

Visual arts assessed student work

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Diploma Programme

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IB mission statement

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.



As IB learners we strive to be:

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

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

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Overview

This section contains a selection of student responses to each of the Diploma Programme visual arts assessment tasks.

- Art-making inquiries portfolio (Standard Level [SL] and Higher Level [HL])
- Connections study (SL)
- Artist project (HL)
- Resolved artworks (SL internal assessment)
- Selected resolved artworks (HL internal assessment)

These examples are intended to illustrate the assessment component of the course and to inform teachers about how the assessment criteria are interpreted and applied. The examples may be:

- taken from recent assessment sessions and adjusted to account for changes in assessment requirements or criteria
- created by the curriculum review team incorporating parts of work previously submitted for assessment
- created entirely by the curriculum review team.

As they aim to represent authentic work, examples may include spelling, grammatical and other inconsistencies or errors.

Please note that the marks and comments are based on the opinion of an examiner and are only to be used for guidance. They are not definitive and have not been generated through the IB's process of standardization.

These examples will be replaced with authentic examination examples following first assessment in 2027.

The presentation of materials in this publication does not fully reflect the format in which student work must be submitted to the IB for assessment. Teachers and students should refer to the formal requirements and structure for each task as listed in the *Visual arts guide*, and to the appropriate version of the *Diploma Programme Assessment procedures*, when submitting work for assessment.

Art-making inquiries portfolio

Example 1

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Connections study

Example 1

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Artist Project

Example 1

[Work submitted for assessment \(PDF\)](#)

[Work submitted for assessment \(MP4\)](#)

[Artwork details and artistic intentions \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[Work submitted for assessment \(MP4\)](#)

[Artwork details and artistic intentions \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[Work submitted for assessment \(MP4\)](#)

[Artwork details and artistic intentions \(PDF\)](#)

[List of sources \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Resolved artworks

Example 1

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Selected resolved artworks

Example 1

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Artworks submitted for assessment \(PDF\)](#)

[Rationale \(PDF\)](#)

[Comments on assessed work \(PDF\)](#)