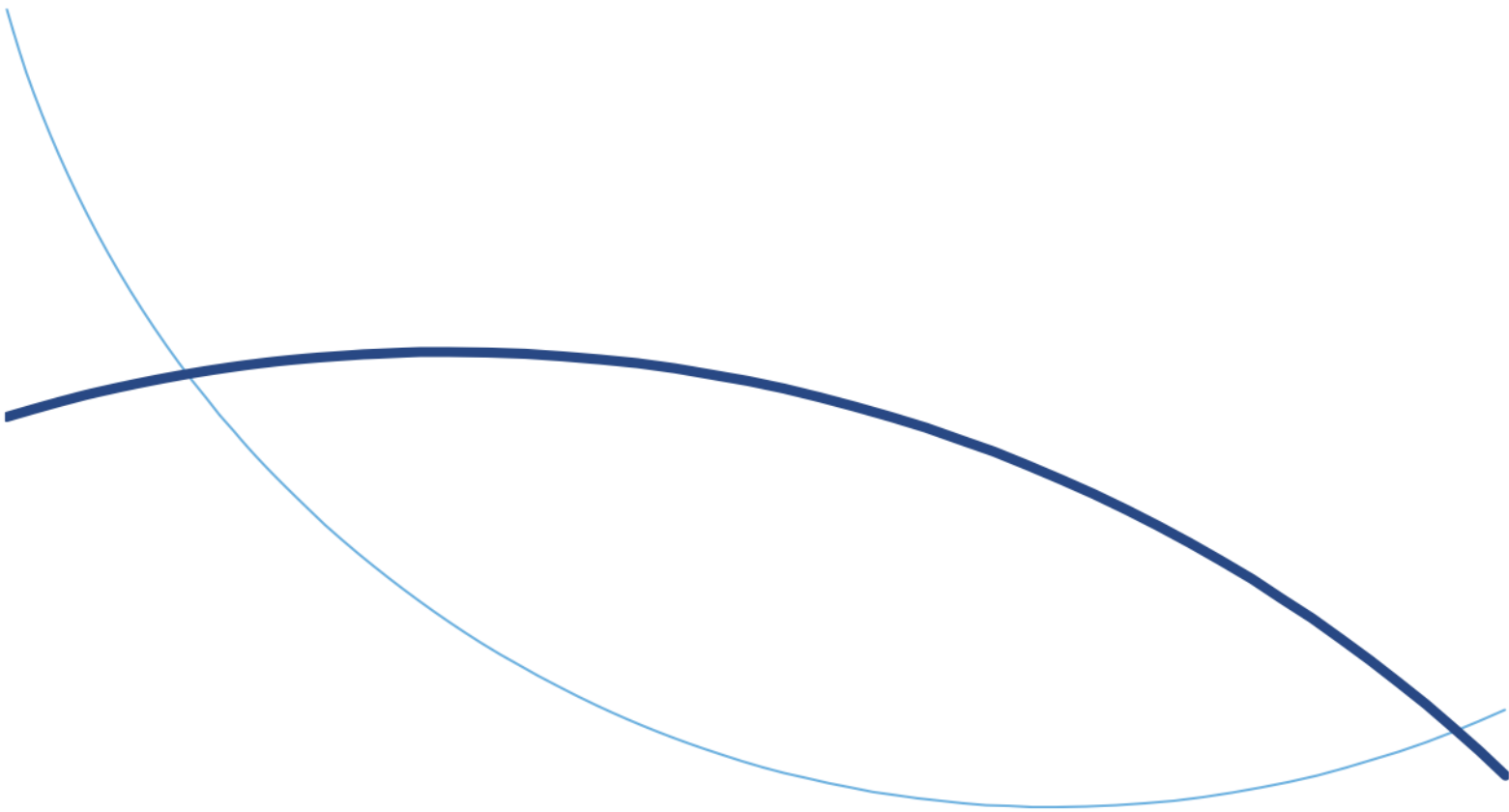




# Handbook of procedures for the Diploma Programme 2011



## Handbook of procedures for the Diploma Programme 2011

Published September 2010

Updated November 2010

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## Overview

The *Handbook of procedures for the Diploma Programme* (henceforth “handbook”) is mainly for Diploma Programme coordinators (henceforth “coordinators”). However, it is essential that subject teachers, extended essay supervisors and examination invigilators receive a copy of sections that are relevant to their role in the Diploma Programme. Teachers can access relevant sections of this handbook on the online curriculum centre (OCC).

Because it is essential that all invigilators of IB examinations are fully acquainted with the arrangements for conducting the written examinations in May and/or November, a separate document on this topic is available in portable document format (pdf) that can be downloaded and photocopied. Additionally, for those examinations that require the use of an electronic calculator, a separate document in pdf is also available. These documents, and the examination schedules for May 2011 and November 2011, are available from links in A10.4.2. (For coordinators who have downloaded and printed the pdf version of this handbook, rather than use the electronic version, all four of these documents appear at the end of section A10 on assessment.)

In order to teach each subject, administer the programme requirements for creativity, action, service (CAS) and theory of knowledge, and know how to supervise candidates for their extended essay, additional publications will be required. IB publications can be purchased through the online IB store found on the IB public website.

Throughout the handbook latest arrival dates are shown in bold. The first date applies to the May examination session, and the second date applies to the November session. When a time and date are stated, the time refers to UK Greenwich Mean Time (GMT) on that day. For example, all marks for internal assessment and predicted grades must be entered on IBIS before midnight GMT on **10 April/10 October**.

The forms referred to in this edition of the handbook are those that must be used for examination sessions in 2011, unless otherwise stated. Forms from a previous edition may not be suitable and using them may place candidates at a disadvantage or even jeopardise the issue of their grades.

This edition of the handbook has been produced in both pdf and electronic (xml) format. Please note that links are only active in the electronic version. Documents or publications that are accessible via links in the electronic version of the handbook are available, where possible, in the appendices of the pdf version.

All forms available in pdf can be found under the Forms tab of the electronic version and at the end of the relevant section in the pdf version. This handbook does not include electronic versions of forms to be completed online; these are available on the IB information system (IBIS) which is a secure website used by Diploma Programme coordinators.

The sections of this handbook have been revised for 2011. The sections in part A concern the general administration of the Diploma Programme, while part B is more subject specific. The relevant sections in part B must be available to subject teachers or heads of department, as appropriate.

## A1.1 The IB programme continuum

The International Baccalaureate (IB) offers three high-quality programmes of international education to a worldwide community of schools. The three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills required to live, learn and work in a rapidly globalizing world.

- The Primary Years Programme (PYP) for students aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.
- The Middle Years Programme (MYP) for students aged 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects.
- The Diploma Programme for students aged 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.

Each programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation. Although the three IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All three place strong emphasis on the ideals of international understanding and responsible citizenship.

The three programmes are free-standing and a school may opt to offer one, or any combination of the three programmes. However, if a school chooses to offer consecutive IB programmes, the programmes must be continuous, with students moving from one programme to the next without any gap years. As the PYP and MYP can be considered an excellent preparation for the Diploma Programme, schools are encouraged to consider offering the full continuum of IB programmes.

In cases where a school offers more than one programme, IB offices will deal with each programme as a separate entity. Correspondence and documents from the IB will be sent to the relevant programme coordinator in the school. Fees will be invoiced separately.

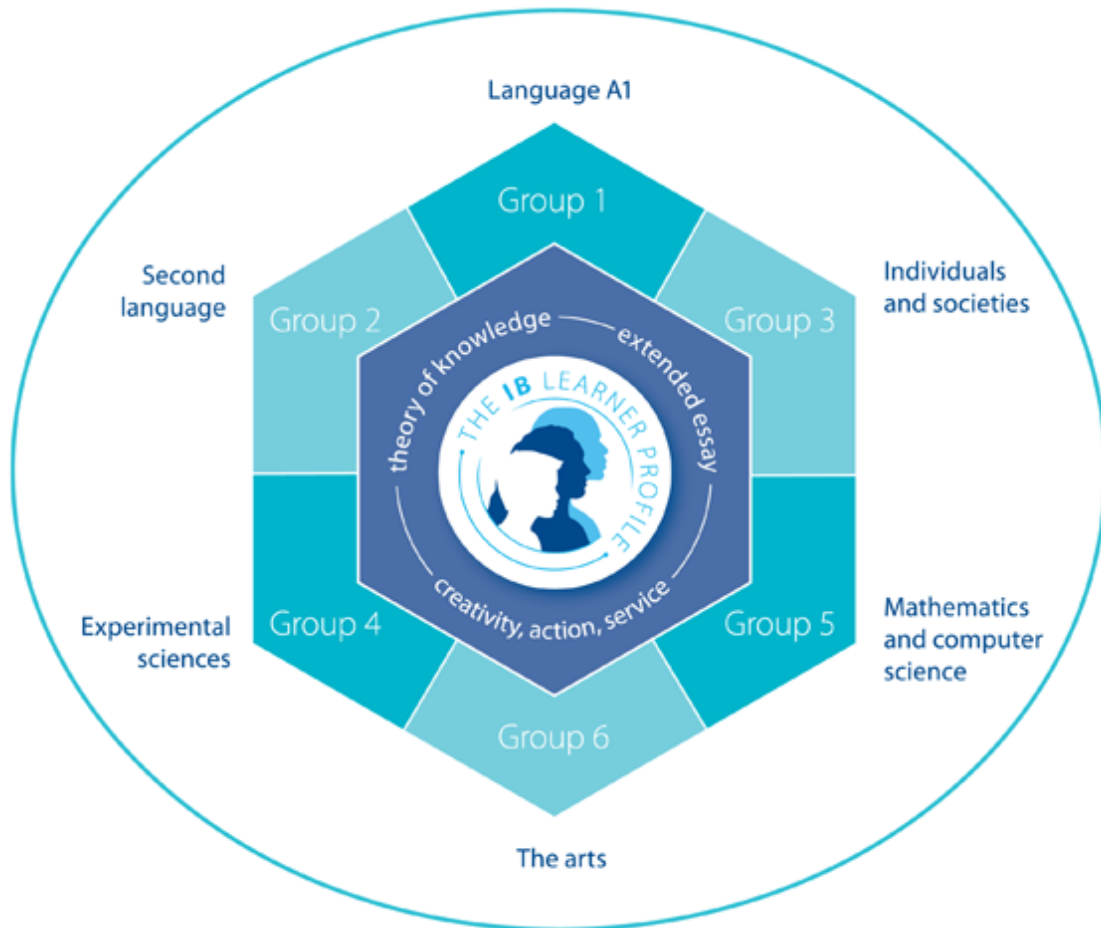
## A1.2 The Diploma Programme

The IB Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students learn more than a body of knowledge. The Diploma Programme prepares students for university and encourages them to:

- ask challenging questions
- learn how to learn
- develop a strong sense of their own identity and culture
- develop the ability to communicate with and understand people from other countries and cultures.

The curriculum contains six subject groups together with a core made up of three separate parts. This is illustrated by a hexagon with the three parts of the core at its centre.



Candidates for the diploma study six subjects selected from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, action, service—are compulsory and are central to the philosophy of the Diploma Programme.

- The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary theory of knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
- Participation in the school's creativity, action, service (CAS) programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life outside the academic arena.

All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. Up to two standard level subjects may be taught, should circumstances require, during the first year and assessed at the end of that first year as anticipated subjects. It is also permissible, should circumstances require, to teach one standard level subject during the first year and one standard level

during the second year with assessment requirements met at the end of each corresponding year. It should be noted that this exception is designed to offer flexibility to schools where a genuine need for this arrangement exists due to unavoidable scheduling constraints. This is not intended to be a routine aspect of Diploma Programme design; all courses are designed as two year learning experiences. Languages *ab initio* and pilot subjects must be taught over the two years of the programme.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A1, written tasks for language A2, the essay for theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

## A1.3 Choosing subjects for a diploma

### A1.3.1 Selecting subjects from groups 1 to 6

Section A4 lists subjects that are automatically available for examinations in 2011 and 2012 and by special request for 2012. When selecting subjects for a diploma:

- at least three and not more than four subjects must be offered at higher level (HL) and the others at standard level (SL)
- one or two subjects at standard level (excluding languages *ab initio* and pilot subjects) can be completed at the end of the first year of the Diploma Programme. If one subject is completed at the end of the first year it is also permissible for a second standard level subject (excluding languages *ab initio* and pilot subjects) to be taught and completed during the second year of the programme. At least one standard level subject and all higher level subjects must be taught over the two years of the programme, and requirements of the core also met over the same two year period.
- one subject must be selected from each of groups 1 to 5
- a mathematics subject must be selected from group 5 (computer science is a subject in group 5 but, if chosen, must be studied instead of a subject in group 6)
- the sixth subject may be selected from group 6 or from groups 1 to 5.

A candidate may include alternatives to mainstream subjects within a diploma, provided that certain conditions are met. These alternatives include pilot subjects, transdisciplinary subjects and school-based syllabuses.

It is essential to establish whether a particular combination of subjects constitutes a diploma as soon as a candidate begins his or her courses of study. If necessary, contact the coordinator help desk to ask for advice. Exceptions to prohibitions will not be authorized.

### A1.3.2 Pilot subjects

The IB may develop new subjects on a pilot basis, which a limited number of schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. The IB will announce any opportunities for schools to join a pilot in the *Diploma Programme coordinator's notes*. Schools will be invited to submit a request to join the pilot. The number of schools taking part in a pilot, and the selection process, depend on the stage the pilot is at and the needs of pilot development. When a waiting list has been generated and vacancies occur for a pilot, schools that applied earlier may be invited to join. A pilot subject cannot be taken as a one-year course.

The following subjects are offered on a pilot basis for examinations in 2011:

- World religions SL—group 3 (May session only)
- Dance HL and SL—group 6 (May and November)
- Sports, exercise and health science SL—group 4 (May and November)
- Text and performance SL— transdisciplinary groups 1 and 6 (May and November).

### A1.3.3 Transdisciplinary subjects

A transdisciplinary standard level subject (TSL) meets the requirements of two groups through a single subject. A sixth subject must then be chosen to meet the requirements of the diploma. The additional subject may be chosen from any of the hexagon groups, including a group already covered by the TSL. Only one transdisciplinary subject may contribute to a candidate's diploma. For further details refer to section B10.

- Environmental systems and societies SL—this course meets the requirements of groups 3 and 4, replacing the group 4 subject environmental systems and the pilot ecosystems and societies.
- Text and performance SL—this course meets the requirements of groups 1 and 6 and is offered as a pilot subject. It cannot be taken as a one-year course. (From September 2011, for first examinations in May 2013, this subject goes mainstream and will be renamed literature and performance.)
- World cultures SL—final examinations as a transdisciplinary course were held in May 2009. This subject has now reverted to being a school-based syllabus known as world arts and cultures.

### A1.3.4 School-based syllabuses

In addition to the bullet points below, coordinators must read section B11 on school-based syllabuses (SBS) before considering whether an SBS subject can be offered to Diploma Programme candidates.

- Only schools that have already entered candidates for two Diploma Programme examination sessions may offer a school-based syllabus (SBS).
- A school-based syllabus may only be offered at standard level.
- A candidate may include a school-based syllabus as one of the six diploma subjects.
- School-based syllabuses are currently available in groups 2, 3, 4 and 6 and count as the candidate's selection in that group. Some syllabuses meet the requirements of two groups, in which case the candidate must nominate in which group the subject is being studied.
- A school-based syllabus cannot contribute to a bilingual diploma, either as a diploma subject in group 3 or 4, or as an extended essay.
- No candidate may study more than one school-based syllabus.



The IB collaborates with a school or schools on the development of a school-based syllabus and provides support in the writing of the guide. Once the syllabus has been authorized, for operational reasons the IB must own copyright of the guide. Therefore, when submitting an outline proposal it must be accompanied by written confirmation that, if authorized, the IB will own copyright of the syllabus. Schools wishing to submit a proposal for a new school-based syllabus do so on this understanding.

## A1.4 Exceptions and prohibitions

### A1.4.1 Exceptions

A candidate may offer a second language A1 instead of a group 2 subject.

Instead of a group 6 subject a candidate may offer:

- an additional subject chosen from groups 1 to 4
- further mathematics in addition to another mathematics subject (usually mathematics HL)
- computer science in addition to a mathematics subject.

### A1.4.2 Prohibitions

The status codes in section A5.8 provide the definitive list of circumstances that are not accepted for candidate registration in 2011 and 2012. However, attention is drawn to the following subject prohibitions that are occasionally overlooked when registering diploma candidates. The prohibitions, such as not taking two pilot subjects, do not apply to certificate candidates.

No candidate may count towards the diploma:

- the same subject at higher level (HL) and standard level (SL)
- the same language for more than one group (for example, Spanish A1 and Spanish B)
- more than one language A1 SL as a school supported self-taught subject
- any two of mathematics HL, mathematics SL and mathematical studies SL
- more than one school-based syllabus or pilot subject
- a school-based syllabus and a pilot subject
- more than one transdisciplinary subject
- text and performance SL with theatre
- text and performance SL (only offered in English) cannot be taken with any English course in group 1 and 2.

Specific prohibitions apply to particular school-based syllabuses. Schools are informed about such prohibitions when they are authorized to offer a school-based syllabus.

## A1.5 Core requirements of the diploma

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the requirements of theory of knowledge, the extended essay and creativity, action, service (CAS).

### **A1.5.1 Theory of knowledge**

A diploma candidate must follow a theory of knowledge (TOK) course. The IB recommends at least 100 teaching hours over the two-year period of study, and the course must meet the theory of knowledge assessment requirements that include giving a presentation and submitting an essay on one of the ten prescribed titles for the examination session. A certificate candidate cannot be registered for theory of knowledge.

### **A1.5.2 Extended essay**

A diploma candidate must complete and submit an extended essay, which is a substantial piece of independent research of up to 4,000 words. Work on the extended essay is expected to occupy approximately 40 hours. The work for an extended essay must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.

### **A1.5.3 Creativity, action, service**

A diploma candidate must engage in a programme of extra-curricular activities known as creativity, action, service. Schools entering candidates for the diploma undertake to ensure that three to four hours each week are available to all candidates for CAS activities. A minimum of 150 hours during the two years of the Diploma Programme is required.

## **A1.6 The bilingual diploma**

In 2011 and 2012 a bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- two languages A1, or
- language A1 taken together with a language A2, or
- group 3 or 4 subject taken in a language other than the candidate's language A1, or
- an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.

For certain IB projects candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish, in groups 3 and 4, theory of knowledge and the extended essay. If the conditions detailed above are met, this will lead to the award of a bilingual diploma.

In examination sessions for 2011 and 2012 pilot subjects and transdisciplinary subjects cannot contribute to the award of a bilingual diploma. However, this will change from May 2013 when different criteria will apply to the award of a bilingual diploma. Additionally, if a candidate takes a transdisciplinary SL subject as an anticipated subject in 2012 this will contribute to the award of a bilingual diploma in 2013.

A subject or subjects taken by a candidate in addition to the six subjects for the diploma cannot contribute to the award of a bilingual diploma.

A school-based syllabus cannot contribute to a bilingual diploma either as a diploma subject or as an extended essay in politics, peace and conflict studies or human rights.

As mentioned above, with effect from the May 2013 examination session different criteria apply to the award of a bilingual diploma.

## A1.7 A non-regular diploma

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different from that specified in the regulations for the Diploma Programme, the candidate may be allowed to make a reasonable substitution on presentation to the IB of the appropriate documentary evidence. This evidence, which may take the form of pages from a university prospectus, must be submitted in support of all requests.

A candidate will be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma.

A request for a non-regular diploma must be sent to IB Cardiff using the appropriate option on IBIS. To do so it will first be necessary to register the candidate for all of his or her subjects before submitting the request. The candidate will automatically be allocated a session number, which may be changed at a later date when the remaining candidates are registered. However, a personal code will also be issued (assuming the candidate does not already have one), and this cannot be changed. The request and supporting university documentation must arrive no later than **15 November/15 May**, 18 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number.

Coordinators are reminded that a request for a non-regular diploma will not necessarily be approved. For this reason, it is advisable to submit requests as early as possible so that a candidate's selection of subjects for the diploma can be confirmed.

## A2.1 May examination session calendar

September 2010			
Session	Event or action	Method	Date/ Deadline
May 2011	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 September
May 2010	IB Cardiff publishes subject reports on IBIS and the OCC when each report becomes available	IBIS and OCC	From 1 September
May 2010	Last date for requesting enquiries upon results	IBIS	15 September
May 2010	Request return of design technology HL/SL design projects, if required	Email	15 September
May 2012	Language A1 SL school supported self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and <i>Diploma Programme coordinator's notes</i>	15 September
May 2012	IB Cardiff notifies those schools that will be required to submit recordings of some or all of their theory of knowledge presentations	Email	30 September

October 2010			
Session	Event or action	Method	Date/ Deadline
May 2011	Visual arts: send visual arts visiting examiner proposal form to IB Cardiff	Form 6/VAEP	7 October
May 2010	Send request for results service to universities in Australia and New Zealand	IBIS	15 October

November 2010			
Session	Event or action	Method	Date/ Deadline
May 2011	Register candidates for all subjects (including theory of knowledge and the extended essay for diploma candidates)	IBIS	15 November
May 2011	Music SL group performance: enter number of group performances to be assessed	IBIS	15 November
May 2012	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 November
May 2012	Language A1: send special requests for languages A1, with justification and proposed course of study	IBIS	15 November
May 2012	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 November
May 2012	Non-regular diplomas: send requests for authorization	IBIS	15 November

December 2010			
Session	Event or action	Method	Date/ Deadline
May 2011	IB Cardiff sends examination stationery to schools	Courier or express mail	Mailed by 15 December
May 2011	Language A1: send advance notice of works studied	IBIS	1 December
May 2012	IB Cardiff authorizes special requests for subjects in group 1, and groups 3 to 6	Email	1 December
May 2011	School-based syllabuses: send proposed examination papers and markschemes to IB Cardiff	Courier	14 December
May 2011	Pay the total of all registration and subject fees for candidates registered by 15 November 2010	Cheque to appropriate billing office or bank transfer	15 December

January 2011			
Session	Event or action	Method	Date/ Deadline
May 2010	A candidate may request replacement results certification from the IB without involving the school at which he/she was registered	Candidate contacts the IB	From 1 January
May 2011	Second candidate registration deadline and the last opportunity to re-order candidate session numbers	IBIS	15 January
May 2011	Film: send film presentation selection form 6/FPS to IB Cardiff	Post or email	15 January
May 2011	IB Cardiff issues approval for or amendments to school-based syllabus examination papers and markschemes for appropriate schools	Hard copy sent to school	28 January
May 2011	Deadline for registration of candidates from November 2010 session taking one or more subjects in May 2011 (to avoid increased fees)	IBIS	29 January
May 2012	New schools send CAS programme questionnaire to appropriate regional office	Form CAS/PQ	31 January

February 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	IB Cardiff opens predicted grade and internal assessment entry screens on IBIS	IBIS	1 February
May 2011	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• extended essays</li> <li>• language A1 world literature</li> <li>• language A2 written tasks</li> <li>• theory of knowledge</li> <li>• visual arts</li> </ul>	IBIS	20 February
May 2011	School-based syllabuses: send amended examination papers and/or markschemes to IB Cardiff	Courier	21 February

March 2011			
Session	Event or action	Method	Date/Deadline
May 2011	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits school
May 2011	When available, IB Cardiff sends language A1 SL school supported self-taught oral examinations to schools	Courier	March
May 2011	When available, IB Cardiff sends SBS marksheets to schools	Email	March
May 2011	Visual arts: first date for examiner visits	Not applicable	10 March
May 2011	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• internal assessment</li> <li>• theatre (all components)</li> <li>• film (all components)</li> <li>• musical investigations</li> <li>• school-based syllabuses</li> </ul>	IBIS	15 March
May 2011	Send requests for rescheduling examinations	IBIS	15 March
May 2011	Extended essays: send to examiners for assessment, each with a completed cover	Preferably by courier	15 March
May 2011	Theory of knowledge essays: submit electronically	IBIS	15 March
May 2011	Language A1 world literature: send to examiners for assessment, each with a completed cover	Preferably by courier	15 March
May 2011	Language A2 written tasks: send to examiners for assessment, each with a completed cover and form 2/WTRF	Preferably by courier	15 March
May 2012	Confirm candidate entries for special request languages A1	IBIS	15 March

April 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	School-based syllabuses: send final approved version of examination papers and markschemes to IB Cardiff	Courier	7 April
May 2011	Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge	IBIS	10 April
May 2011	IB Cardiff sends examination papers and other examination material to schools	Courier	April
May 2011	Final candidate registration deadline	IBIS	15 April
May 2011	Examiner notifications available on IBIS for scripts	IBIS	15 April
May 2011	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 April
May 2011	Visual arts: final date for examiner's visit	Not applicable	25 April
May 2011	Theatre: send research investigations, each with form 6/TRI (HL) or form 6/TRI (SL), to the examiner	Preferably by courier	30 April
May 2011	Theatre: send practical performance proposal to examiner(s), each with form 6/Tproposal (HL) or form 6/Tproposal (SL)	Preferably by courier	30 April
May 2011	Music: send musical links investigations, each with form 6/MLI, to the examiner	Preferably by courier	30 April
May 2011	Film: send independent study to the examiner, each with form 6/FISCS	Preferably by courier	30 April
May 2011	Film: send film presentation (CD) to the examiner, each with form 6/FPCS	Preferably by courier	30 April
May 2011	Examination period	Not applicable	29 April–23 May



May 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	Report arrival of examination papers	IBIS	1 May
May 2011	Last opportunity for coordinators to withdraw retake, diploma or anticipated candidates from session, so May 2011 does not count towards their three diploma sessions	IBIS	1 May
May 2011	Visual arts: send candidate record booklets, portfolios, research workbooks and CDs or cassettes (if no visiting examiner) to IB Cardiff	Preferably by courier	1 May
May 2011	Visual arts: send to IB Cardiff teacher's feedback on examiner's visit to school	Form 6/VATF	1 May
May 2011	Inform regional office which diploma candidates have/have not completed CAS requirement	IBIS	1 May
May 2012	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	1 May
May 2011	Send requests for results service to universities and colleges in all countries, except Australia, New Zealand, Canada and USA.	IBIS	1 May
May 2011	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2	Immediately
May 2011	Language A1 SL school supported self-taught candidates: send audio recordings and related material to examiner	Preferably by courier	7 May
May 2011	Teachers send their comments on written examination papers to IB Cardiff	OCC	Within 28 days after examination
May 2011	School-based syllabuses: send marked examination scripts, coursework, teacher's report, and copies of marksheets and form SSX to the assessor	Preferably by courier	30 May
May 2011	School-based syllabuses: send original marksheets and form SSX to IB Cardiff	Fax: +44 29 2054 7778	30 May

June 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	Send requests for exclusive copyright on behalf of candidates to IB Cardiff	Form: Exclusive copyright	1 June
May 2011	Send requests for legalization of results documentation	IBIS	15 June

July 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 July
May 2011	IB Cardiff issues results to schools and universities	IBIS	5 July
May 2011	Enquiry upon results: categories 1 and 2 requests can be submitted	IBIS	5 July
May 2011	Results available to candidates via the IB public website	Internet	6 July
May 2011	Statistics on global and school results are made available on IBIS	IBIS	9 July
May 2011	IB Cardiff releases internal assessment feedback and profile of candidates' marks and grades	IBIS	On or about 12 July
May 2011	Enquiry upon results: category 3 requests can be submitted	IBIS	12 July

August 2011			
Session	Event or action	Method	Date/ Deadline
May 2011	IB Cardiff sends <i>IB Diplomas, Diploma results</i> and <i>Certificates of results</i> to schools (this mailing includes Certificates for May 2010 anticipated candidates who did not register for the diploma)	Courier	August

September 2011			
Session	Event or action	Method	Date/ Deadline
May 2012	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 September
May 2011	Last date for requesting enquiries upon results	IBIS	15 September
May 2011	Request return of design technology HL/SL design projects, if required	Email	15 September
May 2013	Language A1 SL school supported self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and <i>Diploma Programme coordinator's notes</i>	15 September

## A2.2 November examination session calendar

March 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 March
November 2010	IB Cardiff publishes subject reports on IBIS and the OCC when each report becomes available	IBIS and OCC	From 1 March
November 2010	Last date for requesting enquiries upon results	IBIS	15 March
November 2010	Request return of design technology HL/SL design projects, if required	Email	15 March
November 2012	IB Cardiff notifies those schools that will be required to submit recordings of some or all of their theory of knowledge presentations	Email	30 March

April 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	Visual arts: send visual arts visiting examiner proposal form to IB Cardiff	Form 6/VAEP	7 April

May 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	Register candidates for all subjects (including theory of knowledge and the extended essay for diploma candidates)	IBIS	15 May
November 2011	Music SL group performance: enter number of group performances to be assessed	IBIS	15 May
November 2012	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 May
November 2012	Language A1: send special requests for languages A1, with justification and proposed course of study	IBIS	15 May
November 2012	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 May
November 2012	Non-regular diplomas: send requests for authorization	IBIS	15 May

June 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	IB Cardiff sends examination stationery to schools	Courier or express mail	Mailed by 15 June
November 2011	Language A1: send advance notice of works studied	IBIS	1 June
November 2012	IB Cardiff authorizes special requests for subjects in group 1, and groups 3 to 6	Email	1 June
November 2011	School-based syllabuses: send proposed examination papers and markschemes to IB Cardiff	Courier	14 June
November 2011	Pay the total of all registration and subject fees for candidates registered by 15 May 2010	Cheque to appropriate billing office or bank transfer	15 June

July 2011			
Session	Event or action	Method	Date/ Deadline
November 2010	A candidate may request replacement results certification from the IB without involving the school at which he/she was registered	Candidate contacts the IB	From 1 July
November 2011	Second registration deadline and the last opportunity to re-order candidate session numbers	IBIS	15 July
November 2011	Film: send film presentation selection form 6/FPS to IB Cardiff	Post or email to gr6enquiry@ibo.org	15 July
November 2011	IB Cardiff issues approval for or amendments to school-based syllabus examination papers and markschemes for appropriate schools	Hard copy sent to school	28 July
November 2011	Deadline for the registration of candidates from May 2011 retaking one or more subjects in November 2011	IBIS	29 July
November 2012	New schools send CAS programme questionnaire to regional office	Form CAS/PQ	31 July

August 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	IB Cardiff opens predicted grade and internal assessment screens on IBIS	IBIS	1 August
November 2011	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• extended essays</li> <li>• language A1 world literature</li> <li>• language A2 written tasks</li> <li>• theory of knowledge</li> <li>• visual arts</li> </ul>	IBIS	20 August
November 2011	School-based syllabuses: send amended examination papers and/or markschemes to IB Cardiff	Courier	21 August

September 2011			
Session	Event or action	Method	Date/Deadline
November 2011	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits school
November 2011	When available, IB Cardiff sends language A1 SL school supported self-taught oral examinations to schools	Courier	September
November 2011	When available, IB Cardiff sends SBS markschemes to schools	Email	September
November 2011	Visual arts: first date for examiner visits	Not applicable	10 September
November 2013	Language A1 SL school supported self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and <i>Diploma Programme coordinator's notes</i>	15 September
November 2011	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• internal assessment</li> <li>• theatre (all components)</li> <li>• film (all components)</li> <li>• musical investigations</li> <li>• school-based syllabuses</li> </ul>	IBIS	15 September
November 2011	Send requests for rescheduling examinations	IBIS	15 September
November 2011	Extended essays: send to examiners for assessment, each with a completed cover	Preferably by courier	15 September
November 2011	Theory of knowledge essays: submit electronically	IBIS	15 September
November 2011	Language A1 world literature: send to examiners for assessment, each with a completed cover	Preferably by courier	15 September
November 2011	Language A2 written tasks: send to examiners for assessment, each with a completed cover and form 2/WTRF	Preferably by courier	15 September
November 2012	Confirm candidate entries for special request languages A1	IBIS	15 September

October 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	School-based syllabuses: send final approved version of examination papers and markschemes to IB Cardiff	Courier	7 October
November 2011	Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge	IBIS	10 October
November 2011	IB Cardiff sends examination papers and other examination materials to schools	Courier	October
November 2011	Final candidate registration deadline	IBIS	15 October
November 2011	Examiner notifications available on IBIS for scripts	IBIS	15 October
November 2011	Send requests for results service to universities and colleges in Australia and New Zealand	IBIS	15 October
November 2011	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 October
November 2011	Visual arts: final date for examiner's visit	Not applicable	25 October
November 2011	Theatre: send research investigations, each with form 6/TRI (HL) or form 6/TRI (SL), to the examiner	Preferably by courier	30 October
November 2011	Theatre: send practical performance proposal to examiner, each with form 6/Tproposal (HL) or form 6/Tproposal (SL)	Preferably by courier	30 October
November 2011	Music: send musical links investigations, each with form 6/MLI, to the examiner	Preferably by courier	30 October
November 2011	Film: send independent study to examiner, each with form 6/FISCS	Preferably by courier	30 October
November 2011	Film: send film presentation (CD) to examiner, each with form 6/FPCS	Preferably by courier	30 October
November 2011	Examination period	Not applicable	28 October–18 November



November 2011			
Session	Event or action	Method	Date/ Deadline
November 2011	Report arrival of examination papers	IBIS	1 November
November 2011	Last opportunity for coordinator to withdraw retake, diploma or anticipated candidates from session, so November 2011 does not count towards their three diploma sessions	IBIS	1 November
November 2011	Visual arts: send candidate record booklets, portfolios, research workbooks and CDs or cassettes (if no visiting examiner) to IB Cardiff	Preferably by courier	1 November
November 2011	Visual arts: send to IB Cardiff teacher's feedback on examiner's visit to school	Form 6/VATF	1 November
November 2011	Inform regional office which diploma candidates have/have not completed CAS requirement	IBIS	1 November
November 2012	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	1 November
November 2011	Send requests for transcript results service to universities and colleges for all countries except Canada, USA, Australia and New Zealand	IBIS	1 November
November 2011	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2	Immediately
November 2011	Language A1 SL school supported self-taught: send audio recordings and related material to examiner	Preferably by courier	7 November
November 2011	Teachers send their comments on written examination papers to IB Cardiff	OCC	Within 28 days after the examination
November 2011	School-based syllabuses: send marked examination scripts, coursework, teacher's report, and copies of marksheets and form SSX to assessor	Preferably by courier	30 November
November 2011	School-based syllabuses: send original marksheets and form SSX to IB Cardiff	Fax: +44 29 2054 7778	30 November

December 2011			
Session	Event or action	Method	Date/Deadline
November 2011	Send requests for exclusive copyright on behalf of candidates to IB Cardiff	Form: <i>Exclusive copyright</i>	1 December
November 2011	Send requests for legalization of results documentation	IBIS	15 December

January 2012			
Session	Event or action	Method	Date/Deadline
November 2011	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 January
November 2011	IB Cardiff issues results to schools and universities	IBIS	5 January
November 2011	Enquiry upon results: categories 1 and 2 requests can be submitted	IBIS	5 January
November 2011	Results available to candidates by the IB public website	Internet	6 January
November 2011	Statistics on global and school results are made available on IBIS	IBIS	9 January
November 2011	IB Cardiff releases internal assessment feedback and profile of candidates' grades and marks	IBIS	On or about 12 January
November 2011	Enquiry upon results: category 3 requests can be submitted	IBIS	12 January

February 2012			
Session	Event or action	Method	Date/Deadline
November 2011	IB Cardiff sends <i>IB Diplomas, Diploma results</i> and <i>Certificates of results</i> to schools (this mailing includes certificates for November 2010 anticipated candidates who did not register for the diploma)	Courier	February

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March 2012			
Session	Event or action	Method	Date/ Deadline
November 2012	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 March
November 2011	Latest date for requesting enquiries upon results	IBIS	15 March
November 2011	Request return of design technology HL/SL design projects, if required	Email	15 March

## A3.1 Role of the Diploma Programme coordinator

The IB does not provide official or sample job descriptions for Diploma Programme coordinators. The writing of a job description for any faculty/staff member is normally the responsibility of the school's administration, and this includes the very specific duties of the coordinator. However, it must be stated that the role of the Diploma Programme coordinator in an IB World School is crucial to the success of the programme. Without sufficient time and resources to undertake the many duties required of this position, a coordinator cannot successfully implement and manage the various demands of the Diploma Programme. For it to be done well, sufficient release time, dedicated office space, administrative support, printer and photocopying facilities must be available. New coordinators should receive IB-approved professional development that will equip them with a clear understanding of their role and responsibilities.

In general, the demands on the coordinator are proportional to the number of Diploma Programme candidates and faculty/staff, and the number of subjects offered by the school. Fundamentally, the coordinator is responsible for providing information, guidance and administrative support to candidates, colleagues and other stakeholders. The coordinator is also responsible for the coordination of all activities related to the Diploma Programme, although specific responsibilities, such as the coordination of creativity, action, service (CAS) or theory of knowledge, may be delegated to other members of the faculty/staff. One of the most crucial duties of a coordinator is to communicate information to subject teachers, such as information about changes to curriculum and assessment.

For detailed information about implementing the Diploma Programme in an IB World School, coordinators should refer to the IB publication *The Diploma Programme: From principles into practice* (April 2009), available from the IB store.

## A3.2 Examination dates

### May and November 2011

The examination schedules for May 2011 and November 2011 are available in section A10.4.2.

The IB now designates the date on which the written examinations must be taken for school-based syllabus (SBS) subjects. This has been introduced because of the growing number of schools offering SBS subjects, which makes it increasingly difficult for them to agree on a mutually convenient date when all candidates should take the examination(s) for a particular syllabus. The dates of the examinations for 2011 are **Friday 29 April** for the May session and **Friday 28 October** for the November session. An exception is made where only one school is offering an SBS. In these circumstances the examination(s) must be scheduled during the period **15 April to 20 May** or **15 October to 18 November**.

### May and November 2012

The first day of the May 2012 examinations is provisionally scheduled for **Wednesday 2 May** and the last day is **Tuesday 22 May**. For November 2012 the first day is **Thursday 1 November** and last day is **Tuesday 20 November**. It must be emphasized that these dates are provisional. The provisional dates for the SBS examinations are **Monday 30 April** and **Wednesday 31 October**.

## A3.3 Completion of forms

It is important that all forms are completed fully and correctly. Unless a form is being submitted electronically, it must be completed in legible handwriting using black ink. Ensure that sections relating to the session (for example, May 2011), school number and school name are completed. Retain a copy of each completed form.

Most forms that are sent to an examiner (or moderator in the case of internal assessment) with candidates' assessment material must have declarations signed by the teacher and candidate. If either or both of these declarations are not signed, the work will not be accepted for assessment.

Forms that must be completed and sent with candidates' assessment material to an examiner are available in portable document format (pdf). The following forms are also available in pdf. In addition, there are forms for creativity, action, service.

- *Exclusive copyright*—this form is not available in electronic format because the candidate who is claiming exclusive copyright in selected items of their examination material must sign the form.
- *Candidates with special assessment needs (form D1) and Candidates affected by adverse circumstances and/or a temporary medical condition (form D2)*—these forms are not available in electronic format because they must be accompanied by supporting medical documentation.
- *Special request language A1: justification and proposed course of study and Language A1: advance notice of works studied (1/A1AP)*—these forms are available in electronic format on IBIS. If the language A1 does not use Roman characters you may still use the electronic form or alternatively use the pdf version and email it to *Curriculum group 1 enquiry* using the **Contact us** link on IBIS.

## A3.4 Changes to administration for 2011 onwards

Coordinators must note the following changes:

- A forecast of candidate registration is no longer required 14 months in advance of the written examinations. The purpose of this forecast was to enable an earlier mailing of examination stationery to schools, but too few forecasts are being provided. Hence this requirement has been withdrawn and examination stationery mailings will again be based on the candidate registration data derived from the first registration deadline of 15 November/15 May.
- The registration of a six-month retake candidate will now be accepted after the deadline of **29 January/29 July** (up to the final deadline of **15 April/15 October**). However, if the outcome of an enquiry upon results category 1 is pending, to avoid paying the higher registration fees the coordinators must register the candidate before this deadline. If a grade is raised (or lowered) as a consequence of a re-mark the registration for the subject concerned will be withdrawn on request from the coordinator. No fee will normally be charged, either for the registration or the withdrawal of the registration.
- With effect from the May 2011 examination session it is the expectation that theory of knowledge essays will be uploaded to an electronic environment instead of sending hardcopy to examiners accompanied by the TK/CS form.

- In a written examination candidates must do all their rough work on the answer paper and cross out any work they do not want marked. However, in an examination where the answers are written on the actual examination paper, it is permissible for candidates to have rough paper, but this rough paper must not be enclosed with the package of scripts sent to an examiner – it will not be marked.
- It is no longer necessary to include a copy of the examination paper with a packet of examination scripts that is being sent to an examiner, or other location, for assessment. Examiners now download a copy of the examination paper from a secure web site.
- It is no longer possible to change a candidate's personal details after the issue of results.

The CAS programme completion form (CAS/PCF) has been replaced with an electronic version on IBIS which can be found under the **Candidate** tab followed by **Creativity, action, service** on the left menu. This must be completed and submitted by **1 May/1 November** in the diploma year of each candidate. A hard copy version of CAS/PCF is no longer available.

## A3.5 IBIS

### A3.5.1 Security

The IB provides coordinators with access to a web-based service known as the IB information system (IBIS). The address for IBIS is <https://ibis.ibo.org>. This is a secure site and therefore to gain access a user must enter his or her user identification (ID), a password and personal identification number (PIN). To maintain the security of the site users are advised to change their alphanumeric password at regular intervals. These details must be remembered, rather than written down, and not shared with any other person.

### A3.5.2 Allowing access to IBIS

If necessary, the coordinator may arrange for up to three members of a school's administration (excluding teachers) to have access to IBIS. This may include the head of school or an administration assistant who may undertake the duties of the coordinator in his or her absence. To give access, go to **School** and select **School person maintenance** on the left-hand menu. This will allow you to enter a person on IBIS by creating a person code. This will automatically send an email to the person with instructions on how to set up their own IBIS login credentials.

Teachers can be given access to a restricted area of IBIS in order to enter marks for internal assessment and predicted grades (IA/PG). Access is given in the way described above. It is the coordinator's decision whether teachers should enter the IA/PG data themselves, although coordinators must always authorize the submission of data to IB Cardiff.

### A3.5.3 Support for IBIS users

The various options on IBIS are supported with help text, which can be accessed by using the **Help** link at the top right of each screen.

For any queries regarding access to IBIS, please use the **Contact us** link at the top right of the IBIS screen and then select *Help accessing IBIS*. For queries regarding the use of IBIS options or general administration, select *Help desk inquiry*.

### A3.5.4 Changing the Diploma Programme coordinator

To change the name of the Diploma Programme coordinator on IBIS, first select the **School** tab followed by **Programme options** in the box on the left of the screen. From the contact information heading select the contact role **Diploma coordinator**. There are three options available:

- **View**—to simply view the details already entered
- **Edit**—to edit the details already entered (for example, to change the email address)
- **Add**—to create a new contact (for example, a change of coordinator).

Select **Add**, enter the new personal details (title, name and gender) and then select **Continue**. Once the personal details have been entered, the next screen to appear will ask for the contact details (for example, address, telephone numbers and email address). Enter the relevant information and select **Submit** at the bottom of the page. A message will appear stating that your submission has been successful and that the record will be updated, normally within 48 hours.

Once the changes are made on IBIS, the new coordinator will receive a 'New account creation' email from IB Cardiff containing instructions on how to create IBIS login credentials.

However, there are occasions when a departing coordinator does not know the name and contact details of his or her successor. On these occasions the head of school must send the name and email address of the new coordinator on school letter-headed paper to the coordinator help desk at IB Cardiff. Once the changes have been made at IB Cardiff two emails will be sent to the new coordinator, one giving the school code and username and the second displaying password access to IBIS.

## A3.6 Changing a school's main examination session

Each school that is authorized to offer the Diploma Programme must state whether May or November is the main examination session for their school. For example, if a school's main session is May, only diploma (D), anticipated (A) and certificate (C) candidates may be entered in that session. In the November session a school that has designated May as its main session may enter only retake (R) candidates and certificate (C) candidates who are taking one or more subjects again to improve their grade(s). The equivalent arrangements apply to schools that have designated November as their main session. (Restrictions apply to entering certificate candidates in the session that is not the school's main examination session.)

A school may change its main session, provided that IB Cardiff and the appropriate regional office are given at least one year's notice and a full explanation is given as to how candidates affected by the change will be prepared for their examination session. Permission to change session will only be given if assurance is given that no candidate will be disadvantaged by, for example, receiving less than the recommended teaching time for a subject or a reduced time allocation for other diploma requirements.

