaping a better global future.

Our Core Values

Astana Bilim-Innovation Boarding Lyceum for Boys recognises the importance of the following core values to our school community. These principles represent our commitment to excellence, integrity, and the nurturing of principled young men who will lead with character.

- **Respect** – The act of valuing the dignity, diversity, and rights of all individuals. It involves treating others with kindness and maintaining self-regard, fostering an environment of mutual appreciation.
- **Development** – A commitment to continuous growth in academic, physical, and emotional aspects of life. It is the persistent pursuit of self-improvement and the courage to adapt to new challenges.
- **Cooperation** – The ability to work effectively and harmoniously with others toward a common goal. We believe that collective effort and teamwork are the foundations of a strong and successful community.
- **Honesty** – The quality of being truthful, sincere, and transparent in all actions. This is the cornerstone of **Academic Integrity** and personal honor, ensuring that one's words and deeds are always aligned.
- **Safety** – The commitment to maintaining a secure, supportive, and healthy environment for everyone. This encompasses both physical well-being and a psychological sense of belonging where every student feels protected.
- **Responsibility** – The obligation to be accountable for one's actions, choices, and their consequences. A responsible individual is reliable, fulfills his duties to his family and school, and acts as a dependable citizen of the world.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



As IB learners we strive to be:

Inquirers

They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable

They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

Thinkers

They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

Communicators

They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

Open Minded

They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.

Caring

They show empathy, compassion and respect. They have a commitment to service, and act to make a positive difference in the lives of others and in the world around them.

Risk Takers

They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

Balanced

They understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world.

Reflective

They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their own learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Source: <https://www.ibo.org/benefits/learner-profile/>

BIL Student Profile

Respect

A BIL student respects the rights and dignity of individuals, the community, and society. They show care for younger people and respect for elders. While remaining confident in their own principles, they listen to others' opinions and respect different perspectives.

Responsibility

A BIL student, as a full member of society, understands social responsibility and fulfills their obligations to the community. In any situation, they demonstrate reliability and take responsibility for their actions and their consequences. They develop critical thinking and problem-solving skills and show readiness to make responsible decisions both during the learning process and beyond it.

Integrity

A BIL student is honest and ethical and always follows the principles of justice and equality. At every stage of learning, they maintain academic integrity. They acknowledge their mistakes and demonstrate openness and sincerity in their actions and thinking.

Patriotism

A BIL student loves their homeland. They value their native language, history, and culture, respect traditions, and care for the environment of their native land. They follow and respect the laws and norms of the Constitution of the Republic of Kazakhstan and understand their civic responsibility.

Cooperation

A BIL student possesses strong communication skills and can clearly express their ideas both orally and in writing in several languages. They freely exchange opinions and understand the importance of teamwork. They can work successfully in a team both as a leader and as a supporter. They value unity and harmony and strive to show kindness and respect toward others.

Self-Development

A BIL student strives for personal growth and continuous learning. They develop research and creative thinking skills as well as intellectual, physical, and emotional abilities. Students analyze their achievements and challenges and learn through evaluating their knowledge and experiences.

The BIL Student Profile reflects national values and cultural identity, while the IB Learner Profile promotes international-mindedness and global perspectives. Together they form a complementary framework that guides students to become responsible, principled, and open-minded learners.

BIL Student Profile	Connection to IB Learner Profile
Respect	Aligns with Caring and Open-minded, as students value others, listen to different perspectives, and show empathy.
Responsibility	Connects with Reflective and Risk-takers, as students take responsibility for actions and make thoughtful decisions.
Integrity	Strongly linked to Principled, emphasizing honesty, fairness, and academic integrity.
Patriotism	Complements Open-minded, encouraging appreciation of national identity while respecting other cultures.
Cooperation	Supports Communicators and Caring, as students collaborate effectively and respect others' ideas.
Self-Development	Aligns with Inquirers, Thinkers, and Reflective, promoting lifelong learning and personal growth.

DP School Hours

Start	End	Monday	Tuesday	Wednesday	Thursday	Friday
07:00	08:00	Breakfast Break				
08:40	09:20	Period 1	Period 1	Period 1	Period 1	Period 1
09:25	10:05	Period 2	Period 2	Period 2	Period 2	Period 2
10:05	10:25	Long Break				
10:25	11:05	Period 3	Period 3	Period 3	Period 3	Period 3
11:10	11:50	Period 4	Period 4	Period 4	Period 4	Period 4
11:55	12:35	Period 5	Period 5	Period 5	Period 5	Period 5
12:40	13:20	Period 6	Period 6	Period 6	Period 6	Period 6
13:20	14:00	Lunch				
14:00	14:40	Period 7	Period 7	Period 7	Period 7	Period 7
14:45	15:25	Period 8	Period 8	Period 8	Period 8	Period 8
15:30	16:10	Period 9	Period 9	Period 9	Period 9	Period 9
16:10	18:00	ASA	ASA	ASA	ASA	ASA
18:00	19:00	Dinner Break				
19:00	19:40	SS	SS	SS	SS	SS
19:50	20:30	SS	SS	SS	SS	SS

The school gates are opened at 7:00 am, allowing students to enter the school building. The school day commences at 7:00 am and consists of breakfast (7.00-8.00), lunch, seven to eight 40-minute periods, dinner break, followed by after-school activities and self-study. The self-study sessions are daily for students' completion of homework, projects, and other assignments.