If a school intends to change its designated examination session the coordinator must seek approval to do so from the appropriate regional office, not from IB Cardiff. No deadline is given for such requests, but they must be submitted well ahead of the intended change so the regional office can be assured that no candidate will be disadvantaged.

## A3.7 Communication with the IB

Contact details for the IB headquarters in Geneva, the IB in Cardiff, regional offices and regional representatives are available on the IB public website (<http://www.ibo.org>).

The coordinator help desk at IB Cardiff provides Diploma Programme coordinators with advice on the administration of the Diploma Programme and on the use of IBIS. Each of the regional offices provides a range of services for IB World Schools that include school authorization and evaluation, liaison with governments and universities, the provision of teacher workshops and an annual or biennial conference.

In the *General Regulations: Diploma Programme* article 6 states that candidates and their legal guardian(s) must use the school's Diploma Programme coordinator as the intermediary for any communication with the IB. There is no formal regulation stating that teachers of the IB Diploma Programme must also use the coordinator as the intermediary for communication with the IB. However, it is recommended that schools adopt this as a policy. The role of the Diploma Programme coordinator is highly regarded by the IB and it is essential for the administration of the programme that the coordinator is kept fully informed about all matters concerning the Diploma Programme in his or her school. On occasions when an issue arises concerning the administration or teaching of the Diploma Programme, it is normally the coordinator that the IB will contact to ask for information.

## A3.8 Email addresses

To contact the IB by email use the link **Contact us** that appears top right on the IBIS screen. This link will provide a list of topics; by choosing the appropriate topic your email will be directed to the correct department within the IB. If no topic relates to the nature of your enquiry, send your email to *Help desk inquiry*.

For the convenience of coordinators who prefer to use the pdf version of this handbook and may not be regularly logged in to IBIS, the following table provides the actual email addresses for the topics listed under the **Contact us** link on IBIS.

<b>Topic</b>	<b>Email address</b>
Help desk inquiry	help@ibo.org
Help accessing IBIS	ibisadmin@ibo.org
Feedback on the IBIS system	ibisfeedback@ibo.org
Curriculum group 1 inquiry	gr1enquiry@ibo.org
Curriculum group 2 inquiry	gr2enquiry@ibo.org
Curriculum group 3 inquiry	gr3enquiry@ibo.org
Curriculum group 4 inquiry	gr4enquiry@ibo.org
Curriculum group 5 inquiry	gr5enquiry@ibo.org
Curriculum group 6 inquiry	gr6enquiry@ibo.org
Film: send presentation selection form 6/FPS to Cardiff	gr6enquiry@ibo.org
IB Americas	iba@ibo.org
IB Africa / Europe / Middle East regional office	ibaem@ibo.org
IB Asia Pacific regional office	ibap@ibo.org
Internal assessment/predicted grade	ibisadmin@ibo.org
Registration changes	registration@ibo.org
Sales orders and inquiries	sales@ibo.org



Topic	Email address
Special request subject inquiries	preregistration@ibo.org
SBS inquiry	sbsenquiry@ibo.org
Special educational needs	sen@ibo.org
Request creation of IB virtual community teacher account(s)	ibvc@ibo.org
Request termination of IB virtual community teacher account(s)	ibvc@ibo.org
Online curriculum centre	occ@ibo.org
Enquiry upon results category 1 enquiry	eurcat1@ibo.org
Enquiry upon results category 2 enquiry	eurcat2@ibo.org
Request return of design technology projects	eurcat2@ibo.org
Enquiry upon results category 3 enquiry	eurcat3@ibo.org
Legalization service	legalization@ibo.org
Replacement results documentation	replacementdocs@ibo.org
Examiner recruitment	examrecruit@ibo.org
Rescheduling an examination	rescheduling@ibo.org
Issue of results to universities in Canada and the USA	transcripts.iba@ibo.org
Issue of results to countries other than Canada and the USA	transcripts.row@ibo.org
Issues regarding examination stationery	exam.stationery@ibo.org
Issues concerning the IB grant	ibgrant@ibo.org
Issues concerning the submission of theory of knowledge essays	ecoursework@ibo.org
Enquiries about the moderation of internal assessment marks	assessment@ibo.org
Enquiries about candidates' results	results@ibo.org

## A3.9 Reminders for coordinators

### Applying to become an IB examiner

Coordinators and teachers are encouraged to apply to become an IB examiner for the Diploma Programme. The IB examiner recruitment policy and application forms are available on the IB public web site. Any queries regarding examiner recruitment should be directed to IB Cardiff using the *Examiner recruitment* link under **Contact us** link on IBIS.

### Parents as teachers

The IB recognizes that a candidate's parent may be a teacher in the IB World School attended by the candidate. The IB has no objection to a parent teaching his or her own son or daughter in this situation. It is left to the discretion of the coordinator to ensure that all teaching and internal assessments are conducted in an appropriate manner. (There is no requirement to inform the IB that such a parent-child relationship exists within a school.)

However, a relative of a candidate must not act as a candidate's supervisor for the extended essay requirement.

## UK Data Protection Act (1998)

To comply with Part 2 sections 7–15 of the UK Data Protection Act 1998, under certain conditions the IB may be required to disclose information directly to a candidate relating to his or her marks and predicted grades.

## Music SL group performance

The number of groups from which recordings will be submitted must be entered on IBIS by **15 November/15 May** when registering candidates for music SL group performance.

## Early session candidates

The split-session arrangement for language A1, language A2 and language B subjects is no longer available. All assessment components must be taken in the same session as the written examinations. Candidates affected by this arrangement are referred to as “early session” candidates.

## Candidate checklists

For all external assessment components, except examination scripts, it is necessary to include a completed candidate checklist with the work sent to an examiner. The checklists are available on IBIS under the **Candidate** tab, followed by **Registrations** on the left menu. Note that checklists are available for all subjects, both levels and all components. However, only include a completed checklist for externally assessed components except scripts. The remaining checklists (for example, for internal assessment and scripts) are for schools use only.

## Binding assessment material

Candidates must not cover their assessment material (for example, extended essays, works for internal assessment, language A1 world literature) within any kind of folder or ring binding. Candidates' work is often photocopied or scanned, which is made considerably more difficult when the work must be extracted from a binder, or any similar form of presentation. Binders of any kind are usually removed and discarded.

## Forms submitted with the sample work for internal assessment

With each set of sample work it is necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample. This screen is accessed by going to **Subject>IAPG>IA mark entry**, and then selecting **View sample** for the appropriate subjects. In addition to this printout it is necessary to include one or more subject-specific forms, as detailed in section A10.6.7 and in the subject sections of this handbook.

## Sending sample work to moderators

Coordinators are advised to send clear photocopies of the sample work, with the exception of geography HL/SL, mathematical studies SL projects, mathematics SL portfolios and mathematics HL portfolios, for which the original work must be submitted. Photocopies are advisable because this work cannot be returned to schools and, if the work is mislaid in the post, it will then be possible to send another copy to the moderator. If original work is sent, the coordinator must retain a copy of the sample work.

## **Sending assessment material to examiners**

It is important that examiners and moderators receive assessment material by the stated deadline. Candidates' scripts from the written examinations must arrive with examiners no later than one week after the examination. To achieve this deadline for each subject, please use a courier service if necessary. Failure to meet the deadline may delay the issue of results for your candidates in the subject and level concerned.

The name and/or contact details of an examiner is confidential information and under no circumstances should be given to a candidate, a parent or a candidate's representative. This information may only be given to teachers or other faculty/staff for the purpose of mailing assessment material.

Do not send correspondence to an examiner, or include correspondence with examination material. When sending examination scripts to an examiner, or to another location, do not include any additional material such as blank answer paper, correspondence or a copy of the examination paper. Note that a candidate checklist must not be included with examination scripts.

The examiner allocations for a school provide the phone number of each examiner in case this is required for the delivery of a courier package, and for no other purpose. The only exception is for visual arts examiners, with whom contact is necessary in order to arrange the examination on school premises.

## **Language B: individual oral**

Coordinators are reminded that the individual oral activity must follow the guidelines as set out in the subject guide and must comply with the normal IB standards of academic practice. Part 1 of the individual oral is a presentation and on page 37 of the subject guide it says that "candidates are allowed to take brief working notes (approximately ten short points) into the interview room. These notes should be used for reference only and must not be read aloud as a prepared speech. Candidates should also be reminded that they should not rote-learn or rehearse their presentations to the point of making it unnatural".

The support material that serves as a starting point for the presentation should be taken into the interview room and its source made clear. If other resource materials are referred to, these source(s) must also be given in the same way as would be done in a written task (such as the extended essay).

## **Visual arts visiting examiner proposal**

All schools entering candidates for visual arts must submit their proposal to appoint a person as a visiting arts examiner to IB Cardiff on form 6/VAEP to arrive by **7 October/7 April**, seven months before the written examinations.

## **IB Diploma Programme examination materials**

A list of materials required for each examination is provided in the booklet *IB Diploma Programme examination materials*. This booklet must be downloaded and printed from IBIS.

## **Case studies, data booklets and information booklets**

For each examination session copies of case studies, data booklets and information booklets that candidates require during their course of study and/or for the written examinations are available on IBIS. Coordinators are required to download and copy these items in sufficient quantity for their candidates.

## Results to universities and colleges

A university, college or admissions centre may require evidence of a candidate's results directly from the IB. On request, the results for a candidate will be sent directly to the institution in electronic or paper format (a transcript of grades). For each candidate the first six submissions will be sent without charge. There is a charge for additional submissions, regardless of whether they are sent in electronic format or as a transcript.

### Enquiry upon results

Coordinators are reminded that a grade may be lowered or raised as a result of a category 1 re-mark or review. Coordinators must inform candidates that a grade may be lowered and therefore obtain their consent before requesting a category 1 re-mark or review.

Before a review of a category 1 re-mark can be requested, a school must request the return of the examination material on which the review is based.

## A3.10 Common abbreviations used by the IB

Throughout this handbook and other IB publications relating to the Diploma Programme, a number of abbreviations and acronyms are used. The following list is intended to be helpful for less experienced coordinators who are not familiar with the most commonly used abbreviations.

G	Arbitration
HL	Higher level
SL	Standard level
D	Diploma
R	Retake
A	Anticipated
C	Certificate
H	Carry mark forward from previous examinations session
N	No grade issued for the subject and level (or other diploma requirement)
IA	Internal assessment
IMR	Internal assessment moderation report (enquiry upon results, category 3)
ITGS	Information technology in a global society
P	Pending (mark or grade not available)
PBL	Prescribed book list
PWL	Prescribed world literature list
PG	Predicted grade
EE	Extended essay
TOK	Theory of knowledge
CAS	Creativity, action, service
SEN	Special educational needs

ST	School supported self-taught (applies to language A1 SL only)
SBS	School-based syllabus
TSL	Transdisciplinary standard level subject

## Exclusive copyright

Submit to: **IB Cardiff**                      Arrival date: **1 June / 1 December**                      Session: .....

School number: 

0	0				
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School name: .....

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- *Write legibly using black ink and retain a copy of this form.*
- *List on this form the components for which the candidate claims exclusive copyright.*
- *The candidate must sign this form.*
- *The latest arrival date is **1 June / 1 December**, one week after the written examinations.*

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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Subject / theory of knowledge / extended essay	HL/SL	Component (please specify)*

\* for example, internal assessment, language A2 written task, language A1 world literature

Candidate's signature: .....                      Date: .....

Coordinator's name (*please print*): .....

Coordinator's signature: .....                      Date: .....

## A4.1 Availability of subjects for 2011 and 2012

### A4.1.1 Terminology

Some clarification of terminology may be helpful when considering the availability of subjects.

Automatically available	A coordinator may register candidates for this subject without having to submit a special request. A subject in groups 3 to 6 may be automatically available in only one or two of the three response languages, not necessarily in all three languages.
Special request subject	The subject must be requested by the coordinator 18 months before the written examinations. In groups 3 to 6 a subject may be automatically available in one or more response languages, but may be a special request subject in another response language.
Not available	The subject is not automatically available, nor is it a special request subject.

### A4.1.2 Availability of subjects for May 2011

#### Group 1 languages A1: Available

The following languages A1 are automatically available in May 2011 at higher level and standard level.

Amharic A1	Hindi A1	Polish A1
Arabic A1	Hungarian A1	Portuguese A1
Bosnian A1	Indonesian A1	Russian A1
Bulgarian A1	Italian A1	Serbian A1
Catalan A1	Japanese A1	Sesotho A1
Chinese A1	Korean A1	Sinhalese A1
Croatian A1	Latvian A1	Slovak A1
Czech A1	Lithuanian A1	Slovene A1
Danish A1	Macedonian A1	Spanish A1
Dutch A1	Malay A1	Swahili A1
English A1	Modern Greek A1	Swedish A1
Finnish A1	Nepali A1	Thai A1
French A1	Norwegian A1	Turkish A1
German A1	Persian A1	Welsh A1
Hebrew A1	Pilipino A1	

Afrikaans A1 HL/SL and Siswati A1 SL are only available in the November session. The split-session arrangement is no longer available. Therefore, any May 2011 candidate wishing to take Afrikaans A1 HL/SL or Siswati A1 SL must be registered for the November 2010 session and take all assessment components (world literature, internal assessment, paper 1 and paper 2) in that session.

#### Group 1 languages A1: Special request

All special requests for May 2011 language A1 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Setswana A1 SL is a special request subject available only in the November session. May 2011 session candidates must take all components of Setswana A1 SL in the November 2010 session.

**Group 2 languages A2: Available**

The following languages A2 are automatically available in May 2011 at higher level and standard level.

Arabic A2	German A2	Spanish A2
Chinese A2	Japanese A2	Swedish A2
Dutch A2	Modern Greek A2	Thai A2
English A2	Pilipino A2	
French A2	Portuguese A2	

**Group 2 languages B: Available**

The following languages B are automatically available in May 2011 at higher level and standard level.

Arabic B	German B	Mandarin B
Cantonese B	Hebrew B SL only	Norwegian B
Danish B	Hindi B	Portuguese B
Dutch B	Indonesian B	Russian B
English B	Italian B	Spanish B
Finnish B	Japanese B	Swedish B
French B	Korean B	

Swahili B is only available in the November session. The split-session arrangement is no longer available. Therefore, any May 2011 candidate wishing to take Swahili B must be registered for the November 2010 session and take all assessment components (internal assessment, paper 1 and paper 2) in that session.

**Group 2 languages *ab initio*: Available**

The following languages *ab initio* are automatically available in May 2011 at standard level only.

Arabic <i>ab initio</i>	Japanese <i>ab initio</i>	Spanish <i>ab initio</i>
French <i>ab initio</i>	Malay <i>ab initio</i>	Swahili <i>ab initio</i>
German <i>ab initio</i>	Mandarin <i>ab initio</i>	
Italian <i>ab initio</i>	Russian <i>ab initio</i>	

**Group 2 classical languages: Available**

The following classical languages are automatically available in May 2011 at higher level and standard level in the response language specified.

Classical Greek	English	
Latin	English	Spanish

**Group 2 classical languages: Special request**

All special requests for May 2011 classical languages have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.



**Group 3: Available**

The following group 3 subjects are automatically available in May 2011 at the level and in the response language specified.

Business and management HL	English		Spanish
Business and management SL	English		Spanish
Economics HL	English	French	Spanish
Economics SL	English	French	Spanish
Environmental systems and societies SL	English		Spanish
Geography HL	English	French	Spanish
Geography SL	English	French	Spanish
History route 1: HL	English		
History route 1: SL	English		
History route 2: SL	English	French	Spanish
History route 2: Africa HL	English		
History route 2: Americas HL	English	French	Spanish
History route 2: Asia/Oceania HL	English		
History route 2: Europe/Middle East HL	English	French	Spanish
ITGS HL	English		
ITGS SL	English		Spanish
Philosophy HL	English	French	Spanish
Philosophy SL	English	French	Spanish
Psychology HL	English		Spanish
Psychology SL	English		Spanish
Social and cultural anthropology HL	English		Spanish
Social and cultural anthropology SL	English		Spanish

**Group 3: Special request**

All special requests for May 2011 group 3 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 4: Available**

The following group 4 subjects are automatically available in May 2011 at the level and in the response language specified.

Biology HL	English	French	Spanish
Biology SL	English	French	Spanish
Chemistry HL	English	French	Spanish
Chemistry SL	English	French	Spanish
Design technology HL	English		
Design technology SL	English		
Environmental systems and societies SL	English		Spanish

Physics HL	English	French	Spanish
Physics SL	English	French	Spanish

**Group 4: Special request**

All special requests for May 2011 group 4 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 5: Available**

The following group 5 subjects are automatically available in May 2011 at the level and in the response language specified.

Computer Science HL	English		
Computer Science SL	English		Spanish
Further mathematics SL	English		
Mathematical studies SL	English	French	Spanish
Mathematics HL: discrete mathematics	English	French	Spanish
Mathematics HL: series and differential equations	English	French	Spanish
Mathematics HL: sets, relations and groups	English	French	Spanish
Mathematics HL: statistics and probability	English	French	Spanish
Mathematics SL	English	French	Spanish

**Group 5: Special request**

All special requests for May 2011 group 5 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 6: Available**

The following group 6 subjects are automatically available in May 2011 at the level and in the response language specified.

Film HL	English	French	Spanish
Film SL	English	French	Spanish
Music HL	English		
Music SL creating	English		
Music SL group performing	English		
Music SL solo performing	English		
Theatre HL	English	French	Spanish
Theatre SL	English	French	Spanish
Visual arts HL option A	English	French	Spanish
Visual arts HL option B	English	French	Spanish
Visual arts SL option A	English	French	Spanish
Visual arts SL option B	English	French	Spanish

**Group 6: Special request**

All special requests for May 2011 group 6 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**A4.1.3 Availability of subjects for November 2011****Group 1 languages A1: Available**

The following languages A1 are automatically available in November 2011. Where no level is specified, the language is available at both levels.

Afrikaans A1	German A1	Portuguese A1
Chinese A1	Indonesian A1	Siswati A1 SL
English A1	Japanese A1	Spanish A1
French A1	Korean A1	

**Group 1 languages A1: Special request**

All special requests for November 2011 for language A1 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 2 languages A2: Available**

The following languages A2 are automatically available in November 2011 at both higher level and standard level.

English A2	German A2	Spanish A2
French A2	Portuguese A2	

**Group 2 languages B: Available**

The following languages B are automatically available in November 2011. Where no level is specified, the language is available at both levels.

Cantonese B	Italian B	Spanish B
English B	Japanese B SL	Swahili B
French B	Malay B SL	Tamil B SL
German B	Mandarin B	
Indonesian B	Portuguese B SL	

**Group 2 languages *ab initio*: Available**

The following languages *ab initio* are automatically available in November 2011 at standard level only.

French <i>ab initio</i>	Japanese <i>ab initio</i>	Spanish <i>ab initio</i>
Indonesian <i>ab initio</i>	Mandarin <i>ab initio</i>	

**Group 2 classical languages: Available**

The following group 2 subject is automatically available in November 2011 at higher level and standard level in the response language specified.

Latin	English
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**Group 2 classical languages: Special request**

All special requests for November 2011 classical languages have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 3: Available**

The following group 3 subjects are automatically available in November 2011 at the level and in the response language specified.

Business and management HL	English	Spanish
Business and management SL	English	Spanish
Economics HL	English	Spanish
Economics SL	English	Spanish
Environmental systems and societies SL	English	Spanish
Geography HL	English	Spanish
Geography SL	English	Spanish
History route 2: SL	English	Spanish
History route 2: Africa HL	English	
History route 2: Americas HL	English	Spanish
History route 2: Asia/Oceania HL	English	
History route 2: Europe/Middle East HL	English	Spanish
ITGS HL	English	Spanish
ITGS SL	English	Spanish
Philosophy HL	English	Spanish
Philosophy SL	English	Spanish
Psychology HL	English	Spanish
Psychology SL	English	Spanish
Social and cultural anthropology HL	English	Spanish
Social and cultural anthropology SL	English	Spanish

**Group 3: Special request**

All special requests for November 2011 group 3 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 4: Available**

The following group 4 subjects are automatically available in November 2011 at the level and in the response language specified.

Biology HL	English	Spanish
Biology SL	English	Spanish
Chemistry HL	English	Spanish
Chemistry SL	English	Spanish
Design technology HL	English	
Design technology SL	English	
Environmental systems and societies SL	English	Spanish

Physics HL	English	Spanish
Physics SL	English	Spanish

**Group 4: Special request**

All special requests for November 2011 group 4 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 5: Available**

The following group 5 subjects are automatically available in November 2011 at the level and in the response language specified.

Computer science HL	English	
Computer science SL	English	Spanish
Mathematical studies SL	English	Spanish
Mathematics HL: discrete mathematics	English	Spanish
Mathematics HL: series and differential equations	English	Spanish
Mathematics HL: sets, relations and groups	English	Spanish
Mathematics HL: statistics and probability	English	Spanish
Mathematics SL	English	Spanish

**Group 5: Special request**

All special requests for November 2011 group 5 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

**Group 6: Available**

The following group 6 subjects are automatically available in November 2011 at the level and in the response language specified.

Film HL	English	Spanish
Film SL	English	Spanish
Music HL	English	Spanish
Music SL creating	English	Spanish
Music SL group performing	English	Spanish
Music SL solo performing	English	Spanish
Theatre HL	English	Spanish
Theatre SL	English	Spanish
Visual arts HL option A	English	Spanish
Visual arts HL option B	English	Spanish
Visual arts SL option A	English	Spanish
Visual arts SL option B	English	Spanish

### A4.1.4 Availability of subjects for May 2012

#### Group 1 languages A1: Available

The following languages A1 are automatically available in May 2012 at higher level and standard level.

Amharic A1	Hindi A1	Polish A1
Arabic A1	Hungarian A1	Portuguese A1
Bosnian A1	Indonesian A1	Russian A1
Bulgarian A1	Italian A1	Serbian A1
Catalan A1	Japanese A1	Sesotho A1
Chinese A1	Korean A1	Sinhalese A1
Croatian A1	Latvian A1	Slovak A1
Czech A1	Lithuanian A1	Slovene A1
Danish A1	Macedonian A1	Spanish A1
Dutch A1	Malay A1	Swahili A1
English A1	Modern Greek A1	Swedish A1
Finnish A1	Nepali A1	Thai A1
French A1	Norwegian A1	Turkish A1
German A1	Persian A1	Welsh A1
Hebrew A1	Pilipino A1	

Afrikaans A1 HL/SL and Siswati A1 SL are only available in the November session. The split-session arrangement is no longer available. Therefore, any May 2012 candidate wishing to take Afrikaans A1 HL/SL or Siswati A1 SL must be registered for the November 2011 session and take all assessment components (world literature, internal assessment, paper 1 and paper 2) in that session.

#### Group 1 languages A1: Special request

Examinations for languages A1 **not** listed above can sometimes be prepared, but a request and justification must be submitted on IBIS by **15 November 2010**. Form C2 must only be used for languages that are not written in Roman script. (It may not be possible to enter the names of authors and texts on IBIS in such cases.)

Setswana A1 SL is available as a special request subject in the November session only. May 2012 candidates taking Setswana A1 SL must take all assessment components in the November 2011 session.

#### Group 2 languages A2: Available

The following languages A2 are automatically available in May 2012 at higher level and standard level.

Arabic A2	German A2	Spanish A2
Chinese A2	Japanese A2	Swedish A2
Dutch A2	Modern Greek A2	Thai A2
English A2	Pilipino A2	
French A2	Portuguese A2	

#### Group 2 languages B: Available

The following languages B are automatically available in May 2012 at higher level and standard level.

Arabic B	German B	Mandarin B
Cantonese B	Hebrew B SL only	Norwegian B
Danish B	Hindi B	Portuguese B

Dutch B	Indonesian B	Russian B
English B	Italian B	Spanish B
Finnish B	Japanese B	Swedish B
French B	Korean B	

Swahili B is only available in the November session. The split-session arrangement is no longer available. Therefore, any May 2012 candidate wishing to take Swahili B must be registered for the November 2011 session and take all assessment components (internal assessment, paper 1 and paper 2) in that session.

### Group 2 languages *ab initio*: Available

The following languages *ab initio* are automatically available in May 2012 at standard level only.

Arabic <i>ab initio</i>	Japanese <i>ab initio</i>	Spanish <i>ab initio</i>
French <i>ab initio</i>	Malay <i>ab initio</i>	Swahili <i>ab initio</i>
German <i>ab initio</i>	Mandarin <i>ab initio</i>	
Italian <i>ab initio</i>	Russian <i>ab initio</i>	

### Group 2 classical languages: Available

The following classical languages are automatically available in May 2012 at higher level and standard level in the response language specified.

Classical Greek	English	
Latin	English	Spanish

### Group 2 classical languages: Special request

The following classical languages are **not** automatically available in May 2012 at higher level and standard level in the response language specified. A special request must be submitted on IBIS no later than **15 November 2010**.

Classical Greek	French	Spanish
Latin	French	

### Group 3: Available

The following group 3 subjects are automatically available in May 2012 at the level and in the response language specified.

Business and management HL	English	Spanish	
Business and management SL	English	Spanish	
Economics HL	English	French	Spanish
Economics SL	English	French	Spanish
Environmental systems and societies SL	English		Spanish
Geography HL	English	French	Spanish
Geography SL	English	French	Spanish
History route 1: HL	English		
History route 1: SL	English		
History route 2: SL	English	French	Spanish

History route 2: Africa HL	English		
History route 2: Americas HL	English	French	Spanish
History route 2: Asia/Oceania HL	English		
History route 2: Europe/Middle East HL	English	French	Spanish
ITGS HL	English		
ITGS SL	English		Spanish
Philosophy HL	English	French	Spanish
Philosophy SL	English	French	Spanish
Psychology HL	English		Spanish
Psychology SL	English		Spanish
Social and cultural anthropology HL	English		Spanish
Social and cultural anthropology SL	English		Spanish

### Group 3: Special request

The following group 3 subjects are **not** automatically available in May 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2010**.

Business and management HL	French		
Business and management SL	French		
Environmental systems and societies SL	French		
History route 1: HL	French	Spanish	
History route 1: SL	French	Spanish	
History route 2: Africa HL	French	Spanish	
History route 2: Asia/Oceania HL	French	Spanish	
ITGS HL	French	Spanish	
ITGS SL	French		
Psychology HL	French		
Psychology SL	French		
Social and cultural anthropology HL	French		
Social and cultural anthropology SL	French		

### Group 4: Available

The following group 4 subjects are automatically available in May 2012 at the level and in the response language specified.

Biology HL	English	French	Spanish
Biology SL	English	French	Spanish
Chemistry HL	English	French	Spanish
Chemistry SL	English	French	Spanish
Design technology HL	English		
Design technology SL	English		



Environmental systems and societies SL	English		Spanish
Physics HL	English	French	Spanish
Physics SL	English	French	Spanish

**Group 4: Special request**

The following group 4 subjects are **not** automatically available in May 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2010**.

Design technology HL*		French	Spanish
Design technology SL*		French	Spanish
Environmental systems and societies SL		French	

\* If schools wish to offer design technology in French or Spanish, they must contact the coordinator help desk at IB Cardiff before beginning the teaching of the course, so that any issues arising can be addressed. Schools should be aware that the subject guide is not available in French and Spanish.

**Group 5: Available**

The following group 5 subjects are automatically available in May 2012 at the level and in the response language specified.

Computer science HL	English		
Computer science SL	English		Spanish
Further mathematics SL	English		
Mathematical studies SL	English	French	Spanish
Mathematics HL: discrete mathematics	English	French	Spanish
Mathematics HL: series and differential equations	English	French	Spanish
Mathematics HL: sets, relations and groups	English	French	Spanish
Mathematics HL: statistics and probability	English	French	Spanish
Mathematics SL	English	French	Spanish

**Group 5: Special request**

The following group 5 subjects are **not** automatically available in May 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2010**.

Computer science HL		French	Spanish
Computer science SL		French	

**Group 6: Available**

The following group 6 subjects are automatically available in May 2012 at the level and in the response language specified.

Film HL	English	French	Spanish
Film SL	English	French	Spanish
Music HL	English		
Music SL creating	English		

Music SL group performing	English		
Music SL solo performing	English		
Theatre HL	English	French	Spanish
Theatre SL	English	French	Spanish
Visual arts HL option A	English	French	Spanish
Visual arts HL option B	English	French	Spanish
Visual arts SL option A	English	French	Spanish
Visual arts SL option B	English	French	Spanish

### Group 6: Special request

The following group 6 subjects are **not** automatically available in May 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2010**.

Music HL	French	Spanish
Music SL creating	French	Spanish
Music SL group performing	French	Spanish
Music SL solo performing	French	Spanish

## A4.1.5 Availability of subjects for November 2012

### Group 1 languages A1: Available

The following languages A1 are automatically available in November 2012. Where no level is specified, the language is available at both levels.

Afrikaans A1	German A1	Portuguese A1
Chinese A1	Indonesian A1	Siswati A1 SL
English A1	Japanese A1	Spanish A1
French A1	Korean A1	

### Group 1 languages A1: Special request

Setswana A1 SL is **not** automatically available in November 2012. A special request must be submitted on IBIS by **15 May 2011**. No other languages A1 are available on special request in the November session.

### Group 2 languages A2: Available

The following languages A2 are automatically available in November 2012 at both higher level and standard level.

English A2	German A2	Spanish A2
French A2	Portuguese A2	

### Group 2 languages B: Available

The following languages B are automatically available in November 2012. Where no level is specified, the language is available at both levels.

Cantonese B	Indonesian B	Mandarin B	Tamil B SL
English B	Italian B	Portuguese B SL	
French B	Japanese B SL	Spanish B	

German B

Malay B SL

Swahili B

**Group 2 languages *ab initio*: Available**

The following languages *ab initio* are automatically available in November 2012 at standard level only.

French *ab initio*Japanese *ab initio*Spanish *ab initio*Indonesian *ab initio*Mandarin *ab initio***Group 2 classical languages: Available**

The following group 2 subject is automatically available in November 2012 at higher level and standard level in the response language specified.

Latin

English

**Group 2 classical languages: Special request**

The following classical language is **not** automatically available in November 2012 at higher level and standard level in the response language specified. A special request must be submitted on IBIS no later than **15 May 2011**.

Latin

Spanish

**Group 3: Available**

The following group 3 subjects are automatically available in November 2012 at the level and in the response language specified.

Business and management HL	English	Spanish
Business and management SL	English	Spanish
Economics HL	English	Spanish
Economics SL	English	Spanish
Environmental systems and societies SL	English	Spanish
Geography HL	English	Spanish
Geography SL	English	Spanish
History route 2: SL	English	Spanish
History route 2: Africa HL	English	
History route 2: Americas HL	English	Spanish
History route 2: Asia/Oceania HL	English	
History route 2: Europe/Middle East HL	English	Spanish
ITGS HL	English	Spanish
ITGS SL	English	Spanish
Philosophy HL	English	Spanish
Philosophy SL	English	Spanish
Psychology HL	English	Spanish
Psychology SL	English	Spanish
Social and cultural anthropology HL	English	Spanish

Social and cultural anthropology SL	English	Spanish
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**Group 3: Special request**

The following group 3 subjects are **not** automatically available in November 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2011**.

History route 1: HL	English	Spanish
History route 1: SL	English	Spanish
History route 2: Africa HL		Spanish
History route 2: Asia/Oceania HL		Spanish

**Group 4: Available**

The following group 4 subjects are automatically available in November 2012 at the level and in the response language specified.

Biology HL	English	Spanish
Biology SL	English	Spanish
Chemistry HL	English	Spanish
Chemistry SL	English	Spanish
Design technology HL	English	
Design technology SL	English	
Environmental systems and societies SL	English	Spanish
Physics HL	English	Spanish
Physics SL	English	Spanish

**Group 4: Special request**

The following group 4 subjects are **not** automatically available in November 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2011**.

Design technology HL*		Spanish
Design technology SL*		Spanish

\* If schools wish to offer design technology in Spanish, they must contact the coordinator help desk at IB Cardiff before beginning the teaching of the course, so that any issues arising can be addressed. Schools should be aware that the subject guide is not available in Spanish.

**Group 5: Available**

The following group 5 subjects are automatically available in November 2012 at the level and in the response language specified.

Computer science HL	English	
Computer science SL	English	Spanish
Mathematical studies SL	English	Spanish
Mathematics HL: discrete mathematics	English	Spanish
Mathematics HL: series and differential equations	English	Spanish

Mathematics HL: sets, relations and groups	English	Spanish
Mathematics HL: statistics and probability	English	Spanish
Mathematics SL	English	Spanish

**Group 5: Special request**

The following group 5 subject is **not** automatically available in November 2012 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2011**.

Computer science HL		Spanish
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**Group 6: Available**

The following group 6 subjects are automatically available in November 2012 at the level and in the response language specified.

Film HL	English	Spanish
Film SL	English	Spanish
Music HL	English	Spanish
Music SL creating	English	Spanish
Music SL group performing	English	Spanish
Music SL solo performing	English	Spanish
Theatre HL	English	Spanish
Theatre SL	English	Spanish
Visual arts HL option A	English	Spanish
Visual arts HL option B	English	Spanish
Visual arts SL option A	English	Spanish
Visual arts SL option B	English	Spanish

## A5.1 Candidate registration

Candidate registration is an application by a candidate to take Diploma Programme examinations. The registration process is conducted using the IB information system (IBIS), a secure web-based service for coordinators. No other method is available to register candidates. Candidates cannot register themselves for an examination session. It is undertaken by coordinators on their behalf.

### A5.1.1 The school's main session

During the authorization process, all schools intending to offer the Diploma Programme must state whether May or November will be their main examination session. This limits the opportunities for candidate registration in the session that is not the main session of the school. A school that has May as its main examination session cannot enter anticipated, diploma or certificate candidates in the November session. Similarly, a school that has November as its main examination session cannot enter anticipated, diploma or certificate candidates in the May session. However, there are exceptions to this restriction on registering candidates.

- The anticipated category must be used in the session that is not the school's main session when registering diploma candidates for a subject that is neither automatically available nor a special request subject for the school's main session. This includes registering candidates for a language *ab initio* subject if the subject is not available for the school's main session.
- A school may register certificate candidates in the session that is not the school's main session for a subject that is neither automatically available nor a special request subject for the school's main session.
- A school may register certificate candidates in the session that is not the school's main session in order for candidates to retake one or more subjects after six months. The certificate (C) registration category is used for this purpose, not the retake (R) category. The candidate must have taken the same subject in a previous examination session.

### A5.1.2 The personal code

The IB has introduced a "personal code" (for example, kly768) for all candidates who are registered for the Middle Years Programme or Diploma Programme assessment. This personal code does not change and enables coordinators and the IB to track a candidate's academic record. When registering a candidate for a Diploma Programme examination session, it is essential to use a candidate's personal code if he or she has previously been registered for the Middle Years Programme and/or the Diploma Programme. If a link with a previous examination session is not established, the candidate's academic record will not be available. If this happens, results from a previous session will not be carried over and the candidate will be issued with a second personal code. This situation must be avoided.

### A5.1.3 The session number

In addition to a personal code, each candidate has a "session number" (for example, 000018–056). As the term implies, this number is unique to the candidate for a particular examination session only. Furthermore, after registering candidates a coordinator can re-number his or her entry of candidates using IBIS, which will automatically change the session number of most or all candidates. This re-numbering can only be done up to the second registration deadline of **15 January/15 July**. After this date the session numbers cannot be changed.

It is the session number and not the personal code that must be used to identify candidates in correspondence with the IB, on examination stationery and on forms, unless otherwise stated in this handbook. If the personal code is used mistakenly, IB Cardiff can convert the code to the candidate's session number. However, this is not possible for examiners, so the session number must be used on all material sent to examiners.

## A5.2 Advance notice: general requirements

### A5.2.1 Requests for non-regular diplomas

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different to that specified in the regulations for the Diploma Programme, the candidate may be allowed to make a reasonable substitution on presentation to the IB of the appropriate documentary evidence. This evidence, which may take the form of pages from a university prospectus, must be submitted in support of all requests.

A candidate will be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma.

A request for a non-regular diploma must be sent to IB Cardiff using the form *Request for a non-regular diploma*. This form is available on IBIS. Go to **Subject** and select from the left-hand menu **Advance notice requirements > Available forms**. To submit this form it will first be necessary to register the candidate for all of his or her subjects. The candidate will automatically be allocated a session number, which may be changed at a later date when the remaining candidates are registered. However, a personal code will also be issued (assuming the candidate does not already have one) that cannot be changed. The request and supporting university documentation must arrive no later than **15 November/15 May**, 18 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number.

Coordinators are reminded that a request for a non-regular diploma will not necessarily be approved. For this reason, it is advisable to submit requests as early as possible so that a candidate's selection of subjects for the diploma can be confirmed.

### A5.2.2 Requests for special assessment arrangements

The IB believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized. Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems.

Requests for special assessment arrangements must be sent to IB Cardiff using the form *Candidates with special assessment needs (form D1)*, available in pdf only. The request and supporting medical documentation must arrive no later than **1 May/1 November**, 12 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number. For further details refer to section A9.1 and the IB publication *Candidates with special assessment needs*.

## A5.3 Advance notice: subject requirements

All electronic forms on IBIS for the following requirements can be located by going to **Subject** and selecting from the left-hand menu **Advance notice requirements > Available forms**.

### A5.3.1 Language A1 HL/SL advance notice of works studied

Coordinators are required to submit their language A1 higher level and standard level advance notice of works studied to IB Cardiff using IBIS no later than **1 December/1 June**, six months before the written examinations. The submission of this information for each language A1 course being studied is compulsory and not advisory. No changes may be made to a course of study after the information has been submitted.

If the language A1 does not use Roman characters the electronic form on IBIS may still be used, or alternatively the pdf version can be used and sent by email using the link *Curriculum group 1 enquiry* under **Contact us** on IBIS. IB Cardiff will then forward this information to the relevant examiners/moderators for world literature, internal assessment and paper 2.

If a candidate (or candidates) is following a different course from the rest of the teaching group (for example, a transfer candidate), complete a separate form on IBIS for each course being taught.

For school supported self-taught candidates where more than one candidate is studying the same self-taught language in a school, all candidates taking that language must study the same works, unless they include a transfer candidate.

### A5.3.2 Language A1: special requests

If a candidate requires a language A1 that is not automatically available for the May or November sessions, a special request must be submitted to IB Cardiff on IBIS to arrive no later than **15 November/15 May**, 18 months before the written examinations for which the language A1 examination is required. A request must be submitted for each examination session; requests are not carried over.

The request must be justified on the basis of the candidate's need to meet the requirements for the award of the IB diploma. Approval of requests will take into consideration such factors as:

- the availability of a sufficient body of printed literature to allow the particular language requested to be taught and examined as a Diploma Programme language A1
- the availability of a pool of experts from which the IB can appoint an examiner responsible for the particular language
- the willingness of the school concerned to assist in the search for a suitable examiner, should the need arise.

Languages that are not written in Roman script can be entered on IBIS, depending on the specification of the computer being used by the coordinator. If necessary, print form *Special request language A1: justification and proposed course of study* (form C2), complete the form by hand and send it to IB Cardiff for the attention of Diploma Programme special requests.

In response to submitting a special request for a language A1 on IBIS, an automatic email will be sent by IB Cardiff to confirm receipt of the request. However, this is only an acknowledgment and does not constitute authorization to offer the language A1. The authorization or refusal of the request will follow shortly afterwards, to arrive by **1 December/1 June**. For those languages that receive authorization, the proposed courses of study will be sent for approval to the relevant examiner responsible.



If authorization has been received, confirm candidate entries on IBIS for the special request language(s) A1 no later than **15 March/15 September**, 14 months before the written examinations. Registrations will be accepted only for languages A1 and levels that have been authorized. For further details refer to the section B1.

### **School supported self-taught candidates**

Special requests submitted for school supported self-taught candidates are considered for approval where candidates can benefit from the study of the language at this level and especially where this enables the school to support the candidate's desire to continue academic study of his/her mother tongue. Schools must ensure that undertaking the language at this level is a viable task for the candidate, taking into consideration factors such as previous academic experience in the study of literature and his/her present and future needs.

### **Anticipated candidates**

Applications for special request languages A1 SL as anticipated subjects, whether school supported self-taught or taught, must be made as soon as possible after the beginning of the school year and no later than **7 October** (May session only). No applications made after this date will be considered.

Coordinators must use the form *Special request languages A1* available on IBIS for their application, checking the box "Anticipated". Because schools will require the use of an already authorized booklist that will be sent out by IB Cardiff, the only section of the form that needs to be completed is that containing the justification of the candidate's need to undertake a special request language A1. When IB Cardiff receives the form an appropriate booklist will be sent to the coordinator.

### **Certificate candidates**

Special requests are normally authorized for diploma candidates only, although requests for certificate candidates, including a certificate as an additional subject, will be considered.

## **A5.3.3 Language A1 SL: school supported self-taught candidates**

Choices of authors and works must be entered on IBIS by **1 December/1 June**, five months before the written examinations. The form *Language A1: advance notice of works studied* (form 1/A1AP) is available in this handbook for languages that do not use Roman script. For further details, refer to section B1.

Schools with self-taught candidates for special request languages A1 SL that have already been authorized must still submit the above form.

## **A5.3.4 Group 1: extended essays in a special request language**

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain authorization from IB Cardiff. The request must be submitted on IBIS by **15 November/15 May**, 18 months before the written examinations using form *Group 1: Extended essay in a special request subject*. This request is necessary to ensure that an examiner will be available to assess the extended essay. If no request is submitted, the extended essay may not be accepted for assessment.

If the language A1 is also being requested as a group 1 subject for one or more candidates, it is not necessary to also request that language for an extended essay. If the language A1 special request is authorized, then it is acceptable for candidates to submit an extended essay in that language. Similarly, if the language A1 special request is denied, an extended essay cannot be submitted in that language.

### A5.3.5 Classical Greek, Latin and groups 3 to 6

Special requests for response languages for Latin, Classical Greek and subjects in groups 3 to 6 not automatically available in the May or November 2012 session must be entered on IBIS no later than **15 November/15 May**, 18 months before the written examinations.

On receipt of the request, IB Cardiff will decide whether the response language can be made available for that particular session, and will then inform the coordinator of the decision. Candidates cannot be registered for the subject and level in the required response language unless authorization has been received from IB Cardiff. A request must be submitted for each session for which the subject, level and response language is required.

### A5.3.6 Music SL: group performance component

The number of groups from which recordings will be submitted must be entered on IBIS by **15 November/15 May** when registering candidates for music SL group performance.

### A5.3.7 Visual arts visiting examiner proposal

All schools entering candidates for visual arts must submit their proposal to appoint a person as a visiting arts examiner to IB Cardiff on form 6/VAEP to arrive by **7 October/7 April**, seven months before the external examinations. For further details refer to section B6.

## A5.4 Deadlines for the registration of candidates

The earliest date when candidates can be registered on IBIS is 20 months before the written examinations for the session. Registering candidates during the first year of the Diploma Programme is strongly recommended. This will help to identify any combinations of subjects that are prohibited or do not constitute a valid diploma. It is possible to enter on IBIS the subject details for a hypothetical candidate to determine whether the combination results in a valid diploma. This will not result in a registration if the details are entered and removed before the first registration deadline.

There are three distinct periods during which candidates can be registered and/or changes made to existing registration details:

- up to the first registration deadline
- between the first and second registration deadline
- between the second and final registration deadline.

For each period a different scale of fees is applied—the later the registration or change, the higher the fee. Therefore, it is in the interests of coordinators to register candidates before the first registration deadline in order to avoid paying higher fees.

The final registration deadline is **15 April/15 October**. After this deadline new candidates cannot be registered and changes cannot be made to the subject details of candidates already registered.

After a candidate has been registered for an examination session, for each candidate the coordinator must print their registration report which must then be signed and dated by the candidate to confirm that his/her personal and subject details are correct. It is essential that a candidate's name is correct and reflects the spelling that is shown on the candidate's passport or other such official identification.

Changes to candidates' personal details (for example, the spelling of a name), can be made on IBIS at any time up to the issue of results. There is no fee for making changes to a candidate's personal details.

### A5.4.1 Up to the first registration deadline

The first registration deadline is **15 November/15 May**, six months before the examinations. Therefore coordinators must enter candidate registration details on IBIS for the May 2011 session by 15 November 2010, and for the November 2011 session by 15 May 2011 to incur the lowest fees.

### A5.4.2 Between the first and second registration deadline

The second registration deadline is **15 January/15 July**, three and a half months before the written examinations. Between the first and second registration deadlines there is a fee for changes to existing subject details and a higher fee for registering new candidates.

### A5.4.3 Between the second and final registration deadline

The final registration deadline is **15 April/15 October**, about two weeks before the written examinations. However, a change to candidate registrations will only be accepted between the second and final registration deadline if:

- the change does not result in a registration status code, and/or
- a component has not been submitted for assessment (for example, extended essay, language A1 world literature, language A2 written tasks) in the subject concerned.

Where a change of subject or level affects the mark(s) for internal assessment and/or the predicted grade, it will be necessary to inform IB Cardiff of the new mark and/or grade using the email option *Registration changes* under **Contact us** on IBIS. In view of such changes and how they may affect the moderation of marks for internal assessment the IB may not accept a registration change after the second registration deadline. Significantly higher fees will be charged during this period for changes that are accepted.

All changes to existing registrations and the addition of new candidates made on IBIS between the second and final registration deadline will result in an automatic email being sent to IB Cardiff to approve the changes. IB Cardiff will then send an email to the coordinator to confirm whether the changes have been approved and made.

## A5.5 Deadlines for the registration of candidates retaking one or more subjects

The registration of any retake candidate will **not** be accepted after the deadline of **15 April/15 October** even if the outcome of an enquiry upon results is pending. Coordinators must register the candidate before this deadline and then await the outcome of the enquiry upon results. If a grade is raised (or lowered) as a consequence of an enquiry upon results, the registration for the subject concerned will be withdrawn on request from the coordinator. No fee will normally be charged, either for the registration or the withdrawal of the registration.

### A5.5.1 Diploma candidates

If a candidate takes one or more subjects again at least one year after his or her diploma session, the deadlines and fees in section A5.4 apply to each subject that is being retaken. However, if a candidate takes one or more subjects again six months after his or her previous session different deadlines and fees apply.

If the phrase “six-month retake” is used, it refers to a candidate who was assessed for the subject (or subjects) being retaken in the examination six months previous. For example, if a May 2011 diploma candidate retakes one or more subjects in November 2011, this candidate would be a six-month retake candidate.

#### May session school

Diploma candidates from a May session must be registered by **29 July** for the following November session in order to attract lower registration fees. If registered **after 29 July** the highest fees apply.

The following is an example of the deadlines and fees for a May session school.

- May 2010: diploma (D) session.
- November 2010: retake (R) session—candidate must be registered by 29 July to attract lower registration fees. If registered after 29 July the highest registration fees apply.
- May 2011: retake (R) session—for any subject being retaken from either the May 2010 or the November 2010 session the deadline of 29 January applies in order to attract lower registration fees. After this deadline the highest registration fees apply.

#### November session school

Diploma candidates from a November session must be registered by **29 January** for the following May session in order to attract lower registration fees. If registered **after 29 January** the highest fees apply.

The following is an example of the deadlines and fees for a November session school.

- November 2010: diploma (D) session.
- May 2011: retake (R) session—candidate must be registered by 29 January to attract lower registration fees. If registered after 29 January the highest registration fees apply.
- November 2011: retake (R) session—for any subject being retaken from either the November 2010 or the May 2011 session the deadline of 29 July applies in order to attract lower registration fees. After this deadline the highest registration fees apply.

### A5.5.2 Certificate candidates

A school may register certificate candidates in the session that is not the school's main session in order for candidates to take one or more subjects again after six months. The certificate (C) registration category is used for this purpose, not the retake (R) category. The candidate must have taken the same subject in a previous examination session. If changing level, contact the coordinator help desk to inquire whether this is acceptable.

The deadline of **29 January/29 July** applies to certificate candidates who are taking a subject again six months after the session in which they previously took that subject. If a candidate is retaking several subjects that include a subject originally taken one year or more previously, the **29 January/29 July** deadline and associated fees also apply to that subject. As is the case for diploma candidates, before this deadline lower registration fees apply. After this deadline, the highest registration fees apply.

## A5.6 Registration categories

All candidates must be registered using the correct category:

- anticipated (A)
- diploma (D)
- retake (R)
- certificate (C)

Candidates registering as anticipated, diploma or retake may register for one or more additional subjects.

### A5.6.1 Anticipated (A)

The candidate is completing the diploma and is taking one or two standard level subjects after the first year of the programme. An anticipated session normally counts as one of the three possible sessions in which to obtain the diploma.

This category must also be used for:

- early session candidates (that is, diploma candidates taking a subject six months before their diploma session because the subject is not available in that session—refer to section A5.11)
- candidates taking a language *ab initio* (refer to section A5.11)
- November session candidates taking further mathematics SL in the preceding May session (refer to section A5.11).

In none of the three situations listed above does the “anticipated” session count as one of the three possible sessions towards the diploma. The anticipated category is used for these situations out of convenience, simply to avoid having to introduce a variety of registration categories to cater for each type of circumstance that can arise during candidate registration.

If a potential diploma candidate takes an anticipated subject but does not register for his or her remaining diploma subjects one year later, the anticipated subject is converted to a certificate of results. The examination session in which the anticipated subject was taken will not count as one of the three possible sessions towards the diploma. However, the certificate subject cannot be converted back into an anticipated subject in a later session. The same ruling applies if two anticipated subjects are taken.

Any subject at standard level may be taken as an anticipated subject except languages *ab initio* and pilot subjects. A candidate using the anticipated category cannot register for the extended essay, theory of knowledge, or creativity, action, service.

An anticipated subject (or subjects) can only contribute to a diploma if taken one year before the diploma session (excluding cases where the anticipated category is used for early session candidates). An exception is normally possible when a candidate transfers to an alternative IB World School during their two-year course of study, and where the new school enters candidates for a different examination session. See section A9.6 for further details.

A candidate in his or her diploma session may replace an anticipated subject with a different subject or with the same subject at higher level. In these circumstances, indicate on IBIS that the subject (or subjects) must be ignored. A subject that is “ignored” will no longer contribute towards the diploma. The ignored subject, or subjects, will be converted to a certificate of results and will be mailed to the school after the written examinations.

When a new subject is introduced it is not possible to register candidates to be assessed in that subject after the first year of teaching.

### A5.6.2 Diploma (D)

The candidate is completing the diploma in the current session. For the regulations on the combination of subjects that constitutes a diploma, refer to the *General regulations: Diploma Programme* and section A1 of this handbook.

A diploma candidate has a maximum of three examination sessions in which to obtain the diploma. No other number or combination of sessions is permitted other than those listed below:

- first examination session: anticipated category (A)
- second examination session: diploma category (D)
- third examination session: retake category (R)

or

- first examination session: diploma category (D)
- second examination session: retake category (R)—first attempt
- third examination session: retake category (R)—second attempt

The three examination sessions do not have to be consecutive, except in the case of an anticipated session, which must be followed by the diploma session one year later.

A diploma candidate may normally carry over a mark for a non-examination component from a subject previously taken as a certificate if the assessment requirements have not changed.

### A5.6.3 Retake (R)

The term “retake” must only be applied to a candidate who in the previous session was registered as either a diploma (D) or retake (R) candidate. It must not be used to refer to an anticipated (A) or certificate (C) candidate who is taking one or more subjects again.

There are basically two kinds of retake candidate:

- a candidate who is retaking one or more diploma subjects six months after his or her diploma session
- a candidate who is retaking one or more diploma subjects 12 months or more after his or her diploma session.

In either case the responsibilities of the school are the same. Particular regulations and deadlines apply to candidates who are retaking a subject or subjects after six months. For further details refer to section A5.9.

A language B or language A2 cannot be retaken as a language *ab initio* subject.

### A5.6.4 Certificate (C)

The candidate is registering for individual subjects and is not entering for the diploma. Performance in a subject that leads to the award of a certificate (including an additional subject for a diploma candidate) cannot subsequently contribute to the combination of subjects chosen for the IB diploma. A candidate using the certificate category cannot register for the extended essay, theory of knowledge, or creativity, action, service.

There is no limit to the number of times a subject can be taken again by a certificate candidate. If a certificate candidate registers for the same subject again, the certificate (C) category is used, not retake (R). When registering a certificate candidate who has already participated in a previous IB examination session (or sessions), it is essential to create a link to the earlier session(s) using the candidate's personal code.

## A5.7 How to register candidates on IBIS

### A5.7.1 Default subjects

Before registering any candidate on IBIS it is helpful to establish a list of default subjects for the school. To do so, go to **Subject** and select **School subjects offered** from the left-hand menu. This will avoid having to select each candidate's subjects from the long list of subjects offered by the IB each session. It is also possible to copy subjects offered in a previous session. Some subjects and response languages are not "automatically available" for a session; they are designated as "special request" subjects. These subjects will appear in the window headed "IB Special Request Subjects" only if the coordinator has requested them and they have been authorized by IB Cardiff. If the registration of candidates is left until after the deadline for special request subjects, it is then too late to request authorization.

### A5.7.2 Default candidate

As for subjects, before registering any candidates it may be helpful to establish a default candidate. This is particularly useful if the coordinator is registering many candidates with the same details, such as nationality, languages or virtually the same combination of diploma subjects. For schools with a large entry of candidates this will save time. The default candidate option is accessed by going to **Candidate**.

### A5.7.3 The personal code

If a candidate already has a registration history with the IB Middle Years Programme or Diploma Programme, it is essential to identify and use their personal code. This alphanumeric code is a "code for life" that enables coordinators and IB staff to track the academic record of a candidate throughout the two programmes. Failure to establish a link between the two programmes is an inconvenience, but failure to establish a link between examination sessions for the Diploma Programme will almost certainly result in a serious disadvantage to the candidate. For example, if the candidate was registered as "anticipated" in his or her first examination session and is then registered for the diploma one year later, the anticipated subject or subjects must be recognized by the database and included among the candidate's diploma subjects.

## A5.7.4 Linking a candidate's sessions

### Candidates with a previous session at the same school

To link a registration and register a candidate with a previous session, set the IBIS session default to the one in which you wish to register the candidate. Then locate the candidate's previous registration using the search option near the top of the screen, remembering to check the **All sessions** box so it shows  and then select **Go**. Once the candidate's previous registration is displayed, select the name and then the + **Register** button (top right).

### Candidates with a previous session at a different school

Add the personal details of the candidate. If the name and date of birth match the previous registration, IBIS will detect the match and require you to enter the candidate's existing personal code. The sessions can then be linked and the latest registration added. If the candidate's personal code is unknown, please contact IB Cardiff for advice using the option *Registration changes* under **Contact us** on IBIS.

## A5.7.5 Candidate details

Basic personal information is required for each candidate including their full name, date of birth, gender, first language, second language (if applicable), first nationality and second nationality (if applicable). The IB uses language and nationality for statistical purposes only, so candidates should not be too concerned about which is "first" and which is "second". However, it is essential to enter candidates' names correctly; otherwise they will be incorrect on the *Diploma*, *Diploma results* or *Certificate of results*.

Personal details can be entered without subject information and will show on the candidate list as "no session registration" until such time as subjects are added.

## A5.7.6 Re-numbering candidates

Coordinators may re-number their candidates' session numbers (not the personal codes) several times before the second registration deadline of **15 January/15 July**. There are four ways in which session numbers can be listed:

- original order (based on when each candidate was registered)
- alphabetically by candidate name
- by registration category (A/C/D/R), followed by candidate names in alphabetical order
- by registration category (D/A/R/C), followed by candidate names in alphabetical order.

## A5.7.7 Withdrawing candidates

If a candidate withdraws from a subject, display the candidate's registration screen on IBIS and select **Edit** (next to the session details) to make the appropriate withdrawal from the candidate's list of subjects. If the candidate is withdrawing the whole registration, select **Delete** (next to the session you wish to withdraw) and confirm. If the registration has been withdrawn before the first registration deadline (**15 November/15 May**) and the candidate had only the one session, the registration can be completely removed by selecting **Delete** (next to the candidate's personal details).

If a candidate withdraws from submitting an extended essay and/or the essay for theory of knowledge, the candidate's category will be changed from diploma (D) to certificate (C) category prior to the issue of results. If an anticipated, diploma or retake candidate is withdrawn from an examination session before **1 May/1 November**, just before the written examinations, the session will not count as one of the three sessions in which to obtain the diploma.



### A5.7.8 Confirming candidates' registrations

After completing the registration of candidates for an examination session (and preferably well before the first registration deadline) it is essential to print from IBIS the registration summary for each candidate. After doing so, ensure that each candidate thoroughly checks their summary (if necessary speaking with their subject teachers and supervisor for their extended essay) then signs the summary to confirm it is correct. The original copy of the signed summary should be kept by the coordinator. As a further check on registrations, the subject summary for the session should be printed and checked with subject teachers. These summaries are available on IBIS under the **Candidate** tab followed by **Registrations, Registration reports**. The importance of confirming the accuracy of candidate registrations must not be overlooked; otherwise amendments will result in the payment of additional fees to the IB.

## A5.8 Registration status codes

If a candidate is registered correctly and no part of the registration is pending approval or authorization from IB Cardiff, the words "Registration accepted" will appear against the candidate's name in green. However, if the combination of subjects and/or levels is not acceptable for the registration category, or if a request has not been authorized, one or more of the status codes listed below will appear against the candidate's name in red.

### Errors to be checked

S01 No subject details

S02 All subjects: registration not accepted, previous session malpractice

S50 Candidate registered out of the school's main session

### Prohibitions and non-authorizations

S03 School not authorized to offer special request subject

S04 School-based syllabus not authorized

S05 Pilot subject not authorized

S06 History HL: more than one regional option specified

S07 Visual arts SL: more than one option specified

S08 Music SL: more than one option specified

S09 Groups 1 to 6: same subjects at HL and SL

S10 Groups 1 and 2: same subjects for languages A1, A2, B or *ab initio*

S11 Group 5: two group 5 subjects (exception: mathematics HL and further mathematics SL)

S12 SBS/pilot subjects: prohibitions with groups 1–6 subjects

S14 Pilot subject or a school-based syllabus subject as a six-month retake

S15 Transdisciplinary subject registered as a six-month retake

S16 Same subject for language A1 and transdisciplinary text and performance

S17 Same subject for language B, A2 or *ab initio* and transdisciplinary text and performance

S18 Group 6: theatre arts HL or SL with text and performance SL

S19 Group 6: more than one school-based syllabus subject (diploma candidates only)

S20 Two pilot subjects

S21 Pilot subject and a school-based syllabus subject

**Diploma and retake**

S22 Candidate registered for more than three sessions

S23 More than six subjects

S24 Fewer than six subjects

S25 Total of six subjects, but two or less HL subjects

S26 Total of six subjects, but with five or six HL subjects

S27 No extended essay subject

S28 No group 1 or authorized equivalent school-based syllabus/pilot subject

S29 No group 2, second group 1 or authorized equivalent school-based syllabus/pilot subject

S30 No group 3 or authorized equivalent school-based syllabus/pilot subject

S31 No group 4 or authorized equivalent school-based syllabus/pilot subject

S32 No group 5 or authorized equivalent school-based syllabus/pilot subject

S33 No theory of knowledge

S34 Language B or language A2 cannot be retaken as a language *ab initio* SL

S35 Group 2 extended essay cannot be offered in the candidate's language A1

S36 Extended essay cannot be offered in a candidate's language A1 SL self-taught subject

S43 More than one language A1 SL self-taught registration

S44 More than one extended essay entry (a second EE cannot be included as an additional subject)

S45 More than one theory of knowledge entry (a second TOK cannot be included as an additional subject)

S46 Registration category not permitted this session (check category in previous session)

S51 Six-month retake subject/level change not valid

**Anticipated**

S37 More than two subjects

S38 Registration at higher level

S39 Language *ab initio* SL offered as an anticipated subject

S40 Pilot subject registered as an anticipated subject

S41 Theory of knowledge registration (also applies to certificate candidates)

S42 Extended essay registration (also applies to certificate candidates)

S47 Diploma to diploma only permitted for early session candidates

S48 Anticipated to anticipated only permitted for early session candidates

**Certificate**

S41 Theory of knowledge registration (also applies to anticipated candidates)

S42 Extended essay registration (also applies to anticipated candidates)

## A5.9 Candidates retaking one or more subjects

If a candidate is not satisfied with the grade he or she has achieved in one or more subjects, or for theory of knowledge or the extended essay requirement, the candidate may take the subject(s) again. This can be in the examination session six months later or, in principle, after any period of time. However, when a subject is taken again, if new curriculum or assessment requirements have been introduced the candidate must comply with those new requirements.

A school is under no obligation to accept a candidate who wishes to take one or more subjects again, regardless of whether the candidate was a diploma or certificate registration, or did or did not previously attend the school. Registering a candidate to retake one or more subjects involves accepting all academic and administrative responsibilities for that candidate, regardless of whether the candidate previously attended a different school.

### A5.9.1 Responsibilities of the school

No distinction is made between a diploma or certificate candidate wishing to retake one or more subjects. A diploma candidate who is retaking a subject uses the retake (R) registration category, but a certificate candidate uses the certificate (C) category again.

A candidate who wishes to take one or more subjects again does not have to register in the same school where the subject was originally taken. If a school accepts a candidate who wishes to retake one or more subjects, the school must assume all academic and administrative responsibilities for that candidate.

Responsibilities include, but are not confined to:

- registering the candidate using his or her personal code
- checking the candidate's personal and subject registration details
- collecting and paying fees to the IB
- offering the candidate the opportunity to submit new or revised work for internal assessment and non-examination components
- confirming the authenticity of work submitted by the candidate
- communicating with the IB on behalf of the candidate and his or her legal guardians
- advising the coordinator help desk of any adverse circumstances affecting the candidate
- confirming the identity of the candidate
- communicating results to the candidate
- offering the opportunity for an enquiry upon results.

Subject to the approval of the coordinator, a candidate retaking subjects in a different school is not obliged to follow the new school's courses of study.

A candidate retaking a subject is not required to attend classes if he or she has already received the recommended number of teaching hours. However, coordinators are strongly advised to consider whether the candidate requires additional teaching before taking the examinations.

If there have been changes to the requirements of a subject's curriculum and/or its assessment, the candidate must comply with the new requirements. This includes changes to the internal assessment.

### A5.9.2 Retaking a subject in the next examination session

Candidates have the opportunity to retake one or more subjects after six months if the subject, level and response language are available. (Such candidates are sometimes referred to as "six-month retake

candidates".) For diploma candidates this includes the opportunity to resubmit theory of knowledge and the extended essay. The following restrictions apply.

- A subject taken as an anticipated subject cannot be retaken after six months.
- If a candidate is registered for the session six months after his or her diploma session, the subject(s) for which he or she is registering must have already been taken in the diploma session.
- A candidate is not permitted to change from standard level to higher level in a subject being retaken after six months. However, a candidate is permitted to change from higher level to standard level, if the diploma requirements allow such a change.
- A language A1 SL school supported self-taught candidate cannot retake the oral examination for that language after six months. This is because the choice of authors and works must be submitted to IB Cardiff seven months before the written examinations to allow time for setting the examination questions. The candidate's mark for alternative oral assessment must be carried over from the previous session.
- If a six-month retake candidate is submitting an extended essay, that essay must be registered for the same subject.

The registration of a six-month retake candidate will now be accepted after the deadline of **29 January/29 July**. However, if the outcome of an enquiry upon results category 1 is pending, to avoid paying the higher registration fees the coordinators must register the candidate before this deadline. If a grade is raised (or lowered) as a consequence of a re-mark the registration for the subject concerned will be withdrawn on request from the coordinator. No fee will normally be charged, either for the registration or the withdrawal of the registration.

### **A5.9.3 Carrying over marks for a non-examination component**

Any candidate retaking a subject may carry over their mark for a non-examination component, assuming there have been no changes to the curriculum and/or assessment requirements. A mark cannot be carried over from:

- a written examination (that is, paper 1, 2 or 3)
- the alternative oral assessment for language A1 school supported self-taught candidates
- the internal assessment for a school-based syllabus or
- for the theory of knowledge essay.

If a candidate wishes to carry over a mark, the coordinator must indicate this on IBIS when registering the candidate for the examination session. If IBIS does not indicate the opportunity to carry over marks, this is normally because a carry-over is not permitted owing to changes in the subject's curriculum and/or assessment. Any queries should be directed to the coordinator help desk in an email.

### **A5.9.4 Resubmitting work for internal assessment or another non-examination component**

If a candidate wishes to resubmit work for internal assessment or for a non-examination component, the candidate must have attended classes at the school where he or she is registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for internal assessment and confirm that all work is authentic.

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### A5.9.5 Changing the level and response language of a subject

For a candidate retaking a subject but changing level, contact the coordinator help desk by email for permission to transfer the marks. Identify the candidate by name, personal code and previous session number, stating the subject and component(s) for which the candidate wishes to change level.

It is permissible to change the response language of a subject, but all components (including internal assessment) must be in the same response language.

### A5.9.6 Changes to history HL/SL and mathematics HL

A candidate is entitled to retake history HL/SL and change from route 1 to route 2, or vice versa. If a retake candidate in history is registered for a different route, the highest the grade will contribute to their diploma. However, if a candidate retakes history HL and changes their regional option (for example, from Europe to the Americas) this is considered a change of subject and, therefore, the highest grade will not necessarily contribute to the diploma. This is regardless of whether the same prescribed subject has been chosen.

If a candidate retakes mathematics HL and changes their option (for example, from the Discrete option to Series and differential equations) this is not considered a change of subject and, therefore, the highest the grade will contribute to the diploma.

## A5.10 Considerations during the registration procedure

### A5.10.1 Subjects with options

It is essential that coordinators check the registration of candidates who are registered for a subject that has options, and also 'routes' in the case of history. If a coordinator is unfamiliar with the requirements of a subject with options, it is suggested that he/she discusses the registrations with the relevant subject teacher(s). This applies to:

#### **Mathematics HL**

- Discrete
- Series and differential equations
- Sets, relations and groups
- Statistics and probability

#### **Visual arts**

- Visual arts HL option A
- Visual arts HL option B
- Visual arts SL option A
- Visual arts SL option B

#### **Music**

- Music SL: solo performing
- Music SL: group performing
- Music SL: creating

## History

Candidates for both history HL and history SL must choose either route 1 (History of Europe and the Islamic World) or route 2 (20<sup>th</sup> century world history). The core curriculum for both routes consists of a choice of prescribed subjects assessed in paper 1 and paper 2.

In addition to the core, higher level candidates study the one HL syllabus for route 1 (History of Medieval Europe and the Islamic World) or one of the four HL regional options in route 2 (Africa, Americas, Asia/Oceania or Europe/Middle East) combined with a prescribed subject (Arab-Israeli, Communism or Peacemaking).

Therefore, when registering a candidate for history route 1, regardless of whether the candidate is higher level or standard level, there is no choice of regional option or prescribed subject.

When registering a candidate for history HL route 2 both the regional option and prescribed subject will need to be selected. However, for a history SL route 2 candidate only the prescribed subject is selected (because a standard level candidate does not take a regional option).

A further explanation is offered below based on the IBIS candidate registration screen.

### History route 1: History of Europe and the Islamic World

This may be referred to by schools as 'Medieval history'.

For a candidate studying route 1, simply select whether the candidate is higher level or standard level. The following choice appears on the registration screen.

- History: route 1 HL
- History: route 1 SL

### History route 2: 20th century world history

This may be referred to by schools as 'Modern history'.

For a higher level candidate taking route 2, select the region combined with the appropriate prescribed subject:

- History Africa – Arab-Israeli HL
- History Africa – Communism HL
- History Africa – Peacemaking HL
- History Americas – Arab-Israeli HL
- History Americas – Communism HL
- History Americas – Peacemaking HL
- History Asia/Oceania – Arab-Israeli HL
- History Asia/Oceania – Communism HL
- History Asia/Oceania – Peacemaking HL
- History Europe/Middle East – Arab-Israeli HL
- History Europe/Middle East – Communism HL
- History Europe/Middle East – Peacemaking HL

For a standard level candidate taking route 2, select only the prescribed subject.

- History route 2: Arab-Israeli SL
- History route 2: Communism SL
- History route 2: Peacemaking SL

### A5.10.2 The same subject twice in a session

No candidate, regardless of registration category or, in the case of a diploma candidate, whether taking one or more additional subjects, may register for the same subject more than once in the same examination session. For subjects like music, visual arts and history that have different options (or routes and regions in the case of history), registering for two or more different options is not permitted. For example, a candidate cannot register for visual arts HL and visual arts SL option B both as certificate subjects in the same session. Similarly, a diploma candidate cannot register for history HL as a diploma subject and history SL as an additional subject.

With regard to the group 5 mathematics subjects, further mathematics SL is the only subject that can be taken in addition to another group 5 mathematics subject in the same examination session, regardless of candidate registration. For example, a diploma candidate cannot register for mathematics SL and mathematical studies SL in the same session.

### A5.10.3 Carrying over marks from certificates

An anticipated or diploma candidate may normally carry over the mark for a non-examination component from a subject previously taken as a certificate if the subject requirements have not changed. This cannot be done on IBIS. The coordinator should send an email to the coordinator help desk to request that the mark be carried over (or marks if more than one subject).

### A5.10.4 Confirming registration data

The coordinator must check all registration details and then ensure that each candidate checks his or her own personal and subject details. As mentioned in section A5.5, candidates should be asked to sign and date their registration report to confirm their details are correct. Additionally, subject teachers should be given an appropriate registration report so they can check this information against their class lists.

## A5.11 The early session arrangement

A candidate's choice of group 1 or group 2 subject may not be automatically available or a special request subject for their school's designated examination session. In this situation the candidate must be registered for the examination six-months previous to the school's designated main session and the candidate must complete all assessment components in that session, including the written examinations. The term "early session" candidate is used to describe this arrangement. When registering a candidate for the early session arrangement, use the "anticipated" registration category (in the absence of a category specifically created for this procedure). This early session will not count as one of the three session allowed for diploma. All candidates must have received the recommended teaching time of 150 hours.

- Coordinators in May session schools must be aware that a number of subjects are available for the November session only and cannot be requested for a May session. These subjects must be taken as early session subjects. For November 2010 and November 2011 these subjects are Afrikans A1 HL/SL, Siswati A1 SL, Swahili B HL/SL and Indonesian *ab initio* SL. (Setswana A1 SL is special request.)
- If a language *ab initio* is not available for an examination session, but is available in the session six months earlier, diploma candidates must take all components of the language in the earlier session. For example, a November 2011 diploma candidate is able to take Italian *ab initio* in May 2011 and then complete his or her remaining diploma subjects in November 2011. All

candidates must have received the recommended teaching time of 150 hours. The registration will appear with the status code S39: this code should be ignored and will be removed by staff at IB Cardiff.

- Further mathematics SL is not available for a November examination session and cannot be requested. However, diploma candidates may take all components of further mathematics SL in the previous May session. For example, a November 2011 diploma candidate is able to take further mathematics SL in May 2011 and then complete his or her remaining diploma subjects in November 2011. The registration will appear with registration status code S46. This must be ignored: it will be removed by staff at IB Cardiff.

It is accepted that if a school adopts the early session arrangement for one or more candidates, it may not be possible to comply with the IB deadline for submitting a "special request". For example, if a May 2012 diploma candidate wishes to take Setswana A1 SL, all assessment components must be taken in November 2011, for which the special request deadline is 15 May 2010 (that is, before the candidate has been enrolled in the Diploma Programme). In these circumstances the IB is flexible with the deadline, but coordinators must submit such requests at the earliest opportunity.



## A6.1 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School has a nominated payment currency (usually US dollars, UK pounds sterling, Swiss francs or Canadian dollars) that is assigned when the school is authorized. All fees are invoiced and must be paid in the nominated currency. This reduces the financial risk and currency exchange costs both for schools and for the IB.

Unless the billing office has authorized a change in the assigned currency, an administrative charge will be levied on payments that do not conform to the assigned currency. The IB reserves the right to apply penalties and interest for late payments.

## A6.2 Billing offices

There are two billing offices. For schools in the USA and Canada the billing office is the IB Americas office in Bethesda, Maryland, USA. For schools in other countries the billing office is the finance department at IB Cardiff, UK.

When a billing office invoices a school for fees payable, a copy of the invoice is sent directly to either the billing contact or the coordinator as an attachment to an email.

### A6.2.1 Payment to IB Cardiff

#### **Payment by cheque**

Cheques should be made out to the International Baccalaureate and sent to the following address.

International Baccalaureate  
Finance Department—Credit Control  
Peterson House  
Malthouse Avenue  
Cardiff, Wales  
GB CF23 8GL  
United Kingdom

Note that:

- cheques must be accompanied by a clear remittance advice stating what fees or invoices are being paid, and including the school account number and contact details in case of a query
- cheques in Swiss francs must be drawn on a bank in Switzerland
- cheques in US dollars may be drawn on any bank
- cheques in pounds sterling must be drawn on a bank in the UK.

#### **Payment by bank transfer**

Transfers in pounds sterling, should be made to the International Baccalaureate account at the following bank.

HSBC  
114 St Mary Street  
Cardiff, Wales  
GB CF10 1LF  
United Kingdom

When making a transfer in pounds sterling you will need the following account information.

- Pounds sterling: IBAN number GB76MIDL40161861605410
- Pounds sterling: Account number 61605410
- Pounds sterling: Sort code 40 16 18
- Pounds sterling: SWIFT code MIDLGB2110M

Transfers made in US dollars or Swiss francs should be made to the International Baccalaureate account at the following bank.

HSBC  
International Branch  
PO Box 181  
27–32 Poultry  
London  
GB EX2P 2BX

When making a transfer in US dollars or Swiss francs you will need the following account information.

- US dollars: IBAN number GB30MIDL40051568221288
- US dollars: Account number 68221288
- US dollars: Sort code 40 05 15
- US dollars: SWIFT code MIDLGB22
- Swiss francs: IBAN number GB80MIDL40051568221261
- Swiss francs: Account number 68221261
- Swiss francs: Sort code 40 05 15
- Swiss francs: SWIFT code MIDLGB22

## A6.2.2 Payment to IB Americas

### For schools in the USA paying in US dollars

Cheques should be made out to the International Baccalaureate and sent to the following address.

International Baccalaureate Organization  
Post Office  
PO Box 5950  
New York  
New York 10087-5950  
USA

Or preferably pay by ACH payment to the following address.

Int'l Agencies Banking/J P Morgan Chase Bank  
270 Park Avenue/43rd Floor  
New York, New York 10017  
NY K838  
USA

You will need the following account information.

- SWIFT code CHASUS33
- Account number 6302307847
- Fed ABA routing number 021000021
- Chips membership number 0002

**For schools in Canada**

Cheques should be made out to the International Baccalaureate and sent to the following address.

International Baccalaureate Organization  
PO Box 15081 Station 'A'  
Toronto  
Ontario  
CANADA M5W 1C1

Or preferably pay by ACH payment according to the details below.

**School fees in Canadian Dollars**

Pay to (Intermediary Bank)	Royal Bank of Canada, Toronto Swift BIC: ROYCCAT2
For account of: (Account with Institution)	J P Morgan Chase Bank, N.A., Toronto Branch Swift BIC: CHASCATTCTS Acct. No. 07172-100-012-4
Favour (Beneficiary):	For Further Credit to: International Baccalaureate Organization Account No.: 4676081101

**School fees in US Dollars**

Pay to (Intermediary Bank)	J P Morgan Chase Bank, N. A. New York Swift BIC: CHASUS33
For account of: (Account with Institution)	J P Morgan Chase Bank, N. A., Toronto Branch Swift BIC: CHASCATTCTS Acct. No. 004045701
Favour (Beneficiary):	For Further Credit to: International Baccalaureate Organization

## A6.3 Fees for services for schools

The IB is a non-profit foundation. It covers its main operational costs by charging fees to schools for providing services to support the implementation of the three programmes. This section of the handbook describes those services for schools authorized to offer the Diploma Programme and the fees that are charged under the following three main categories:

- annual school fee—paid by each IB World School for each programme it is authorized to teach
- candidate assessment fees—paid for each candidate being assessed for the Diploma Programme
- by-request service fees—paid when a school requests an extra service from the IB (for example, legalization, enquiry upon results).

There are two other areas where schools can choose to purchase services from the IB:

- professional development—for training teachers and administration
- IB store—for publications or merchandise.

This handbook does not cover these two services in any detail. Information about professional development and the IB store can be obtained from the IB public website (<http://www.ibo.org>).

### A6.3.1 The annual school fee

IB World Schools pay an annual school fee for each programme they are authorized to teach, but if schools offer two or more programmes they pay a reduced fee to reflect their greater commitment. The discount is calculated as follows.

- Schools offering two programmes receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering all three programmes receive a 10% discount, which is calculated on the combined two lowest fees.

The discount is shared between the respective programmes. One exception is in the case of a newly authorized programme in a school, where the applicable discount is applied to the programme being authorized. For subsequent years the discount is shared.

Schools receive the following core services for each programme they are authorized to teach:

- full access to a world-class curriculum that is comprehensively researched, and regularly reviewed and updated according to a published plan
- secure access to the online curriculum centre (OCC) for every teacher
- programme evaluation in schools
- communication and marketing support
- governance, representation and networking
- assistance with university and government recognition
- support and advice.

#### Payment of the annual fee

The annual fee is payable by **1 September** each year for May session schools to cover the period from September to August. For November session schools the annual fee is payable by **1 March** each year to cover the period from March to February.

For newly authorized schools the fee is calculated on a pro rata basis from the first of the month following authorization up to the point of full annual billing dependent on the school's main session.

For schools in the USA and Canada the billing office is the IB Americas office in Bethesda, Maryland, USA. Payment of the annual fee can be made either by cheque or bank transfer as detailed in section A6.2.

For schools in other countries the billing office is the finance department at IB Cardiff, UK. For May session schools an invoice is sent on 1 August and is payable by **1 September**. For November session schools an invoice is sent on 1 February and is payable by **1 March**. Payment of the annual fee can be made either by cheque or bank transfer as detailed in section A6.2.

### A6.3.2 Candidate assessment fees

There are two candidate assessment fees: the candidate registration fee and the candidate subject fee.

In return, schools receive the following services:

- this comprehensive handbook for coordinators and teachers
- access to a coordinators' help desk by email, telephone or mail
- access to the IB information system (IBIS) for tasks necessary to administer candidate assessment
- a 24-hour support line during the Diploma Programme examinations
- a range of teacher feedback, including selected subject reports for each examination session.

Candidates receive the following services:

- comprehensive assessment using a wide range of assessment methods, including moderated internal assessment and externally marked examinations
- assessment by an international team of examiners and moderators, overseen by independent chief examiners
- detailed clerical checking of every examination script to ensure administrative accuracy
- accommodation for special educational needs and detailed consideration of individual special circumstances, where appropriate
- access to results on the day of publication via a dedicated and secure website
- printed *Diploma*, *Diploma results* or *Certificate of results* (depending on results)
- up to six free requests to transmit results to universities and admissions centres worldwide.

### **Candidate registration fee**

The candidate registration fee is paid once for each candidate taking one or more examinations in a particular examination session. The same fee is paid for each candidate, regardless of a candidate's registration category. Diploma category candidates who take one or two anticipated subjects one year early do not pay the registration fee when they are registered for their remaining diploma subjects the following year. However, if such candidates are registered after the first or second registration deadline, the difference between the standard registration fee and the higher late registration fee must be paid to the IB.

Six-month retake candidates, including certificate candidates who are registering to take the same certificate subject(s) again after six months, pay the standard registration fee. Candidates from a November session must be registered by **29 January** for the following May session to avoid paying the highest registration fee. Candidates from a May session must be registered by **29 July** for the following November session to avoid paying the highest registration fee.

### **Candidate subject fees**

The candidate subject fee is paid for each assessed subject taken by an individual candidate. There is no subject fee for either theory of knowledge or the extended essay assessment when first taken as part of the full Diploma Programme, regardless of whether the candidate anticipated one or more subjects.

Higher fees are charged for candidate registrations and amendments to subject details made between the first and second registration deadlines, and a second higher fee after the second registration deadline. Owing to the additional administration involved, amendments after the second registration deadline are charged at a significantly higher rate. Refer to section A5.4 for information about candidate registration deadlines and the procedure for registering candidates.

There is no registration amendment fee for:

- withdrawing a candidate from a subject
- withdrawing a candidate from an examination session
- amending a candidate's personal details
- changing a candidate's registration category before the first registration deadline.

If a candidate's registration category is changed after the first or second registration deadline, the appropriate registration amendment fee will apply.

### A6.3.3 By-request service fees

The IB offers a number of optional services that schools can request when needed. For the Diploma Programme the by-request services are:

- the enquiry upon results service
- the legalization of results documents
- replacement *Diploma*, *Diploma results* or *Certificate of results* for candidates who have mislaid the original documentation
- sending results to a universities or admission centres (in excess of the six free requests). See section A11.3 for further details.

A fee is charged for each of these additional services. A school may receive invoices throughout the year according to when fees were incurred for these services.

#### **Enquiry upon results**

The fee is according to the category of enquiry requested. No fee is charged if the enquiry results in a change of grade. If a review of the process leading to the grade upon re-marking is requested on behalf of the candidate, a fee is payable. See section A7.2.1 for further details.

#### **Legalization of diploma results**

There is one standard fee per candidate for the legalization of the *Diploma results* document, which is listed among the scale of fees. The school concerned will receive an invoice for the amount owed to the IB. The cost of the courier service is borne by the IB provided that the deadline for submitting the legalization requests is met. See section A7.2.2 for further details.

#### **Replacement *Diploma*, *Diploma results* or *Certificate of results***

Requests for a replacement *Diploma*, *Diploma results* or *Certificate of results* must be sent to IB Cardiff by email. The fees also apply if replacements are required because the school's legal name has changed. See section A7.2.3 for further details.

#### **Results to universities and admissions centres**

For each candidate the first six issues of results to universities or admissions centres will be sent without charge. A fee for each additional results issue applies until the end of the examination session, which is **15 September** for a May session and **15 March** for a November session. After the close of the session a fee will be levied for each set of results that is sent, regardless of whether any results were sent before the close of the examination session. See section A11.4 for further details.

## A6.4 Registration, subject and amendment fees

First registration deadline: **15 November/15 May**

Second registration deadline: **15 January/15 July**

Final registration deadline: **15 April/15 October**

Any change to a candidate's subject details will incur an amendment fee if the amendment is made after the first registration deadline. Owing to the additional administration involved, amendments made after the second registration deadline are charged at a significantly higher rate. The fee is charged for each amendment to a candidate's subject details. For example, a change of level for a subject would result in a fee being payable, although a change to a candidate's subject, level and response language, all made at the same time, would also result in only one fee being payable.

There are no amendment fees for amendments to personal details. A candidate's personal details, such as the spelling of their name, cannot be changed after the issue of results.

### **A6.4.1 Payment of the registration, subject and amendment fees**

For candidate registrations made by the first registration deadline of **15 November/15 May** an invoice is sent to schools from the appropriate billing office within a few days after this date. If amendments are subsequently made to subject details further invoices will be sent when necessary.

For schools in the USA and Canada the billing office is the IB Americas office in Bethesda, Maryland, USA. Payment for registration, subject and amendment fees should be made as detailed in section A6.2.2.

For schools in other countries, the billing office is the finance department at IB Cardiff, UK. Payment for registration, subject and amendment fees should be made as detailed in section A6.2.1.

## **A6.5 Appeals against a decision of the final award committee**

Circumstances are defined in the *General regulations: Diploma Programme* under which a candidate may appeal against a decision of the final award committee. Upon receiving the appeal the IB will request a handling fee that must be paid before the appeal procedure begins. This fee is stated in the scale of fees. Invoices for appeal fees will be sent from the relevant office (IB Americas or IB Cardiff), and payment must be submitted in accordance with sections A6.2.1 and A6.2.2.

## **A6.6 Refund of fees**

After the annual fee and registration fees have been paid to the IB, the fees will not be refunded. However, if a candidate withdraws from one or more subjects before the second registration deadline of **15 January/15 July**, the subject fee(s) will be refunded. The same applies to six-month retake candidates, whether diploma or certificate, who are withdrawn before the equivalent deadlines of **29 January/29 July**.

If a school has made a duplicate payment in error and there are no billings outstanding for payment, a request for a refund can be submitted to the IB Americas regional office for schools in this region, or to the credit control office at IB Cardiff for schools outside North America.

## **A6.7 Reimbursement of costs**

If it has been necessary for a school to pay a customs duty in order to obtain a mailing of examination papers, examination stationery or other material sent by the IB for an examination session, the IB will reimburse the cost. Original receipts must be sent to IB Cardiff with a full explanation of what the receipts are for.

## **A6.8 Transfer candidates**

If a candidate is intending to transfer to a different IB World School offering the Diploma Programme, the candidate's original school is responsible for paying the registration fee and subject fees if the candidate transfers, or is intending to transfer, after the deadline for the payment of these fees.

## A6.9 Special circumstances

A candidate affected by special circumstances, such as illness or accident, may not be able to complete the written examinations in the May/November session. Where 50% of the marks for the affected subject(s) are available, including an external component, a grade will normally be awarded. However, candidates who have not met these criteria for the award of a grade should be registered in either the examination session six months later, or one year later, for the subjects not taken. The subjects being retaken cannot be spread over more than one examination session. (However, if one or more of the subjects is not available in a session, an exception will normally be made.)

At the discretion of IB Cardiff, such candidates will be exempt from the registration fee and subject fees. In the case of diploma candidates the additional session will not count as one of the three sessions towards their diploma. However, if other subjects are taken in addition to those not completed owing to the special circumstances, this session will be counted as one of the three sessions towards the diploma.

If the coordinator help desk authorizes this arrangement and the candidate is registered for a session that is not the main examination session for the school, the usual conditions of candidate registration and subject availability apply.



## A6.10 The scale of fees

Scale of fees (1 September 2010 to 31 August 2011)	Currency			
	US\$	SFr	UK£	C\$
<b>1. Annual fee (per school)</b>	10,000	13,000	5,710	12,000
<b>2. Registration fee (per candidate)</b>				
• Before the first registration deadline <b>15 November/15 May</b>	141	182	80	168
• Between the first and second registration deadline <b>15 January/15 July</b>	189	247	108	227
• After the second registration deadline up until <b>15 April/15 October</b>	405	527	232	486
The fee for six-month retake candidates is the fee payable before the first registration deadline of <b>15 November/15 May</b> up until <b>29 January/29 July</b> . After this date the highest fees will apply.				
<b>3. Subject fee (per candidate)</b>				
• Fee for each subject (including theory of knowledge and extended essay when taken as retake subjects) a candidate is registered for	96	125	55	115
<b>4. Registration amendments (per candidate)</b>				
The fee is for the addition of a new subject, each amendment to a registration category, subject, level or response language, including theory of knowledge and the extended essay.				
• Between the first and second registration deadline	31	40	18	37
• After the second registration deadline	122	158	70	146

Scale of fees (1 September 2010 to 31 August 2011)	Currency			
	US\$	SFr	UK£	C\$
<b>5. Enquiry upon results</b>				
• Category 1: per candidate/subject/level	100	131	58	121
• Category 2: per subject component (photocopies)	72	94	41	86
• Category 2: per subject component (electronic format when available)	45	58	25	54
• Category 3: per moderation sample	153	199	87	183
• Review of a category 1 re-mark	171	223	98	205
• Return of individual candidate material: per candidate, subject level	43	55	24	51
<b>6. Other by-request services</b>				
• Legalization of diploma results (per candidate)	132	142	82	158
• Replacement diploma or certificate (per diploma or certificate)	67	86	38	80
• Results to universities (per candidate: no charge for first six universities)	14	18	9	16
<b>7. Appeals (per candidate)</b>				
• Fee for an appeal under article 29 of the <i>General regulations: Diploma Programme</i>	228	297	130	274

## A7.1 Services included within the annual fee

### A7.1.1 Public website

The IB public website at <http://www.ibo.org> provides detailed information about the IB and its three programmes and is of interest to IB World Schools, candidates, parents, educational authorities and others interested in the IB and its work. Features on the website include:

- customized home pages containing information and links for coordinators, educators, candidates, parents, journalists and our other main stakeholder groups
- an online store where publications, merchandise and gift items can be purchased
- a “Find an IB World School” function, to enable quick and easy searching for IB World Schools
- IB HeadNet, a password-protected section containing information for heads of schools
- a workshops and conferences calendar, showing details of professional development workshops and other events around the world
- a schools’ jobs service advertising available teaching posts worldwide
- regional sections maintained by the three IB regional offices.

### A7.1.2 IB store and publications

The IB store at <http://store.ibo.org> is the official IB online store and offers a range of IB-related publications, products and services suited to a wide variety of IB stakeholders. The IB store offers:

- communication documents—a range of literature designed to provide information about and promote the IB programmes offered by your school
- programme publications—core materials to support the teaching of IB programmes
- supplementary publications—additional resources developed and published by the IB to support candidates, teachers and administrators of the IB programmes
- gift items—a range of clothing, stationery, lapel pins and presentation gifts, including an environmentally friendly range of products, for all IB stakeholders
- reference materials—a variety of publications by IB-affiliated authors
- partner publications—new publications developed in collaboration with external partners, for example, Oxford University Press
- a quarterly IB Store e-newsletter to keep up-to-date about new publications and developments.