2. Diploma Programme Overview

Programme model

The IB Diploma Programme (DP) is a comprehensive and demanding two-year curriculum tailored for students aged 16 to 19, focusing on university readiness and global citizenship. It aims to develop intellectually curious and empathetic young adults who can navigate a multicultural world with an open mind.

Learning is driven by Approaches to Teaching and Learning (ATL) skills—specifically thinking, research, social, self-management, and communication—which are integrated into every lesson. To maintain academic balance, students select six subjects across diverse fields, including sciences, mathematics, and languages. At least three of these are studied at Higher Level (HL) for greater depth. Central to the DP experience are the three core pillars: Theory of Knowledge (TOK), the 4,000-word Extended Essay (EE), and the Creativity, Activity, Service (CAS) project, all of which encourage independent inquiry and personal growth.

Admission Requirements

External applicants are required to meet the following criteria:

- Demonstrated English language proficiency at upper-intermediate level or above, confirmed through an approved assessment;
- A minimum achievement of 60% in the school's mathematics entry or placement test;
- An overall academic GPA in a 5-point National Scale should be not less than 3.5, and 4.0 in Diploma Programme–relevant subjects from the previous school Academic Achievement Report.

Internal applicants (MYP students) must meet the following criteria:

- Successful completion of the Middle Years Programme with a minimum score of 4 out of 7 in all subjects intended for Diploma Programme study;
- English language proficiency at upper-intermediate level or higher.

Choosing subjects in the Diploma Programme

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts. Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level. Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level. Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

DP Subjects Offered for Choice in Session

Subject Groups	Subject Options	High Level	Standard Level
Group 1 - Studies in language and literature	Language A: literature (Kazakh)		*
	Language A: language and literature (Russian)		*
Group 2 - Language acquisition	Language B (English)	*	
Group 3 - Individuals and societies	Economics	*	*
Group 4 - Sciences	Biology	*	*
	Physics	*	*
Group 5 - Mathematics	Mathematics: analysis and approaches	*	*
Group 6 - The arts	Chemistry	*	
	Geography	*	*
	Computer Science		*

Diploma Programme Assessment

This guide provides students and parents with a concise overview of IB assessment components, including examinations and internal coursework. For a more comprehensive look, please refer to the official IB website.

Assessment Focus: The Diploma Programme evaluates both foundational and high-level academic competencies. Students are tested on their ability to recall facts, grasp core concepts, and utilize standard methodologies. Furthermore, the assessment measures advanced skills such as data analysis, the construction of logical arguments, and creative problem-solving.

A distinctive feature of IB evaluation is its criterion-referenced approach: students are graded against established global standards rather than being ranked against their peers. Where possible, assessments also reward intercultural awareness and a global mindset.

Using external and internal assessment

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

External assessment

External examinations serve as the primary evaluative tool for the majority of DP subjects, valued for their **objectivity and consistent reliability**. These assessments utilize a diverse range of formats to measure student proficiency, including **extended essays, structured problem-solving tasks, and short-answer queries**. Additionally, students are expected to engage with **data-analysis exercises and case-study evaluations** to demonstrate their analytical capabilities.

Internal assessment

Beyond external exams, most subjects incorporate **teacher-led internal assessments** to evaluate practical skills that cannot be captured in a written test. This multifaceted approach includes **oral examinations** for language acquisition, **fieldwork** for individuals and societies, and **experimental laboratory work** in the sciences. In mathematics, students undertake **individual investigations**, while those in the arts are assessed on their **creative performances**. While text-based evaluations are common, multiple-choice formats are utilized only on rare occasions to ensure a deeper level of assessment.

What are the steps in the life of an exam?

The IB assessment model operates as a continuous cycle—from design and completion to marking and final grading—where each phase builds upon the last. While high-stakes written examinations at the conclusion of the program remain the primary evaluative tool due to their objectivity and consistency, they are only one part of the picture.

Several core components, such as the [Theory of Knowledge](#) (TOK) essay and the [Extended Essay](#) (EE), consist of coursework developed over time under teacher guidance and are evaluated by external examiners. Additionally, most subjects include internal school-based tasks. These are either graded externally or marked by local teachers and subsequently moderated by the IB to ensure global parity in standards.

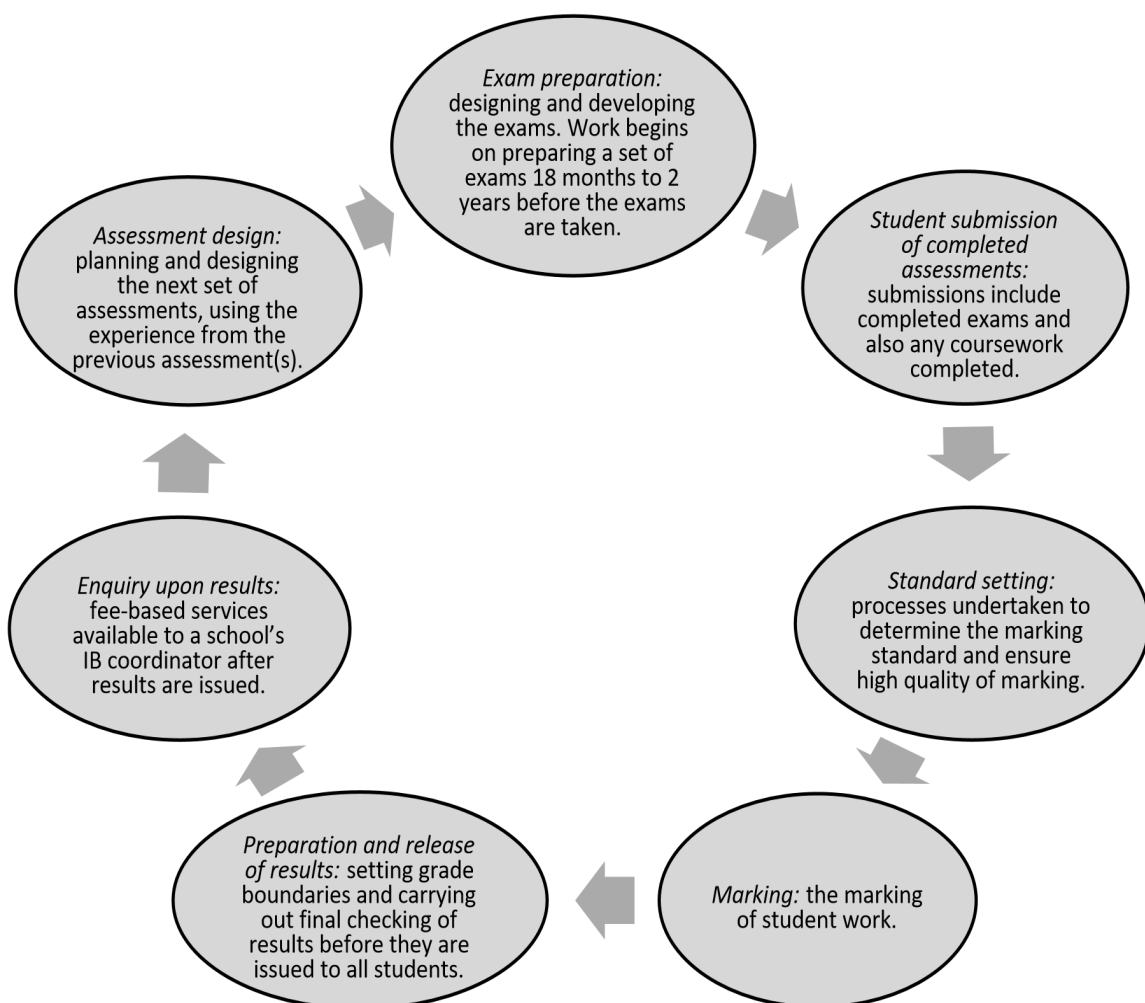


Figure 1. Assessment cycle

How DP assessment is scored

Under the IB Diploma Programme framework, subject performance is evaluated on a scale of 1 to 7, with 7 representing the highest achievement. A student's total score is the aggregate of their individual course results. To be eligible for the IB Diploma, candidates must accumulate a minimum of 24 points. This is contingent upon meeting specific performance thresholds and the satisfactory fulfillment of the DP Core requirements (TOK, EE, and CAS).

The DP core

The Theory of Knowledge (TOK) and Extended Essay (EE) are assessed individually, and their combined performance can earn a student a maximum of three bonus points toward the overall Diploma total. In contrast, while Creativity, Activity, Service (CAS) does not carry a point value, documented and verified participation is an absolute prerequisite for the awarding of the IB Diploma.

The diploma points matrix

		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

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Higher level and standard level courses

The IB maintains a uniform point system for both Higher Level (HL) and Standard Level (SL) subjects, highlighting the program's commitment to excellence across a diverse curriculum. While the two levels share the same fundamental grading criteria, HL courses are more extensive in scope. Consequently, HL students are required to apply those grading standards to a more rigorous and expansive body of knowledge, demonstrating a deeper level of mastery and specialized skill.