In addition to the quarterly e-newsletter the public web site offers the facility to sign-up for new product alerts where relevant to the individual. To be added to the distribution list, register on the IB store home page and state which notifications you would like to receive.

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish those that are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the following categories.

#### **IB materials**

Only materials produced by the IB itself should carry the IB logo or say “International Baccalaureate”, both of which are registered trademarks. The IB will not give permission for its name or logo to appear on any product other than those produced by the IB. A publisher or a supplier has to be working in cooperation with the IB to be permitted to use an IB trademark.

Examples of IB materials are:

- IB publications available from the online curriculum centre (OCC) or the IB store
- IB merchandise available from the IB store.

### **IB materials produced under licence**

The IB produces some materials in cooperation with other publishers or suppliers. The IB endorses such products and has been involved in their development.

An example of an IB-endorsed publication carrying the IB “In cooperation with” logo is:

- IB Diploma Programme Course Companions published by Oxford University Press.

### **Other products for IB programmes**

Several publishers and suppliers independently produce materials for IB programmes. While it is reasonable for them to show that their product is intended for the IB market, it should not feature any IB logo or trademark. Ideally, such products should say that they are intended “for use with” the relevant IB programme.

Also accessible through the IB store are:

- a schools’ jobs service where schools may advertise their vacant positions to a global audience
- a subscription service for *IB World* magazine.

### **Diploma Programme materials**

The IB store offers a variety of Diploma Programme materials including the following.

- Diploma Programme curriculum materials—subject guides, teacher support materials and starter packs featuring all the essential documents for schools.
- IB Questionbank—a series of CD-Roms specifically targeted at IB Diploma Programme teachers and coordinators, allowing users to create customized tests and markschemes, build candidate records and monitor candidate progress over time.
- IB Diploma Programme Course Companions—a series of books designed to support candidates with advice and guidance on the syllabus and assessment requirements. Each course companion focuses strongly on the IB learner profile and international-mindedness, and the IB theory of knowledge requirement is addressed throughout.
- IB Prepared: Approach your exams the IB way—a dynamic series of resources that helps students and teachers prepare for various key elements of the IB Diploma Programme.
- Examination and markscheme packs—network-ready CD-Roms featuring examination papers and markschemes for all six Diploma Programme subject groups.

For information about copyright restrictions on all formats of these materials, please refer to the document entitled *Rules and policy for use of IB intellectual property* (available from <http://www.ibo.org/copyright>).

### **Contacting the IB store**

If you require further information on any of the services outlined here, or would simply like to make a suggestion about future products, please contact the sales and marketing department.

Phone: +44 29 2054 7746

Fax: +44 29 2054 7779

Email: On the IBIS link **Contact us** choose *Sales orders and inquiries*

### A7.1.3 Online curriculum centre

The IB online curriculum centre (OCC) at <http://occ.ibo.org> is an interactive password-protected website designed to support teachers of the three IB programmes. All teachers in schools that offer the Diploma Programme should have access to this site provided for them by the coordinator. Coordinators can create and manage their teachers' usernames and passwords via IBIS. The OCC provides teachers with opportunities to:

- work collaboratively by sharing details of resources and teaching ideas
- view selected IB publications
- discuss issues with other teachers around the world
- read the latest news and information from the IB
- keep up-to-date with curriculum developments and respond individually to questionnaires
- take part in online training.

For queries relating to the OCC, on the IBIS link **Contact us** choose *Online curriculum centre*.

### A7.1.4 Coordinator help desk

#### General inquiries

The coordinator help desk at IB Cardiff provides Diploma Programme coordinators with advice on the administration of the Diploma Programme and on the use of IBIS. In addition to answering queries, the help desk handles requests for rescheduling examinations and is responsible for the administration of all cases of candidates with special circumstances. This includes candidates with a permanent or temporary medical condition, candidates with special educational needs, candidates who have experienced adverse circumstances, and those who are allegedly in breach of the general regulations.

If you have a query about any of the above issues, contact the coordinator help desk by email (on the IBIS link **Contact us** choose *Help desk inquiry*) or telephone +44 29 2054 7740. However, before doing so, please ensure that your query cannot be answered by referring to information already provided by the IB in this handbook, or in the documents *Rules for IB World Schools: Diploma Programme* and *General regulations: Diploma Programme*. Most queries about using IBIS can be answered by referring to the **Help text** or **Frequently asked questions** (FAQs) on IBIS.

#### Emergency helpline

During the examinations in May and November the coordinator help desk can be contacted by telephone out of normal office hours (excluding all day Saturday, and Sunday up to 1800 hours GMT). The telephone number is +44 29 2073 2491. This number must only be used in an emergency, when immediate advice is required. The kinds of situation that constitute an emergency include:

- natural disasters, civil unrest and other threats to the safety of candidates and teachers
- serious illness or an accident affecting a candidate immediately before or during an examination.

Do not contact the coordinator help desk during the examinations in May or November to request any items missing from the examination paper package—coordinators must check the contents when the package is received in **April/October**. If any examination papers are missing, or if the quantity is insufficient, inform IB Cardiff using the reply form for the receipt of examination papers on IBIS. (Do not use this reply form to request more examination stationery.)

### A7.1.5 University recognition

Universities around the world welcome the unique characteristics of the IB Diploma Programme and recognize the way in which the programme helps to prepare students for university-level education. IB students routinely gain admission to some of the best-known universities in the world. Most of these institutions have established recognition policies for the IB diploma.

The IB maintains information about university recognition on its public website. Go to **Academic programmes > Diploma Programme > University recognition**.

### A7.1.6 Unannounced inspections of examination arrangements

The IB reserves the right to inspect a school's examination arrangements at any time during the session. The appropriate regional director, or his/her nominee, will arrange for representatives to visit a selection of schools in the region during the written examinations to inspect each school's examination arrangements. Heads of schools, coordinators, teachers and other school representatives are expected to cooperate fully with an inspector by allowing the inspector access to any Diploma Programme examination or storage facilities for examination papers and material, and by answering all questions about examination arrangements.

The IB reserves the right, if it is not satisfied that an examination has been conducted in accordance with the regulations, and according to the seriousness of the violation, to declare the examination(s) null and void, to disqualify any or all of the candidates involved, and to cancel the participation of the institution.

## A7.2 By-request services

### A7.2.1 Enquiry upon results

Coordinators may request a re-mark of externally assessed material (category 1), the return of externally assessed material (category 2) and/or a report on the moderation of internal assessment (category 3). This service is known as an enquiry upon results. Requests for an enquiry upon results will only be accepted from schools, not from individual candidates, their legal guardian(s) or other representatives. A request for an enquiry upon results must be submitted on IBIS no later than **15 September/15 March**, approximately two months after the issue of results.

Enquiries in categories 1 and 2 are independent of each other and may be requested in either order up to **15 September/15 March**. No category may be requested more than once for the same examination material. The enquiry upon results service is not available for school-based syllabuses.

A candidate's grade may be lowered or raised as a consequence of a category 1 enquiry upon results, but no grade will be changed as a consequence of a category 2 or category 3 enquiry. Because a grade may be lowered, before requesting a category 1 re-mark (or a category 1 review) the coordinator must obtain the written consent of the candidate or his/her legal guardian. Similarly, if a coordinator is offered a re-mark for all candidates in a subject/level at no charge to the school, before accepting this offer by the IB the coordinator must obtain the written consent of those candidates he/she selects for the free re-mark.

#### Category 1

For all email enquiries about the category 1 service, please use the IBIS link **Contact us** and select *Enquiry upon results (category 1)*.

The externally assessed components of a candidate's work are re-marked. A grade may be raised or lowered as a result of a category 1 enquiry. The re-marking does not include multiple choice components

(MCQ) and internal assessment. The fee for each request covers a single subject entry for a single candidate.

#### **Five or more category 1 enquiries**

Where five or more category 1 enquiries are requested within a single subject and level for a school, and these result in a mean overall percentage mark change of at least 4%, all the candidates for that subject and level from that school will be offered a category 1 enquiry at no charge to the school. In the case of extended essays in a given subject, and also for theory of knowledge, all the school's candidates in the extended essay subject or in theory of knowledge will be offered a category 1 enquiry at no charge to the school if five or more enquiries generate a mean mark difference of at least four marks. In all cases the mean is calculated only on the size of the change, not on its direction. For example, mark changes of plus five and minus five give a mean of five, not zero.

If the conditions are met for extending a category 1 to include all candidates within a single subject and level, IB Cardiff will contact the coordinator by email for approval to proceed. The candidate(s) whose work is to be re-marked must be indicated via the link on the enquiry upon results home page, within one month of receiving the e-mail. This will be on the understanding that any candidate's grade may be raised or lowered as a result of a re-mark, not just those candidates who comprised the original request for a category 1 enquiry.

#### **Requesting a review of a re-mark**

If a candidate or coordinator believes the process leading to the grade upon re-marking did not respect the procedures defined in the general regulations and/or this handbook, the coordinator may request a review, for which a fee is payable to the IB. A review of a candidate's subject grade must be preceded by an enquiry upon results category 1 (re-mark) and the receipt of a copy of the assessed examination material for the candidate, for which a fee is payable.

To request the return of an individual candidate's material log on to IBIS and go to **Candidate**. Select **Enquiry upon Results (EuR)** from the left-hand menu to display the home page for this service. The page has a link to **Review of category 1 individual candidate re-mark**. Select the candidate and choose the subject for the return of material. Requests for the return of candidate's assessment material must be submitted within one month of receiving the results of the category 1 re-mark.

If after receiving a copy of the assessed material you wish to proceed with a review, use the same link **Review of category 1 individual candidate re-mark**, select the candidate and choose the subject to be reviewed.

Requests for a review of a re-mark must be supported with a justification that describes in what specific way(s) it is felt that the current marking is incorrect. The candidate's marked assessment material should be used as the basis for this justification; general comments are insufficient. A review will not be implemented without this information. The request for a review must be submitted within one month of the school receiving the assessed examination material.

The assessment director (or his or her nominee) will email his or her report on the review, normally within two months from the date of receiving the request. The report will be sent to the Diploma Programme coordinator of the school at which the candidate was registered for the examination session.

#### **Returning results documentation**

If an enquiry upon results category 1 or a review of a category 1 results in one or more changes of grade for candidate after the results documentation (*Diploma*, *Diploma results*, *Certificate of results*) has been sent to the school, new results documentation will be sent. If a grade is increased there is no requirement to return the original documentation, but if a grade has been lowered the coordinator must make every effort to

acquire the documentation from the candidate and then send it to IB Cardiff for the attention of the assessment operations department.

## **Category 2**

For all email enquiries about the category 2 service, please use the IBIS link **Contact us** and select *Enquiry upon results (category 2)*.

### **Externally assessed examination material**

All examination material will be returned to the school for a single externally assessed component from a given subject and level. In addition to examination scripts, externally assessed components include theory of knowledge essays, extended essays, language A1 world literature, language A2 written tasks, and musical investigations. A category 2 enquiry is for the purpose of returning externally assessed material only and does not constitute a candidate's claim of exclusive copyright in that material. If a candidate wishes to claim exclusive copyright, a separate request must be sent to IB Cardiff (see section A9.7).

The fee charged for the request covers the whole school entry for that single component. It is not possible to request the return of material for individual candidates. Schools are responsible for the payment of any import charges levied by the country concerned.

From May 2010, candidates' scripts from the written examinations may be sent to schools in electronic format. This service will be available for selected subjects only and at a reduced fee. For each examination session a news item on IBIS will announce which subjects this new service applies to.

### **Internally assessed examination material**

Sample material for internally assessed work is not returned to schools, although an exception is made for design technology HL/SL design projects because of their unique nature and possible importance for university entrance. The request for the return of this material must be made on IBIS, as for externally assessed material. However, if the option to request the return of design technology HL/SL design projects is not available on IBIS, send the request to IB Cardiff by email to [help@ibo.org](mailto:help@ibo.org). The cost to the school is based on the actual cost of postage and administration, rather than the standard fee for category 2.

### **Visual arts**

If it has been necessary for a school to send visual arts studio work to IB Cardiff as part of the alternative assessment arrangements for higher level or standard level option A, or the investigation workbooks for visual arts HL or SL option B, the fee for the return of this material is based on the actual cost of postage and administration, rather than the standard fee for category 2. If the option to request the return of visual arts studio work is not available on IBIS, send the request to IB Cardiff by email to [help@ibo.org](mailto:help@ibo.org).

If a category 2 enquiry upon results is requested for visual arts HL option A, HL option B, SL option A or SL option B, the coordinator will receive the visiting examiner's written comments on the performance of each candidate. These are the comments that feature on page one of the candidate record booklet.

### **Film**

If a category 2 enquiry upon results is requested for the film HL/SL presentation, the coordinator will receive comments from the examiner on the performance of each candidate. It is emphasized that the comments will be brief as they are not intended to constitute a detailed report on any or all candidates. This feedback will only be provided for all candidates in the school who registered for film, not specified individual candidates. The audio recordings themselves will not be returned on the assumption that schools retain their own copies. The examiner's comments will be sent in electronic format only; they will not be sent as hard copy. If the option to request the return of the film HL/SL presentation is not available on IBIS, send the request to IB Cardiff by email to [help@ibo.org](mailto:help@ibo.org).



### Category 3

For all email enquiries about the category 3 service, please use the IBIS link **Contact us** and select *Enquiry upon results (category 3)*.

This category provides a report on the sample of candidates' internally assessed work submitted for moderation. It is not possible to request a category 3 internal assessment report for:

- language A1 SL school supported self-taught candidates
- the presentation component in theory of knowledge
- for a subject with three or fewer candidates
- minor mark adjustments.

In cases where none of the candidates' moderated internal assessment marks differ from their raw marks (the marks awarded by the teacher) by more than 10% of the maximum mark available, these reports will not be provided. This is because there is often little of substance that moderators can report in such circumstances. The intention behind providing this service is to give helpful feedback to those schools to which significant moderation adjustments have been applied.

Each report on a single school sample is at least 300 words in length. It will cover the following issues:

- strengths and weaknesses of the work
- suitability of task(s) set
- accuracy of assessment
- recommendations for future improvement.

It may take longer to provide schools with a category 3 service than a category 1 or 2.

The same review procedure for a category 1 re-mark is not available for internal assessment. However, if a coordinator believes that the moderation of marks for internal assessment has not been conducted fairly and accurately, it is acceptable to raise concerns with the assessment directorate at IB Cardiff. However, a category 3 enquiry upon results must precede any such request. The procedure is to send an email to IB Cardiff using the link *Enquires about the moderation of internal assessment marks* under **Contact us** on IBIS. The email must provide details of the subject and candidates concerned, and provide a full justification for why the IB should reconsider the moderation of the marks.

### Procedure for requesting an enquiry upon results

Complete and submit a request for an enquiry upon results on IBIS no later than **15 September/15 March** following the examination session. However, do not request a category 3 enquiry until after your school's internal assessment feedback has been received. This is released on **12 July/12 January**.

The result of a category 1 enquiry will be sent to the school at the earliest possible date. Coordinators must be aware that an enquiry upon results can take some weeks. This is particularly the case for category 3 requests, for which the candidates' work and/or the moderator may not be readily available.

### Fees

Schools will be invoiced for the enquiry upon results service, and/or review procedure, according to the scale of fees in section A6. However, there is no charge for a category 1 enquiry that results in a change of grade, or for a review of a category 1 enquiry that leads to an amendment of the final grade awarded.

## A7.2.2 Legalization of examination results

Universities in certain countries require the IB *Diploma results* document to be legalized by the appropriate authority in Geneva. Where this is the case, it is the responsibility of the coordinator to inform candidates about this requirement. The *Diploma* itself is only legalized in exceptional circumstances when required. Argentina requires the legalization of the *Diploma* itself as well as the *Diploma results* document. In some cases, universities in Mexico and Egypt may also require the legalization of both documents.

The legalization of the diplomas is undertaken by the IB headquarters office in Geneva, Switzerland, after the issue of results for each examination session. If legalization is required, IB Cardiff will send to the headquarters office the relevant *Diploma results* documents, that is, the documents showing the grades the candidates have obtained. The corresponding *Diplomas* are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents for mailing to individual candidates.

Legalized *Diploma results* documents should reach the appropriate school in September or October for a May session and February or March for a November session. They are mailed to schools for the attention of the IB Diploma Programme coordinator. Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated below is met. If the deadline is not met, the documents will be sent to schools by registered airmail, unless the coordinator advises otherwise in which case any extra costs will be charged to the relevant school.

### Procedure

Coordinators must provide IB Geneva with the names and codes of those candidates who wish to have their *Diploma results* document legalized. This must be done by completing and submitting a legalization request on IBIS by **15 June/15 December**. Coordinators are asked to submit this request as early as possible to ensure timely processing of the request.

A legalization request must be made for a retake candidate, a previous request for legalization will not be carried over to another examination session. However, if the candidate fails to achieve a higher grade in the subject (or subjects) being retaken, the coordinator must email the Legalization Service at IB Geneva immediately after the issue of results in order to cancel the request.

A *Certificate of results* for a candidate who fails to achieve the *Diploma* will not be legalized unless this is specifically requested.

The spelling of a candidate's name entered by the coordinator on IBIS must be exactly the same as the name on the candidate's passport. If this is not the case, some consulates will refuse to legalize the *Diploma results*.

### Countries requiring legalization

Each year in the *Diploma Programme Coordinator Notes*, usually in the March issue, the IB provides a list of countries for which legalization is normally required.

The following countries require copies of passports: Italy, Iran, Peru and Saudi Arabia. Copies of passports must be submitted together with the legalization request on IBIS via email to [legalization@ibo.org](mailto:legalization@ibo.org) and/or sent immediately to IB Geneva by courier, for the attention of the Legalization Service.

### Invoicing

Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. As in previous years, the IB will send invoices for legalization fees to the schools concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

Schools will be invoiced according to the scale of fees in section A6. The invoices will be sent after November for the preceding May session and after March for the November session.

### A7.2.3 Replacement results documentation

Replacement results documentation can be requested from IB Cardiff if the originals have been lost or damaged. Please note that changes to a candidate's name will only be accepted if a name has been slightly misspelled on the original document, and following the amendment the name is still recognizable as the name on the original document. Replacement results documentation will not be issued where an additional name or married name is required, or a legal name change has occurred.

If the candidate is still attending an IB school, the request must come from the coordinator on the candidate's behalf. If the candidate is no longer at a school offering the Diploma Programme, the request may come from the school that the candidate attended, or directly from the candidate. A diploma folder is not sent with the replacement documents.

#### Request from a coordinator

A request from a coordinator must state the examination session, the candidate's full name and their session number. Requests must be sent to the IB using the email link under **Contact us** for *Replacement results documentation*. Schools will be invoiced, after the issue of the documents, according to the scale of fees in section A6.

#### Request from a candidate

A request for the replacement of results documentation will only be accepted directly from a candidate after six months from the issue of results. Therefore, for a May session a request will only be accepted after the following **1 January** and **1 July** for a November session. However, this restriction will be waived if the coordinator at the school where the candidate was registered for the IB examination session confirms that it is acceptable to issue the replacement documentation directly to the candidate.

On receipt of a request from a candidate, IB Cardiff will send a replacement documentation form to the candidate for completion. The form should then be returned to IB Cardiff with payment. The replacement documents will not be issued until payment is received from the candidate.

## A7.3 The IB grant

The IB grant provides short-term grants for schools experiencing financial challenges or wanting to increase access to IB programmes.

### A7.3.1 Who can apply?

This fund offers grants to schools in the following two categories.

- Category 1—IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control
- Category 2—IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly broadening the diversity of the IB community.

### A7.3.2 Nature of the grants

Grants are short-term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school's IB account to enable a rebate in fees, payment of workshop expenses in lieu of direct payments to the IB Organization on behalf of a school or education district or in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of the IB programme in the school is a key consideration in awarding a grant. Schools will not normally be eligible for more than two awards.

### A7.3.3 The IB grant committee

This committee makes recommendations to the director of access and advancement regarding grants to schools from this fund.

#### Criteria

In setting priorities for funding, the committee will consider:

- schools that provide access to a significant proportion of students from low and middle income countries (as defined by the World Bank)
- state schools in high income countries that operate in areas of significant social challenge
- the long-term financial viability and sustainability of the IB programmes in the school.

### A7.3.4 IB Grant Applications

Applications in 2010/2011 close on the following dates.

- 30 September 2010
- 30 March 2011

Application forms are available on the IB public website. Updates or changes regarding the IB Grant will be posted periodically on the IB public website. (Please check on **About the IB > Access and advancement > IB Grants >** or <http://www.ibo.org/accessandadvancement/ibgrants/>)

After completion, the form should be emailed to the IB using the link *Issues concerning the IB Grant* under the **Contact us** on IBIS. Schools will be notified of the outcome of their grant application about one month after the application deadline. The Advancement Division is responsible for the administration of the IB Grant. Please address any queries to the Advancement Office using the link referred to above.

### A7.3.5 The IB teacher awards

The IB is working with a growing number of universities worldwide to establish undergraduate and graduate courses aimed at developing teachers' understanding of each of the three IB programmes.

This initiative also involves an award framework created to formally acknowledge this understanding and the commitment that teachers make to their professional learning. Those who successfully complete an IB-recognized undergraduate or graduate course of study will be eligible to apply and register for an IB teacher award at level 1 or level 2.

Courses linked to the level 1 award focus on developing practical understanding of curriculum, pedagogical and assessment issues related to the implementation of the IB programme and the underpinning

educational principles. Courses associated with the level 2 award involve a significant element of rigorous and systematic investigative work at masters level or higher.

More information about the IB teacher awards and the associated courses of study can be found on the IB public website.

## A8.1 The meaning of academic honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic **dishonesty**, with direct references to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

Although candidates must be taught to appreciate the merits of academic honesty, there must be no uncertainty over the consequences of acting in a dishonest manner or failing to observe the standard academic practice of acknowledging the work of another person. To do so would be a breach of the general regulations and constitute malpractice.

For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

## A8.2 Help with IB assessment tasks

Coordinators are reminded that a student's work submitted for assessment, including work for internal assessment, must be the authentic work of that student. Failure to comply with this requirement will result in no grade being awarded for the subject concerned.

In addition to informing candidates about the need to acknowledge the ideas and work of another person, it is recommended that coordinators warn candidates against using the growing number of individuals and organizations that claim to offer "help" with IB assessment tasks. None of these are endorsed by the IB; some are virtually indistinguishable from sites on the Internet that offer bespoke assignments, usually for a fee, for candidates' use. Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that is not permitted by the IB.

The level and kind of guidance permitted by the IB for any subject is outlined in the appropriate IB guide. If a coordinator is in any doubt as to what is permitted, please contact the coordinator help desk for advice.

## A8.3 Malpractice

Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may be in breach of regulations. For example, a candidate may:

- duplicate work to meet the requirements of more than one assessment component
- fabricate data for an assignment
- take unauthorized material into an examination room
- disrupt an examination by an act of misconduct, such as distracting another candidate
- exchange, support, or attempt to support, the passing on of information that is or could be related to the examination
- fail to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonate another candidate

- steal examination papers
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use an unauthorized calculator during an examination.

Note that a candidate is likely to be found guilty of malpractice if unauthorized material (for example, an electronic device other than a permitted calculator, notes, a mobile/cell phone) is taken into an examination, regardless of whether any attempt is made to use that material.

For all cases of malpractice in relation to the examinations, the coordinator must send a report to the coordinator help desk at IB Cardiff.

## A8.4 Authenticating candidates' work

It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that all candidates' work complies with the requirements of the relevant subject guide. Therefore, teachers (or supervisors in the case of extended essays) are in the best position to judge whether a candidate's work is authentic. Ongoing support and guidance will help with the early detection of plagiarism and will dissuade candidates from deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny. However, what is realistic and what can be achieved within the usual constraints of time and workload must be left to the discretion of individual teachers and the coordinator. Ultimately, the candidates are responsible for ensuring that the final version of their work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion.

The IB will not accept work for assessment or moderation unless the candidate has signed the coversheet to confirm that the work is his or her authentic work and constitutes the final version of that work. Additionally, the teacher (or supervisor in the case of an extended essay) must also sign the coversheet to confirm that, to the best of his or her knowledge, the attached work is the authentic work of the candidate. Therefore, all work submitted to the IB for moderation or assessment must be authenticated by the candidate and a teacher and must not include any instances of suspected or confirmed malpractice. If a teacher signs a coversheet but writes a comment on or attached to the coversheet to the effect that the work may not be authentic, the candidate will not be eligible for a mark in that component and no grade will be awarded. Similarly, it is not appropriate for a teacher to delete the teacher's declaration and then sign the coversheet.

The requirement for a coversheet signed by the candidate and teacher applies to all non-examination components, both internally and externally assessed. For internal assessment, this requirement applies to the work of all candidates, not just to the sample work that will be submitted to an examiner for the purpose of moderation.

When a candidate provides a teacher with the final version of his or her work with the coversheet signed, ready for signing by the teacher, this is considered the point at which the work is being submitted for assessment. (It is expected that the coversheet will be signed first by the candidate and then by the teacher/supervisor.) After a candidate has submitted the final version of his or her work to a teacher (or the coordinator) for external or internal assessment, together with the signed coversheet, it cannot be retracted by the candidate. If the work is in fulfillment of the requirements for internal assessment, the candidate's mark must be entered on IBIS after the coversheet has been signed by both the candidate and the appropriate teacher.

### **A8.4.1 Work identified as not authentic before submission**

If the teacher has reason to believe that part or the whole of a candidate's draft work under discussion prior to submission for assessment might be deemed to be in violation of the principles of academic honesty and therefore constitute a case of malpractice, the teacher must draw the candidate's attention to this risk and the need to respect the requirements of academic honesty. In other words, if possible malpractice (usually plagiarism or collusion) is identified before the coversheet has been signed by the candidate, the situation must be resolved within the school and not brought to the attention of the IB.

If it is apparent that the candidate's draft work may not be entirely authentic, it is not appropriate to allow the candidate to submit the same work with a signed coversheet with the expectation that the situation will then be resolved by the IB.

### **A8.4.2 Work identified as not authentic after submission**

Occasionally, through an oversight while checking a candidate's work for authenticity, the teacher or coordinator may identify plagiarism (or another breach of regulations, such as fabricated data) after a candidate has signed the coversheet. It may be the case that the coversheet has also been signed by the teacher and been sent to an examiner for assessment or moderation. If evidence of plagiarism is available the coordinator help desk at IB Cardiff must be informed so that an investigation can be undertaken. If plagiarism is suspected, but there is no evidence in the form of a source that has been copied, the situation must not be brought to the attention of the coordinator help desk unless advice is required.

## **A8.5 Improper conduct by a coordinator or teacher**

Breaches of regulations are not confined to candidates: improper conduct by a coordinator or teacher may be brought to the attention of the final award committee. The following are examples of unacceptable actions that will be investigated by the IB.

- The unauthorized rescheduling of an examination.
- Failing to keep the examination papers secure prior to an examination.
- Opening examination paper packets prior to an examination.
- Providing a candidate with undue assistance in the production of any work that contributes to the assessment requirements of the Diploma Programme.
- Leaving candidates unsupervised during an examination.
- Allowing additional time in examinations without authorization from the IB.
- Releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

## **A8.6 Investigating a breach of regulations**

The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs IB Cardiff that malpractice may have taken place during an examination.
- An examiner suspects plagiarism or collusion and provides evidence to justify his or her suspicion.
- A random check of assessment material at IB Cardiff using a web-based plagiarism prevention service reveals that the work of a candidate may not be entirely authentic.



The IB will investigate a case of suspected malpractice only when there is clear evidence to justify an allegation of malpractice. In the case of plagiarism the evidence must be in the form of a source that appears to have been copied by a candidate. In cases of collusion an investigation will only be pursued if the candidates' work shows clear similarities.

If the IB initiates an investigation into malpractice, it will do so soon after the evidence of malpractice is brought to the attention of the coordinator help desk at IB Cardiff. The coordinator will be informed by email that a candidate (or candidates) is being investigated for possible malpractice. It is a requirement of the IB that the coordinator will immediately inform the head of school that a candidate (or candidates) is suspected of malpractice.

For all cases of malpractice by a candidate the coordinator will be asked to provide IB Cardiff with statements after he or she has conducted an investigation. In the case of suspected plagiarism or collusion the coordinator will be asked for:

- his/her own statement
- a statement from the candidate's teacher for the subject concerned (or supervisor in the case of an extended essay)
- a statement from the candidate.

The statement from the candidate's teacher (or supervisor) must:

- explain what subject specific guidance on academic honesty is given to IB candidates
- provide details about the nature and extent of supervision given to the candidate(s) on the work under investigation
- explain what procedures are adopted to verify that, to the best of his/her knowledge, an IB candidate's work submitted for assessment is authentic
- provide any relevant information, based on teaching/supervisory experience of the candidate(s), with specific reference to the allegation(s) made against the candidate(s).

The statement from the coordinator must:

- briefly explain what guidance on academic honesty is given to all IB Diploma Programme candidates
- provide any relevant information, specifically making reference to the allegation(s) made against the candidate(s).

The statement from the candidate must answer yes or no to:

- Have you been provided with or have access to a copy of the school's academic honesty policy?
- Have you been provided with or have access to a copy of the IB *General Regulations: Diploma Programme*?
- Have you been provided with details of the allegation of malpractice against you?

Additionally, the candidate(s) will be asked to provide any relevant information specifically making references to the allegation(s) against him/her.

If the coordinator brings a case of possible malpractice to the attention of the coordinator help desk, it is expected that the above statements will accompany the email or letter sent to the coordinator help desk.

## A8.7 Decisions of the final award committee

Cases of suspected malpractice will be presented to the final award committee, or a sub-committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice is insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

Where appropriate in reaching a decision on whether a candidate is guilty of malpractice, the committee will take into consideration any similar cases that may have set a precedent for a case of its kind. Nevertheless, each case of suspected malpractice will be judged on its own merit, taking into account all the evidence and information that is available about the case.

No final decision regarding the guilt of a candidate accused of malpractice will normally be reached unless a statement from that candidate has been received and considered by the committee. In cases where a candidate has not produced a statement, the coordinator must state in writing that the candidate declined the opportunity to submit a statement.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed by letter of the decision reached by the committee. The letter will be copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board. If a breach of regulations is established, the head of school is required to acknowledge receipt of this letter.

## A8.8 Reconsideration of a decision by the final award committee

### A8.8.1 The conditions for a reconsideration

In cases where a request for reconsideration as defined in article 31 of the general regulations is possible, the reconsideration must precede any appeal. Appeals are possible against any decision of the final award committee, but only on the grounds that the procedures defined in the regulations that led to the decision of the final award committee being appealed were not respected.

Final award committee decisions are only open to reconsideration if the candidate establishes the existence of facts that were unknown to the final award committee when making its original decision. To be admissible the request for reconsideration must:

- be filed by the candidate (or by his or her representative) via the school's Diploma Programme coordinator, who must inform the head of school
- be received by IB Cardiff from the school within three months from the date of the original decision by the final award committee
- contain a full description of the new facts invoked and of the reasons for which a reconsideration is being requested
- contain the name and address of the candidate (or of his or her representative) to whom IB Cardiff may send all communication and decisions concerning the request.

As stated in article 19 of the general regulations, beyond the re-marking and review process neither a school nor a candidate is entitled to request a reconsideration of the assessment process that led to the awarding

of a grade. However, a candidate (or his or her representative) is entitled to submit an appeal under the conditions of the general regulations.

There is no fee for requesting a reconsideration of a decision by the final award committee.

### **A8.8.2 How to request a reconsideration**

To be admissible the request for reconsideration must be filed by the candidate (or by his or her representative) via the school's Diploma Programme coordinator or head of school. The request may be submitted on behalf of a candidate or group of candidates. A request for reconsideration will not be accepted directly from a candidate (or from his or her representative).

If a Diploma Programme coordinator intends to submit a request for reconsideration on behalf of a candidate the coordinator must first ensure that the request complies with the requirements stated in section A8.8.1.

Once all documents have been collated and are ready for submission, the request for reconsideration must be sent to the coordinator help desk at IB Cardiff, preferably by email. Receipt of the request will be acknowledged at the earliest opportunity.

The request must be received by the coordinator help desk within three months from the date of the original decision by the final award committee.

### **A8.8.3 The reconsideration**

All requests for reconsideration will be examined and decided by a sub-committee of the final award committee. The sub-committee will include :

- the chair or vice-chair of the final award committee (chair)
- a member of the Examining Board, and
- the assessment director, assessment operations director or chief academic officer.

Any additional members of the sub-committee must have served on the final award committee that made the original decision.

The sub-committee is entitled to refuse to reconsider the matter if it deems that the request is not based on new facts. If the sub-committee refuses to reconsider the matter it will inform the candidate (or inform his or her representative) at the address indicated in the request, with a copy to the Diploma Programme coordinator.

If the sub-committee accepts to reconsider the matter it may ask the candidate and/or the school for whatever additional explanations and evidence it deems useful but will not be obliged to accept further written submissions by the candidate and will not hear the candidate or a representative from the school orally. The sub-committee will render its decision upon reconsideration, in principle within one month from the date when IB Cardiff receives the request for reconsideration.

## **A8.9 Appeals and arbitration**

Appeals are possible against any decision of the final award committee, and against any decision of the assessment director upon review of the re-marking of a candidate's externally assessed material, but only on the grounds that the procedures defined in the general regulations, and which led to the decision being appealed, were not respected. In cases where a request for reconsideration is possible, the reconsideration must precede any appeal.

For further information about the appeals process, please request a copy of the document *The IB appeals procedure* from the coordinator help desk.

Any dispute arising from or in connection with the general regulations and/or this handbook that has not been resolved by means of reconsideration or appeal procedures, or is not subject to the reconsideration or appeals procedures, shall be finally settled by one arbitrator in accordance with the Swiss Rules of International Arbitration of the Swiss Chamber of Commerce.

## A9.1 Special assessment needs

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized. Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems.

For information about the IB's policy on candidates with special needs, refer to the IB publication *Candidates with special assessment needs*. Please study this publication before contacting IB Cardiff with an inquiry or submitting a request for special assessment arrangements. For inquiries concerning administration, contact the coordinator help desk, or for advice about a particular candidate's needs, contact the manager for special educational needs using the link *Special educational needs* under **Contact us** on IBIS.

Do not inform an examiner about a candidate's personal circumstances, disability, medical condition or special need of any kind and do not send a copy of the form *Candidates with special assessment needs* (form D1) or the form *Candidates affected by adverse circumstances and/or a temporary medical condition* (form D2) to an examiner with a candidate's assessment material.

### A9.1.1 Assessment arrangements not requiring authorization

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the coordinator help desk at IB Cardiff.

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group. For example, lighting may be a particular consideration for a candidate with a visual impairment, or a room with an echo may be detrimental to a candidate with a hearing impairment. Furthermore, a candidate's condition or the nature of the special arrangement (for example, an amanuensis, or a word processor) may disturb other candidates, in which case a separate examination room is justified. If the examination is taken in a separate room, all regulations governing the conduct of the IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates (for example, sitting near the front may be appropriate for a candidate with a visual or hearing impairment).
- A candidate may take medication and/or refreshments to alleviate a medical condition such as diabetes.
- A care assistant may be in attendance if this is necessary for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid (for example, a coloured overlay, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying glass, coloured filter lenses) is allowed to use the aid in examinations.

- A candidate with a hearing condition may receive instructions from a communicator. This arrangement must be confined to explaining the conduct of the examination and the instructions in an examination paper. The communicator must not convey information about any aspect of a question in the paper.
- For a candidate who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

### A9.1.2 Assessment arrangements requiring authorization

All special assessment arrangements (that is, arrangements other than those listed in section A9.1.1) must have prior authorization from the coordinator help desk at IB Cardiff.

A request for special arrangements must be submitted on form *Candidates with special assessment needs* (form D1) and supported with medical documentation (translated into English, French or Spanish where necessary). Send the form and the medical documents to the coordinator help desk at IB Cardiff to arrive by **1 May/1 November**, 12 months before the written examinations. The form must indicate the:

- candidate's name, intended registration category and examination session
- subjects/components affected
- nature of the condition
- special arrangements being requested
- special arrangements currently available to the candidate for class assignments and school examinations.

For candidates who are visually impaired, provide details about the modification of examination papers (for example, enlargement) including the Braille code required for certain subjects, such as languages and mathematics.

### A9.1.3 Candidates registered for the anticipated category

It may not be possible to authorize certain special arrangements for anticipated or retake candidates (for example, modified examination papers) owing to the time taken to undertake this task.

For the diploma session one year later, it is not necessary to send a second request for special assessment arrangements (although this is necessary for retake candidates). However, if a candidate's condition changes after the first request for special arrangements has been submitted, the coordinator help desk must be informed.

## A9.2 Temporary medical conditions

The missing mark procedure may be used by IB Cardiff in circumstances where a candidate has not been able to complete an assessment component owing to an illness, accident or adverse circumstances. However, the candidate must have completed at least 50% of the assessment for the relevant subject, which must include a written externally assessed component.

### A9.2.1 During the two-year course

If a candidate has a serious illness or accident during the two-year course that may have a significant effect on his or her performance in assessment, send a completed form *Candidates affected by adverse*

*circumstances and/or a temporary medical condition* (form D2) to the coordinator help desk at IB Cardiff without delay. The form must indicate:

- the candidate's name and session number
- the subject/components affected
- the reason for the application and, where appropriate, the special arrangements requested
- any other information relevant to the case (for example, the duration of the illness, the nature of the candidate's condition).

Form D2 must be supported by appropriate medical documentation (translated into English, French or Spanish where necessary). If appropriate, IB Cardiff will authorize special assessment arrangements for the candidate.

### **A9.2.2 During the written examinations**

If a candidate was affected during the written examinations, again submit form D2 with supporting medical documentation. The form must summarize the candidate's condition and how it may have affected his or her performance during the examinations. Form D2 must arrive at IB Cardiff within 10 days after the candidate's final examination.

It is emphasized that if a candidate was affected by a medical condition consideration will be given to the case only if supporting medical documentation is provided.

## **A9.3 Adverse circumstances affecting individual candidates**

At the discretion of the final award committee, candidates affected by adverse circumstances may be eligible for special consideration.

### **A9.3.1 Circumstances that the IB defines as adverse**

According to the *General regulations: Diploma Programme*, adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of a candidate.

Adverse circumstances that may affect a whole group of candidates include civil unrest or natural events such as floods, earthquakes and hurricanes.

### **A9.3.2 Circumstances that the IB does not define as adverse**

Adverse circumstances do not include shortcomings on the part of the school at which a candidate is registered. It is a school's responsibility to ensure that all candidates comply with programme and assessment requirements.

No allowance will be made for a school's failure to deliver the course of study owing to:

- industrial action (for example, a strike by teachers or by a school's ancillary staff)
- the illness, death or other absence of a teacher
- frequent changes of a subject teacher for a class of candidates, including periods without a teacher
- a shortage of teachers, teaching resources or facilities.

Similarly, no allowance will be made for a candidate who begins the Diploma Programme late in the academic year. If, as a consequence of missing tuition, the candidate is not adequately prepared for assessment, the candidate should be withdrawn from the examination session.

### **A9.3.3 Procedure**

If a candidate or group of candidates is affected by adverse circumstances, send a completed form for candidates affected by adverse circumstances form D2 to IB Cardiff, indicating the name(s) and session number(s) of the affected candidate(s), to arrive no later than 10 days after the completion of the final assessment component of the subject(s) concerned. The form must include a statement from the coordinator describing the nature of the circumstance and its consequence(s) for the candidate(s), and must be signed by either the coordinator or head of school.

Where a group of candidates has been affected by adverse circumstances, if possible indicate which individual candidates have been most severely affected.

Do not inform an examiner of a candidate's personal circumstances or any circumstances affecting a group of candidates.

## **A9.4 Adverse circumstances affecting all IB candidates in a school**

In this context, an adverse circumstance is defined as an exceptional event that presents a clear threat to the health and/or safety of candidates and teachers that may force a school to close, miss assessment arrival dates and/or cancel IB examinations. Exceptional events include natural disasters, hostile activities and serious communicable illnesses (but do not include industrial action by teachers or other staff within a school). In the event of a serious disruption to the assessment of candidates for the Diploma Programme, the IB will make every effort to provide support and practical advice. For example, some modification of procedures and arrival dates will be permitted, but only if the security and standards of the examination session are not compromised.

Exceptional adverse circumstances affecting a school will be brought to the attention of the final award committee. The committee will consider how the circumstances have affected candidates and determine whether any action is appropriate in compliance with the *General regulations: Diploma Programme*. Any action taken by the final award committee in response to an exceptional event does not necessarily create a precedent for future examination sessions. The committee will consider each situation on its own merit, bearing in mind that each set of circumstances affecting a school community is unique.

### **A9.4.1 The responsibilities of the school**

It is the responsibility of the school, normally through the coordinator, to bring to the attention of the coordinator help desk at IB Cardiff circumstances that may severely disrupt the preparation or assessment of candidates for the Diploma Programme. The IB is not responsible for identifying individual schools that may be in difficulty.

The IB will not become involved in decisions relating to the management and administration of a school, or accept any form of responsibility for continuing the tuition of candidates for the Diploma Programme. Schools must take all reasonable steps to maintain the continuity of teaching in preparation for the written examinations in May or November and to conduct the examinations themselves.



### **A9.4.2 Circumstances arising before the written examinations**

Where possible, the IB will be flexible with the March/September and April/October arrival dates for the submission of assessment material for marking or moderation. However, the coordinator must have the prior agreement of the head of assessment operations at IB Cardiff to delay the mailing of assessment material. If a later arrival date is authorized, the IB does not guarantee to issue results for the school concerned on **5 July/5 January**.

If a school is forced to close before the examinations in May and November for a period of more than approximately five teaching days, the coordinator must notify the coordinator help desk at IB Cardiff. The school's situation will be brought to the attention of the final award committee. If any action is considered appropriate, this will be at the discretion of the committee. Depending on the period and date of closure, the head of assessment operations may extend arrival dates for the submission of examination material. However, this extension does not apply to examination scripts.

### **A9.4.3 Circumstances arising immediately before or during the written examinations**

To maintain the integrity and security of the examination session, the rescheduling of written examinations will not be permitted beyond what is already stated in section A9.5 of this handbook. It is important that candidates take their written examinations at the school where they are registered, unless an alternative venue has been agreed with both the coordinator help desk at IB Cardiff and the appropriate regional office.

If adverse circumstances affect a school community at the time of the examinations in May or November, the school's administration must make every effort to continue with the examinations, assuming there is no clear and immediate threat to the health or safety of candidates and teachers. Failure to administer the examinations without sufficient justification will result in no grades being issued to the candidates. If possible, a school should obtain permission from IB Cardiff before cancelling the examinations.

Circumstances may be sufficiently serious to justify the complete closure of a school either before or during the period of the examinations in May or November. School closure is taken to mean the complete cessation of all school activities, including all examinations. If, for example, the examinations are able to continue but lessons or other normal activities are discontinued, this does not constitute "closure". The head of school must be able to substantiate, to the satisfaction of the IB, that closure was necessary and examinations could not be arranged for an alternative venue.

In the event of all candidates being unable to take one or more examinations for reasons beyond the control of the school, the final award committee will normally award grades based on the information that is available. (This does not mean using the predicted grades in place of grades derived from candidates' performance on assessment components.) The committee will not authorize the award of grades if a school continued to hold the IB examinations and one or more candidates chose not to attend examinations when it was possible to do so.

### **A9.4.4 Change of examination session**

Each school that is authorized to offer the Diploma Programme must designate either May or November as their main examination session. If the preparation of candidates for a particular session is very severely disrupted, the school may be authorized to enter the same candidates for the next examination session. All fees will be carried over to this session. (For example, if candidates are entered for a May session, but cannot be adequately prepared for the examinations because of serious adverse circumstances, the school will normally be permitted to enter the same candidates in the following November session.) However, no

consideration will be given for any subjects, level or response language that are not available in the following examination session. Any further dispensation will be at the discretion of the director general.

### **A9.4.5 The transfer of candidates to another IB World School**

Where there is a threat to the health or safety of candidates in a school, it is common practice for candidates to transfer to another IB World School. The transfer of a candidate to another IB World School in order to take his or her IB examinations will be permitted until such a date that IB Cardiff becomes unable to make the necessary practical arrangements. This is about two weeks prior to an examination. IB Cardiff will only agree to a candidate's transfer to another IB World School if written consent is received from the coordinator who is accepting the candidate(s). Depending on the date and circumstances, a candidate moving to another school may be administered as an alternative examination venue, rather than as a transfer candidate.