Conditions for achieving the diploma

A candidate can only receive an IB Diploma if the following conditions are met.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.
- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

Internal and External Assessment Calendar*

* This is a tentative calendar and the dates and actions may change based on the programme's progress

DP 1				
Month	Date	Subject	Level	Event
August 2026	10-15	CAS/TOK		Confirmation of budget for Diploma - CAS/TOK budget + PD
	10-15			Confirm the subject choice (minor changes allowed)
	10-15	CAS		CAS induction sessions for advisors
	17-21			Teachers to revise the IA calendar and policies
	17-21			New parent orientation week (assessment, timelines, CAS, EE, TOK requirements)
	17-21			New student orientation week (assessment, timelines, CAS, EE, TOK requirements)
September 2026	9	CAS		Beginning of CAS programme/ Consultation with CAS supervisors
	7-11	Mathematics AA	HL/SL	Induction Session: Internal Assessment (IA) Mathematics AA
	7-11	Language A: Literature	SL	Individual Oral форматын және бағалау критерийлерін таныстыру
	14-18	Biology, Chemistry, Physics, Computer Science		Induction Session: IA in IB DP Sciences
	14-18	Economics	HL/SL	Induction IA
	7-11	Language A: Language and Literature	SL	Introduction to the Individual Oral (IO) format Review of IA assessment criteria Planning the selection of texts and objects for analysis
	30	CAS		Monthly reflections
October 2026	5-10	CAS		CAS Gallery (NIS IB)
	5-9	Language A: Russian Language and Literature	SL	Starting work on IO. Choosing a global theme for the IO presentation. Conducting initial research of texts. Preparing a draft plan for the IO structure.
	19-23	Language A: Kazakh Literature	SL	Global issue таңдау
		CAS		CAS Interview №1 (Mandatory)
	30	CAS		Monthly reflections
November 2026	9-16	EE		EE workshop for DP teachers
	23-27	EE		EE workshop for DP students
	23-27	TOK		Introduction to exhibition

	9-16	Language A: Russian Language and Literature	SL	Select texts for IO, practice IA Mock, rehearse oral, take notes, develop arguments.
	23-27	Mathematics AA	HL/SL	IA Topic Brainstorming Workshop (Students propose 2–3 ideas)
	23-27	English B	HL	IA Mock: Individual Oral (all three parts)
	23-27	Language A: Kazakh Literature	SL	Individual Oral үшін әдеби шығармаларды таңдау
	30	CAS		Monthly reflections
December 2026	7-11	EE		DP students submit EE subject selection forms
	14-18	EE		EE subjects selected / EE supervisor's duties and instructions
	14-18	Economics	HL/SL	Internal Assessment preparation: article selection and concept justification
	21-25	Language A: Kazakh Literature	SL	Үзінді таңдауды жаттықтыру
	7-11	Language A: Russian Language and Literature	SL	Practice IO excerpts, analyze texts, do mini-tasks, prepare quotes and key ideas.
	30	CAS		Monthly reflections
January 2027	11-16	Language A: Russian Language and Literature	SL	Practice full IO, rehearse with teacher/partner, refine arguments and evidence.
	25-29	Language A: Kazakh Literature	SL	Practice Individual Oral
	18-22	Mathematics AA	HL/SL	IA Proposal Submission (Topic + Research Question + Initial plan)
	18-22	Physics	IA	IA Topics Brainstorming
	18-22	TOK		Final selection of three objects for exhibition
	11-16	EE		1st Check point (Defined topic, Action Plan, one Entry in RRS)
	30	CAS		Monthly reflections
February 2027	8-13	English B	HL	IA Mock: Individual Oral (all three parts)
	15-19	Language A: Kazakh Literature	SL	Дәлелдер жинау және талдау
	8-13	Language A: Russian Language and Literature	SL	Draft IO plan, make structured summaries, practice timed presentations.
	28	CAS		Monthly reflections