## **A9.5 Conflicts with IB examinations**

### **A9.5.1 General**

There are occasions when a candidate's schedule of IB examinations may result in a conflict with another event, such as examinations for a different awarding body. In these circumstances the conflict is likely to be known well in advance of the IB examinations and the coordinator help desk may authorize a rescheduling. The only occasion when it is necessary to contact the regional office about a conflict with IB examinations is when a candidate has a conflict with an event of international significance. For a conflict of this kind, an examination will not be rescheduled but an alternative examination venue may be authorized. However, alternative venues are authorized for only a very few events and no assumption should be made that authorization will be given by the regional office.

Rescheduling an examination is not the same as authorizing an alternative venue; they are two separate arrangements. The only circumstance in which an examination might be both rescheduled and held at an alternative venue is in an emergency situation.

#### **Rescheduling**

There are three circumstances only in which IB Cardiff will authorize a candidate to take one or more examinations at a time and/or date different to the IB examination schedule. The circumstances are confined to:

- conflicts between IB examinations scheduled for the same time and date
- conflicts between the scheduling of IB examinations and the examinations of other awarding bodies, including university entrance examinations
- emergency situations.

Changing the time and/or date of an IB examination will not be authorized for any other circumstance. Therefore, rescheduling will not be authorized when an IB examination coincides with a competition of any kind, a school event, a local or national holiday, school examinations, or an occasion involving a family relative or any similar event. Exceptions will not be made.

Rescheduling will only be authorized if the coordinator can guarantee the security of the examination and if a teacher will supervise the candidate(s) concerned during the entire period between the scheduled and rescheduled time and date for the examination. This is to ensure that there is no communication with any other candidate who has already taken the same examination. An examination will not be rescheduled to an earlier day.

Requests for rescheduling arising from conflicts between examinations must be submitted on IBIS with a proposal for overcoming the conflict. If it is necessary to reschedule an examination because of an emergency situation, contact the coordinator help desk to request authorization.

### **Alternative venue**

IB World Schools authorized to offer the Diploma Programme are the only recognized examination centres. Candidates must take their IB examinations at the school where they are registered. If a candidate takes an examination at a venue other than the school where they are registered, without authorization from the IB, the candidate's script(s) will not be assessed and no result will be issued in the subject concerned.

There are two circumstances only in which the IB may authorize a candidate to take one or more IB examinations at an alternative venue. These circumstances are confined to:

- conflict with an important event of international significance
- emergency situations and cases of accident or serious illness affecting a candidate.

Changing the venue of an IB examination will not be authorized for any other circumstance. Therefore, an alternative venue will not be authorized when an IB examination coincides with a competition of any kind, a school event, a local or national holiday, school examinations, or an occasion involving a family relative or any similar event. Exceptions will not be made.

Whether an event is of "international significance" is open to interpretation, but it should at least include delegates from countries other than the host country. The final decision on whether an event is international resides with the appropriate IB regional office.

## **A9.5.2 Conflict between IB examinations**

Check the Diploma Programme examination schedule soon after you have registered candidates for the examination session. Every effort is made to limit the possible number of examination hours in one day to no more than six and a half hours for two subjects. Rescheduling will be considered only for a total time greater than six and a half hours where a candidate has more than two subjects scheduled for the same day. The request for rescheduling must be submitted on IBIS by **15 March/15 September**, one and a half months before the examinations.

### **Two subjects in one morning or afternoon**

If the two subjects are morning examinations, one of the two subjects will be rescheduled to the afternoon. If they are afternoon examinations, one of the two subjects will be rescheduled to the morning if the candidate can be supervised until his or her examination in the afternoon.

### **Three subjects in one day**

Rescheduling will be authorized only if the total number of hours of examinations for a candidate exceeds six and a half hours. If the time exceeds six and a half hours, one examination will normally be rescheduled to the next day if this does not result in another conflict.

### **Four subjects in one day**

Rescheduling will be authorized, regardless of the total number of hours of examinations for the candidate in that day.

### **Two subjects, each with two examinations on the same day**

Rescheduling will not be authorized, unless the total time for the examinations exceeds six and a half hours.

### **Consecutive days of examinations**

Rescheduling will not be authorized, unless there is a conflict of the type noted above that normally justifies rescheduling.

### **A9.5.3 Conflict with the examinations of other awarding bodies**

Check the examination schedules of other awarding bodies for which you have candidates as soon as they are published. If there is a conflict for a candidate, consider all alternative courses of action before submitting a request to reschedule an IB examination. For example, for conflicts with university entrance examinations, inquire whether the entrance examination can be taken on an alternative date. Any request for rescheduling must be submitted on IBIS by **15 March/15 September**, one and a half months before the examinations.

### **A9.5.4 Conflict with an event of international significance**

An alternative venue may be authorized by a school's IB regional office for an important event of international significance that coincides with the period of the IB examinations in May or November. In addition to being an international event, the event must be associated with the candidate's study for the diploma. An alternative venue will be authorized only for anticipated and diploma candidates; not for retake or certificate candidates.

Alternative venues are authorized only rarely and therefore no assumption should be made that authorization will be given. Authorization is dependent on whether there is sufficient time for the IB to put administrative arrangements in place, such as sending examination papers to the new host school.

Under no circumstances will an alternative venue be authorized if any party involved cannot guarantee the security and integrity of the examination(s). The examination(s) must be conducted in full compliance with the procedures and regulations for the conduct of IB examinations at the time and on the date scheduled by the IB.

#### **Procedure**

The procedure is to send a request by email to the school's regional office. Do not use IBIS and do not send the request to IB Cardiff. The email must:

- identify the candidate(s) by name and session number
- state the subjects and dates of the examinations that will be affected
- provide details about the event
- provide a justification for the candidate to attend the event
- explain how the event is associated with the candidate's study for the diploma.

If provisional authorization from the regional office is received, it will then be necessary for the candidate's coordinator to contact the coordinator at an IB World School in the vicinity of the event, to ask that coordinator if he or she is willing to administer the candidate's examination(s). The school must already have candidates registered for the examination session. If the regional office receives confirmation directly from that coordinator to confirm that he or she will administer the candidate's examination(s), the IB will then proceed with the arrangements.

If there is no IB World School available, or none that is able to administer the examinations, an alternative venue will be authorized only if the regional office is able to provide a representative to conduct the examinations. The school is required to cover the full cost of this arrangement.

### A9.5.5 Emergency situations

An emergency situation is one in which the health or safety of a candidate or group of candidates is threatened. This usually arises from natural disasters such as floods and hurricanes, or it may arise from events such as terrorist action or civil unrest. It does not include candidates who miss or seem likely to miss an examination owing to illness. If an emergency arises at the time of the examinations, contact the coordinator help desk to request a rescheduling or to ask for advice on whether a rescheduling and/or alternative venue is appropriate in the particular circumstances. If it is not possible to contact the coordinator help desk, the examination must be taken at the earliest possible time after the scheduled time. The final award committee will agree to award grades in such circumstances only if it is satisfied that the security of the examination has been maintained. It will be necessary to submit a detailed report on the circumstances to the coordinator help desk.

Rescheduling and/or alternative venues may also be authorized in cases of accident or serious illness during the examination session when a candidate may be unable to take the examination in school. For example, the candidate may be in hospital, in quarantine and/or confined to bed. To request a rescheduling/alternative venue in these circumstances, contact the coordinator help desk (not the regional office).

During the period of the examinations there is a 24-hour emergency help line (+44 29 2073 2491).

## A9.6 Transfer candidates

The term “transfer” refers to a candidate who moves from one IB World School to another IB World School during their Diploma Programme in order to continue their studies and to take IB examinations. It is necessary to inform the coordinator help desk about a transfer candidate only if the candidate has been registered for a forthcoming examination session.

Schools may accept or refuse transfer candidates at their own discretion: the IB places no obligation on schools to accept such candidates. Coordinators are advised to carefully consider the implications of accepting transfer candidates before they make a decision. If a school accepts a transfer candidate, the registration of the candidate will be changed to that school and the candidate’s results will be among those of the accepting school. Careful consideration must be given to whether the accepting school is able to provide continuity in the transfer candidate’s study for the Diploma Programme. The accepting school may not offer the same subjects as the candidate’s original school.

A transfer candidate may only be entered for an examination session that is the designated session of the accepting school. (For example, a May session school accepting a transfer candidate from a November session school may enter that candidate for a May examination session only.)

If a candidate transfers to another school after the registration deadline of **15 January/15 July** the IB will normally agree to a registration change. However, depending on the actual date and circumstances of the transfer, the IB reserves the right not to accept a transfer after this date.

The acceptance of a candidate from another school, especially during the final year of the Diploma Programme, can result in complicated arrangements. Coordinators are advised to contact the coordinator help desk in such circumstances. For example, if a candidate takes anticipated subjects in a May session school and then transfers to a November session school, that candidate must complete his or her remaining diploma requirements eighteen months after the anticipated session, not six months later in the following November session. The equivalent applies if transferring from a November to a May session school.

### A9.6.1 Responsibilities of the original school

A transfer candidate's original school must:

- be responsible for paying the registration and subject fees if the candidate transfers, or is intending to transfer, after the deadline for the payment of these fees
- provide the accepting school with the information and material (for example, marks awarded, work completed or partially completed, details of courses followed) required by that school.

Depending on when the candidate transfers to another school, the original school may be required to submit to IB Cardiff predicted grades and marks for internal assessment.

### A9.6.2 Responsibilities of the accepting school

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform IB Cardiff of the transfer if the candidate has already registered for an examination session
- find out the candidate's personal code, if he or she has previously been registered for an examination session
- ensure that the recommended number of teaching hours have been completed and that all subject and additional Diploma Programme requirements have been met
- ensure that the candidate has completed a coherent course of study based on work covered in both schools
- identify which school will take responsibility for submitting marks for internal assessment, ensuring that the candidate receives credit for all work completed
- communicate with the candidate's previous school to obtain details of marks awarded and assignments completed.

## A9.7 Requesting copyright for a candidate's work

Candidates retain copyright in all work that is submitted to the IB on their behalf for assessment purposes. This means that, when candidates have met all submission requirements, they are free to use their work as they choose. However, the IB needs to use this work in a variety of ways to enable it to provide a service to schools and examiners. The *General regulations: Diploma Programme* make it clear that by submitting their work for assessment, candidates are thereby deemed to grant the IB a non-exclusive worldwide licence, for the duration of statutory copyright protection, to use it in certain limited ways. This allows the IB to copy candidate work for assessment purposes and for publication in support of teaching, professional development and assessment of teachers and, occasionally, for promotion. This includes print and digital reproduction, adaptation and translation. In all circumstances, the IB protects the identity of the candidate and of the school.

The IB recognizes that there will be times when candidates wish to retain exclusive copyright in their work and has created a form (*Exclusive copyright*) to enable them to exercise this right. However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs: in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate. An examination script is extremely unlikely to come into this category.

Please consider this very carefully before supporting your candidates in submitting a request for exclusive copyright.

## A9.8 Candidates with incomplete work for assessment

### A9.8.1 Eligibility for a grade

A candidate is normally eligible for a grade only if work has been submitted for all components of the assessment in the subject. When a candidate fails to attend an examination, or submit work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances reasonably within the control of the candidate, such as:

- misreading or misunderstanding the examination timetable
- oversleeping and therefore being late for an examination
- holidays or vacations
- family moving house
- social and sporting commitments
- attendance at interviews
- participation in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence.

Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November. If a candidate is ill shortly before an internal school deadline for the submission of work, such as the extended essay or an internal assessment requirement, contact the coordinator help desk for advice. An extension to the deadline may be authorized.

In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, IB Cardiff may rely on the judgment of the coordinator.

Note that a diploma candidate has a maximum of three examination sessions in which to obtain the diploma. This includes any examination session(s) in which the assessment was incomplete owing to an unacceptable reason and any subsequent retake session(s).

#### **Procedure for externally assessed work**

If no work has been submitted, enter an “F” on the candidate checklist that is sent with the candidate’s work to an examiner. In the case of scripts, mark the absent box on the candidate’s answer coversheet with a cross. (Please do not send a candidate checklist to an examiner with examination scripts. Checklists are only required for externally assessed, non-examination components.)

#### **Procedure for internally assessed work**

If no work has been submitted, enter an “F” for the candidate’s internal assessment mark and predicted grade (IA/PG) on IBIS for the subject/level concerned. Do not use a mark of “0” (zero) for candidates who have failed to submit work, even when there is an acceptable explanation.

### **A9.8.2 Acceptable reasons for incomplete work**

A candidate is still eligible for the award of a grade in certain circumstances:

- If the candidate has attended a written examination, and submitted a script that shows some attempt to answer one or more questions, but failed to gain any marks for the component.
- If an acceptable reason is provided by the coordinator for the assessment being incomplete.

In subjects other than group 4, if a substantial part of a candidate's work for internal assessment is incomplete the candidate may still be eligible for a grade. In such cases, the mark for the whole body of work should be reduced proportionately and a note made on the work to the effect that it has been marked down.

For group 4 subjects, the work for internal assessment is only a part of a candidate's 60 hours (at HL)/40 hours (at SL) for practical work. A teacher cannot reduce a candidate's mark for internal assessment for not attending the full 60/40 hours of practical work, or for not completing write-ups of non-internal assessment practical work. Both of these cases are regarded as internal school matters.

Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury
- unavoidable attendance at a hospital or law court
- administrative errors by the school or by the IB
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate
- work not being provided by a previous teacher
- work being genuinely lost or accidentally destroyed.

Regardless of the circumstances, including events such as illness or bereavement, a grade will not be issued for a subject unless at least 50% of the marks, including an external component, are available. No exceptions are made.

### **A9.8.3 Request for special consideration**

An application for special consideration in cases of incomplete assessment must be filed with the coordinator help desk at IB Cardiff using form D2. The application must be filed within 10 days of the completion of the final assessment component for the subject concerned. A statement from the coordinator and appropriate evidence must support the application.

Regardless of the candidate's circumstances and whether 50% of the marks and an external component are available, the predicted grade is not used to provide the candidate with a grade for the affected subject(s). Refer to section A9.3 for further details.



## Candidates with special assessment needs

Submit to: **Coordinator help desk at IB Cardiff** Arrival date: **1 May / 1 November**

School number: 

0	0				
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 Intended examination session(s): .....

Candidate name: .....

Registration category (A/D/R/C): .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Submit this form 12 months before the written examinations to the coordinator help desk at IB Cardiff to arrive by **1 May/1 November**.
- Include all affected subjects in the appropriate section below.
- Attach supporting documentation and where appropriate, a translation in English, French or Spanish.

**Documentation attached:** Medical certificate  Other  .....

### Subject details

Subjects	HL	SL	Intended session
1			
2			
3			
4			
5			
6			
Additional subject(s):			

Special arrangements already made within the school for class work, tests, etc.:

# International Baccalaureate

D1 (reverse)

School number: 

0	0				
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Candidate name: .....

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### Category for special arrangements

Please tick the appropriate box or boxes:

- |   |  |
|---|--|
| <input type="checkbox"/> Specific learning difficulties _____         | <input type="checkbox"/> Physical _____      |
| <input type="checkbox"/> Communication/speech disorders _____         | <input type="checkbox"/> Sensory _____       |
| <input type="checkbox"/> Medical _____                                | <input type="checkbox"/> Mental health _____ |
| <input type="checkbox"/> Emotional and behavioural difficulties _____ |  |

### Requested special arrangements

Please tick the appropriate box or boxes:

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Additional time (4.1) | <input type="checkbox"/> Rest periods (4.2)    | <input type="checkbox"/> Computer(4.3)               | <input type="checkbox"/> Amanuensis (4.4) |
| <input type="checkbox"/> Reader (4.5)          | <input type="checkbox"/> Modified papers (4.8) | <input type="checkbox"/> Other: please specify below |   |

Additional information/requests:

### Modified papers

- |  |   |
|--|---|
| <input type="checkbox"/> A3 enlargement  | <input type="checkbox"/> Braille _____        |
| <input type="checkbox"/> Font size _____ | <input type="checkbox"/> Coloured paper _____ |

To be completed by the Diploma Programme coordinator or head of school:

I confirm that to the best of my knowledge the information provided in this form is accurate and I fully support the application for special arrangements.

Name: .....

Position: .....

Signature: .....

Date: .....





### Candidates affected by adverse circumstances and/or a temporary medical condition

Submit to: **IB Cardiff**      Arrival date: **see below**      Session: .....

School number: 

0	0								
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- When attaching supporting documentation provide the original and, where appropriate, a translation in English, French or Spanish.
- Send to IB Cardiff to arrive no later than ten days after the candidate's final examination.

Candidate name: .....

Candidate session number: 

0	0								
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Candidate personal code: 

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**Documentation attached:**      Medical certificate       Other

*Appropriate documentation must be attached if the candidate has a medical condition.*

Circumstances/medical condition began on .....

and finished on .....

**Components affected:**  
*If all subjects are affected mark this box and do not complete the rest of this section*

Subject	Level	Component(s)	✓ written examinations taken		
			P1	P2	P3
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School name: .....

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Candidate name: \_\_\_\_\_

**Reason for application and special arrangements requested**

*Provide details of the circumstances or temporary medical condition. Where appropriate, state what special assessment arrangements or consideration might be required for the candidate. Please also indicate what special arrangements are being made within the school.*

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*To be completed by the head of school or coordinator*

I confirm that to the best of my knowledge the information provided in this form is accurate and I fully support the application for special arrangements.

Name: .....

Position: .....

Signature: .....

Date: .....

## A10.1 Assessment mailings sent from IB Cardiff

During the academic year coordinators will receive the following mailings from IB Cardiff.

### A10.1.1 Examination stationery

In **December/June**, five months before the written examinations, schools receive a package of examination stationery. The mailing is based on a school's candidate registration data one day after the first registration deadline of 15 November/15 May.

When the package of stationery arrives, check there is a sufficient quantity of each item. If the amount of stationery supplied by IB Cardiff is insufficient for the examination session, additional stationery must be requested by email using the link *Issues regarding examination stationery* under **Contact us** on IBIS. A fee will be charged for any stationery beyond what is actually required for the session. Please do not ask your regional office for more stationery.

The package of stationery does not include the music CDs, personalized coversheets and multiple choice answer sheets required for the written examinations. These are sent to schools in April/October with the examination papers. According to the requirements of each school this stationery mailing includes:

- extended essay covers (in English, French and Spanish)
- visual arts candidate record booklets (in English, French and Spanish)
- envelopes with the IB Cardiff address for mailing completed multiple choice (MCQ) answer sheets to IB Cardiff
- envelopes without an address for sending candidates' assessment material to examiners or elsewhere
- examination answer sheets (this is the paper on which candidates write their answers to examination questions; for subjects where candidates will write their answers from right to left, for example, Arabic or Hebrew, special answer sheets are enclosed)
- graph paper
- string tags for attaching the answer coversheets to candidates' answer sheets, graph paper and/or examination paper booklet
- the poster *Conduct of the examinations*, for displaying to candidates.

Note that the IB is now scanning examination scripts for selected subjects in order to have the scripts marked on screen (e-marking) by examiners, rather than examiners receiving hardcopy and marking the scripts in the conventional way. To facilitate this process the separate sheets of answer paper may be replaced with answer booklets. However, at the time of writing this handbook no decision has been made whether to use booklets or separate sheets of answer paper for May 2011 onwards.

Copies of the following coversheets are available in this handbook, or they can also be downloaded from IBIS and then photocopied in sufficient quantities. Both coversheets are double-sided and must be copied on to white paper.

- Language A1 world literature coversheets
- Language A2 written tasks coversheets

### A10.1.2 Language A1 SL school supported self-taught

In **March/September**, about two months before the written examinations, schools receive a package of materials required for the language A1 SL school supported self-taught oral examinations. This is for the oral

examination based on part 2 and part 4 of the candidate's course of study in place of the internal assessment component for taught candidates. The instructions for each candidate will stipulate the genre and a choice of two of the five questions for this genre for section 1 (oral commentary) of this alternative oral examination.

Occasionally there may be a delay in sending this material for the oral examination.

### A10.1.3 School-based syllabuses

In **March/September**, about two months before the written examinations, schools receive the marksheets required for school-based syllabuses offered by the school. These marksheets are sent as attachments to an email.

### A10.1.4 Examination papers

In **April/October**, the month before the written examinations, schools receive a consignment by courier containing the examination papers and other material required for the written examinations. When the consignment arrives, do not open the sealed packets containing the examination papers. (The subject, level, paper and response language of each paper can be read through the window of the packet.)

On receipt of the consignment, seal any packets that have been opened or damaged during transit and then use the examination paper checklist (available on IBIS under the **Subject** tab followed by **Examination papers**) to ensure that you have the correct examination papers and a sufficient number of each paper for your candidate entry in each subject, level and response language. There are five examination papers in each packet.

The sealed packets of examination papers will also contain the following examination material.

- All languages B and languages *ab initio* paper 1—five text booklets.
- History HL and SL paper 1 (common paper)—five source booklets.
- Music HL and SL paper 1 (common paper)—five music score booklets for section B (if required).

The following examination materials are not enclosed with the examination papers, they are packaged separately.

- Geography HL paper 2 and geography SL paper 2—five resource booklets.
- Music HL and SL paper 1 (common paper)—the invigilator's instructions and compact discs (CDs) for the common listening paper.

The invigilator's instructions for the music listening paper must be studied before the examination, but the packets containing the examination papers must not be opened, and the CDs must not be listened to until the start of the examination.

After checking the sealed packets of examination papers, place the packets and any other confidential material in a very secure place on the school premises, preferably in a strong safe or purpose-built room. Store the examination papers in chronological order according to the examination schedule. Ensure that the safe or room is kept locked, that access is strictly limited and that all key holders are known to the coordinator.

After checking the consignment and placing all examination material in a secure place, complete and submit the reply form *Arrival of examination papers available on IBIS under the **Subject** tab followed by **Arrival of examination papers*** . Use this form on IBIS to report any:

- missing packets of examination papers
- unauthorized opening
- damage in transit to the sealed packets.

IB Cardiff must receive this form from all schools with candidates registered for the session to ensure that all examination papers have been received prior to the start of the examinations in May/November. Do not use this reply form to report issues concerning examination stationery.

Do not remove any examination papers from their secure location until immediately before the relevant examination. Examination papers must always be securely stored or within the possession of the coordinator (or his or her nominee). Inform the coordinator help desk immediately if the security of the examination papers is compromised, or may have been compromised, by fire, theft, unauthorized access or any other circumstances. Under no circumstances may an examination paper or its contents be made available to any person, including the coordinator, before the examination.

If you had to pay for customs clearance, delivery or airport charges to collect the package, provide details on the reply form and send all receipts to IB Cardiff to obtain credit on your account for the amount. Address your request for a refund to the examination paper production manager at IB Cardiff.

In addition to the examination papers in sealed plastic packets, the consignment will contain the additional items listed below. Check the contents of the consignment to ensure that you have these items, where appropriate for your school. If there are any issues concerning the answer coversheets or multiple choice answer sheets, contact the coordinator help desk.

### **Answer coversheets**

For each candidate in each examination there is a personalized blue answer coversheet. A coversheet will identify not only the candidate, but also the subject, level and paper (for example, paper 2) for an examination. Therefore, in each examination it is essential that each candidate has the correct coversheet. For candidates without a personalized coversheet, usually because of late registration, generic coversheets can be printed from IBIS.

### **Multiple choice questionnaire (MCQ) answer sheets**

For each candidate taking an examination with multiple choice questions for paper 1, the consignment will include yellow MCQ answer sheets. Like the answer coversheets these are pre-printed with each candidate's name and session number, and other details particular to the examination.

Any candidates registered after the second registration deadline of 15 January/15 May will not have personalized MCQ answer sheets. For these candidates use the generic MCQ answer sheets provided with the consignment of examination papers.

## **A10.2 Examiner notifications**

IB Cardiff must allocate examiners to schools immediately after the second registration deadline, hence the importance of making changes or adding new candidates before this date. The names and addresses of the examiners to whom candidates' work must be sent are released on IBIS in batches according to when the examination material must reach the examiner for marking (or moderation in the case of internal

assessment). For some subjects the address shown will be an external supplier to the IB and not an examiner.

### **20 February/20 August**

Examiner notifications become available on IBIS for:

- extended essays
- language A1 world literature
- language A2 written tasks
- visual arts (visiting examiner).

Note that theory of knowledge is not included in the above list because coordinators will be uploading essays into an electronic environment.

### **15 March/15 September**

Examiner notifications become available on IBIS for:

- theatre (all components)
- musical links investigations
- film: independent study
- film: presentation
- school-based syllabuses
- internal assessment (including visual arts).

### **15 April/15 October**

Examiner notifications become available on IBIS for examination scripts.

## **A10.3 Mailing assessment material to examiners**

After IB Cardiff has completed the examiner allocations it is sometimes necessary to change one or more examiners allocated to a school. Alternatively, an examiner's address may change. Such changes are kept to a minimum, but some changes will always be necessary owing to factors beyond the control of IB Cardiff, such as an examiner having to withdraw from marking owing to illness. For this reason it is essential to check the name and address details of examiners on IBIS at the latest possible opportunity before mailing assessment material. When a change is necessary, IB Cardiff will normally inform the coordinator by email.

The examiner notifications include the telephone number of each examiner. Do not contact an examiner by telephone or other means, even to inquire about the safe arrival of the assessment material. The telephone number is included in case it is required by a courier company to deliver a package. Under no circumstances give the name and/or contact details of an examiner to a candidate or the legal guardian(s) of a candidate; this information is confidential.

Do not send correspondence to an examiner or include any material other than candidates' work accompanied by the appropriate form(s). Any unusual circumstances affecting a candidate or groups of candidates must be reported directly to the coordinator help desk.

Some examiners have a post office box for an address; this cannot be avoided. Courier companies normally deliver to a post office box if they are given a telephone number for the person receiving the package. Before sending a package to an examiner who uses a post office box number, it would be wise to first check with the courier company that it can be delivered. If the company cannot deliver the package, contact the coordinator help desk at IB Cardiff by email to ask for advice.



All assessment material for the same assessment component must be sent to an examiner in one batch on the same date. If assessment material for two different assessment components must be sent to the same examiner the material must be sent separately, even if being sent by courier. This is to reduce the risk of material for two components for the same candidate(s) being mislaid in the post.

If a candidate fails to submit his or her work for assessment (for example, an extended essay) in time to send it to the examiner with the rest of the candidates' work, it must not be sent at all. Unless there are adverse circumstances the candidate will receive an "F" for that assessment component resulting in no grade being awarded for the subject concerned.

It is important to retain proof of postage, including the date when each package was sent to an examiner or to IB Cardiff. If the package is mislaid in the post, IB Cardiff will request proof of postage and a list of those candidates for whom work was or was not included. Unless this information can be produced, candidates will not be eligible for grades in the subject(s) and level(s) concerned.

### **Checklist**

When mailing assessment material to an examiner or to IB Cardiff:

- use IBIS to check whether the examiner or his or her contact details have changed
- if an examiner's address includes a post office box number, check that the package can be delivered by the courier/postal company
- use courier whenever possible, especially if the material is being sent to another country (whatever method of postage is used, it must be swift and traceable)
- do not use a courier/postal service that is the equivalent of 'cash on delivery' (an examiner will not pay the postage for your assessment material, it will be returned to your school)
- if there is a requirement to declare the value of the package for customs, indicate a nominal value (for example, the equivalent of 1 UK pound sterling) so that the examiner who receives the package does not have to pay customs duty
- do not include any form of correspondence or material other than candidates' work, accompanying forms or candidate checklist (not required for examination scripts or internal assessment)
- mail each package to arrive before the deadline
- mail examination scripts within 24 hours after the examination
- if more than one component is being sent to the same examiner, send them in separate packages in case a single package is mislaid in the post
- retain proof of postage and a record of which candidates' work was included in each package.

## **A10.4 External assessment**

If a candidate's work is externally assessed, it means that it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned. (Work that is assessed by a teacher is referred to as internal assessment.)

### **A10.4.1 Non-examination components**

Candidates' examination scripts and multiple choice answer sheets are not the only assessment components that are externally assessed. The following table lists non-examination components and the dates by which the work must be received by the examiners.

Subject/component	Latest arrival date
Extended essay	15 March/15 September
Theory of knowledge: essay (submitted electronically to the IB)	15 March/15 September
Language A1: world literature	15 March/15 September
Language A2: written task	15 March/15 September
Music: musical links investigation	30 April/30 October
Film: independent study and presentation	30 April/30 October
Theatre: practical performance proposals and research investigations	30 April/30 October
Language A1 SL: school supported self-taught oral examination audio recording	7 May/7 November

For all of the above assessment components it is necessary to include a completed candidate checklist with the work sent to an examiner. The checklists are available on IBIS under the **Candidate** tab, followed by **Registrations** on the left menu. Note that checklists are available for all subjects, both levels and all components. However, only include a completed checklist for the components listed above. The remaining checklists (for example, for internal assessment and scripts) are for school use only.

If no work is being sent to an examiner for a candidate in any of the components listed above, it is necessary to indicate this on the appropriate candidate checklist. This is to avoid the need for IB Cardiff to ask whether the candidate's work has or has not been submitted for assessment. Write a cross (X) in the box against any candidate for whom work will not be sent to the appropriate examiner for assessment. Then include the checklist with the work of the remaining candidates.

It is important not to include a checklist for other components (such as examination scripts and multiple choice answer sheets), otherwise this may result in unnecessary costs to the IB.

### A10.4.2 The examinations in May and November

Because it is essential that all invigilators of IB examinations are fully acquainted with the arrangements for conducting the written examinations in May and/or November, a separate document on this topic is available in portable document format (pdf) that can be downloaded and photocopied. Additionally, for those examinations that require the use of an electronic calculator, a separate document in pdf is also available. These documents, and the examination schedules for May 2011 and November 2011, are available from the links below.

- Arrangements for the written examinations in May and November 2011
- Calculators
- May 2011 examination schedule
- November 2011 examination schedule

## A10.5 Predicted grades

The final grade awarded to a candidate in each subject is on a scale of 7 down to 1, with 7 being the highest grade. For theory of knowledge and the extended essay the grades are on a scale of A to E, with A being the highest grade. A predicted grade is not required for language A1 SL school supported self-taught candidates and school-based syllabuses.

The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Predicted grades are for the exclusive use of grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews may be conducted. Predicted grades are not used for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components.

The IB scales and, therefore, the only permitted predictions for subjects, are as follows.

Grade	7	Excellent performance
	6	Very good performance
	5	Good performance
	4	Satisfactory performance
	3	Mediocre performance
	2	Poor performance
	1	Very poor performance

The IB scale for theory of knowledge and the extended essay is as follows.

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

The IB has no policy on whether predicted grades should be released to candidates; this is left to the discretion of the school.

## A10.6 Internal assessment

It is essential that teachers refer to this section and to the relevant subject sections of this handbook by accessing it on the online curriculum centre (OCC). This will enable teachers to familiarize themselves with requirements for internal assessment and predicted grades.

The purpose of this section and section A10.7 is to explain the administrative procedures for internal assessment (IA) and predicted grades (PG). These procedures, which are designed to ensure the validity

and reliability of the marks, involve subject teachers and must be fully discussed with them. The involvement of teachers in the assessment and grading of their candidates is an important part of the Diploma Programme assessment process. This involvement occurs in two ways:

- Teachers submit marks for internal assessment on the work done by candidates for a subject and level.
- Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level.

Teachers are encouraged to write comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments are very helpful to the moderators who read this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation.

The process of moderation involves two stages. Firstly, a check is made that teachers in each school are applying the given assessment criteria for internal assessment in the standard way expected in all schools offering the Diploma Programme. This is done by a moderator (external examiner) who reviews the marking of a sample of candidates' work from each school. Secondly, in cases where a difference in interpretation or use of the criteria is identified, an adjustment is made to the teacher's marks for the relevant subject and level. This adjustment is carried out by IB Cardiff and is based on the differences between the marks awarded by the teacher(s) and the marks awarded by the moderator for the same pieces of work. As a result of moderation a teacher's marks may be lowered, raised or remain the same.

### **A10.6.1 Requirements for internal assessment**

The teacher(s) for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirements for the subject and level. Details of these requirements are available in the relevant subject guide.

The teacher(s) must assess candidates' work using the IB assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available without using fractions, decimal places or estimates.

A candidate must complete all work for internal assessment in the language of registration for the respective subject and level.

According to the type of internal assessment work required for the subject and level, assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete. If a candidate submits no work, an "F" must be entered on IBIS for the mark, resulting in no grade for the subject and level.

The IB reserves the right to request additional sample work or the work of all candidates for internal assessment in any subject, for the purpose of moderating marks, at any time before the issue of results. Therefore, coordinators must ensure that all candidates' work and associated materials are retained until the issue of results.

### **A10.6.2 Submitting marks for internal assessment and predicted grades**

All marks for internal assessment (IA) and predicted grades (PG) must be submitted on IBIS no later than **10 April/10 October**, about three weeks before the written examinations. (This is often referred to as IA/PG entry.) If this deadline is not met, IB Cardiff will normally inform the coordinator that this information has not been received. Failure to provide marks for internal assessment may result in no grades being awarded in

the subject(s) and level(s) concerned. Failure to provide predicted grades may place candidates at a disadvantage.

If subject teachers have access to the internet they can use a restricted area of IBIS to enter candidates' internal assessment marks and predicted grades for the subjects they teach. Coordinators can enable teachers to open an account for themselves on IBIS by going to **School > School person maintenance**. In order to open an account for a teacher it is necessary to have the teacher's name, date of birth, nationality and email address. (This information is required in order to provide access to IBIS and maintain the security of this database. It is not used for any other purpose.) After entering the details for a teacher the next step is to enter the subject(s) for which the teacher can enter IA/PG data. The teacher will then receive an email containing a link to IBIS, which will give that teacher access to a "new user" account page. The teacher uses this to create their password-protected account.

It is possible for a coordinator to provide teachers with access to an account at any time. However, the screen(s) that teachers use for entering IA/PG data for a session do not become available until **1 February/1 August**, three months before the written examinations.

If teachers enter their marks and grades directly on to IBIS, rather than the data being entered by the coordinator, it is necessary for the coordinator to check and verify the data before it is submitted to IB Cardiff. A teacher is not able to submit IA/PG data directly to the IB; it must be submitted by the coordinator (select **Subject> Complete** on the IA/PG screen) for each subject.

This system will automatically determine which candidates' work must be selected for the sample that is sent to an examiner for the purpose of moderation.

### **A10.6.3 Moderation samples**

A list of forms that must accompany sample work for internal assessment is provided in section A10.6.7. The subject-specific information in this handbook also provides information on which forms must accompany sample work.

#### **One teacher and response language**

Where only one teacher is responsible for the internal assessment of a school's total candidate entry in a subject and level, submit to the moderator:

- one set of sample work for moderation
- the appropriate internal assessment form(s) signed by the teacher.

This applies whether there is one or more teaching groups.

#### **More than one teacher and one response language**

Where there is more than one teacher responsible for the internal assessment of the school's total candidate entry in a subject and level, but there is only one response language, all marks must be awarded according to a single agreed standard. This will necessitate discussion between the teachers and a joint review of the candidates' work within the school before the final assessment is made.

Similarly, there are some subjects where a single moderation sample is submitted to cover both higher level and standard level (see section A10.7.1). Where different teachers are involved at the two levels, they must coordinate their marking to ensure that a single agreed standard is applied for both levels.

Submit to the moderator:

- one set of sample work for moderation, which includes examples of the marking of each teacher
- the appropriate internal assessment form(s) signed by the teachers.

### More than one response language

Where the school's total candidate entry for a subject and level is registered in more than one IB response language:

- the candidates of each language group should be treated separately for the purpose of internal assessment.

Where the school's total candidate entry for a subject and level is registered in more than one IB response language and the candidates are taught by different teachers in different groups, with a mixture of response languages in each group:

- the candidates will be separated, for moderation purposes, by response language, not by teacher group
- the different teachers within each response language must mark to a single agreed standard.

IBIS will display the candidates in groups according to their response language for the subject and level.

Submit to the moderators:

- one set of sample work for the candidates registered in each of the response languages
- the appropriate internal assessment form(s) for the candidates registered in each of the response languages, signed by the teachers involved.

### A10.6.4 The selection of sample work for moderators

Candidates' marks for internal assessment are entered on IBIS by going to **Subject > IAPG** (on the left-hand menu). After candidates' marks have been entered and verified, select **Complete**. The screen will enable the user to select **View sample** to display the candidates for each subject and level whose work must comprise the sample. The screen that displays the list of sample candidates for a subject and level must be printed and sent with the sample to the moderator.

In addition to selecting the candidates, IBIS also provides the name and address of the moderator for each subject and level to whom the sample work must be sent. In some cases, coordinators may be asked to send the samples to IB Cardiff.

The size of the sample will vary according to the number of candidates entered by the school for that subject and level:

- for 5 candidates or fewer the sample will comprise the work of all candidates
- for 6 to 20 candidates the sample will comprise the work of 5 candidates
- for 21 to 40 candidates the sample will comprise the work of 8 candidates
- for 41 candidates and above the sample will comprise the work of 10 candidates.

### A10.6.5 Atypical work

It is important that the sample work received by a moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work that is atypical for a moderation sample, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

If it is necessary to include atypical work in a sample:

- annotate the candidate's internal assessment coversheet to indicate that it is atypical
- indicate briefly the nature of the difficulty and/or mark adjustment in each case.

Do not provide the moderator with any information about special circumstances (for example, illness, disability, family bereavement). Report this information to the coordinator help desk at IB Cardiff on form D2.

### **Categories of atypical work**

Here are examples of work that might be considered “atypical”.

#### **Additional assistance given by a teacher**

If a teacher has given a candidate additional assistance during the completion of his/her work for internal assessment, reduce the mark(s) awarded. Make a note on the work to the effect that it has been marked down. This is necessary because the quality of the work may not reflect the standard normally produced by the candidate, nor the final mark awarded to it.

#### **Incomplete work**

A substantial part of a candidate's work is incomplete. The reason why the work is incomplete is not relevant.

#### **Transfer candidates**

The work of a transfer candidate, unless all of the candidate's work has been assessed by a teacher in the school to which the candidate has transferred.

#### **Unreliable mark**

The mark may not be reliable because the teacher is uncertain what mark to award for the candidate's work. The moderation process is not designed to assist the teacher in such cases, but to adjust the teacher's general standard of marking to that of the IB. In cases of serious doubt about how to award marks, contact the coordinator help desk for advice.

#### **Inappropriate work**

The candidate's work is not appropriate for the subject and level.

### **A10.6.6 Candidates retaking one or more subjects**

At the time of registering a retake or certificate candidate who wishes to carry over a mark for internal assessment or other non-examination component from a previous session, the coordinator must indicate this requirement on IBIS. This will result in an “H” automatically appearing on the screen where the teacher or coordinator enters the candidate's internal assessment mark for the subject concerned. A letter “H” indicates that the mark will be carried over. However, the predicted grade will not have an “H” entered because the teacher or coordinator may wish to change the previous session's predicted grade to a higher or lower grade. Therefore, it is necessary to enter a grade, remembering that the grade is a prediction of the candidate's overall performance for the subject and level, and not just for internal assessment.

If a carry-over of the internal assessment mark is required, but no “H” already appears (perhaps because this requirement was not indicated at the time of registration), contact the coordinator help desk at IB Cardiff. However, before doing so the teacher or coordinator must be certain that there is a mark available that can be carried over.

### **A10.6.7 Forms submitted with sample work**

With each set of sample work it is necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample. This screen is accessed by going to **Subject > IAPG > IA mark entry**, then selecting **View sample** for the appropriate subjects. In addition to this printout it is necessary to include one or more subject-specific forms, as detailed here.

For each sample, the relevant form(s) must be completed and submitted to the moderator with the sample work, to arrive no later than **20 April/20 October**.

Subject/level	Type of work	Form(s)
Language A1 HL/SL	Individual oral commentary	Form 1/IARF 1 per candidate
Language A2 HL/SL	Individual oral	Form 2/IA 1 per candidate
Language B HL/SL	Individual oral	Form 2/IA 1 per candidate
Language <i>ab initio</i> SL	Individual oral	Form 2/IA 1 per candidate
Classical languages HL/SL (Latin and Classical Greek)	Individual study	Form 2/IACL 1 per sample set Form 2/CLCS 1 per candidate
History HL/SL	Historical investigation	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Geography HL/SL	Fieldwork	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Economics HL/SL	Portfolio	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Philosophy HL/SL	Coursework	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Psychology HL/SL	Simple experimental study	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Social and cultural anthropology HL	Field research	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Social and cultural anthropology SL	Observation and criticism exercise	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Business and management HL	Research project	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Business and management SL	Written assignment	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
ITGS HL	Portfolio and portfolio extension	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
ITGS SL	Project	Form 3/IA 1 per sample set Form 3/CS 1 per candidate
Biology HL/SL	Experimental investigations	Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate
Chemistry HL/SL	Experimental investigations	Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate



Subject/level	Type of work	Form(s)
Physics HL/SL	Experimental investigations	Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate
Design technology HL/SL	Experimental investigations Design project	Form 4/IADT 1 per sample set Form 4/PSOWDT 1 per candidate
Mathematics HL	Portfolio	Form 5/IA 1 per sample set Form 5/PFCS 1 per candidate
Mathematics SL	Portfolio	Form 5/IA 1 per sample set Form 5/PFCS 1 per candidate
Mathematical studies SL	Project	Form 5/IA 1 per sample set Form 5/PJCS 1 per candidate
Computer science HL	Dossier	Form 5/IACS 1 per sample set Form 5/PDCS (HL) 1 per candidate
Computer science SL	Dossier	Form 5/IACS 1 per sample set Form 5/PDCS (SL) 1 per candidate
Music HL	Solo performing Creating	Form 6/MSP 1 per candidate Form 6/MC 1 per candidate
Music SL	Solo performing	Form 6/MSP 1 per candidate
Music SL	Group performing	Form 6/MGP 1 per group
Music SL	Creating	Form 6/MC 1 per candidate
Theatre HL	Theatre performance and production presentation	Form 6/IATpresentation 1 per sample set Form 6/Tpresentation(HL) 1 per candidate
	Independent project portfolio	Form 6/IATportfolio 1 per sample set Form 6/Tportfolio(HL) 1 per candidate

Subject/level	Type of work	Form(s)
Theatre SL	Theatre performance and production presentation	Form 6/IATpresentation 1 per sample set Form 6/Tpresentation(SL) 1 per candidate
	Independent project portfolio	Form 6/IAT portfolio 1 per sample set Form 6/Tportfolio(SL) 1 per candidate
Visual arts HL option A	Investigation workbook	Form 6/VACS 1 per candidate
Visual arts HL option B	Studio work	Form 6/VACS 1 per candidate
Visual arts SL option A	Investigation workbook	Form 6/VACS 1 per candidate
Visual arts SL option B	Studio work	Form 6/VACS 1 per candidate
Film	Production portfolio (HL) Production portfolio (SL) Independent study Presentation	Form 6/FPPHCS 1 per sample set Form 6/FPPSCS 1 per sample set Form 6/FISCS 1 per candidate Form 6/FPCS 1 per candidate
Environmental systems and societies (TSL)	Experimental investigations	Form ES&S/PSOW 1 per candidate Form ES&S/IA 1 per sample set

### A10.6.8 Sending sample work to moderators

Coordinators are strongly advised to send clear photocopies of the sample work, with the exception of geography HL/SL, mathematical studies SL projects, mathematics SL portfolios and mathematics HL portfolios for which the original work must be submitted. Photocopies are advisable because this work cannot be returned to schools, and if the work is mislaid in the post it will then be possible to send another copy to the moderator. If original work is sent, the coordinator must retain a copy of the sample work.

Do not include videotapes or CDs with the sample work sent to a moderator, unless this is a specific requirement for the subject. If video or information technology applications have been produced, send only the written report and still photographs of the activity.

## A10.7 Subject-specific information about moderation samples

### A10.7.1 Subjects sampled across higher level and standard level

The following subjects have the same, or very similar, internal assessment requirements at higher level and standard level.

Biology	Design technology	History	Physics
Chemistry	Economics	Philosophy	

If both higher level and standard level are taught for these subjects, IBIS will select one set of sample work representing both levels.

### A10.7.2 Language A1 (not school supported self-taught candidates)

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators must submit the audio recordings of only the individual oral commentary for these candidates.

### A10.7.3 Language A2, language B and language *ab initio*

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators must submit the audio recordings of only the individual oral for these candidates.

### A10.7.4 History

When IBIS selects sample work for history, one sample is selected for route 1 and one sample for route 2. The level, regional option and prescribed subject are disregarded. However, there would be a separate sample for each response language.

### A10.7.5 Information technology in a global society (ITGS)

ITGS at higher level has two components (portfolio and portfolio extension). These are considered one piece of work for sampling and moderation purposes.

### A10.7.6 Mathematics HL

When IBIS selects the sample work for mathematics HL, the option being studied by each candidate is disregarded.

### A10.7.7 Visual arts

This affects candidates entering investigation workbooks for HL or SL option A, or studio work for HL or SL option B.

All candidates are required to complete one candidate record booklet. In order to moderate the internal assessment component, a photocopy of the record booklet is required for those candidates who are identified on IBIS as comprising the schools higher level and standard level option A and/or higher level and standard level option B sample(s). A second printed record booklet must not be used.

A copy of the following HL/SL option A and/or HL/SL option B pages will be needed:

- the teacher's statement (page 2)

- the candidate's statement (page 5)
- the studio work photographs (pp. 7 to 18)
- the photocopied investigations workbook sample pages.

This does not include page one of the candidate record booklet because this is for the visiting examiner to complete. The listed pages must be attached securely to the coversheet form 6/VACS. Teachers are required to write their marks on both the coversheet and the inside cover of the record booklet.

Coordinators are required to send the HL/SL option A samples and the HL/SL option B samples to two different examiners, as indicated on IBIS.

These requirements for internal assessment also apply to those candidates whose external assessment work is being examined through the alternative arrangement procedure.

### **A10.7.8 Music**

Music at higher level has two components for internal assessment (solo performing and creating). Separate samples should be submitted for each component.

For standard level group performing, all recordings must be sent to the examiner.

## **A10.8 Assessment that requires an audio recording**

### **A10.8.1 The media for audio recordings**

For examinations in 2011 coordinators are encouraged to use CDs instead of audio cassettes, although cassettes will still be accepted. The IB is working towards the submission of online digital recordings without the need to send any material through the post to examiners.

### **A10.8.2 The instructions for audio recordings**

These instructions are for use, in conjunction with any subject-specific guidelines, where a candidate's performance or interview has to be recorded in the following subjects:

- language A1 individual oral commentary
- language A1 SL school supported self-taught oral
- language A2, language B and language *ab initio* individual oral
- classical languages individual study oral presentation
- music solo, group performing and creating
- visual arts interview (where there is no visiting examiner)
- theatre performance and production presentation
- film presentation.

Not all of the instructions necessarily apply to the recording of the music group performance that is based on the assessment of a whole ensemble, rather than individual candidates. For example, it is unnecessary to start the recording by asking each candidate to state his or her name and session number. However, it would be advisable to start the recording with the teacher stating the examination session, the school name and number, and the name of each piece of music on the recording.

It is not permitted to edit the content of a cassette or CD. Doing so may be interpreted as malpractice and brought to the attention of the final award committee.

Coordinators are advised to make a copy of each recording. When samples of recordings are sent to examiners for the purpose of moderation, occasionally a package is mislaid in the post. If a copy of each recording is available, the copies can then be sent as replacements.

### A10.8.3 Using audio cassettes

Please follow these guidelines when submitting audio cassettes.

- Use new, good-quality cassette tapes. Do not use mini-cassette or Dictaphone™ tapes as examiners may not have compatible equipment.
- Choose a cassette of running time appropriate to the length of the examination. Clean the tape heads before use and test the equipment immediately before starting to record candidates.
- Record one candidate on each side of a cassette. For music solo and creating, use one cassette per candidate. For group performance use one cassette per group.
- Each candidate must state his or her name and session number at the start of the recording, except in the case of a music group performing.
- Play back the last few minutes of each candidate's recording to ensure that the cassette is not blank and that the candidate is audible. Ensure that each tape is wound back to the beginning before being submitted.

### A10.8.4 Using compact discs

Please follow these guidelines when submitting compact discs.

- When recording each candidate's performance, multiple candidates may be recorded on one CD. However, when sending sample recordings to an examiner for the purpose of moderation, the recordings must be restricted to two candidates per CD, even though this means sending up to five CDs to the examiner. (This is necessary in order to accommodate the sampling process for moderating the marking of examiners and to ensure that examiners can write reports for category 3 enquiries upon results.) It is essential to indicate which candidates are on each CD, preferably by writing the candidates' session numbers on the CDs.
- Each candidate must state his or her name and session number at the start of the recording, except in the case of a music group performing.
- Play back part of each candidate's entire recording on a CD player, and not on the CD function of a computer. This is to help ensure that the recording is audible and will be compatible with a standard CD player used by the examiner.

### A10.8.5 The examination

- The recording should take place in a suitably quiet room, where possible, with any background noise eliminated. A small room usually gives a better quality recording.
- A notice should be placed outside the room:

EXAMINATION RECORDING IN PROGRESS SILENCE PLEASE
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- Use an external microphone for recording candidates—do not rely on the machine's internal microphone as this will produce poor quality recordings.
- Position the microphone so that the candidate can be heard clearly. In an interview this will probably mean placing the microphone closer to the candidate than to the teacher or examiner.

- Each candidate must state his or her name and session number at the start of the recording.
- Where appropriate, introduce each section of the examination. Announce the end of the examination.
- Clearly label each cassette or CD with the examination session, year, subject, level, component, candidate name(s) and session number(s). For example:

M11, Swahili A1 SL internal oral, 000039-078, Maria Anderson

- Send the cassette(s) and/or CD(s) to the address shown on IBIS.

### A10.8.6 Role of the interviewer

Record all your own interventions. Where appropriate to the subject, you may:

- ask the candidate to speak more clearly or loudly if necessary
- interrupt if the candidate panics and needs encouragement
- suggest that the candidate is spending too long on one part or is completely off target
- ask if the candidate has anything further to add.

You may not correct the candidate, teach, introduce leading questions or suggest replies.

### A10.8.7 Problems

- Do not stop or edit the tape or CD. If the recording stops due to technical difficulties explain the reason on the recording itself after restarting.
- If the cassette or CD is discovered to be blank at the end of the recording, contact the coordinator help desk immediately for advice. It may be possible for the candidate to repeat the performance or to record a new interview.
- In all cases of problems beyond the candidate's control, reassure them that they will not be penalized. Submit a full report to the coordinator help desk if any irregularities occur during the recording.

## A10.9 Assessment that requires a video recording

The following information about video recording refers to text and performance. Separate guidance is given for film in the subject guide.

### A10.9.1 Requirements

It is essential that video recordings sent to the examiner for moderation are in an appropriate format and provide the necessary information in order for fair judgment to be made. Appropriate format means full-size VHS video cassette, either PAL or NTSC, and necessary information would include the clear identification of each candidate, and adequate quality of sound and vision.

Note that these are recordings of live performance, not "mini-films". Ideally, a single camera should be fixed on a tripod and allowed simply to record what happens in front of it. There should be no cutting between shots and no zooming in or out to emphasize details. If it is unavoidable, for example, in order to capture what is happening in a small space, the camera may pan from side to side. Such movement should be kept to an absolute minimum.

## A10.9.2 Advice

Circumstances are different in every school. Video equipment is also evolving, mostly in a direction that makes it cheaper and easier to use. There are particular problems about obtaining reasonable quality in both drama studios and classrooms. Hence what is offered here are some basic hints on what has worked in various places. It is not definitive and will not be appropriate in every situation.

### Identification of candidates

As a minimum, each candidate should announce his or her name and session number to the camera at the start of the recording. If there may still be difficulties in telling performers apart, consider using different clothing or costume, colour coding or numbering (as appropriate for the subject). There is an obvious tension here between the needs of assessment, and what may lead to a quality, committed performance, so teachers should exercise judgment and ingenuity.

### Sound

Sound is often more difficult than vision. School spaces often have many hard, reflective surfaces that tend to encourage echoes. Floors can be noisy. Electrical equipment, such as air conditioning, can interfere. Some possible steps to consider might be:

- use a different, carpeted space, or use a temporary floor covering such as matting
- use curtains or drapes to cover hard vertical surfaces
- use a microphone external to the camera, as close as possible to the action
- turn off unnecessary electrical equipment, if possible
- try to find a time when there is not much noisy activity in adjacent spaces such as corridors
- make sure that people “behind the camera” are quiet. Most microphones are “omni-directional” and pick up whatever sound is nearest. They also adjust themselves to overall sound levels (so becoming more sensitive to background noises in quiet parts of a performance).

### Vision

Vision is often quite straightforward. Modern video cameras work reasonably well even in low light levels. However, they do not cope well with very high contrast levels, and autofocus devices can play tricks. The following hints are worth noting.

- A tripod is essential. There needs to be enough room to place the camera far enough away to be able to “see” everything that is happening. This means that the internal microphone will be inclined to “hear” things nearer to it, rather than any dramatic action (hence the reason for recommending an external microphone).
- Theatrical spot lighting with dark backgrounds produces very high contrast. Consider using flatter lighting (for example, using floodlights to brighten the background).
- If the camera autofocus tends to “hunt” between the background distance and characters in the foreground, try reducing the distance between the two (for example, by moving actors further back). Alternatively, many cameras allow this feature to be turned off, allowing a manual fixed focus on a point that allows maximum clarity for most of the action.
- If filming using natural light, for example, in a classroom, be wary of bright backgrounds. These can cause the camera to “narrow its eye”, making the foreground (the performers) dark and difficult to see. Often this can be overcome by drawing blinds or curtains to exclude background brightness (such as windows). Alternatively, perhaps a different room can be used, so that the camera is looking away from the brightness (for example, away from a window, rather than towards it).

## A11.1 Issue of results to schools

### A11.1.1 Introduction

Coordinators must inform candidates that the IB will not issue results to or discuss results with candidates, their legal guardian(s) or representative(s). The Diploma Programme coordinator is the intermediary for any communication with the IB. Results are not issued to coordinators or any other person by telephone.

It is expected that coordinators or their nominee will be available after the issue of results to counsel candidates and respond to any outstanding queries from IB Cardiff. Where a candidate's grade is lower than expected, the candidate must be made aware of the enquiry upon results service and, if offered by the school, the opportunity to retake examinations.

Candidates' results are issued on IBIS from **5 July/5 January**. To ensure the reliability of IBIS, results are released over a period of several hours. Under the **Subject** tab, select the option **Results** to view the time at which the results for your school will be available. The **Results** option will also provide access to:

- subject results
- extended essay results
- theory of knowledge results
- subject results in a comma separated value (CSV) file that can be downloaded into a different format, such as a spreadsheet.

The subject component grade reports are also available from the results reports option, on about **12 July/12 January** depending on whether a weekend coincides with these dates each year.

### A11.1.2 Statistics

Statistics on global results and school results are available on **9 July/9 January**. Go to **Subject** to access this information. The **Results statistics** option will allow access to:

- school statistics
- subject statistics
- extended essay statistics
- theory of knowledge statistics
- a report that combines all the information in the above statistical reports.

## A11.2 Issue of results to candidates

A service by which candidates can obtain examination results through the internet is available to all schools. Coordinators can obtain a unique alphanumeric user name and personal identification number (PIN) for each candidate from IBIS. At the discretion of coordinators, the PINs may then be issued to candidates, enabling them to access their results over the internet. For security reasons it is not possible to reissue personal identification numbers.

The results are available at <http://results.ibo.org> from 1200 hours GMT on **6 July/6 January**. This is one day later than the issue of results to schools, which gives coordinators advance notice of the results in order to prepare for counselling their candidates.

To access his or her results, a candidate must enter their alphanumeric personal code and their PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case



sensitive. If a candidate enters the wrong personal code and/or PIN, his or her attempts to access the site will be blocked after five attempts.

The candidate results service has been developed for candidate use only. Under no circumstances should candidates reveal their PIN to universities or admission centres. If a university requires evidence of a candidate's results, coordinators should complete the *Request for results service* form on IBIS or, if the deadline for the submission of this form has passed, contact the coordinator help desk.

## A11.3 Issue of results to universities and admission centres

A university, college or admissions centre may require evidence of a candidate's results directly from the IB. On request, the results for a candidate will be sent directly to the institution in electronic or paper format (a transcript of grades).

Requests for this service must be submitted on IBIS according to the deadlines below. The form is available on IBIS under the **Candidate** tab followed by **Request for results service**.

Universities in:	Deadline for May session	Deadline for November session
Australia and New Zealand	15 October (after May)	15 October (before November)
Canada and the United States of America (USA)	1 July	1 January*
All other countries	1 May	1 November

\* For candidates applying to universities in Canada or the USA from a November examination session, the latest arrival date refers to the January following the session.

No more than six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format. An admissions centre counts as one request. Of these six, no more than three institutions can be selected from Canada and the USA (of which only one university from the USA can be selected).

If an admissions centre is processing a candidate's university application, complete one request only for the admissions centre; do not submit a request for each university. For example, if a candidate is applying to several universities in the United Kingdom, only one request to the Universities and Colleges Admissions Service (UCAS) is required. When submitting a request for UCAS, please ensure that you include the ten-digit application number. This is mandatory for requests for UCAS.

To ensure that all requests have been logged correctly, make use of the summaries facility that enables you to check your entries by candidate or by institution.

For any additional requests, or if the deadline for requesting the results service has passed, contact the appropriate IB office using the link *Issue of results to universities in Canada and the USA* or *Issue of results to countries other than Canada and the USA* (as appropriate) found under **Contact us** on IBIS.

Requests must be submitted on IBIS before the close of an examination session on **15 September** for a May session and **15 March** for a November session. (However, there is an exception for requests to

universities in Australia and New Zealand, for which the deadline is **15 October**.) For each candidate the first six requests will be accepted without a charge. For any additional requests a fee will be charged according to the scale of fees in section A6.

After the deadline, a fee will be charged for each additional request that is submitted, regardless of whether any previous requests have been made on behalf of the candidate.

## A11.4 Early session entries

An early session entry refers to a candidate who completes all assessment components of a subject six months before their main diploma session because that subject is not available in their diploma session. In these circumstances the result for the subject concerned will be issued for that session, but no form of certification will be issued until the next examination session.

## A11.5 The interpretation of results

Where a grade from a previous examination session appears, although the subject has been retaken, this indicates that the retake has not resulted in an improved grade. A grade from a previous session may have been achieved as an anticipated subject.

Grades for subjects taken by anticipated candidates normally appear on the diploma results on completion of the diploma. The only exception is when an anticipated subject does not contribute to the diploma and is converted to a certificate of results.

The diploma will not be awarded if a candidate's results contain a requirement code. The results will only indicate the first requirement code applicable to a candidate's results. When counselling a candidate about his or her results it is important to consider whether other requirements would still not be met if the first failed requirement were overcome.

A diploma candidate is not permitted to change their combination of subjects in order to achieve the diploma or improve their points score. For example, if a diploma candidate achieved a high grade in an additional subject, this subject grade cannot subsequently contribute to their diploma.

### A11.5.1 Diploma awarded

All conditions have been met for the award of the diploma in compliance with the *General regulations: Diploma Programme*.

### A11.5.2 Bilingual diploma awarded

In 2011 and 2012 a bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- two languages A1, or
- language A1 taken together with a language A2, or
- group 3 or 4 subject taken in a language other than the candidate's language A1, or
- an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.

For certain IB projects candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish, in groups 3 and 4, theory of knowledge

and the extended essay. If the conditions detailed above are met, this will lead to the award of a bilingual diploma.

In examination sessions for 2011 and 2012 pilot subjects and transdisciplinary subjects cannot contribute to the award of a bilingual diploma. However, this will change from May 2013 when different criteria will apply to the award of a bilingual diploma. Additionally, if a candidate takes a transdisciplinary SL subject as an anticipated subject in 2012 this will contribute to the award of a bilingual diploma in 2013.

A subject or subjects taken by a candidate in addition to the six subjects for the diploma cannot contribute to the award of a bilingual diploma.

A school-based syllabus cannot contribute to a bilingual diploma either as a diploma subject or as an extended essay in politics, peace and conflict studies or human rights.

As mentioned above, with effect from the May 2013 examination session different criteria apply to the award of a bilingual diploma.

### **A11.5.3 Diploma not awarded**

If "P" appears in the place of a grade, it means that IB Cardiff does not have sufficient information to issue a grade. The grade will be issued at the earliest possible date. Do not contact the coordinator help desk: pending grades will be resolved as quickly as possible.

If "N" appears in the place of a grade, it means that no grade has been awarded for one or more of the following reasons:

- withdrawal from the examination
- absence from one or all parts of the examination
- failure to meet one or more of the examination requirements
- breach of regulations

A candidate will not qualify for the award of the diploma if certain requirements have not been met. Candidates not awarded the diploma receive a certificate of results. The following codes indicate which requirement(s) has not been met.

These codes apply to all diploma (and retake) candidates.

Where an "N" is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school as soon as possible after the issue of results. The head of school is asked to acknowledge receipt of this letter.

## **A11.6 Diploma requirement codes**

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the *General regulations: Diploma Programme*.) The following codes indicate which requirements have not been met.

These codes apply to all diploma (and retake) candidates.

1. Candidate's total points are less than 24.
2. An N has been given for one or more subjects, theory of knowledge or the extended essay.
3. A grade E has been awarded for both theory of knowledge and the extended essay.
4. There is a grade 1 awarded in any subject and level.
5. CAS requirements have not been completed.

6. Candidate is guilty of malpractice.
7. Grade 3 or below has been awarded four or more times.

These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.

8. There is one or more grade 2 awarded at higher level.
9. Grade 2 at standard level awarded two or more times.
10. Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
11. Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
12. Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
13. Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.
  
20. Candidate has a grade E in either the extended essay or theory of knowledge.

These codes apply to diploma (and retake) candidates with 28 points or more.

14. Grade 2 at higher level awarded two or more times.
15. Grade 2 at standard level has been awarded three times.
16. Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
17. Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
18. Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
19. Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

## A11.7 Candidates affected by special circumstances

### A11.7.1 Candidates with special assessment needs

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized. Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems. For further details refer to section A9.1.

For a candidate with special assessment needs, the results documents issued by the IB do not indicate that special assessment arrangements were authorized by the IB. This information is regarded as confidential.

### A11.7.2 Candidates affected by temporary circumstances

Temporary circumstances may include a medical condition affecting a candidate during the two-year course or during the written examinations, or adverse circumstances beyond the control of the candidate that might be detrimental to his or her performance. For further details refer to section A9.2 and section A9.3.

As for candidates with special assessment needs, any form of accommodation, such as special assessment arrangements or the implementation of the missing mark procedure, will not be indicated on a candidate's results documents.

### A11.7.3 Adverse circumstances affecting all candidates in a school

In this context, an adverse circumstance is defined as an exceptional event that presents a clear threat to the health and/or safety of candidates and teachers that may force a school to close, miss assessment arrival dates and/or cancel IB examinations. Exceptional events include natural disasters, hostile activities and serious communicable illnesses (but do not include industrial action by teachers or other staff within a school). In the event of a serious disruption to the assessment of candidates for the Diploma Programme, the IB will make every effort to provide support and practical advice. For further details refer to section A9.4.

If most or all candidates within a school have been affected by adverse circumstances, it is likely that considerable correspondence will have taken place between the coordinator/head of school and IB Cardiff. The situation will have been brought to the attention of the final award committee. Consequently, the coordinator will be fully informed about the issue of results for the affected candidates. As for temporary or adverse circumstances affecting an individual candidate, any accommodation or special arrangements will not be indicated on results documents.

## A11.8 Candidates suspected of malpractice

When the results are issued to schools on **5 July/5 January**, a candidate found guilty of malpractice will be issued an "N" in the subject or diploma requirement concerned. The candidate's results screen on IBIS will show this "N" for the subject and will also state that the candidate is guilty of malpractice. Similarly, when the candidate views his or her results on the Internet, the same information will appear. However, this will not appear on any IB results documents and will not be conveyed to universities or colleges either electronically or otherwise. This information is regarded as confidential.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed in a letter of the decision reached by the committee. The letter will be copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board. If a breach of regulations is established, the head of school is required to acknowledge receipt of this letter. For further information refer to section A8 on academic honesty.

## A11.9 Legalization of examination results

Universities in certain countries require the IB diploma results document to be legalized by the appropriate authority in Geneva. Where this is the case, it is the responsibility of the coordinator to inform candidates about this requirement. For further information refer to section A7.2.2.

## A11.10 Diploma certification

The IB *Diplomas*, *Diploma results* and *Certificates of results* are sent to schools in **August/February**. These documents constitute the official results. The mailing includes a folder in which each candidate can keep his or her *Diploma* and *Diploma results*. The folders are not provided for certificate candidates.

The *Diploma results* and/or *Certificates of results* requiring legalization will be sent separately by the legalization service in Geneva, as soon as the legalization process is finished.

If an anticipated, diploma or retake candidate takes an additional subject, that candidate will receive a separate *Certificate of results* showing the subject(s) taken and grade(s) awarded. For anticipated candidates who do not complete the diploma, certificates will be sent with the above mailing.

For candidates who attend an IB World School in the United Kingdom two sets of documents are issued: one set will have the logo of each accreditation body (Ofqual, DCELLS and the CEA) and a second set without these logos. Similarly, candidates attending an IB World School in the State of Victoria, Australia, will have one set with the Victorian Registration & Qualifications Authority (VRQA) logo and another set without this logo. The IB is complying with a requirement to provide certification with these logos.

## A11.11 Statistics on university entrance

Soon after the issue of results, coordinators are asked to provide details about university entrance for each of their candidates who were registered for the session. The IB uses this information for statistical purposes and to gain a better understanding of which universities IB candidates are entering.

To input this information on IBIS go to **Candidate**, then select **Results** from the left-hand menu, followed by **Potential university entrants**.

## A11.12 Feedback on the performance of candidates

### A11.12.1 Moderated marks and grades

On or about the **12 July/12 January** a profile of candidates' marks and grade for each component for all subjects will be available on IBIS. This includes internal assessment, theory of knowledge and extended essays. In the case of extended essays there is one component only and therefore one mark. The information includes the component grade boundaries and the overall grade boundaries for the examination session.

### A11.12.2 Internal assessment

On or about the **12 July/12 January** all available internal assessment feedback forms will also be released on IBIS. Again, this information is intended as feedback for teachers and coordinators. However, if available, the relevant forms should first be consulted before considering whether to request an enquiry upon results (category 3). All examiners who moderate internally assessed work are required to complete feedback forms and are encouraged to write clear and constructive comments. Owing to various issues it cannot be guaranteed that feedback forms will be available for all subjects.

### A11.12.3 Subject reports

The subject reports (including theory of knowledge) on the overall performance of all candidates in the examination session are released on IBIS as each report becomes available. This will not be until **October/April**, or later in the case of those reports that are translated into French and Spanish. The reports on subjects for extended essays tend to remain the same from one session to another, although when necessary each report is updated with new information.

A subject report will not be available for all subjects and levels. A report will be produced only if a subject and level has at least 50 candidates and 5 schools for the examination session. Furthermore, a report for theory of knowledge will not be produced for a November session. This is because the prescribed titles will

be the same for the following May session; therefore a subject report may provide the following May session candidates with an unfair advantage.

#### **A11.12.4 Enquiry upon results**

Additional information on the performance of candidates entered by a school is available through the enquiry upon results service. This includes the return of externally assessed examination material (category 2) and reports on the sample work for internal assessment (category 3). For further details refer to section A7.2.1.

## B1.1 Publications

The information given in this section of the handbook must be read in conjunction with the following publications for language A1.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Language A1 guide</i>	April 1999
Prescribed book lists (PBLs)	September 2000 (see section 1.5.2)
<i>Language A1 prescribed world literature list (PWL)</i>	April 1999

## B1.2 Summary of requirements

Available or special request subject	Action
<b>Available:</b> With a PBL and taught With a PBL and school supported self-taught (SL only)	No advance notice requirement
<b>Special request:</b> Without a PBL and taught Without a PBL and school supported self-taught (SL only)	Submit form <i>Special request language A1</i> on IBIS, with the course of study, by <b>15 November/15 May</b> , 18 months before the written examinations.
Anticipated registration and taught Anticipated registration, school supported self-taught (SL only)	Submit form <i>Special request language A1</i> on IBIS, without course of study and checking the box "Anticipated", by <b>7 October</b> , seven months before the written examinations (not applicable to November session).



## B1.3 Summary of latest arrival dates: May and November 2011 sessions

Action	Session	To	Latest arrival date	Method/form
Confirm candidate entries for special request languages A1	<b>May 2011</b> <b>November 2011</b>	IB Cardiff	<b>15 March 2010</b> <b>15 September 2010</b>	Form on IBIS: <i>Confirm entry for special request language A1</i>
Submit advance notice of works studied (all parts) for all candidates (including school supported self-taught)	<b>May 2011</b> <b>November 2011</b>	IB Cardiff	<b>1 December 2010</b> <b>1 June 2011</b>	Form on IBIS: <i>Language A1: Advance notice of works studied (1/A1AP) or form 1/A1AP Language A1: Advance notice of works studied for non-Roman script only</i>
Submit world literature assignments with coversheets	<b>May 2011</b> <b>November 2011</b>	Examiner	<b>15 March 2011</b> <b>15 September 2011</b>	With candidate checklist, preferably by courier
Submit predicted grades and marks for internal assessment	<b>May 2011</b> <b>November 2011</b>	IB Cardiff	<b>10 April 2011</b> <b>10 October 2011</b>	IBIS
Submit sample internal assessment audio recordings (individual oral commentary) and related materials	<b>May 2011</b> <b>November 2011</b>	Moderator	<b>20 April 2011</b> <b>20 October 2011</b>	With form 1/IARF and extracts and guiding questions, preferably by courier
Send recordings and related material for school supported self-taught candidates	<b>May 2011</b> <b>November 2011</b>	Examiner	<b>7 May 2011</b> <b>7 November 2011</b>	Preferably by courier

\*This form is available in the handbook as an option for languages that do not use Roman script.

## B1.4 Languages A1: Available and special request languages

### B1.4.1 Available languages A1

Refer to section A4 for a list of available languages A1. No prior authorization from IB Cardiff is required to register candidates for available languages A1.

### B1.4.2 Special request languages A1

If a candidate requires a language A1 that is not automatically available for the May or November sessions, a special request must be submitted to IB Cardiff on IBIS to arrive no later than **15 November/15 May**, 18 months before the written examinations for which the language A1 examination is requested. A request must be submitted for each session for which the language A1 and level is required.

The request must be justified on the basis of the candidate's need to meet the requirements for the award of the IB diploma. Approval of requests will take into consideration such factors as:

- the availability of a sufficient body of printed literature to allow the particular language requested to be taught and examined as a Diploma Programme language A1
- the availability of a pool of experts from which the IB can appoint an examiner responsible for the particular language
- the willingness of the school concerned to assist in the search for a suitable examiner responsible, should the need arise.

For further details refer to section A5.3.2 and the information below.

#### **School supported self-taught candidates**

Special requests submitted for school supported self-taught candidates are considered for approval where candidates can benefit from the study of the language at this level and especially where this enables the school to support the candidate's desire to continue academic study of his/her mother tongue. Schools must ensure that undertaking the language at this level is a viable task for the candidate, taking into consideration factors such as previous academic experience in the study of literature and his/her present and future needs.

#### **Anticipated candidates**

Applications for special request languages A1 as anticipated subjects, whether school supported self-taught or taught, must be made as soon as possible after the beginning of the school year and no later than **7 October** (May session only). No applications made after this date will be considered.

Coordinators must use the form *Special request languages A1* available on IBIS for their application, checking the box "Anticipated". Because schools will require the use of an already authorized booklist that will be sent out by IB Cardiff, the only section of the form that needs to be completed is that containing the justification of the candidate's need to undertake a special request language A1. When IB Cardiff receives the form an appropriate booklist will be sent to the coordinator.

#### **Certificate candidates**

Special requests are normally authorized for diploma candidates only, although requests for certificate candidates, including a certificate as an additional subject, will be considered.

## B1.5 School's courses of study

### B1.5.1 Course choice

The selection of authors and works for language A1 is made by the school from the IB prescribed book list (PBL) for the language studied and from the IB prescribed world literature list (PWL).

It is the school's responsibility to ensure that all choices comply with the regulations and instructions in the *Language A1 guide*, the PBL for the language studied and the PWL.

### B1.5.2 Prescribed book lists (PBLs)

The PBLs listed below are available from the online curriculum centre (OCC) and can be purchased from the IB store.

Afrikaans A1	Hindi A1	Portuguese A1
Amharic A1	Hungarian A1	Russian A1
Arabic A1	Indonesian A1	Serbian A1
Bosnian A1	Italian A1	Sesotho A1
Bulgarian A1	Japanese A1	Sinhalese A1
Catalan A1	Korean A1	Siswati A1
Chinese A1	Latvian A1	Slovak A1
Croatian A1	Lithuanian A1	Slovene A1
Czech A1	Macedonian A1	Spanish A1
Danish A1	Malay A1	Swahili A1
Dutch A1	Modern Greek A1	Swedish A1
English A1	Nepali A1	Thai A1
Finnish A1	Norwegian A1	Turkish A1
French A1	Persian A1	Welsh A1
German A1	Pilipino A1	
Hebrew A1	Polish A1	

Ensure that you have the latest PBLs for the languages listed above. Most current PBLs, first published in April 1999 (Czech A1, April 2000), now bear an issue date of September 2000.

Revised prescribed book lists for Swedish A1, Dutch A1 and Welsh A1 are dated March 2005.

There are no PBLs for the languages A1 that appear in the list of special request languages A1 in section A.

### B1.5.3 School's free choices

All choices must be made from the specific PBL for the language A1 studied and the PWL, with the following exceptions.

- Part 3 world literature work: HL = 1, SL = 1
- Part 4 world literature work: HL = 1, SL = 1

- Part 4 language A1 works: HL = 3, SL = 2 (or 3 if no world literature work is studied in part 4)

There is no free choice in the case of language A1 SL school supported self-taught candidates: all choices must be taken from the PBL for the language A1 studied and the PWL.

### **B1.5.4 Choice of authors and works**

Unless particular PBL specifications permit, authors must not be repeated within any part of the syllabus. However, the same author may be studied in two different parts of the syllabus.

Although the same author may be chosen more than once, a candidate may not study the same work in different parts of the course.

### **B1.5.5 Submission of courses to IB Cardiff**

Coordinators are required to submit their language A1 higher level and standard level advance notice of works studied to IB Cardiff using IBIS no later than **1 December/1 June**, six months before the written examinations. The submission of this information for each language A1 course being studied is compulsory and not advisory. No changes may be made to a course of study after the information has been submitted.

If the language A1 does not use Roman characters the electronic form on IBIS may still be used, or alternatively the pdf version can be used and sent by email using the link *Curriculum group 1 enquiry* under **Contact us** on IBIS. IB Cardiff will then forward this information to the relevant examiners/moderators for world literature, internal assessment and paper 2.

If a candidate (or candidates) is following a different course from the rest of the teaching group (for example, a transfer candidate), complete a separate form on IBIS for each course being taught.

For school supported self-taught candidates where more than one candidate is studying the same self-taught language in a school, all candidates taking that language must study the same works, with the exception of transfer candidates.

### **B1.5.6 A candidate offering two languages A1**

A diploma candidate offering two languages A1 is eligible for the award of a bilingual diploma.

- The candidate must study a different set of world literature works for each language A1 studied.
- The candidate may choose the same author more than once, provided a different work by that author is studied in each language A1.
- The candidate must meet in full the world literature assessment requirements for each language A1.

### **B1.5.7 A candidate offering a language A1 and a language A2**

It is not acceptable for a language A1 candidate to study for world literature a literary work that he or she may already be studying as part of a language A2 course.

### **B1.5.8 A candidate offering a language A1 and a language B**

It is acceptable for a language A1 candidate to study for world literature a literary work that he or she may already be studying as part of a language B course.

## B1.6 Languages A1 not offered as a course by the school

Where a language A1 is not offered by the school, an external teacher may teach a candidate provided that all regulations are adhered to.

- The externally assessed components (world literature, paper 1 and paper 2) remain the same as for other language A1 candidates.
- If the internal assessment is carried out by the external teacher the normal requirements and procedures also apply.

Where no external teacher is available, or if the external teacher is unable to carry out the internal assessment, the candidate must be registered as a school supported self-taught candidate. A language A1 may be school supported self-taught at standard level only.

## B1.7 Language A1 SL school supported self-taught candidates

A language A1, at standard level only, may be studied as a school supported self-taught language in the following circumstances:

- where no teacher of the language is available
- where an external teacher is unable to see the candidate(s) on a frequent and regular basis and is therefore unable to meet the internal assessment requirements of the language A1 course.

The school supported self-taught option is not considered appropriate for entries of more than five candidates in any language A1 SL.

### B1.7.1 Responsibilities of the school

Regardless of whether an external teacher is available, a full-time teacher of a language A1 in the school must be appointed to supervise and advise the candidate. The teacher must, in collaboration with the coordinator and external teacher (where available):

- advise the candidate on choosing a course of study that conforms to IB regulations
- ensure that the candidate has access to the works chosen before starting the course of study
- provide formal literacy training, giving general advice on the techniques required for such tasks as essay writing and the commentary
- give the candidate a clear idea of the course of study, the papers to be taken, their format and link to the course studied
- provide the candidate with the document *School supported self-taught language A1: A guide for students, supervisors, tutors and coordinators*, and past examination papers
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session. These are published on **15 September** in the Diploma Programme coordinator notes, on the OCC and on IBIS
- ensure that the candidate works regularly, is studying the works approved by the examiner and is preparing seriously for the examination

- supervise the work required for the world literature component
- ensure that the candidate has regular access to and is familiar with the assessment criteria and corresponding descriptors for all assessed components.

Wherever possible, the candidate should be taught with candidates taking other languages A1 in the school.

### **B1.7.2 Course of study**

All works must be chosen from the PBL, where one exists for the language A1 studied, and from the PWL. This includes all works studied in part 4 (school's free choice) and the world literature work studied in part 3 of the course. Where more than one candidate is studying the same self-taught language in a school, all the candidates taking that language must study the same works, with the exception of transfer candidates.

Where no PBL exists for the language A1 studied, the candidate's course of study must be made up of:

- six works written originally in the language A1. These works are selected from the school's, teacher's or candidate's own resources and the list of works must be entered on IBIS for approval by the examiner responsible for the subject
- five works written originally in a language other than the language A1 studied and selected from the PWL list.

The 11 works must be put together in such a way that in part 2 each text is from a different genre category, and in part 3 all the texts are from the same genre category, in accordance with the syllabus requirements (see *Language A1 guide*, pages 14–19). Note also that a list of shorter texts (for example, poems or short stories) that make up a chosen work need to be provided as an attachment to the course of study submitted to IB Cardiff when the request to study the language is made. There are no other restrictions on choices. No reduction in the number of works studied is allowed.

### **B1.7.3 External assessment**

The format for the written examination papers and the requirements for the world literature assignment are the same as those for taught candidates.

#### **Written examination paper 1 (commentary)**

All language A1 candidates write a commentary on one of the two passages provided. At SL each passage for commentary will be accompanied by three or four guiding questions.

Of the two passages for commentary one will be a poem. The other will be a text to which the techniques of literary criticism can be applied and may be selected from works such as:

- a novel or short story
- an essay
- a biography or autobiography
- a journalistic piece of writing of literary merit
- a play.

#### **Written examination paper 2 (essay)**

**Languages A1 with a PBL:** The paper will consist of two essay questions for each of the PBL genre options prescribed for part 3 (groups of works) of the course and four essay questions of a general literary nature. Each candidate will answer one question only.

**Special request languages A1 without a PBL:** The paper will consist of five essay questions of a general literary nature. Each candidate will answer one question only.

### **B1.7.4 Alternative oral assessment: self-taught candidates**

In place of the internal assessment component, in **March/September**, IB Cardiff will provide an alternative oral examination based on part 2 and part 4 of the candidate's course of study. The instructions for each candidate will stipulate the genre and a choice of two of the five questions for that genre for section 1 (oral commentary) of this alternative oral examination.

By **15 September** each year, questions will be published by the IB for each genre grouping: drama, prose fiction, prose non-fiction, poetry. There will be five questions for each genre and they will be published in English, French and Spanish in the Diploma Programme coordinator's notes, IBIS and on the OCC. The questions will give a framework for close study of part 2 works. For each question, candidates will be asked to find a suitable 40-line passage or poem that can be used as a basis for a commentary. Each of the questions will be framed to elicit a detailed, analytical response.

To enable IB Cardiff to prepare an oral examination, coordinators must:

- ensure that the self-taught option is selected on IBIS when registering the candidate for the language A1 SL
- submit the choice of authors and works on IBIS indicating the Part 2 genres studied via the Language A1: advance notice of works studied (1/A1AP) form by **1 December/1 June**, five months before the written examinations. If the language uses non-Roman script, you may alternatively submit this information on the version of form 1/A1AP Language A1: Advance notice of works studied for non-Roman script only, available in this handbook.

The oral questions will be based on the Part 2 genres specified in the form 1/A1AP. No changes should be made to the course of study after this form has been submitted to IB Cardiff.

The choice of authors and works must still be submitted for languages A1 SL without a PBL via the form 1/A1AP, even if the full course of study has been submitted to IB Cardiff 18 months before the written examinations.

Further information can be found in the document *New self-taught oral procedures* available on the OCC.

#### **New format for school supported self-taught candidates, first examinations in 2010**

The format of the new alternative oral examination is as follows.

<b>Format of assessment</b> <b>The total recording time for the oral is 20-25 minutes.</b>	<b>Preparation time (minutes)</b>	<b>Maximum recording time (minutes)</b>
<b>Section 1</b> (based on works studied in part 2) <ul style="list-style-type: none"> <li>• A well-structured oral commentary based on works studied in part 2.</li> <li>• Students take copies of their chosen passages (approximately 40 lines) and their notes on those passages into the preparation room for the alternative oral examination.</li> <li>• The presentation is recorded and sent to the examiner, along with the passage and notes used in the commentary.</li> </ul>	20	10-15
<b>Section 2</b> (based on works studied in part 4) <ul style="list-style-type: none"> <li>• Oral presentation based on two of the three works studied in part 4.</li> <li>• The student prepares notes for an oral presentation, which should be a discussion of two of the three works studied. Notes must be in point format only and are sent to the examiner.</li> <li>• The presentation is recorded and sent to the examiner, along with the passage and notes used in the oral presentation.</li> </ul>	Students will have prepared notes prior to the examination.	5-10

**Note:** The oral presentation follows the formal oral commentary and the recording is not stopped or paused between the two tasks.

### **Preparation**

Preparation time of 20 minutes is allowed before the beginning of the examination for the candidate to prepare both the oral commentary for section 1 and the oral presentation in section 2.

The candidate is allowed to take brief working notes into the examination for reference, but may not read aloud a full commentary and response. These notes should be submitted to the examiner along with all other materials.

### **Sending material to the examiner**

The Diploma Programme coordinator must check that the student and invigilator have signed all declarations and that the following are submitted to the examiner:

- the audio recordings
- the passage used for the oral commentary and the notes used in the formal commentary and in the oral presentation
- all notes made by the candidate during the preparation time



- all copies of the examination papers for the oral examination
- the completed invigilator's sheet

The name and address of the examiner will be provided on the examiner notification that schools receive in **February/August** in the year of the examination. The examiner must receive the material listed above no later than the following **7 May/7 November**.

## B1.8 World literature

### B1.8.1 Choice of works

World literature is studied in parts 1, 3 and 4 of the language A1 course. If there are specific instructions for a particular language A1, these will be indicated on the PBL for that language.

#### Part 1

Part 1 works must have been originally written in a language other than the language A1 and are normally studied in translation. All part 1 works must be chosen from those specifically listed on the PWL. Works not specifically listed, but by authors who are included on the PWL, must not be studied in this part.

#### Parts 3 and 4

Schools are allowed a free choice of world literature works for parts 3 and 4. Instructions on the choice of these works are given in the *Language A1 guide*.

### B1.8.2 The language of teaching, study and assessment

#### Teaching

World literature will normally be taught in the language A1 of the examination as an integral part of the language A1 course. However, schools offering different languages A1 may organize a common world literature course in the working language of the school. Where this is done, there should be discussions in the different language A1 classes of the world literature works and of their links with the other works studied.

#### Study

Candidates may read world literature works in the original language if they wish.

#### Assessment

World literature assignments must be written in the language A1 studied. Where works have been read in a language other than the language A1, the candidate should translate into the language A1 any quotations for inclusion in the assignment. If the candidate wishes, the original version of the quotation may be included as a footnote and should not be included in the word count.

### B1.8.3 Retake candidates

Candidates retaking a language A1 may carry forward world literature marks from a previous examination session.

### B1.8.4 Assignments

Candidates may choose different aspects of the school's world literature course for independent study. If more than one candidate chooses the same aspect, the candidates must work independently from one another and the assignments must be different. Teachers should discuss possible aspects with each candidate before the candidate starts writing the first draft (see *Language A1 guide*).

The world literature assignment should be produced during the course at a time decided by the teacher. Drafts and/or the final version must not be corrected or marked by a teacher. However, the teacher must read the final version of the assignment in order to verify that, to the best of his or her knowledge, it is the authentic work of the candidate. Teachers are required to sign the world literature coversheet to this effect. If a coversheet is not signed, the assignment(s) will not be accepted for assessment. Supervisors of school supported self-taught candidates are also required to sign the world literature coversheet for the same reason.

### **B1.8.5 Procedure**

A coversheet for world literature is available on IBIS in portable document format (PDF). A copy must be downloaded and copied in a sufficient quantity for the following May/November session.

On a date determined by the teacher and coordinator, each candidate must complete one world literature coversheet, regardless of whether the candidate is submitting two assignments (higher level), or one assignment (standard level). The coversheet must then be attached to the assignment(s).

If a higher level candidate has submitted only one of the two required assignments, the candidate is still eligible for the award of a grade.

Send the assignments, with the coversheets, to the appropriate examiner indicated on the examiner notification, to arrive no later than **15 March/15 September**. Retain a copy of each assignment and its coversheet.

## **B1.9 Internal assessment: Taught candidates**

With the exception of school supported self-taught candidates, for whom IB Cardiff provides an alternative examination, the internal assessment of candidates' oral work by the teacher is a requirement for all candidates. All candidates must complete two compulsory oral activities that will be assessed by the teacher during the course. Each activity will involve four skill areas for which there are four corresponding assessment criteria.

The two compulsory oral activities are:

- an individual oral commentary based on an extract from a work studied in part 2
- an individual oral presentation based on a work or works studied in part 4.

## **B1.10 Individual oral commentary**

This internally assessed activity is based on part 2 of the course (detailed study) and forms the basis for the moderation of the teacher's assessment. The teacher must conduct the individual oral commentary, under examination conditions, at a time when at least two works at higher level or both works at standard level have been studied. At higher level it is expected that all four works studied in part 2 will be used in the individual oral commentaries conducted for the class as a whole. Assessment towards the end of the course is recommended, but is not compulsory.

### **B1.10.1 Format and length of the individual oral commentary**

All works studied in part 2 may be used for the individual oral commentary. Individual candidates must not know in advance from which work their particular extracts will be taken. However, where appropriate the

candidates may be told in advance (as a teaching group within a larger class) which two, or more, of the four works studied in part 2 will be used for the individual oral commentary.

Format of assessment	Preparation time (minutes)	Assessment time (minutes)
<b>Higher level and standard level</b> Commentary on an extract with guiding questions from one of the works studied in part 2.	20	15 (approx.)

### B1.10.2 Teacher preparation for the individual oral commentary

The teacher must prepare extracts and guiding questions before the commentary. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the extracts or guiding questions.

The teacher is entirely responsible for the choice of extracts and guiding questions for the individual oral commentary. Candidates are not allowed to choose the works on which they wish to be assessed.

When assessing several candidates on the same day, or within a few days, any repetition must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment.

Number of candidates	Number of different extracts
1-5	1 per candidate
6-10	6
11-15	7
16-20	8
21-25	9
26-30	10

Each extract must be accompanied by no more than two guiding questions. Guidelines on the choice of extracts, and guiding questions, are provided in the *Language A1 guide*.

### B1.10.3 Conduct of the individual oral commentary

The individual oral commentary must be conducted in the language that is being assessed.

#### The recordings

Refer to section A10.8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, you must record all candidates: you may be asked to send additional samples at a later date.

#### Practical arrangements

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper provided by the school into the preparation room. Any notes made during the preparation period may be taken into the examination room and used during the oral examination.

### **Before the candidate's preparation period**

- Give the candidate a copy of the extract for commentary.
- Give the candidate a copy of the written guiding questions.

### **During the preparation period**

- The candidate must prepare the commentary under supervision.
- The candidate may make notes for reference, but not for reading as a prepared speech.

### **Following the preparation period (delivery and subsequent discussion)**

- If the candidate is very nervous, allow him or her to read a short part of the extract aloud before starting the assessment. If this initial reading aloud by the candidate is also recorded, it should be included in the 15 minutes allowed for the commentary.
- Ask the candidate to give his or her prepared commentary on the extract. Unless it is absolutely necessary, do not interrupt the candidate at this stage (see section B1.10.4). Allow 9–12 minutes for the commentary. Allow even nervous candidates at least 7–9 minutes of uninterrupted delivery, where possible.
- Engage the candidate in a discussion about the extract at the end of his or her uninterrupted delivery (3–6 minutes maximum).