March 2027	22-26	Computer Science	SL	Internal Assessment Criteria A (Draft)
	15-19	TOK		TOK Exhibition
	15-19	Language A: Kazakh Literature	SL	IO outline дайындау
	15-19	Mathematics AA	HL/SL	IA Checkpoint 1(Outline + Mathematical plan + preliminary calculations)
	22-26	Language A: Russian Language and Literature	SL	Draft IO plan, make structured summaries, practice timed presentations.
	22-24	Economics	HL/SL	IA preparation
	30	CAS		Monthly reflections
April 2027	19-23	Language A: Russian Language and Literature	SL	Conduct IO, exam prep, check 10 bullet points, prepare notes on literary techniques.
	5-9	EE		2nd Checkpoint (2-3 entries in RRS, Bibliography, EE Outline)
	12-17	English B	HL	Internal Assessment Individual Oral
	12-17	Physics	HL/SL	Internal Assessment: Scientific Investigation Experiment
	19-23	Biology		Internal Assessment: Scientific investigation Experiment
	26-30	Computer Science	SL	Internal Assessment Criteria B (Draft)
	26-30	Chemistry	IA	IA: Scientific Investigation Experiment
		Language A: Kazakh Literature	SL	10 bullet points дайындау
	30	CAS		Monthly reflections
May 2027	24-28	Language A: Russian Language and Literature	SL	Conduct IO, exam prep, check 10 bullet points, prepare notes on literary techniques.
	10-14	EE		3rd Checkpoint (5 entries in RRS, Annotated Bibliography, Action plan for Summer)
	17-22	CAS		Mid-programme interview
	17-21	Mathematics AA	HL/SL	IA First Draft Submission
	24-28	Computer Science	SL	Internal Assessment Criteria C (Draft)
	24-28	Language A: Kazakh Literature	SL	Individual Oral өткізу (Internal Assessment)
	30	CAS		Monthly reflections
June 2027	30	CAS		Monthly reflections
DP2				
Month	Date	Subject	Level	Event

August 2027	9-14			Confirmation of budget for Diploma - CAS budget + PD
	9-14	CAS		CAS induction sessions for advisors
	9-14	TOK		TOK Budget Allocation Confirmation
	30	CAS		Monthly reflections
September 2027	13-17	EE		RPPF - 2
	13-17	EE		Checkpoint 4 (Intro - 1000 words, Main Body - 1000 words)
		Language A: Russian Language and Literature	SL	Review and develop literary analysis, prepare final IA, practice Paper 1/2, reinforce comparative analysis.
	20-24	Computer Science	SL	Internal Assessment: Final version of Criteria A,B,C
	20-24	Mathematics AA	HL/SL	IA Feedback Conference (Individual meetings)
	20-24	Language A: Kazakh Literature	SL	Курсты қайта шолу, әдеби талдау дағдыларын бекіту
	30	CAS		Monthly reflections
	18-22	Physics	IA	Scientific Investigation (Draft)
	25-30	Biology	IA	Scientific investigation complete version (draft)
October 2027	4-9	Chemistry	IA	IA: Scientific Investigation (draft)
	11-21	Language A: Russian Language and Literature	SL	Review and develop literary analysis, prepare final IA, practice Paper 1/2, reinforce comparative analysis.
	11-15	EE		Checkpoint 5 (3000 words, 10 entries in RRS, Conclusion)
	11-15	Mathematics AA	HL/SL	IA Final Draft Submission
	18-22	Language A: Kazakh Literature	SL	Paper 1 дағдылары: мәтін талдау практикасы
	25-29	Mathematics AA	HL/SL	Internal Moderation (Math Department)
	30	CAS		Monthly reflections
November 2027	1-5	Mathematics AA	HL/SL	Predicted IA Marks Submitted to DP Coordinator
	15-19	EE		Checkpoint 6 (Completed Draft, Formatting, Font, Content page, Margins, etc.)
		Language A: Kazakh Literature	SL	Салыстырмалы әдеби талдау дағдыларын дамыту жұмысы
	22-26	Computer Science	SL	Internal assessment: Criteria D (Draft)
		Language A: Russian Language and Literature	SL	Work on IA, revise and improve, rehearse exam tasks, check essay structure, compile quotes and examples.
	30	CAS		Monthly reflections

December 2027	18-25	Language A: Russian Language and Literature	SL	Work on IA, revise and improve, rehearse exam tasks, check essay structure, compile quotes and examples.
	13-15	EE		Full Formatted Draft Submission
	15	TOK		TOK Essay Draft Submission
		Language A: Kazakh Literature	SL	Practice exam (Paper 1)
	13-17	Physics	IA	Scientific Investigation (Final version)
	18-23	Biology	IA	Scientific investigation - final version
	20-24	Chemistry	IA	IA: Scientific Investigation (final version)
	30	CAS		Monthly reflections
January 2028	10	TOK		Submission of TOK essay
	10-15	EE		EE Final Version Submission
	17-21	EE		EE Viva Voce - 3rd Reflection Session
	30	CAS		Monthly reflections
	24-28	Computer Science	SL	IA: Criteira D (Final), E, Video
	20-30	Language A: Russian Language and Literature	SL	Final exam prep, practice essays and oral tasks, timed rehearsals, teacher feedback on mocks.
		Language A: Kazakh Literature	SL	Әдеби шығармаларды қайталау
February 2028	10-20	Language A: Russian Language and Literature	SL	Final exam prep, practice essays and oral tasks, timed rehearsals, teacher feedback on mocks.
	10-20	Economicsa	HL/SL	Final Internal Assessment submission
	7	All DP Subjects	HL/SL	Mock Exams printed and delivered to the DP office
	9	All Dp Subjects	HL/SL	Mock Exams Meeting with DP teachers
	21-25	All DP Subjects	HL/SL	MOCK EXAMS
	28	CAS		Monthly reflections
	14-18	Computer Science	SL	Internal Assessment Submission
March 2028	1-10	Mathematics AA	HL/SL	Upload IA samples to IB (Coordinator deadline dependent)
	17	Language A: Kazakh Literature	SL	Practice exam (Paper 2)
		Language A: Russian Language and Literature	SL	Mock exams, final IO and essay rehearsals, analyze typical Paper 1/2 tasks
	30	CAS		Monthly reflections