Assess the candidate's performance using the internal assessment descriptors in the *Language A1 guide*. Enter the achievement level for each criterion on the form 1/IARF. Also provide brief comments in the space provided on the form to explain why those achievement levels have been awarded. Teachers who do not provide this information place their candidates at a disadvantage. Internal assessment moderators are instructed to consult teachers' marks and comments whenever they are in doubt about their own borderline assessments.

## **B1.10.4 Role of the teacher during the assessment**

During the candidate's delivery (9–12 minutes):

- do not attempt to rearrange the candidate's prepared commentary
- act as no more than a sympathetic listener and intervene only to provide encouragement and redirection if a candidate panics, goes completely off course, or finds it difficult to continue
- explain the guiding questions further if necessary, but do not introduce completely new ones.

At the end of the candidate's delivery (remaining 3–6 minutes):

- where appropriate, remind the candidate if he or she has not treated one of the guiding questions or request further clarification or explanation of relevant issues raised in the candidate's commentary
- enter into a discussion to satisfy yourself that the candidate has understood all aspects of the extract
- bring the commentary to a close at the end of the allotted time (15 minutes).

## **B1.11 Individual oral presentation**

The individual oral presentation is based on a work or works studied in part 4 of the course of study. Each candidate chooses a topic for this activity in consultation with the teacher. It is the teacher's responsibility to ensure that the topic chosen by the candidate can be effectively assessed using the language A1 internal assessment descriptors (see *Language A1 guide*).

Teachers are required to:

- assess each candidate's presentation using the internal assessment descriptors in the *Language A1 guide*
- record the achievement levels awarded per criterion to each candidate on form 1/IARF (a separate form 1/IARF must be completed for each candidate, signed and dated by the teacher and candidate)
- write a brief comment for each candidate in the space provided on form 1/IARF to explain the achievement levels awarded.

Teachers are not required to record the individual oral presentation for any candidate.

## B1.12 Use of descriptors and record forms during the course

The internal assessment criteria in the *Language A1 guide* (the oral descriptors) apply to all languages A1 and must be used by teachers to assess the performance of each candidate for each oral activity.

The record form 1/IARF is designed for keeping a brief record of the assessment of each candidate.

### B1.12.1 Final assessment

The final internal assessment mark submitted to IB Cardiff using IBIS must be the arithmetic mean of the marks entered on the form 1/IARF for each activity.

Use the information on the record form as follows.

- For each activity, add up the marks awarded per criterion to obtain a total mark. The minimum possible mark is 0 and the maximum possible mark is 30.
- Add up the total marks for the two activities to obtain an aggregate mark. The minimum possible aggregate mark is 0 and the maximum is 60.
- Divide the aggregate mark by 2 to obtain a final mean mark. The minimum possible mean mark is 0 and the maximum is 30.

Submit by IBIS the final mean mark for each candidate. Use whole numbers—do not use decimals, fractions or estimates. Any half marks should be rounded up.

#### Example A: Candidate X

	Criterion A	Criterion B	Criterion C	Criterion D
Individual oral presentation	3	6	5	4
Individual oral commentary	4	7	8	5

Step 1: Add up the marks awarded per criterion to obtain a total mark out of 30 for each activity.

Individual oral presentation:  $3 + 6 + 5 + 4 = 18$

Individual oral commentary:  $4 + 7 + 8 + 5 = 24$

Step 2: Add up the total marks of the two activities to obtain an aggregate mark out of 60.

$18 + 24 = 42$

Step 3: Divide the aggregate mark by 2 to obtain a final mean mark.  
 $42 \div 2 = 21$

Step 4: Enter the final mean mark of 21 on IBIS.

### Example B: Candidate Y

	Criterion A	Criterion B	Criterion C	Criterion D
Individual oral presentation	4	5	5	3
Individual oral commentary	4	5	5	4

Step 1: Add up the marks awarded per criterion to obtain a total mark out of 30 for each activity.  
Individual oral presentation:  $4 + 5 + 5 + 3 = 17$   
Individual oral commentary:  $4 + 5 + 5 + 4 = 18$

Step 2: Add up the total marks of the two activities to obtain an aggregate mark out of 60.  
 $17 + 18 = 35$

Step 3: Divide the aggregate mark by 2 to obtain a final mean mark.  
 $35 \div 2 = 17.5$  (round this up to the nearest whole number, 18)

Step 4: Enter the final mean mark of 18 on IBIS.

It is important to note that the final mean mark is not necessarily the sum of the achievement levels for the individual oral commentary (entered on form 1/IARF and sent to the moderator with sample recordings).

## B1.13 Samples for moderation

The moderation of the internal assessment marks awarded by the teacher is based on recordings of one activity, the individual oral commentary. Samples of the individual oral presentation will not be required.

The samples from the selection of recordings of the individual oral commentary must be those identified by IBIS. The number of recordings that make up the sample will depend on the number of candidates entered for the language A1 and the level.

When you know the sample candidates for each language A1 and level, complete a separate form 1/IARF for each sample candidate. By any internal school deadlines, give the coordinator:

- the predicted grades and internal assessment marks for each language A1 candidate
- the recording of the individual oral commentary and a completed copy of form 1/IARF for each sample candidate
- copies of the extracts and guiding questions used for each sample candidate.

Although a separate copy of form 1/IARF must be completed for each language A1 candidate, do not send the remaining forms to IB Cardiff or the moderator unless instructed to do so.

**Language A1: advance notice of works studied (non- Roman script)**

Submit to: **IB Cardiff**                      Arrival date: **1 Dec / 1 June**                      Session: .....

School number: 

0	0				
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School name: .....

- Complete this form in accordance with the general instructions in the Language A1 Guide.
- Indicate the choice of authors and texts and in **parts 2 and 3 indicate the genre**.
- Complete a separate form for each language A1 studied and for each level.
- Where more than one candidate is studying the same self-taught language in a school, all candidates taking that language must study the same works.
- For Roman character languages, submit your 1/A1AP form electronically via IBIS.
- Send to IB Cardiff Languages section or email to [gr1enquiry@ibo.org](mailto:gr1enquiry@ibo.org) by **1 December/1 June**, five months before the examination session.

**Subject:** \_\_\_\_\_ **A1**                      **Level:** HL / SL / SL self-taught (delete as appropriate)

**Part 1: World Literature (HL & SL 3 works)**

1. Title .....
- Author .....
  
2. Title .....
- Author .....
  
3. Title .....
- Author .....

**Part 2: Detailed study (HL 4 works, SL 2 works).** Genre e.g. Novel, Poetry to be supplied in English, French or Spanish

1. Genre .....
- Title .....
- Author .....
  
2. Genre .....
- Title .....
- Author .....
  
3. Genre .....
- Title .....
- Author .....
  
4. Genre .....
- Title .....
- Author .....

*Where two or more shorter texts are studied as a 'work' (e.g. Poetry, Short Stories), attach selection details in an accompanying list*

School name: .....

Subject: .....A1

**Part 3: Groups of works (HL 4 works, SL 3 works).** Genre e.g. Novel, Poetry to be supplied in English, French or Spanish

Please specify chosen genre \_\_\_\_\_

- 1. Title .....  
Author .....
- 2. Title .....  
Author .....
- 3. Title .....  
Author .....
- 4. Title .....  
Author ..... (World literature)

*Where two or more shorter texts are studied as a 'work' (e.g. Poetry, Short Stories), attach selection details in an accompanying list*

**Part 4: School's free choice (HL 4 works, SL 3 works)**

- 1. Title .....  
Author .....
- 2. Title .....  
Author .....
- 3. Title .....  
Author .....
- 4. Title .....  
Author ..... (World literature)

*Where two or more shorter texts are studied as a 'work' (e.g. Poetry, Short Stories), attach selection details in an accompanying list*

*To be completed by the IB coordinator/teacher*

Name: .....

Position: .....

Signature: .....

Date: .....





A

Candidate session number Numéro de session du candidat Número de convocatoria del alumno		0	0						
Candidate name Nom du candidat Nombre del alumno									
School number Numéro de l'établissement Número del colegio		0	0						
School name Nom de l'établissement Nombre del colegio									

Language A1: world literature assignment(s) coversheet  
Langue A1 : travail de littérature mondiale - page de couverture  
Lengua A1: trabajo de literatura mundial - portada

**Candidate instructions**

- Complete boxes A, B and C using capital letters.
- Complete the other side of the coversheet on the date determined by the school.
- Attach this cover to your assignment(s) (two assignments at HL, one at SL).
- Number each page of your assignment(s).
- Write your candidate session number on each page.

**Instructions pour le candidat**

- Remplir les tableaux A, B et C en majuscules.
- Compléter le verso de ce formulaire à la date déterminée par l'établissement.
- Joindre cette page de couverture à votre travail (ou vos travaux) (deux travaux au NS et un au NM).
- Numéroter chaque page de votre travail (ou vos travaux).
- Inscrivez le numéro de session du candidat sur chaque page.

**Instrucciones para el alumno**

- Escriba la información que se pide en las casillas A, B y C en mayúsculas.
- Cumplimente el formulario al dorso en la fecha que fije el colegio.
- Adjunte esta portada a sus trabajos (dos para NS, uno para NM).
- Numere todas las páginas de sus trabajos.
- Escriba su número de convocatoria del alumno en todas las páginas.

B

Language A1 Langue A1 Lengua A1		Level Niveau Nivel	
Examination session Session d'examens Convocatoria de exámenes	May Mai <input type="checkbox"/> Mayo	November Novembre Noviembre	Year Année Año

C

Number of sheets attached Nombre de feuilles jointes Número de hojas adjuntas

D

Assessment criteria Critères d'évaluation Criterios de evaluación		Number of examiner 1 Code de l'examinateur 1 N.º del examinador 1	Number of examiner 2 Code de l'examinateur 2 N.º del examinador 2	Number of examiner 3 Code de l'examinateur 3 N.º del examinador 3
Assignment 1 Travail 1 Trabajo 1	A			
	B			
	C			
	D			
Assignment 2 Travail 2 Trabajo 2	A			
	B			
	C			
	D			
Total		Total	Total	Total

E

**IB Cardiff use only**  
**Para uso exclusivo de la oficina del IB en Cardiff**  
**Champs réservés à IB Cardiff**

B: \_\_\_\_\_ A: \_\_\_\_\_



**Programme summary / Résumé du programme / Resumen del programa**Part 1 / 1<sup>ère</sup> partie / Parte 1

		Title / Titre / Título	Author / Auteur / Autor
Work Œuvre Obra	1		
	2		
	3		

Parts 3 and 4 / 3<sup>e</sup> et 4<sup>e</sup> parties / Partes 3 y 4

World Literature works studied / Œuvres de Littérature mondiale étudiées / Obras de Literatura Mundial estudiadas

		Title / Titre / Título	Author / Auteur / Autor
Part Partie Parte	3		
	4		

**Assignment summary / Résumé des travaux / Resumen de los trabajos**

Assignment 1 / Travail 1 / Trabajo 1 - Number of words / Nombre de mots / Número de palabras

Based on: / Basé sur : / Basado en:

		Title / Titre / Título	Author / Auteur / Autor
Work(s) Œuvre(s) Obra(s)			

**HL only / NS seulement / NS solamente**

Assignment 2 / Travail 2 / Trabajo 2 - Number of words / Nombre de mots / Número de palabras

Based on: / Basé sur : / Basado en:

		Title / Titre / Título	Author / Auteur / Autor
Work(s) Œuvre(s) Obra(s)			

**The following declarations must be signed; otherwise a grade may not be issued / La note finale ne sera pas attribuée si les déclarations suivantes ne sont pas signées / Si no se firman las declaraciones siguientes, no se emitirá una calificación para el alumno.**

I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Je confirme que ce travail ci-joint est le fruit de mon travail personnel, et qu'il s'agit de la version finale. J'ai signalé tous les emprunts d'idées ou de paroles, qu'elles aient été exprimées originellement par écrit, visuellement ou oralement.

Confirmo que soy el autor de este trabajo y que es la versión final. He citado debidamente las palabras o ideas de otra persona, se hayan expresado éstas de forma escrita, oral o visual.

Candidate's signature:  
Signature du candidat : \_\_\_\_\_  
Firma del alumno:

Date:  
Date : \_\_\_\_\_  
Fecha:

I confirm that, to the best of my knowledge, the attached assignment(s) is (are) the authentic work of the candidate.

À ma connaissance, le ou les devoirs ci-joints constituent le travail authentique du candidat.

A mi leal saber y entender, el material aquí presentado es el trabajo auténtico del alumno.

Teacher's signature:  
Signature de l'enseignant : \_\_\_\_\_  
Firma del profesor:

Date:  
Date : \_\_\_\_\_  
Fecha:

## Internal assessment record form: language A1

Submit to: **See below** Arrival date: **See below** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this side of the form in the working language of your school (English, French or Spanish).
- Complete the reverse side (teacher's comments) in the Language A1 studied.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate teacher(s) sign and date the form when entering achievement levels.
- Do not send forms (with the exception of those accompanying samples) to IB Cardiff unless instructed to do so. Retain the remaining forms until after the publication of results.
- Select samples as directed by IBIS. Include the corresponding copies of the extract and guiding questions for each candidate in the sample.

Subject: \_\_\_\_\_ A1 Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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### Part 2: works studied (4 at higher level, 2 at standard level)

Tick/check (✓) the particular work on which the candidate's individual oral commentary is based.

	Work	Author	
1	_____	_____	<input type="checkbox"/>
2	_____	_____	<input type="checkbox"/>
3	_____	_____	<input type="checkbox"/>
4	_____	_____	<input type="checkbox"/>

### Part 4: works studied (4 at higher level, 3 at standard level)

Tick/check (✓) the particular work(s) on which the candidate's individual oral presentation is based.

	Work	Author	
1	_____	_____	<input type="checkbox"/>
2	_____	_____	<input type="checkbox"/>
3	_____	_____	<input type="checkbox"/>
4	(World literature) _____	_____	<input type="checkbox"/>

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**Teacher declaration:** To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of teacher: ..... Date: .....

School name: .....

Subject: \_\_\_\_\_ A1

Level:

Candidate name: \_\_\_\_\_

Candidate session number:

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Teacher's comments	Individual oral presentation																																													
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Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																																										

**Internal assessment record form: language A1**

 Submit to: See below      Arrival date: See below      Session: .. May 2011.....

 School number: 

0	0	0	0	0	1
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 School name: .....CARDIFF..AMERICAN..SCHOOL.....

- Write legibly using black ink and retain a copy of this form.
- Complete this side of the form in the working language of your school (English, French or Spanish).
- Complete the reverse side (teacher's comments) in the Language A1 studied.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate teacher(s) sign and date the form when entering achievement levels.
- Do not send forms (with the exception of those accompanying samples) to IB Cardiff unless instructed to do so. Retain the remaining forms until after the publication of results.
- Select samples as directed by IBIS. Include the corresponding copies of the extract and guiding questions for each candidate in the sample.

 Subject: ENGLISH      A1      Level: HIGHER

 Candidate name: NICKOLA ELIZABETH HUGHES

 Candidate session number: 

0	0	0	0	0	1	0	3	7
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**Part 2: works studied (4 at higher level, 2 at standard level)**

Tick/check (✓) the particular work on which the candidate's individual oral commentary is based.

	WORK	AUTHOR	
1	<u>HAMLET</u>	<u>SHAKESPEARE</u>	<input checked="" type="checkbox"/>
2	<u>SELECTED POEMS</u>	<u>BRUTUS / KEATS / FROST</u>	<input type="checkbox"/>
3	<u>ARROW OF GOD</u>	<u>CHINUA ACHEBE</u>	<input type="checkbox"/>
4	<u>RUNNING IN THE FAMILY</u>	<u>MICHAEL ONDAATJE</u>	<input type="checkbox"/>

**Part 4: works studied (4 at higher level, 3 at standard level)**

Tick/check (✓) the particular work(s) on which the candidate's individual oral presentation is based.

	WORK	AUTHOR	
1	<u>THE TRIAL OF MALLAM ILYA</u>	<u>MOHAMMED BEN ABDALLAH</u>	<input type="checkbox"/>
2	<u>THE CRUCIBLE</u>	<u>ARTHUR MILLER</u>	<input checked="" type="checkbox"/>
3	<u>A MAN FOR ALL SEASONS</u>	<u>ROBERT BOLT</u>	<input checked="" type="checkbox"/>
4(WL)	<u>AN ENEMY OF THE PEOPLE</u>	<u>HENRIK IBSEN</u>	<input type="checkbox"/>

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

 Candidate's signature: .....N. E. Hughes.....      Date: .....20 January 2011.....

**Teacher declaration:** To the best of my knowledge, the material submitted is the authentic work of the candidate.

 Signature of teacher: .....A. N Other.....      Date: ...20..January 2011.....

School name:.....**CARDIFF . AMERICAN . SCHOOL**.....

Subject: ENGLISH A1 Level: HIGHER

Candidate name: NICKOLA ELIZABETH HUGHES

Candidate session number: 

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Teacher's comments	Individual oral presentation																																													
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<p><b>EXCELLENT USE OF LANGUAGE AND EFFECTIVE PRESENTATION HAVE ENHANCED COMMENDABLE UNDERSTANDING, KNOWLEDGE AND INTERPRETATION OF THE EXTRACT. A GOOD COMMENTARY.</b></p> <p>Teacher's name: .....<b>A. N. OTHER</b>.....</p> <p>Signature: .....<b>A. N. Other</b>.....</p> <p>Date: .....<b>20.01.11</b>.....</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">Teacher</td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> </tr> <tr> <td></td> <td style="text-align: center;">0-5</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-5</td> </tr> <tr> <td></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text" value="4"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text" value="7"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text" value="8"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text" value="5"/></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Moderator</td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> </tr> <tr> <td></td> <td style="text-align: center;">0-5</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-5</td> </tr> <tr> <td></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Senior moderator</td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> </tr> <tr> <td></td> <td style="text-align: center;">0-5</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-5</td> </tr> <tr> <td></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="text"/></td> </tr> </table>	Teacher	A	B	C	D		0-5	0-10	0-10	0-5		<input style="width: 30px; height: 20px;" type="text" value="4"/>	<input style="width: 30px; height: 20px;" type="text" value="7"/>	<input style="width: 30px; height: 20px;" type="text" value="8"/>	<input style="width: 30px; height: 20px;" type="text" value="5"/>	Moderator	A	B	C	D		0-5	0-10	0-10	0-5		<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	Senior moderator	A	B	C	D		0-5	0-10	0-10	0-5		<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
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## B2a Language A2

### B2a.1 Publications

The information given in this section of the handbook must be read in conjunction with the following publications for language A2.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Language A2 guide</i>	February 2002

### B2a.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit written tasks with coversheets	Examiner	<b>15 March 2011</b> <b>15 September 2011</b>	Candidate checklist form 2/WTRF
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011</b> <b>10 October 2011</b>	IBIS
Submit internal assessment sample recordings	Moderator	<b>20 April 2011</b> <b>20 October 2011</b>	Form 2/IA

### B2a.3 Availability of languages A2

Lists of languages A2 offered by the IB can be found in section A4.1.2. The list of languages on offer will be reviewed periodically.

### B2a.4 Written tasks

#### B2a.4.1 Language requirements

The written tasks must be written in the language A2 being studied. If referring to a text written in a language other than the language A2, the candidate must translate into the language A2 any quotations for inclusion in the task. If the candidate wishes, the original version of the quotation may be included as a footnote, but must not be included in the word count.

#### B2a.4.2 Retake candidates

Candidates retaking a language A2 may carry forward their mark for the written tasks from a previous examination session.

### **B2a.4.3 Teacher supervision**

The written tasks must be the independent work of candidates. Although the teacher should not assign written tasks to candidates, he or she should help them choose sufficiently focused tasks. When choosing particular aspects of the course, consideration should be given to the content and style of the written tasks.

Candidates should define the purpose of their task and choose the type of text that best suits their objectives. Having established the purpose and the type of text, candidates should then consider the appropriate register and style.

The teacher may make general comments about the first draft of each task, but must neither mark nor write comments on the drafts themselves. After making general comments about the first draft, the teacher should not provide any further assistance.

If a candidate chooses not to complete a proposed task and to begin a new one, the teacher should provide guidance for the new task in the same manner as in the former one; the teacher should encourage the candidate to choose an appropriate type of text, and should make general comments on the first draft.

If there is doubt about the authenticity of a candidate's work, the teacher should discuss with the candidate the content of each task. It should be made clear to candidates that they will be required to sign a declaration when submitting the written tasks to confirm that each task is their own work and is the final version of that work. In addition, candidates must be made aware that their teacher must also sign a declaration that to the best of his or her knowledge, the tasks are the authentic work of the candidate.

### **B2a.4.4 Procedures**

A coversheet for the written tasks is available on IBIS in portable document format (PDF). A copy must be downloaded and copied in sufficient quantity for the following May/November session.

On a date determined by the teacher and coordinator, each candidate must complete the following documents:

- a written tasks coversheet (ensure that both sides have been completed)
- two written tasks rationale forms (a form must precede each of the two tasks).

Send these documents to the appropriate examiner indicated on the examiner notification, to arrive no later than **15 March/15 September**. Retain a copy of all of these documents.

## **B2a.5 Internal assessment**

The internal assessment of candidates' oral work is a requirement for all languages A2. Thirty per cent of the total mark is allocated to internal assessment. This component for higher level and standard level consists of two oral activities: the individual oral and the interactive oral activity. The teacher assesses both activities.

The individual oral and the interactive oral activity may take place at any time during the course. The IB uses the individual oral to moderate the marks awarded by the teacher for internal assessment. The mark for internal assessment submitted to IB Cardiff must be based on these two activities.

### **B2a.5.1 Use of descriptors and record forms during the course**

In the *Language A2 guide* the IB publishes criteria for the assessment of candidates' oral work. Levels of achievement with descriptors are given for each criterion. The descriptors for each criterion should be used to assess the performance of each candidate throughout the course. Use form 2/RFA2 to record the interactive oral activities.



### B2a.5.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities (the compulsory individual oral and the interactive oral activity).

#### How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises 30% of the total mark for language A2. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (the best one that is based on a different option to the individual oral).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by two to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

#### Calculation:

Selected interactive oral activity (30 maximum)		19		23			
Compulsory individual oral (30 maximum)	+	23	=	42	+ 2	=	21
Addition of the two marks (60 maximum)		42		21			
Average (30 maximum) Final assessment mark		21		21			

#### Example A: Student X

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max):  $7 + 6 + 8 = 21$

Selected interactive oral activity (30 max):  $8 + 9 + 8 = 25$

- Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).  
 $21 + 25 = 46$
- Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).  
 $46 \div 2 = 23$
- Step 4: Enter the final mark of 23 on IBIS.

**Example B: Student Y**

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

- Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).  
 Compulsory individual oral (30 max):  $7 + 7 + 8 = 22$   
 Selected interactive oral activity (30 max):  $8 + 9 + 10 = 27$
- Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).  
 $22 + 27 = 49$
- Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).  
 $49 \div 2 = 24.5$  (round this up to the nearest whole number, 25)
- Step 4: Enter the final mark of 25 on IBIS.

**B2a.6 Individual oral**

To prepare for the audio recording of each candidate's individual oral, it is essential to read section A10.8 on audio recordings.

**B2a.6.1 Format and length of the assessment**

The individual oral is based on a text or extract studied as part of the language A2 course.

Format of assessment	Preparation time (minutes)	Assessment time (minutes)
Individual oral	20	15

**B2a.6.2 Teacher preparation for the individual oral**

The teacher is entirely responsible for the choice of extracts and guiding questions. Candidates are not allowed to choose the works/texts/topics on which they will be questioned.

The texts or extracts for the individual oral must be selected from at least two literary works or at least two topics from the cultural options. Students can be told in advance the two literary works or the two topics on which the individual oral will be based. However, they must not know the text or extract that will be used. For example, candidates can be told in advance that the individual oral will be based on the two works, *1984*

and *Of Mice and Men*, but must not be told which extracts will be used. Similarly, if the individual oral is based on the cultural options, they can be told that the individual oral will be based on, for example, bilingualism and advertising. However, they must not be told which texts will be used (for instance, a particular article from *The Guardian* newspaper and a particular advertisement from *Time* magazine).

When assessing candidates on the same day, or within a short period of time, any repetition of texts must be at random to ensure variety and to ensure that candidates cannot determine the content of the assessment.

Number of candidates	Number of different extracts
1–5	1 per candidate
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

### B2a.6.3 Conduct of the individual oral

The individual oral must be conducted in the language that is being assessed.

#### The recordings

Refer to section A10.8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, record all candidates: you may be asked to send additional samples at a later date.

#### Practical arrangements

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper (provided by the school) into the preparation room. Any notes made during the preparation period may be taken into the examination room and used during the oral examination.

#### Before the candidate's preparation period

- Give the candidate a copy of the text or extract for commentary/analysis.
- Give the candidate a copy of the guiding questions.

#### During the preparation period

- The candidate must prepare the individual oral under supervision.
- The candidate may make notes for reference, but must not read them as a prepared speech.

#### During the individual oral

- Ask the candidate to give his or her prepared commentary/analysis.
- Do not attempt to rearrange or interrupt the candidate's prepared commentary/analysis.

- Once the commentary/analysis is finished, engage the candidate in a discussion about the text or extract.
- Bring the discussion to a close at the end of the allotted time.

#### **B2a.6.4 Role of the teacher during the individual oral**

- During the candidate's commentary/analysis, act as no more than a sympathetic listener.
- In the subsequent discussion, do not limit yourself to a question and answer format. In other words, try to generate an authentic discussion.

#### **B2a.6.5 Samples for moderation**

The moderation of the internal assessment by the teacher is based on recordings of one activity: the individual oral. Samples of the interactive oral activity are not required.

The samples of the individual oral must be those identified by IBIS. Complete a form 2/IA for each of the sample candidates.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of form 2/IA for each of the sample recordings, signed and dated by the teacher and candidate
- the texts or extracts and guiding questions used for each sample recording.

### **B2a.7 Interactive oral activity**

The guidelines for the interactive oral activity are different from those for the individual oral. All language A2 candidates are required to take part in a minimum of three oral activities that enable appropriate assessment of their listening and speaking skills. The mark for one of these interactive oral activities (the best one that is based on a different option to the individual oral) will be included as 50% of the candidate's internal assessment mark. Teachers should use the language A2 form 2/RFA2. The purpose of this form is to keep a written record of the three assessed interactive oral activities for each candidate. The form should include the following information:

- the types of activities
- areas of the course of study assessed
- the achievement levels (for each criterion) for each assessed activity
- comments on the candidate's performance.

## **B2b Language B**

### **B2b.1 Publications**

The information given in this section of the handbook must be read in conjunction with the following publications for language B.

<b>May and November 2011 examination sessions</b>	
<b>Title of publication</b>	<b>Date of issue</b>
<i>Language B guide</i>	February 2002

## B2b.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample internal assessment recordings	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 2/IA

## B2b.3 General information

Lists of languages B offered by the IB can be found in section A4.1.2. The list of languages on offer will be reviewed periodically.

## B2b.4 Internal assessment

Language B internal assessment consists of oral work that comprises both listening and speaking. Of the total marks for a language B, 30% are allocated to the internal assessment. The assessment of oral work must take place during the final year of the course. The mark for the internal assessment submitted to IB Cardiff consists of two activities: an individual oral and an interactive oral activity. The IB uses the individual oral to moderate the marks awarded by the teacher for internal assessment. For this purpose, teachers are required to record the individual oral for each candidate. Teachers must also keep a written record of three of the interactive oral activities undertaken by each candidate. Form 2/RFB must be used for this purpose (see section B2b.6).

### B2b.4.1 Use of descriptors and record forms during the course

The *Language B guide* contains the criteria used for the assessment of candidates' oral work. These criteria apply to all languages B and must be used to assess the performance of each candidate against each criterion both for the individual oral and the interactive oral activity. Use form 2/RFB to record the interactive oral activities.

### B2b.4.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities (the compulsory individual oral and the interactive oral activity).

#### How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises 30% of the total mark for language B. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by two to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

**Calculation:**

Selected interactive oral activity (30 maximum)		19	
Compulsory individual oral (30 maximum)	+	23	
Addition of the two marks (60 maximum)	=	42	+ 2
Average (30 maximum) Final assessment mark	=	21	

**Example A: Student X**

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max):  $7 + 6 + 8 = 21$

Selected interactive oral activity (30 max):  $8 + 9 + 8 = 25$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$21 + 25 = 46$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$46 \div 2 = 23$

Step 4: Enter the final mark of 23 on IBIS.

**Example B: Student Y**

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max):  $7 + 7 + 8 = 22$

Selected interactive oral activity (30 max):  $8 + 9 + 10 = 27$

- Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).  
 $22 + 27 = 49$
- Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).  
 $49 \div 2 = 24.5$  (round this up to the next integer, in this case 25)
- Step 4: Enter the final mark of 25 on IBIS.

## B2b.5 Individual oral

To prepare for the audio recording of each candidate's individual oral, it is essential to read section A10.8 on audio recordings.

### B2b.5.1 Format and length of the assessment

The individual oral is approximately 10 minutes in length and consists of three sections.

Format of assessment	Preparation time	Assessment time
<b>Part 1</b> Presentation by the candidate based on support material he or she has chosen	Prior to the day of the individual oral	3–4 minutes
<b>Part 2</b> Follow-up questions and discussion with the teacher on issues arising from the presentation	No preparation time	3–4 minutes
<b>Part 3</b> General discussion between the teacher and the candidate	No preparation time	3–4 minutes

### B2b.5.2 Conduct of the individual oral

The individual oral must be conducted in the language that is being assessed.

#### The recordings

Refer to section A10.8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, you must record all candidates: you may be asked to send additional samples at a later date.

#### Practical arrangements

- The candidate should choose his or her topic and prepare the presentation before the day of the assessment.
- No supervised preparation period will be necessary on the day itself.
- The candidate may take brief working notes into the individual oral; these should consist of no more than 10 headings, and must not be read or memorized as a prepared speech.

#### During the oral

- Ask the candidate to give his or her prepared presentation based on the support material.

- Engage the candidate in a discussion about the chosen subject.
- Move on to a general discussion.
- Bring the oral to a close at the end of the allotted time.

### **B2b.5.3 Role of the teacher during the individual oral**

- During the candidate's presentation act as no more than a sympathetic listener.
- In the subsequent discussion, do not limit yourself to a question and answer format, but try to generate an authentic discussion.
- For further information, see the *Language B guide*.

### **B2b.5.4 Samples for moderation**

The moderation of the internal assessment by the teacher is based on recordings of one activity: the individual oral. Samples of the interactive oral activities will not be required.

The samples of the individual oral submitted for moderation must be those identified by IBIS. Complete a form 2/IA for each of the sample candidates.

The inclusion of support material with the samples is not compulsory—given the nature of the support material, this might be impractical in some cases. Teachers must indicate on the form 2/IA for each sample recording whether the support material has been included.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of form 2/IA for each of the sample recordings, signed and dated by the teacher and candidate
- a copy of the support material used for each sample recording (in the cases where this support material will be attached to the sample).

## **B2b.6 Interactive oral activity**

The guidelines for the interactive oral activity are different from those for the individual oral. All language B candidates are required to take part in a minimum of three oral activities that enable appropriate assessment of their listening and speaking skills. The mark of one of these interactive oral activities (normally the best one) will be included as 50% of the candidate's internal assessment mark. Teachers should use form 2/RFB to keep a written record of the three assessed interactive oral activities for each candidate.

To ensure the assessment of listening skills, at least one of the three interactive oral activities recorded on form 2/RFB must be an oral response to a listening stimulus such as a film, a radio broadcast, an interview, a taped extract or a song.

# **B2c Language *ab initio***

## **B2c.1 Publications**

The information given in this section of the handbook must be read in conjunction with the *Language ab initio guide*.



May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Language ab initio guide</i>	February 2002
<i>Ab initio language-specific syllabuses</i>	April 2002–September 2002

## B2c.2 Summary of latest arrival dates: May and November 2011 sessions

Action	Session	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	<b>May 2011/ November 2011</b>	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample internal assessment recordings	<b>May 2011/ November 2011</b>	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 2/IA

## B2c.3 General information

The list of languages *ab initio* offered by the IB can be found in section A4.1.2. The list of languages on offer will be reviewed periodically.

Languages *ab initio* are only available at standard level and cannot be taken as anticipated subjects.

## B2c.4 Internal assessment

The internal assessment of candidates' oral work by the teacher constitutes 30% of the total mark of a language *ab initio*. This internal assessment mark is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one). The final internal assessment mark submitted to IB Cardiff using IBIS is the average of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

At least one of the three interactive oral activities recorded on form 2/RFAI must be a response to a listening stimulus such as a film, a speech, a radio broadcast, an interview, a taped extract or a song. This task, however, does not have to be the selected interactive activity.

The individual oral and the interactive oral activities are assessed using the same criteria, hence the mark the teacher awards for the individual oral can be used to verify his or her overall assessment of a candidate's oral work. Moderation of the individual oral is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by IB Cardiff. The candidates whose work is to make up the sample will be indicated on IBIS.

### B2c.4.1 Use of descriptors and record forms during the course

Candidates' oral work is internally assessed according to the three assessment criteria (language, communication skills and interaction) on pages 44–46 of the *Language ab initio guide*. Levels of achievement with detailed descriptors are given for each criterion.

Teachers should use the form 2/RFAI to keep a written record of the three assessed interactive oral activities and the mark for the individual oral for each candidate. This form is for school use only and is not to be sent either to IB Cardiff or the moderator. The record for each candidate should include:

- the types of activities
- areas of the course of study assessed
- the achievement levels (for each criterion) for each assessed activity
- comments on the candidate's performance.

### B2c.4.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities: the compulsory individual oral and the interactive oral activity.

#### How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises 30% of the total mark for language *ab initio*. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by two to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

#### Calculation:

Selected interactive oral activity (30 maximum)		19	
Compulsory individual oral (30 maximum)	+	23	
Addition of the two marks (60 maximum)	=	42	+ 2
Average (30 maximum) Final assessment mark	=	21	

#### Example A: Student X

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max):  $7 + 6 + 8 = 21$

Selected interactive oral activity (30 max):  $8 + 9 + 8 = 25$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$21 + 25 = 46$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$46 \div 2 = 23$$

Step 4: Enter the final mark of 23 on IBIS.

### Example B: Student Y

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

$$\text{Compulsory individual oral (30 max): } 7 + 7 + 8 = 22$$

$$\text{Selected interactive oral activity (30 max): } 8 + 9 + 10 = 27$$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$22 + 27 = 49$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$49 \div 2 = 24.5 \text{ (round 0.5 up to the next integer, in this case 25)}$$

Step 4: Enter the final mark of 25 on IBIS.

## B2c.5 Individual oral

In order to prepare for the audio recording of each candidate's individual oral, it is essential to read section A10.8 on audio recordings.

### B2c.5.1 Format and length of the assessment

The individual oral is approximately 10 minutes long, with 10 minutes preparation time immediately before the assessment. Teachers must endeavour to engage candidates in discussion: it is essential that all recordings contain evidence of interaction. The individual oral consists of two parts, each of which should be approximately five minutes in length, depending on the flow of the conversation. Both parts of this oral assessment must be covered.

Format of assessment	Preparation time	Assessment time
<p><b>Part 1</b></p> <p>Candidates select a previously unseen visual stimulus linked to one of the topics in the core syllabus then prepare and deliver a presentation based on the stimulus. Candidates will be expected to answer questions on the stimulus and issues arising from it after their presentation.</p>	10 minutes	<p>Approximately 5 minutes:</p> <ul style="list-style-type: none"> <li>• presentation 2–3 minutes</li> <li>• follow-up questions 2 minutes.</li> </ul>
<p><b>Part 2</b></p> <p>General conversation between the teacher and the candidate covering a variety of themes related to further <i>ab initio</i> topics from the core syllabus.</p>	Not prepared	Approximately 5 minutes

### B2c.5.2 Teacher preparation for the individual oral

The teacher is responsible for the selection of the visual stimuli (two per candidate). The teacher should take care to choose stimuli that are relevant to the topics prescribed in the core syllabus and that are culturally related to the language. He or she should use as wide a range of visual stimuli as possible. The visual stimuli should be reviewed each year so that they remain up to date and unknown to the candidates. The visual stimuli pack issued in 1996 should therefore no longer be used. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the stimuli that will be used. The candidate chooses one stimulus from a choice of two at the beginning of the 10 minutes' preparation time.

When assessing several candidates on the same day, or within a few days, any repetition of the visual stimuli must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment, including the questions on the stimulus and issues arising from it.

The instructions regarding the ratio of candidates and visual stimuli are listed below:

Number of candidates	Number of different visual stimuli
1	2
2	3
3	4
4	5
5–10	6
11–15	7
16–20	8
21–25	9
26–30	10

### **B2c.5.3 Conduct of the individual oral**

The assessment must be conducted in the language that is being assessed.

#### **The recordings**

Refer to section A10.8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, it is necessary to record all candidates because you may be asked to send additional samples at a later date.

#### **Practical arrangements**

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper provided by the school into the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination.

#### **Before the candidate's preparation period**

- For each candidate, choose two stimuli related to two different topics.
- Give the candidate a copy of the two different, previously unseen visual stimuli.
- The candidate chooses one stimulus.

#### **During the preparation time (10 minutes)**

- The candidate should prepare a short presentation on one of the visual stimuli.
- The candidate may make brief notes for reference but must not read them as a prepared speech. These notes should consist of no more than 10 headings.

#### **During the oral**

- Ask the candidate to give a prepared presentation on the visual stimulus chosen (2–3 minutes).
- Engage the candidate in a discussion about the visual stimulus (2 minutes).

- Move on to a general discussion on further *ab initio* topics from the core syllabus (5 minutes).
- Bring the oral to a close at the end of the allotted time.
- After the candidate has finished, enter the marks awarded on the record form 2/RFAI.

#### **B2c.5.4 Role of the teacher during the individual oral**

- During the candidate's presentation, act as no more than a sympathetic listener.
- In the subsequent conversation, do not limit yourself to a question and answer format. In other words, try to generate an authentic discussion.

For further information, see the *Language ab initio guide*, page 31.

#### **B2c.5.5 Samples for moderation**

The moderation of the internal assessment is based on recordings of one activity: the individual oral. Samples of other oral activities will not be required.

The samples of the individual oral to be submitted for moderation must be those identified by IBIS.

Please take care to send in the correct form. Complete a form 2/IA for each candidate. The form 2/RFAI is for your own records and should be kept by the teacher/school.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of form 2/IA for each of the sample recordings, signed and dated by the teacher and candidate
- copies of the visual stimuli used by the sample candidates.

The above should all be sent to the moderator appointed by IB Cardiff. Do not send the 2/RFAI record forms to IB Cardiff unless instructed to do so. Retain these forms until after the issue of results. It is advisable to keep a photocopy of all forms sent to the moderator.

## **B2d Classical languages**

Classical languages may be offered as a group 2 subject.

### **B2d.1 Publications**

The information given in this section of the handbook must be read in conjunction with the *Classical languages guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Classical languages guide</i>	January 2008

## B2d.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit internal assessment sample work	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 2/IACL Form 2/CLCS

### B2d.3 Internal assessment

The internal assessment of candidates' work by the teacher is a requirement for Latin and Classical Greek. Twenty per cent of the total marks are allocated to the internal assessment.

#### B2d.3.1 Internal assessment requirements

Each candidate is required to produce an in-depth individual study based on one of three options:

- option A—research dossier
- option B—oral presentation
- option C—composition.

Further information regarding these three options can be found in the syllabus and assessment outline of the *Classical languages guide*. The *Classical languages guide* includes criteria for the assessment of the candidate's individual study. Each criterion has levels of achievement with descriptors.

#### B2d.3.2 Samples for moderation

The samples should be chosen after making the final assessment. The samples chosen must be those identified by IBIS. After selecting the samples, complete a form 2/IACL.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- one completed copy of form 2/IACL
- one completed coversheet form 2/CLCS for each individual study, signed and dated by the teacher and candidate
- the sample work of the five, eight or ten candidates entered on the form 2/IACL.

If the candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms.

### B2d.4 Use of dictionaries in the examination

#### B2d.4.1 Higher level and standard level paper 1

The use of a simple translating dictionary is allowed for candidates not working in their best language. In addition, a simple Latin or Classical Greek dictionary (English, French or Spanish according to the response language) is allowed.

For example: the candidate's best language is German and the Classical Greek HL paper 1 is written in English (and therefore the candidate's response language is English). The candidate is allowed a simple English/German dictionary and a simple English/Classical Greek dictionary.

#### **B2d.4.2 Higher level and standard level paper 2**

The use of a simple translating dictionary is allowed for candidates not working in their best language.

For example: the candidate's best language is Italian and the Classical Greek SL paper 2 is written in English (and therefore the candidate's response language is English). The candidate is allowed a simple English/Italian dictionary.

#### **B2d.4.3 Latin and Classical Greek dictionaries**

Any simple Latin/Classical Greek dictionary is allowed. Dictionaries with declensions and conjugations may be used at the discretion of the school.

### **Classical languages prescribed authors and genres**

Prescribed authors and genres for Latin and Classical Greek can be accessed [here](#).



**Internal assessment record form: Language A2**Submit to: **see below**Arrival date: **see below**

Session: .....

School number:

0	0						
---	---	--	--	--	--	--	--

School name: .....

- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: \_\_\_\_\_ A2

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number:

0	0								
---	---	--	--	--	--	--	--	--	--

Teacher's name: .....

Date: .....

Signature: .....

# International Baccalaureate

2/RFA2 (reverse)

School name: .....

Subject: \_\_\_\_\_

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

	Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment			
1	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IA score	* Month/Year	Selected interactive oral activity (from one of the above)		Teacher: _____	A	B	C	Total
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*	Month/Year	Individual oral		Teacher: _____	A	B	C	Total
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
=	<b>Final Assessment</b>	<b>Comments:</b>			<b>Total interactive oral + Total individual oral ÷ 2 =</b>			<b>Total</b>
								<input type="checkbox"/>





**Internal assessment record form: Language A2**

Submit to: **see below**

Arrival date: **see below**

Session: **MAY 2011...**

School number:

0	0	0	0	0	1
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School name: ...**CARDIFF INTERNATIONAL SCHOOL**.....

- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

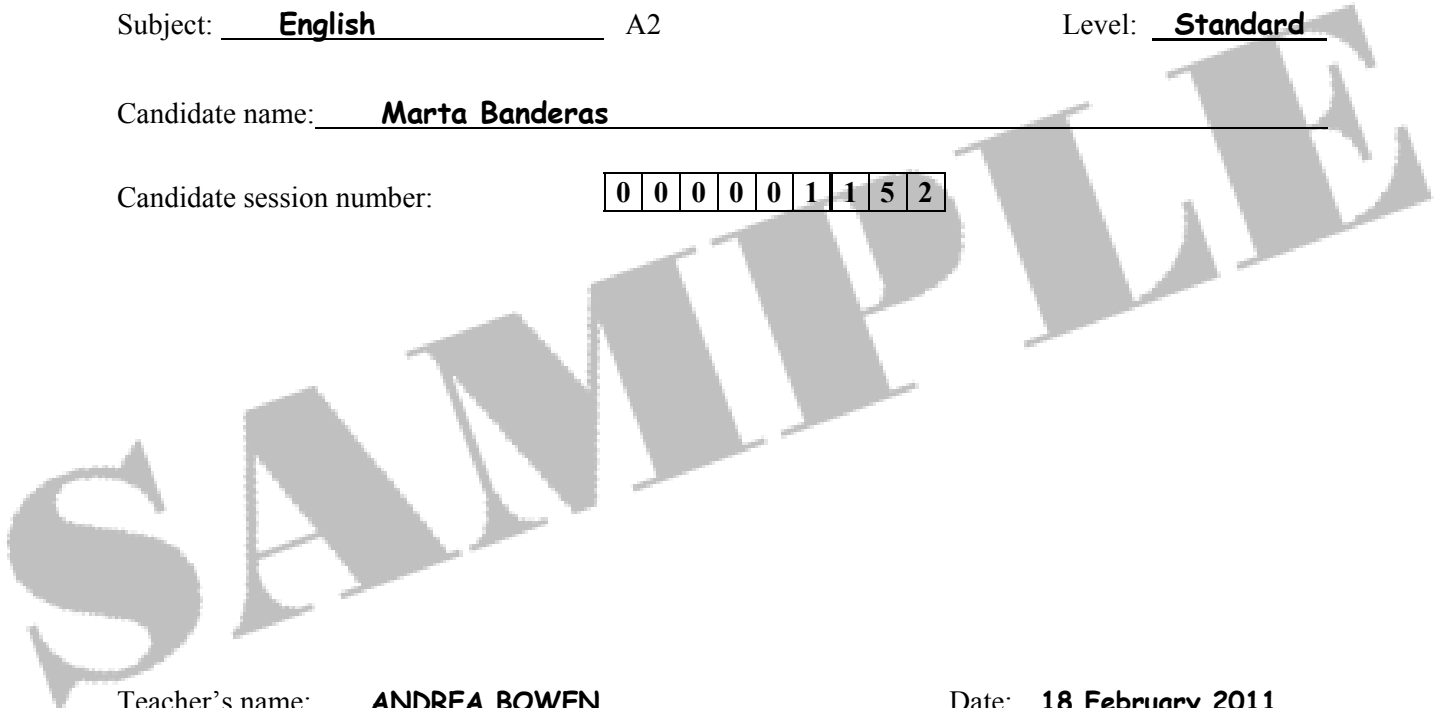
Subject: English A2

Level: Standard

Candidate name: Marta Banderas

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---



Teacher's name: .....**ANDREA BOWEN**.....