April 2028	3-8	CAS		Final interview
	15	3-8CAS		CAS celebration
	27	all subjects		Start of May External Examination Session
May 2028	20	all subjects		Last Day of May 2026 Examination Session

Assessment Policy of the School

At Astana Bilim Innovation Lyceum for Gifted Boys, the IB Diploma Programme Assessment Policy ensures fair, consistent, and transparent assessment practices. Assessment is criterion-related, aligned with IB requirements, and compliant with the National Curriculum of the Republic of Kazakhstan. A balanced use of formative and summative assessments supports student progress, effective feedback, academic honesty, and continuous improvement in teaching and learning. Further details are available in the School Assessment Policy (Diploma Programme), published on the school’s official website.

Frequently Asked Questions about IB DP Assessment

How am I tested?

The IB utilizes a multi-faceted approach to evaluate your academic progress. Each subject is comprised of various assessment components. Final examinations take place at the conclusion of the two-year program and are graded by external examiners. In addition to these exams, students complete school-based assignments known as Internal Assessments (IA) or coursework. Depending on the subject, these tasks are either graded by your teachers and then moderated by the IB to ensure global consistency, or sent away to be marked entirely by external examiners.

<p>Examples of tasks that are sent directly to examiners to be marked are:</p> <ul style="list-style-type: none"> • examinations (including onscreen) • extended essays • written assignments/written tasks • theory of knowledge essays. 	<p>Tasks that are marked by teachers and moderated by examiners can include:</p> <ul style="list-style-type: none"> • oral work in languages • fieldwork in geography • explorations in the sciences • investigations in mathematics • artistic performances • portfolios/ePortfolios • projects. 	<p>Within each component there are a variety of assessment tasks, which may include:</p> <ul style="list-style-type: none"> • multiple-choice questions • short-response questions • extended-response questions • essays • presentations • performances.
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Each assessment component may consist of multiple tasks, strategically selected to align the evaluation method with specific learning outcomes. By utilizing a diverse array of formats—such as essays for writing proficiency, multiple-choice questions for knowledge recall, and presentations for oral communication—the IB ensures that every subject objective is comprehensively measured. This varied approach provides a more accurate and holistic reflection of a student’s total academic achievement.

What's the difference between a mark/level¹ and a grade?

The IB distinguishes between marking and grading as two separate evaluative steps. During the marking phase, students are assigned a mark based on a specific markscheme or framework; this reflects the raw quantity of correct work produced. In contrast, determining a grade involves a qualitative judgment. The examiner evaluates the quality of the work against a defined standard, accounting for the task's complexity. While a mark is a raw tally, grades provide a meaningful, standardized measure of achievement that is comparable across all subjects.

¹ Mark, level and score are all words used to describe how much of a task a student got correct.

Consider: *Marks* are how far you have walked, but *grades* take into account how steep the path was.

The process of grade awarding—converting raw marks into final grades—occurs shortly before results are released.

For subjects consisting of multiple components, individual grade boundaries are established for each part to determine the overall subject boundaries. Your cumulative mark across all components is then translated into a final subject grade. These grades are subsequently converted into points, which determine your eligibility for the diploma. Achievement of the diploma is contingent upon meeting specific minimum performance levels across the entire programme.

Why does the number of marks required for a grade sometimes change? How are grade boundaries set?

The IB ensures consistency across different exam sessions by adjusting grade boundaries based on the relative difficulty of each assessment. If an examination is exceptionally challenging, boundaries may be lowered; conversely, they may be raised for less difficult papers. This process is finalized shortly before results are released during a meeting of senior examiners and IB staff. By synthesizing qualitative judgment, statistical data, grade descriptors, and teacher feedback, the IB ensures that a Level 1 through 7 grade remains comparable from year to year, regardless of minor fluctuations in exam difficulty.

Who are the examiners?

The IB ensures high assessment standards by recruiting only subject specialists with extensive teaching backgrounds, most of whom are current IB educators. Before beginning the evaluation process, all examiners undergo rigorous training and receive comprehensive marking instructions.

The PE decides what the “right answer” is and how to give marks. Every other examiner must follow the views of the PE when marking (see “What is reliability?” below).

The structure of the examining body is hierarchical to ensure consistency:

- Chief Examiners oversee the entire subject.
- Principal Examiners (PE) lead specific components, designing the exams and markschemes.
- Team Leaders provide direct mentorship and feedback to the examiners responsible for the marking. This tiered system ensures that every mark awarded is accurate and aligned with global standards.

What is reliability?

The cornerstone of the IB assessment process is the fair and equitable treatment of all candidates. This is achieved through marking reliability, which ensures that the mark awarded to a student remains consistent regardless of the specific examiner or the timing of the evaluation. To maintain this high standard, the IB implements a rigorous monitoring system where examiners are frequently audited throughout the marking window to ensure their assessment aligns perfectly with the benchmarks established by the principal examiner.

How is my work marked? How do I know my work has been marked correctly?

Quality Assurance in IB Assessment The IB utilizes two primary methods to guarantee marking accuracy: E-marking and Moderation.

E-marking & Seeding: Most external exams are scanned and marked on-screen. To ensure reliability, Principal Examiners establish "seeds"—definitively marked student responses. All examiners must pass a qualifying test before they begin, and they are continuously monitored using these seeds. If an examiner's mark deviates from the seed's standard, they are automatically suspended. Because seeds are indistinguishable from other papers, consistent accuracy is required at all times.

Moderation of Internal Assessment: For school-based tasks, teachers submit a sample of their marking for review. An IB examiner evaluates this sample to determine if the teacher's grading aligns with global standards. If the teacher is found to be too lenient or too strict, a mathematical adjustment is applied to the entire class's marks. Consequently, the raw score provided by a teacher is provisional until confirmed through this moderation process.

Can I challenge my results?

Yes. The Enquiry Upon Results (EUR) service is available to candidates who believe their final grades do not accurately represent their academic performance. While these services incur a fee, the cost of a Category 1 re-mark is refunded if the enquiry leads to a change in the subject grade. It is critical for students to understand that a re-mark can result in a grade being raised or lowered. To ensure impartiality, a re-mark or re-moderation is typically conducted by an examiner other than the original one, except in rare cases involving niche subjects with a limited number of candidates.

How can I find out more?

The IB hopes this document has given you an understanding of IB assessment. If you would like more information, please refer to the IB website www.ibo.org or ask your school's IB coordinator.

University admissions

The IB Diploma is a globally recognized credential that grants students the flexibility to apply to diverse higher education institutions worldwide. While many universities have formal recognition policies detailing specific entry requirements, the absence of a published policy does not preclude admission. As a service to its graduates, the IB facilitates the application process by transmitting official transcripts to up to six institutions per student. Beyond academic readiness, IB graduates are valued by over 5,000 universities in 100+ countries for their resilience, self-sufficiency, and ability to contribute to a university's internationalization and academic prestige.

The results of the International Baccalaureate Diploma Programme (IB DP) examinations may be converted into Unified National Testing (UNT) scores and can be used when submitting documents for admission to public (state) universities in the country.

Below is the table showing the conversion of IB DP examination scores into UNT scores.

Conversion scale of International Baccalaureate (IB) standardized examination results (HL/SL) into Unified National Testing (UNT) scores

Кесте 4. Халықаралық стандартталған ІВ (АйБи) тест сертификатының балдарын ҰБТ балдарына ауыстыру шкаласы (HL/SL).

№	ІВ (АйБи) Пәндері	ІВ балдары	1	2	3	4	5	6	7
1	Математика/ математикалық сауаттылық	ҰБТ балдары	3	5	6	7	8	9	10
2	Бейіндік пәндер		16	26	32	40	46	49	50

Country recognition statements

Local and national governments around the world recognize that the IB programmes offer internationally accredited curricula and qualifications. The degree of recognition of IB programmes varies from country to country. Countries that recognize the IB programmes:

Albania	Hong Kong	Panama
Argentina	Hungary	Paraguay
Australia	Iceland	Peru
Austria	India	Philippines
Azerbaijan	Indonesia	Poland
Bahrain	Iraq	Portugal
Belgium	Ireland	Qatar
Belize	Israel	Romania
Bolivia	Italy	Russian Federation
Botswana	Japan	Saudi Arabia
Cameroon	Jordan	Senegal
Canada	Kazakhstan	Singapore
Chile	Kenya	Slovakia
China	Korea, Republic of	Slovenia
Colombia	Latvia	South Africa
Costa Rica	Lebanon	Spain
Croatia	Lesotho	Sri Lanka
Cyprus	Liechtenstein	Swaziland
Czech Republic	Lithuania	Sweden
Denmark	Luxembourg	Switzerland
Democratic Republic of the	Macau	Taiwan
Congo	Macedonia, The Former	Tanzania, United Republic of
Ecuador	Yugoslav Republic of	Thailand
Egypt	Malawi	Togo
El Salvador	Malaysia	Tunisia
Estonia	Malta	Turkey
Ethiopia	Mauritius	Uganda
Fiji	Mexico	Ukraine
Finland	Moldova	United Arab Emirates
France	Mongolia	United Kingdom
Georgia	Netherlands	United States
Germany	New Zealand	Uruguay
Ghana	Nigeria	Venezuela
Greece	Norway	Vietnam
Guatemala	Pakistan	

A complete list of universities that recognize an IB diploma and the exact list of conditions can be found [here](#).

Career Counsellor

The Lyceum provides dedicated university and career counseling to guide DP students through every stage of the higher education journey. The counselor works in close partnership with the IBDP team to assess student performance data and implement strategic guidance. This student-centered approach includes personalized family meetings, intensive support in selecting suitable institutions, and meticulous preparation of application materials—such as personal statements, college essays, and resumes. Furthermore, the counselor facilitates university visits and provides expert advice on securing scholarships and financial aid, ensuring students have complete clarity regarding their future academic and career pathways.

Academic Honesty

Expectations for Students

The IB community is defined by the Learner Profile, which challenges students to be principled in every aspect of their education. From the outset, students are expected to act with honesty and ethical responsibility. In practice, this means strictly following subject regulations and clearly acknowledging all external sources and assistance. Whether working independently or in teams, students must provide fair recognition to the contributions of others. Choosing integrity over misconduct, such as plagiarism, allows

students to authentically grow through their strengths and weaknesses while ensuring a fair and level playing field for all learners.

Expectations for Parents

Parents and legal guardians are vital partners in the educational journey, responsible for reinforcing the ethical standards that define the IB. Because IB credentials are held in high regard by global universities, maintaining academic integrity is essential for a student's future. When parents embrace these expectations, they empower their children to cultivate a responsible and diligent mindset. This alignment ensures that assistance remains fair and supportive—avoiding the pitfalls of over-editing or ghostwriting—and encourages students to pursue independent study. Furthermore, proactive parents work alongside the school to address challenges as soon as they arise, ensuring no student falls behind.

Student Responsibilities

The IB mission emphasizes that students are active architects of their own learning, tasked with producing authentic work that truly reflects their personal achievement. Beyond mastering content, students must uphold the principle of academic integrity by adhering to the following responsibilities:

- **Policy Awareness:** Maintaining a thorough understanding of both school and IB integrity regulations.
- **Proactive Reporting:** Identifying and reporting instances of student misconduct or school maladministration to coordinators.
- **Ethical Execution:** Completing all assessments honestly and ensuring all external sources—whether written, oral, or artistic—are properly credited.
- **Independence:** Avoiding unauthorized aid from tutors, editing services, or peers, and refraining from providing undue help to others.
- **Digital Responsibility:** Utilizing the internet and social media platforms in a mature and ethical manner.

Parent Responsibilities

While parents and guardians are not present in the daily classroom, they are essential collaborators in promoting a culture of academic integrity. By ensuring their children adhere to IB regulations, parents help safeguard the value of the diploma. Key expectations for parents include:

- **Policy Literacy:** Developing a thorough understanding of IB and school-specific procedures regarding coursework and examinations.
- **Workload Management:** Assisting students in creating realistic schedules to ensure they have sufficient time to complete work authentically.
- **Defining Misconduct:** Recognizing the definitions and consequences of student malpractice and school maladministration.
- **Ethical Support:** Abstaining from providing unauthorized assistance on assignments and ensuring that any documentation provided for inclusive access or adverse circumstances is entirely genuine.
- **Vigilance:** Reporting any concerns regarding academic integrity to the school directorate or the IB directly.

(For more information see the school's academic policy)

3. Diploma Programme Core

- [Creativity, Activity, Service](#)
- [Extended Essay](#)
- [Theory of Knowledge](#)

4. Diploma Programme Subject Briefs

All subject briefs can be accessed here:

- [Language A: language and literature HL/SL](#)
- [Language B: English HL/SL](#)
- [Individuals and societies: Economics HL/SL](#)
- [Sciences: Biology HL/SL](#)
- [Sciences: Chemistry HL/SL](#)
- [Sciences: Physics HL/SL](#)
- [Sciences: Computer Science](#)
- [Mathematics: analysis and approaches HL/SL](#)

References

- <https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/>
- <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>
- <https://www.ibo.org/programmes/diploma-programme/curriculum/example-subject-choices/>
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- <https://www.ibo.org/university-admission/find-countries-and-universities-that-recognize-the-ib/>
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