Date: .. **18 February 2011**....

Signature: .....*Andrea Bowen*.....

School name: ..CARDIFF..INTERNATIONAL..SCHOOL.....

Subject: English A2

Level: Standard

Candidate name: Marta Banderas

Candidate session number: 

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

		Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment						
1	Month/Year	<u>April</u> <u>2010</u>	ROLE PLAY (TV presenter interviewing individuals on links between British and American culture and the role of English as a world language)	—Language and culture option	Very good appreciation of language issues. The structure was coherent and effective. A high degree of accuracy and a convincing use of language appropriate to a televised interview. Teacher: <u>A. Bowen</u>	A	B	C				
		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9				<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9		
	9											
9												
9												
Month/Year	<u>September</u> <u>2010</u>	GUEST SPEAKER FROM A LOCAL UNIVERSITY AND FOLLOW-UP DISCUSSION (Topic: effects of global warming)	—Global issues option	Good understanding of the speaker's topic. Very good appreciation of how the speaker presents her ideas. The language is fluent and the register is appropriate. Teacher: <u>A. Bowen</u>	A	B	C					
		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9				<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>8</td></tr></table>	8	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9		
9												
8												
9												
Month/Year	<u>January</u> <u>2011</u>	DIALOGUE (between Rodolpho and Catherine on emigrating to America)	—Literary option. Arthur Miller's <i>A View from the Bridge</i>	Good understanding of the characters and the themes of the play. The task is well organized and the language is appropriate to the context of the play. Teacher: <u>A. Bowen</u>	A	B	C					
		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9				<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>10</td></tr></table>	10		
9												
9												
10												
IA score	* Month/Year	<u>January</u> <u>2011</u>	Selected interactive oral activity (from one of the above) <b>DIALOGUE</b>	—As above.	As above. Teacher: <u>A. Bowen</u>	A	B	C	Total			
		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9				<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>10</td></tr></table>	10	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>28</td></tr></table>	28
9												
9												
10												
28												
	* Month/Year	<u>March</u> <u>2011</u>	Individual oral	—Language and culture option. Based on article in British newspaper. Topic: benefits of bilingual education.	Very good comments on the topic and the writer's style. Well able to structure the commentary. The discussion is fluent. Teacher: <u>A. Bowen</u>	A	B	C	Total			
		<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>10</td></tr></table>	10				<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>9</td></tr></table>	9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>28</td></tr></table>	28
10												
9												
9												
28												
=	<b>Final Assessment</b>	Comments: MARTA IS ABLE TO DISCUSS COMPLEX ISSUES WITH CONFIDENCE. IN THE LAST YEAR SHE HAS GREATLY IMPROVED HER ABILITY TO STRUCTURE ORAL WORK. SHE KNOWS WELL THE VOCABLUARY ASSOCIATED WITH PARTICULAR TOPICS. SHE ALSO KNOWS HOW TO USE THE REGISTER APPROPRIATE TO PARTICULAR SITUATIONS.			Total interactive oral + Total individual oral ÷ 2 =				Total <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>28</td></tr></table>	28		
28												

**Written tasks rationale form: language A2**

Submit to: **Examiner**                      Arrival date: **15 Mar / 15 Sep**                      Session: .....

School number: 

0	0						
---	---	--	--	--	--	--	--

School name: .....

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- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each task.
- Complete this form in the target language.
- The rationale will not be included in the word count.
- To complete this form, refer to the written tasks assessment details in the Language A2 guide.

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0								
---	---	--	--	--	--	--	--	--	--

Option to which the task is linked. *If literary option, the text title(s) should be included (for example, George Orwell, 1984). If cultural option, the topic should be included (for example, propaganda).*

\_\_\_\_\_  
\_\_\_\_\_

Title (if appropriate): \_\_\_\_\_

Area of communication and type of text: \_\_\_\_\_

Subject: \_\_\_\_\_

Purpose: \_\_\_\_\_

Audience: \_\_\_\_\_

Context (where appropriate): \_\_\_\_\_

Turn over

School name: .....

---

In the space below provide the following information:

- your objectives and how you have attempted to achieve them
- specific examples showing how this was done
- comments on how the task demonstrates an understanding of the cultural or literary option on which it is based.



A

Candidate session number Numéro de session du candidat Número de convocatoria del alumno				0	0						
Candidate name Nom du candidat Nombre del alumno											
School number Numéro de l'établissement Número del colegio				0	0						
School name Nom de l'établissement Nombre del colegio											

Language A2: written tasks coversheet  
Langue A2 : tâches écrites - page de couverture  
Lengua A2: tareas escritas - portada

**Candidate instructions**

- Complete boxes A, B and C using capital letters.
- Complete the other side of the coversheet on the date determined by the school.
- Attach this cover to your tasks.
- Number each page of your tasks.
- Write your candidate session number on each page.

**Instructions pour le candidat**

- Remplissez les tableaux A, B et C en majuscules.
- Complétez le questionnaire au verso à la date fixée par l'établissement.
- Joignez cette page de couverture à vos tâches écrites.
- Numérotez chaque page de vos tâches écrites.
- Inscrite le numéro de session du candidat sur chaque page.

**Instrucciones para el alumno**

- Escriba la información que se pide en las casillas A, B y C en mayúsculas.
- Cumplimente el formulario al dorso en la fecha que fije el colegio.
- Adjunte esta portada a sus tareas escritas.
- Numere todas las páginas de sus tareas escritas.
- Escriba su número de convocatoria del alumno en todas las páginas.

B

Language A2 Langue A2 Lengua A2		Level Niveau Nivel	
Examination session Session d'examens Convocatoria de exámenes	May <input type="checkbox"/> Mai Mayo	November <input type="checkbox"/> Novembre Noviembre	Year Année Año

C

Number of sheets attached Nombre de feuilles jointes Número de hojas adjuntas

D

Assessment criteria Critères d'évaluation Criterios de evaluación		Number of examiner 1 Code de l'examineur 1 N.º del examinador 1	Number of examiner 2 Code de l'examineur 2 N.º del examinador 2	Number of examiner 3 Code de l'examineur 3 N.º del examinador 3
Task 1 and task 2 Tâche 1 et tâche 2 Tarea 1 y tarea 2	A			
Task 1 Tâche 1 Tarea 1	B			
	C			
Task 2 Tâche 2 Tarea 2	B			
	C			
Total		Total	Total	Total

E

**IB Cardiff use only**  
**Para uso exclusivo de la oficina del IB en Cardiff**  
**Champs réservés à IB Cardiff**

**B:** \_\_\_\_\_ **A:** \_\_\_\_\_



## Programme summary / Résumé du programme / Resumen del programa

Give details of the cultural and literary options studied. For each cultural option, state the topic studied (eg, media—advertising, film and radio). For each literary option, state the titles of works and authors.

Veillez indiquer le nom des options culturelles et des options littéraires étudiées. Précisez le thème étudié dans chaque option culturelle (ex. média - publicité, cinéma et radio) ainsi que les œuvres et les auteurs étudiés dans chaque option littéraire.

Sírvase indicar el título de las opciones culturales y literarias estudiadas. Indique el tema estudiado en cada opción cultural (p.ej.: Medios de comunicación: publicidad, cine y radio), y los títulos de las obras y los autores en cada opción literaria.

Option 1 / Opción 1 .....

.....

.....

Option 2 / Opción 2 .....

.....

.....

Option 3 / Opción 3 .....

.....

.....

Option 4 / Opción 4 .....

(HL only) .....

(NS seulement) .....

(NS solamente) .....

.....

Total number of words  
Nombre total de mots  
Número total de palabras

--

**The following declarations must be signed; otherwise a grade may not be issued / La note finale ne sera pas attribuée si les déclarations suivantes ne sont pas signées / Si no se firman las declaraciones siguientes, no se emitirá una calificación para el alumno**

### Candidate declaration / Déclaration du candidat / Declaración del alumno

I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Je confirme que ce travail est le fruit de mon travail personnel, et qu'il s'agit de la version finale. J'ai signalé tous les emprunts d'idées ou de paroles, qu'elles aient été exprimées originellement par écrit, visuellement ou oralement.

Confirmo que soy el autor de este trabajo y que es la versión final. He citado debidamente las palabras o ideas de otra persona, se hayan expresado éstas de forma escrita, oral o visual.

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature du candidat : \_\_\_\_\_ Date : \_\_\_\_\_  
Firma del alumno: \_\_\_\_\_ Fecha: \_\_\_\_\_

### Teacher declaration / Déclaration de l'enseignant / Declaración del profesor

To the best of my knowledge, the attached written tasks are the authentic work of the candidate.

À ma connaissance, les tâches écrites ci-jointes constituent le travail authentique du candidat.

A mi leal saber y entender, el material aquí presentado es fruto del trabajo del alumno.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature de l'enseignant : \_\_\_\_\_ Date : \_\_\_\_\_  
Firma del profesor: \_\_\_\_\_ Fecha: \_\_\_\_\_



**Internal assessment record form: Language B**Submit to: **see below**Arrival date: **see below**

Session: .....

School number:

0	0						
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School name: .....

- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: \_\_\_\_\_ B

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
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Teacher's name: .....

Date: .....

Signature: .....

# International Baccalaureate

2/RFB (reverse)

School name: .....

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

	Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment	
1	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
IA score	* Month/Year	Selected interactive oral activity (from one of the above)		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total <input type="checkbox"/>
	* Month/Year	Individual oral		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total <input type="checkbox"/>
=	<b>Final Assessment</b>	<b>Comments:</b>			Total interactive oral + Total individual oral ÷ 2 =	Total <input type="checkbox"/>

**Internal assessment record form: Language B**

Submit to: **see below**

Arrival date: **see below**

Session: **..MAY 2011..**

School number:

0	0	0	0	0	1
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School name: **...CARDIFF..INTERNATIONAL...SCHOOL.....**

- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: **English** B

Level: **Higher**

Candidate name: **Miguel Sanz**

Candidate session number:

0	0	0	0	0	1	1	5	2
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Teacher's name: **.....ANDREA NON.....**

Date: **...8 February 2011.....**

Signature: **.....A. Non.....**

# International Baccalaureate

2/RFB (reverse)

School name: CARDIFF INTERNATIONAL SCHOOL

Subject: English B

Level: Higher

Candidate name: Miguel Sanz

Candidate session number: 

0	0	0	0	0	1	1	5	2
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	Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment			
1	Month/Year <u>March</u> <u>2010</u>	PANEL OF EXPERTS	—ethanasia in the UK	Language mostly correct but at a fairly basic level. Some initiative taken in the discussion - contributions relevant and spontaneous with a good attempt to use language appropriate to a doctor. Teacher: <u>A. Non</u>	A    B    C <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">5</td><td style="padding: 2px 5px;">8</td><td style="padding: 2px 5px;">7</td></tr></table>	5	8	7
5	8	7						
2	Month/Year <u>November</u> <u>2010</u>	ROLE PLAY (between Scott Fitzgerald and a candidate)	—The Great Gatsby	Quite accurate and mostly fluent. A convincing Fitzgerald with interesting and relevant contributions and some good detail and complex ideas. Teacher: <u>A. Non</u>	A    B    C <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">7</td><td style="padding: 2px 5px;">8</td><td style="padding: 2px 5px;">8</td></tr></table>	7	8	8
7	8	8						
3	Month/Year <u>February</u> <u>2011</u>	VIDEO followed by paired debate. (listening task)	—the space programme in the U.S.	Opinions shared were mostly simple though relevant, showing adequate understanding of the video. The debate flowed coherently with some spontaneity. Teacher: <u>A. Non</u>	A    B    C <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;">7</td><td style="padding: 2px 5px;">7</td></tr></table>	6	7	7
6	7	7						
*	Month/Year <u>November</u> <u>2010</u>	Selected interactive oral activity (from one of the above) ROLE PLAY	—As above.	As above. Teacher: <u>A. Non</u>	A    B    C <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">7</td><td style="padding: 2px 5px;">8</td><td style="padding: 2px 5px;">8</td></tr></table>	7	8	8
7	8	8						
*	Month/Year <u>March</u> <u>2011</u>	Individual oral	—American culture and The Simpsons (based on article in The Times).	Presentation well structured with some interesting details. Fairly lively interaction when language was not too complex. Adequate language use. Teacher: <u>A. Non</u>	A    B    C <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;">8</td><td style="padding: 2px 5px;">8</td></tr></table>	6	8	8
6	8	8						
=	<b>Final Assessment</b>	Comments: Miguel has made some improvement in language use though he still has trouble with grammar when under pressure. His listening skills are sound when the subject is not too complex and he is active and often spontaneous in interactive situations.			Total interactive oral + Total individual oral + 2 = <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">23</td></tr></table>	23		
23								

**Internal assessment record form: Language *ab initio***

Submit to: **see below**                      Arrival date: **see below**                      Session: .....

School number: 

0	0						
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School name: .....

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- *Write legibly in black ink.*
- *Complete this form in the working language of your school (English, French or Spanish).*
- *Complete one copy of this form for each candidate.*
- *Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.*
- *Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.*

Subject: \_\_\_\_\_ *ab initio*    Level: \_\_\_\_\_

Candidate name:

Candidate session number: 

0	0								
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Teacher's name: .....    Date: .....

Signature: .....

School name: .....

Subject: \_\_\_\_\_

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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	Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment			
1	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Month/Year			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IA score</b>	*	Month/Year	Selected interactive oral activity (from one of the above)	Teacher: _____	A	B	C	Total
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	*	Month/Year	Individual oral (recorded) Visual stimulus: General conversation:	Teacher: _____	A	B	C	Total
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
=	<b>Final Assessment</b>	Comments:			Total interactive oral + Total individual oral ÷ 2 =			Total <input type="checkbox"/>

**Internal assessment record form: Language *ab initio***

Submit to: **see below**

Arrival date: **see below**

Session: **..MAY 2011...**

School number: 

0	0	0	0	0	1
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School name: **...CARDIFF..INTERNATIONAL...SCHOOL.....**

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- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: Spanish *ab initio*

Level: Standard

Candidate name: DAVID BECK

Candidate session number: 

0	0	0	0	0	1	1	5	2
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Teacher's name: **.....A. MAESTRO.....**

Date: **....27 FEBRUARY 2011..**

Signature: *A. Maestro*

# International Baccalaureate

2/RFAI (reverse)

School name: .CARDIFF .INTERNATIONAL .SCHOOL.....

Subject: SPANISH AB INITIO

Level: Standard

Candidate name: DAVID BECK

Candidate session number: 

0	0	0	0	0	1	1	5	2
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	Date	Interactive oral activities	Based on text / topic / theme	Additional comments & teacher's name	Assessment			
1	Month/Year <u>OCTOBER</u> <u>2010</u>	ROLE PLAY [UNPREPARED]	–LEISURE –VIDEO PROGRAMMES [INTERVIEWS OF YOUNG SPANISH PEOPLE]	Repeated grammatical errors. Responses generally relevant but very brief. Needs frequent prompting.  Teacher: <u>A. MAESTRO</u>	A	B	C	
					4	5	4	
2	Month/Year <u>DECEMBER</u> <u>2010</u>	CLASS PRESENTATION FOLLOWING AN EXCHANGE VISIT (PREPARED)	–LEISURE AND TRAVEL –INDIVIDUAL –FOOD AND DRINK	Uses basic grammatical structures well. Responses generally relevant. Difficulty communicating more complex ideas. Conversation flows most of the time although needs some prompting.  Teacher: <u>A. MAESTRO</u>	A	B	C	
					6	6	7	
3	Month/Year <u>JANUARY</u> <u>2011</u>	GROUP SURVEY	–THE INDIVIDUAL –SPECIAL OCCASIONS	Good pronunciation. Use of a limited range of vocabulary is effective. Majority of responses relevant. Conversation flows. Does not need prompting.  Teacher: <u>A. MAESTRO</u>	A	B	C	
					9	8	9	
<b>IA score</b>	*	Month/Year <u>JANUARY</u> <u>2011</u>	Selected interactive oral activity (from one of the above)  GROUP SURVEY	–THE INDIVIDUAL –SPECIAL OCCASIONS  Teacher: <u>A. MAESTRO</u>	A	B	C	Total
					9	8	9	26
	*	Month/Year <u>MARCH</u> <u>2011</u>	Individual oral (recorded)	Visual stimulus: <b>ENVIRONMENT</b>  General conversation: <b>EDUCATION, TRANSPORT</b>  Teacher: <u>A. MAESTRO</u>	A	B	C	Total
					7	6	9	22
=	<b>Final Assessment</b>	<b>Comments:</b> Pronunciation much improved. Has acquired a wider vocabulary, especially in the latter part of the year. Appropriate use of register.			<b>Total interactive oral + Total individual oral + 2 =</b>			<b>24</b>



## Moderation of internal assessment: group 2

Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: .....

School number: 

0	0				
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School name: .....

- Write legibly in black ink and retain a copy of this form.
- Complete this side of the form in the working language of your school (English, French or Spanish).
- Complete the reverse side (teacher's comments) in the target language of the course.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total, which will be entered on the mark sheet.
- Select samples as directed by IBIS.
- Attach to the CD/ cassette for each candidate in the sample the corresponding copy of this form, the relevant text/extract and guiding questions, or support material or visual stimulus as appropriate. This form must be sent to the moderator allocated by IB Cardiff.
- Retain the remaining forms until after the publication of results. Do not send forms to IB Cardiff unless instructed to do so.

Subject: \_\_\_\_\_ A2/B/*ab initio*\*                      Level: \_\_\_\_\_

\*Circle as appropriate.

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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The following are to be completed by the teacher:

- Language B: In the box provided below candidates must list the source of all support materials that relate to the presentation.

- Language A2: A copy of the text or extract and the guiding questions is attached.                      Yes  No
- Language *ab initio*: A copy of the visual stimulus is attached.                      Yes  No
- Comments/marks have been provided on reverse.                      Yes  No

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....                      Date: .....

Teacher's signature: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: .....                      Date: .....

School name: .....

Subject: \_\_\_\_\_ A2/B/ab initio\*

Level: \_\_\_\_\_

\*Circle as appropriate

Candidate name: \_\_\_\_\_

Candidate session number:

0	0								
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Teacher's comments	Individual oral				
		<b>A</b> 0-10	<b>B</b> 0-10	<b>C</b> 0-10	<b>Total</b>
	Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		Teacher's name.....			
		Signature.....			
		Date.....			
Teacher's comments	Interactive oral activity				
Activity:		<b>A</b> 0-10	<b>B</b> 0-10	<b>C</b> 0-10	<b>Total</b>
	Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rationale for marks awarded:	Description of activity.....				
	.....				
	Teacher's name.....				
	Signature.....				
	Date.....				
<b>Final assessment</b>					
<b>Individual oral + interactive oral activity ÷ 2</b>					
<b>Total mark to be submitted to IB Cardiff</b> <input style="width: 40px; height: 20px;" type="text"/>					

**Moderation of internal assessment: group 2**

Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: **MAY 2011.**

School number: 

0	0	0	0	0	1
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School name: ...**CARDIFF..AMERICAN...SCHOOL**.....

- Write legibly in black ink and retain a copy of this form.
- Complete this side of the form in the working language of your school (English, French or Spanish).
- Complete the reverse side (teacher's comments) in the target language of the course.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.
- Select samples as directed by IBIS.
- Attach to the CD/ cassette for each candidate in the sample the corresponding copy of this form, the relevant text/extract and guiding questions, or support material or visual stimulus as appropriate. This form must be sent to the moderator allocated by IB Cardiff.
- Retain the remaining forms until after the publication of results. Do not send forms to IB Cardiff unless instructed to do so.

Subject: ENGLISH                      A2/B/ab initio\*    Level: HIGHER

\*Circle as appropriate.

Candidate name: JULIE DUFOURT

Candidate session number: 

0	0	0	0	0	1	0	9	8
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The following are to be completed by the teacher:

- Language B: In the box provided below candidates must list the source of all support materials that relate to the presentation.

SAMPLE

- Language A2: A copy of the text or extract and the guiding questions is attached.                      Yes  No
- Language *ab initio*: A copy of the visual stimulus is attached.                      Yes  No
- Comments/marks have been provided on reverse.                      Yes  No

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....**A. N. OTHER**.....                      Date: .....**28.02.11**.....

Teacher's signature: ...*A. N. Other*.....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... *Julie Dufourt* .....                      Date: .....*28.02.11*.....

School name: ...CARDIFF..AMERICAN..SCHOOL.....

Subject: ENGLISH  
 \*Circle as appropriate

**A2/B/ab initio\*** Level: HIGHER

Candidate name: JULIE DUFOURT

Candidate session number: 

0	0	0	0	0	1	0	9	8
---	---	---	---	---	---	---	---	---

<p><i>Teacher's comments</i></p> <p><b>A GOOD DEGREE OF CRITICAL THINKING IS SHOWN. THE COMMENTARY IS MOSTLY COHERENT. THE EXCHANGE FLOWS FREELY.</b></p>	<p style="text-align: center;"><b>Individual oral</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%; text-align: center;">A 0-10</th> <th style="width: 15%; text-align: center;">B 0-10</th> <th style="width: 15%; text-align: center;">C 0-10</th> <th style="width: 15%; text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td style="text-align: center; border: 1px solid black;">7</td> <td style="text-align: center; border: 1px solid black;">6</td> <td style="text-align: center; border: 1px solid black;">9</td> <td style="text-align: center; border: 1px solid black;">22</td> </tr> <tr> <td>Moderator</td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> </tr> <tr> <td>Senior moderator</td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> <td style="text-align: center; border: 1px solid black;"></td> </tr> </tbody> </table> <p>Teacher's name.....<b>A. N. OTHER</b>.....</p> <p>Signature.....<i>A. N. Other</i>.....</p> <p>Date.....<b>28.02.11</b>.....</p>		A 0-10	B 0-10	C 0-10	Total	Teacher	7	6	9	22	Moderator					Senior moderator				
	A 0-10	B 0-10	C 0-10	Total																	
Teacher	7	6	9	22																	
Moderator																					
Senior moderator																					
<p style="text-align: center;"><b>Teacher's comments</b></p> <p>Activity:</p> <p style="text-align: center;"><b>DIALOGUE</b></p> <p>Rationale for marks awarded:</p> <p><b>IDEAS ARE RELEVANT AND FOCUSED. THE TASK IS WELL ORGANIZED. THE REGISTER IS CONSISTENTLY APPROPRIATE TO THE TASK.</b></p>	<p style="text-align: center;"><b>Interactive oral activity</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%; text-align: center;">A 0-10</th> <th style="width: 15%; text-align: center;">B 0-10</th> <th style="width: 15%; text-align: center;">C 0-10</th> <th style="width: 15%; text-align: center;">Total</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td style="text-align: center; border: 1px solid black;">9</td> <td style="text-align: center; border: 1px solid black;">8</td> <td style="text-align: center; border: 1px solid black;">9</td> <td style="text-align: center; border: 1px solid black;">26</td> </tr> </tbody> </table> <p>Description of activity...<b>A DIALOGUE BETWEEN ...TWO CHARACTERS IN <u>ANIMAL FARM</u>...</b></p> <p>Teacher's name .....<b>A. N. OTHER</b>.....</p> <p>Signature .....<i>A. N. Other</i>.....</p> <p>Date.....<b>28.02.11</b>.....</p>		A 0-10	B 0-10	C 0-10	Total	Teacher	9	8	9	26										
	A 0-10	B 0-10	C 0-10	Total																	
Teacher	9	8	9	26																	
<p><b>Final assessment</b></p> <p><b>Individual oral + interactive oral activity ÷ 2</b></p> <p><b>Total mark to be submitted to IB Cardiff</b> <span style="border: 1px solid black; padding: 5px 15px;"><b>24</b></span></p>																					

**Internal assessment cover sheet: classical languages HL and SL**

Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: .....

School number: 

0	0						
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each piece of work submitted.

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0								
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Title of work: \_\_\_\_\_

Option: Please tick as appropriate

A: Research dossier     B: Oral presentation     C: Latin composition

Number of words (options A and C only):

<b>Assessment criteria:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Total</b>
<i>Please insert marks using whole numbers only:</i>	0–10	0–10	0–10	0–30
Teacher				
Moderator				
Senior moderator				

**General comments:** \_\_\_\_\_

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person.

Candidate's signature: ..... Date: .....

**Moderation of internal assessment: classical languages HL and SL**

Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: .....

School number:                      

0	0				
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School name: .....

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- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

**Details of candidates whose work is submitted: Copy from 2/CLCS forms.**

*If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates.*

	Candidate session number	Candidate name		A 0-10	B 0-10	C 0-10	Total 0-30								
1	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0							_____		<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
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*If the entry for this subject and level is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.*

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*If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.*

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I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

## B3.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide for each subject.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>History guide</i>	First published March 2008, revised May 2009
<i>History teacher support material</i>	September 2008
<i>History specimen papers</i>	First published September 2008, corrected 2009
<i>Geography guide</i>	February 2009
<i>Geography teacher support material</i>	September 2009
<i>Geography specimen papers</i>	February 2009
<i>Economics guide</i>	February 2003 updated February 2007
<i>Economics teacher support material</i>	November 2003 (last updated May 2004)
<i>Philosophy guide</i>	March 2007 (revised edition published January 2010)
<i>Philosophy teacher support material</i>	September 2007
<i>Philosophy specimen papers</i>	March 2007
<i>Psychology guide</i>	February 2009
<i>Psychology teacher support material</i>	November 2009
<i>Psychology specimen papers</i>	May 2009
<i>Ethical guidelines for internal assessment</i>	September 2010
<i>Social and cultural anthropology guide</i>	February 2008
<i>Social and cultural anthropology teacher support material</i>	September 2008
<i>Social and cultural anthropology specimen papers</i>	September 2008
<i>Business and management guide</i>	March 2007
<i>Further clarifications to business and management guide</i>	August 2008
<i>Business and management teacher support material</i>	September 2007
<i>Business and management specimen papers</i>	September 2007
<i>Information technology in a global society guide</i>	March 2006
<i>Clarifications to the internal assessment criteria (HL)</i>	June 2008
<i>Clarifications to the internal assessment criteria (SL)</i>	June 2008

May and November 2012 examination sessions	
<i>Information technology in a global society guide</i>	January 2010
<i>Information technology in a global society teacher support material</i>	March 2010
<i>Information technology in a global society specimen papers</i>	January 2010

## B3.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/forms
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample internal assessment work	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 3/IA Form 3/CS

## B3.3 Business and management HL and SL: Case study

In November, IB Cardiff will make available to schools a copy of the case study for higher level and standard level paper 1 for use in the written examinations the following year. For example, in November 2010, schools will be able to access the case study to be used in the May and November 2011 examinations. An online copy of the case study will be posted on the online curriculum centre and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 1 examination.

## B3.4 Information technology in a global society HL: Case study

In May, IB Cardiff will make available to schools a copy of the case study for higher level paper 3 for use in the written examinations the following year. For example, in May 2010 schools will be able to access the case study to be used in the May and November 2011 examinations. An online copy of the case study will be posted on the online curriculum centre and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 3 examination.

## B3.5 Internal assessment

Internal assessment, based on work completed by candidates during the course, is a requirement for all group 3 subjects at both higher level and standard level. The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.



### B3.5.1 Samples for moderation

The samples for moderation must be those identified by IBIS. Complete one form 3/IA for the complete sample. For each sample candidate also complete a coversheet form 3/CS. If the candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms. The work submitted must be securely bound together. Do not use plastic pockets and ringbinder files.

If the work of any of the sample candidates is "atypical", this should be noted on the form 3/IA and the work of another candidate, with a similar score, added to the sample.

For geography, do not submit soil or vegetation specimens.

Give to the coordinator, by any internal school deadlines:

- candidates' predicted grades and marks for internal assessment
- one completed copy of form 3/IA
- the coversheet form 3/CS for each sample candidate, signed and dated by the teacher and candidate
- the work of the sample candidates.

### B3.5.2 Internal assessment requirements

The following table summarizes the nature of the work that is required for each group 3 subject.

Subject and level	Nature of work
<b>History HL and SL</b> A historical investigation of 1,500–2,000 words	Written assignment
<b>Geography HL and SL</b> One fieldwork written report of 2,500 words based on a theme in the syllabus	Fieldwork
<b>Economics HL and SL</b> Portfolio of four commentaries of 650–750 words each	Portfolio
<b>Philosophy HL and SL</b> A philosophical analysis of non-philosophical material of 1,600–2,000 words	Coursework
<b>Psychology HL</b> An experimental study of 1,500–2,000 words	Experimental study
<b>Psychology SL</b> An experimental study of 1,000–1,500 words	Experimental study
<b>Social and cultural anthropology HL</b> One field research report of 2,000 words maximum	Fieldwork
<b>Social and cultural anthropology SL</b> Two activities: A one-hour observation followed by a written report of 600–700 words A critique of the initial report of 700–800 words	Observation and criticism exercise

Subject and level	Nature of work
<b>Business and management HL</b> A research project composed of a research proposal and action plan (maximum 500 words) and a written report (maximum 2,000 words), which addresses an issue facing an organization or analyses a decision to be made by an organization	Research project
<b>Business and management SL</b> A written commentary (maximum of 1,500 words) based on three to five supporting documents about a real issue or problem facing a particular organization	Written commentary
<b>Information technology in a global society HL</b> Portfolio: three pieces of written work, each of 800–1,000 words, which address different categories of social issues in information technology	Portfolio
Portfolio extension: a report of 800–1,000 words on an interview that investigates an issue raised in one of the portfolio pieces	Extension
<b>Information technology in a global society SL</b> Project: a product, a report of 2,000–2,500 words and a log book that records the development of the product	Project

## B3.6 Psychology: Ethical guidelines for internal assessment

The IB acknowledges that individual cultures have different interpretations of how ethical issues should be resolved in relation to experimental study. Based on feedback from examiners, both teachers and candidates need clear guidelines when they are considering possible topics for experimental study.

The following guidelines should be applied to all experimental studies.

- Candidates must ensure that informed consent is given by participants before experimentation commences.
- Any experimental study that creates anxiety, stress, pain or discomfort for participants must not be permitted.
- Any experimental study that involves unjustified deception, involuntary participation or invasion of privacy, including the inappropriate use of information technology (IT), email and the internet, must be avoided. There may be rare occasions when such infringements cannot be avoided, in which case the approval of other experienced psychologists should be sought before proceeding. (See the online curriculum centre for further guidance.)
- All participants must be informed before commencing the experimental study that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and must be shown the results of the research.
- Experimental studies involving children need the written consent of parent(s) or guardian(s). Candidates must ensure that parents are fully informed about the implications for children who take part in such research. Where an experimental study is conducted with children in a school, the written consent of the teacher(s) concerned must also be obtained.

- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- Teachers and candidates must exercise the greatest sensitivity to local and international cultures.
- Candidates must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of an experimental study, the investigation must finish immediately, and the participant must be allowed to withdraw.
- Non-human animals must not be used for experimental study.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Candidates must regard it as their duty to monitor the ways in which their peers conduct research, and to encourage public re-evaluation of any research that contravenes these guidelines.
- Experimental studies that are conducted online, using IT methods, are subject to the same guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the conduct of the experimental study.

**Internal assessment: group 3 individual candidate cover sheet**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0						
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Attach one completed copy of this form to the work of each candidate represented in the sample.

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number:

0	0								
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Title(s) and dates of work: (complete if appropriate)

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

**Teacher declaration:** To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of teacher: ..... Date: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**Types of work undertaken** (to be completed by teacher)  
(for example, written assignment/essay/case study/fieldwork/portfolio/photography/video/computer)

*Business and management SL:* the issue or problem selected for the commentary must relate to the SL syllabus and refer directly to a single business organization (*Business and management guide, March 2007, page 52*).

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**Other relevant information** (where appropriate)

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Teacher support (where a candidate could not have completed the work without substantial support, please indicate)

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# International Baccalaureate

3/CS (reverse)

School name: .....

Subject: \_\_\_\_\_

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

**Assessment criteria:** Complete the boxes for the appropriate subject

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>			<b>Total</b>
History HL and SL:	0-3	0-6	0-5	0-6	0-2	0-3				0-25
Geography HL and SL:	0-3	0-3	0-5	0-10	0-2	0-3	0-4			0-30
Economics HL and SL:	0-2	0-4	0-5	0-5	0-4					0-20
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>						<b>Total</b>
Philosophy HL and SL:	0-5	0-5	0-10	0-10						0-30
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>Total</b>
Psychology HL:	0-5	0-2	0-2	0-2	0-2	0-3	0-8	0-2	0-2	0-28
Psychology SL:	0-2	0-2	0-2	0-2	0-4	0-6	0-2			0-20
Social and cultural anthropology HL:	0-2	0-4	0-4	0-4	0-3	0-3				0-20
Social and cultural anthropology SL:	0-5	0-4	0-6	0-5						0-20
Business and management HL:	0-4	0-5	0-7	0-5	0-4					0-25
Business and management SL:	0-4	0-6	0-6	0-3	0-3	0-3				0-25
See page 37 of the 2007 guide	0-4	0-5	0-5	0-5	0-2	0-4				0-25
ITGS HL portfolio piece 1:										
ITGS HL portfolio piece 2:										
ITGS HL portfolio piece 3:										
ITGS HL portfolio final mark for each criterion										
	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>			<b>Total</b>
ITGS SL project:	0-3	0-4	0-10	0-6	0-3	0-6	0-3			0-35
	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>					<b>Total</b>
ITGS HL portfolio extension	0-3	0-4	0-4	0-7	0-2					0-20

Moderator										
Senior moderator										

**Internal assessment: group 3**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0						
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Select the samples identified by IBIS and include one completed copy of this form with the sample of work for each group 3 subject submitted by your school

Subject: \_\_\_\_\_ Level(s): \_\_\_\_\_

**Details of candidates whose work is submitted:**

Copy the details from 3/CS forms.

*The marks listed below must be the same as the internal assessment marks entered on IBIS.*

Candidate session number	Candidate name	Total
<i>If the entry for this subject and level or combined levels is 1 to 20 candidates, the sample size is 5 candidates.</i>		
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	

*If the entry for this subject and level or combined levels is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.*

6	_____	
7	_____	
8	_____	

*If the entry for this subject and level or combined levels is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.*

9	_____	
10	_____	

School name: .....

If group work has been undertaken please indicate the nature and extent of teacher direction and the proportion of group and individual work.

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I/We confirm that, to the best of my/our knowledge, each sample submitted is the authentic work of each candidate.

Teacher's name: ..... Signature: ..... Date: .....

Teacher's name: ..... Signature: ..... Date: .....

Teacher's name: ..... Signature: ..... Date: .....

## B4.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Biology guide</i>	March 2007
<i>Design technology guide</i>	March 2007
<i>Physics guide</i>	March 2007
<i>Chemistry guide</i>	March 2007
<i>Experimental sciences internal assessment teacher support material</i> (available on the online curriculum centre and sent to schools as a CD-Rom)	November 2007

## B4.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample internal assessment work	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 4/ PSOW Form 4/IA

## B4.3 Internal assessment requirements

There is a common model of internal assessment for all group 4 subjects that consists of an interdisciplinary group project and a mixture of short-term and/or long-term investigations (such as laboratory work or practicals, and projects). Design technology has the additional requirement of a design project. Internal assessment contributes 24% of the total mark in all group 4 subjects except design technology, where it is 36%. Refer to section B4.6.

At least 25% of the teaching programme must be devoted to practical activities, excluding the time spent writing up work. This equates to 60 hours for higher level and 40 hours for standard level, including the 10 hours that candidates spend on the group 4 project. Ideally, this time should be spread throughout most of the course and not condensed into just a few weeks at the beginning, middle or end of the course. Only 2–3 hours of investigative work can be carried out after the deadline for submission of work to the moderator and still be counted as part of the total hours for the practical programme.



The activities should ideally include a spread of content material from the course as a whole, including the core, options and, where relevant, additional higher level (AHL) material. The range of investigations carried out should reflect the breadth and depth of the subject syllabus at each level, but it is not necessary to carry out an investigation for every syllabus topic.

Teachers are free to choose investigations based on the needs of their students, available resources, teaching style, subject and topics being taught. A minimum number of investigations to carry out is not specified.

## B4.4 Documentation relating to internal assessment

### B4.4.1 Practical scheme of work

The practical scheme of work (PSOW) is the practical course planned by the teacher and it acts as a summary of all the investigative activities carried out by a student. Details are recorded on form 4/PSOW. Each candidate must have a form 4/PSOW.

It is acceptable for higher level and standard level candidates in the same subject to carry out a number of common investigations. Where more than one group of students is taught in a subject and level, common investigations are acceptable.

#### Completion of Form 4/PSOW

Date(s):	When each investigation was carried out
Outline:	A brief description of the investigation
ICT:	The numbers 1–5
Topic/ option:	The number/letter of the topic/option most relevant (for example, 7 or C)
Time:	An estimate of the time, in hours, spent by the candidate on the investigation, excluding any write-up time
Levels:	The numerical value (0–6) awarded for each criterion
Total:	The sum of the two highest levels achieved in each of the criteria D, DCP and CE and the level for MS and PS

The group 4 project must also be listed on form 4/PSOW.

Each of the three following criteria must have been assessed on at least two occasions.

- Design (D)
- Data collection and processing (DCP)
- Conclusion and evaluation (CE)

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

Manipulative skills (MS) will be assessed summatively over the whole course.

The two highest levels achieved for each of D, DCP and CE must be circled or highlighted on *form 4/PSOW* for each candidate in the sample set (see B4.5.2). A copy of form 4/PSOW can be found in this handbook. A sample form is also included, but the investigations listed are not to be taken as exemplars for these criteria.

### **Completion of the form 4/IA internal assessment coversheet: group 4 (for design technology use form 4/IADT)**

Please complete form 4/IA (or form 4/IADT for design technology) and enclose it as the first page with your sample of internal assessment work.

#### **B4.4.2 Assessment**

Teachers must assess the work to be re-marked by the moderator using the criteria in the section on internal assessment in part 1 of all group 4 subject guides.

#### **B4.4.3 The group 4 project**

The group 4 project must be listed on form 4/PSOW. The group 4 project mark (0–6) for personal skills (PS) must be entered on form 4/PSOW.

The same mark must be given for students doing two group 4 subjects.

No evidence of participation in the group 4 project is required.

#### **Assessment**

The group 4 project forms one part of a candidate's overall practical experience and is assessed for personal skills (PS) only. Assessment is carried out using the PS criterion found in the section on the group 4 project in each group 4 subject guide.

#### **Candidates taking two (or three) sciences**

Candidates doing two group 4 subjects are **not** required to do two action phases. They do the same work as every other candidate undertaking the group 4 project. They should be awarded the same PS mark for all group 4 subjects.

## **B4.5 Samples for moderation**

Teachers must read section A10.6 and section A10.7 for general information on internal assessment. The samples chosen must be those identified by IBIS.

### **B4.5.1 The purpose of moderation**

For each group 4 subject, teachers are required to submit a sample set of candidates' work for the purpose of moderation. The moderator will re-mark this work to ensure an equivalent standard between schools. All schools will receive feedback on the suitability of the investigations for assessment against the criteria, and on the practical scheme(s) of work. The feedback form cannot be used to comment on how well the school's marking agreed with the external IB standard, because the moderator completing the form is also subject to moderation.

The form 4/IA (internal assessment coversheet: group 4) should be at the head of the sample work sent to the moderator from the school.

For each candidate in the sample set, the following materials must be sent to the moderator:

- a form 4/PSOW signed and dated by the teacher and candidate.
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOW. This includes any verbal instructions given to students.

No written evidence is required for personal skills and manipulative skills.

### **Atypical candidates**

Schools with small subject entries may have to include the work of atypical candidates in their sample. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

### **B4.5.2 Indicating pieces of work to be re-marked**

For each of the criteria D, DCP and CE, the two highest levels must be circled or highlighted on form 4/PSOW for each candidate in the sample set. The corresponding write-ups, together with teacher instruction sheets and/or summaries of verbal instructions, must be clearly identified. The moderator will re-mark this work to check the levels (0–6) awarded by the teacher.

### **B4.5.3 The final mark for internal assessment**

The final mark out of 48 must be recorded on the internal assessment option on IBIS.

## **B4.6 Internal assessment checklist for all subjects (except design technology)**

### **B4.6.1 Before the completion of internal assessment activities**

Ensure that:

- you have read the section on internal assessment, which can be found in the group 4 section of each of the group 4 subject guides
- the minimum number of hours has been spent on practical activities spread throughout most of the course (60 hours for higher level and 40 hours for standard level)
- all candidates have carried out a group 4 project of ten hours
- internal assessment activities include a spread of content material from the core, the options studied and, where relevant, additional higher level (AHL) material.

### **B4.6.2 Before the submission of the sample work**

Ensure that:

- you have read section A10.6 and section A10.7 in this handbook
- internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates
- a form 4/PSOW is included for each candidate in the sample set, signed and dated by the teacher and candidate
- photocopied material is legible (ideally, original work should be sent to the moderator)
- the criteria D, DCP and CE have all been assessed on at least two occasions
- the two highest levels for each of the criteria D, DCP and CE have been clearly circled or highlighted on each candidate's form 4/PSOW
- the group 4 project mark for PS has been entered on each candidate's form 4/PSOW
- the summative mark for MS has been entered on each candidate's form 4/PSOW
- the corresponding write-ups and teacher instruction sheets are clearly identified
- the form 4/IA (internal assessment coversheet: group 4) has been completed and included at the head of the sample work sent to the moderator from the school.

## B4.7 Design technology

### B4.7.1 Requirements

In design technology, 36% of the total mark is allocated to internal assessment. At least 36% of the teaching programme must be devoted to practical activities. This equates to 81 hours for higher level and 55 hours for standard level, which includes the 10 hours that candidates spend on the group 4 project.

All candidates must carry out a design project as part of the internal assessment. This will form part of their portfolio and be accompanied by several investigations. These may be mini-projects or laboratory practicals of 1–2 hours, or a combination. The design project must occupy at least 41 hours of class time for higher level and 28 hours for standard level.

### B4.7.2 Final assessment

The following four criteria are each assessed twice, once during investigations and once in the design project:

- Planning (P)
- Research (R)
- Development (D)
- Evaluation (E)

Manipulative skills (MS) will be assessed once only and this is during the design project.

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

The project summary report must appear in the portfolio. The highest level attained in each criterion in investigations and the level attained in each criterion for the design project should be entered on IBIS.

### B4.7.3 Samples for moderation

As for other experimental science subjects, the sample work should be submitted to the moderator allocated by IB Cardiff.

The form 4/IADT (internal assessment coversheet: design technology) should be at the head of the sample work sent to the moderator from the school.

For each candidate in the sample set, the following materials must be sent to the moderator:

- a form 4/PSOWDT, signed and dated by the teacher and candidate
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOWDT
- the design project.

## B4.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of experimental science.

	Material required by internal school deadline
Higher level and standard level combined	<p><b>For each experimental science, for submission to IB Cardiff</b> The predicted grades and final mark for internal assessment for each candidate.</p> <p><b>For each experimental science, for submission to the moderator</b> A form 4/IA. A form 4/PSOW for each candidate in the sample. The write-ups and teacher instructions corresponding to the levels circled or highlighted on each form 4/PSOW.</p>

## B4.9 IB data booklets

Master copies of the data booklets for physics and chemistry will be available to coordinators on IBIS. (They will not be sent as hard copies with the examination papers.) Candidates must be provided with a clean copy of the relevant booklet in the examinations. Physics candidates require the data booklet for papers 1, 2 and 3. Chemistry candidates require the data booklet for papers 2 and 3 only.

**Internal assessment cover sheet: group 4 (except design technology)**

 Submit to: **Moderator**

 Arrival date: **20 Apr / 20 Oct**

 Session: ...**May/November 2011** .....

 School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: \_\_\_\_\_ Level: \_\_\_\_\_ Candidate name: \_\_\_\_\_

 Session number: 

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Datalogging
- 2 – Graph plotting software
- 3 – Spreadsheet
- 4 – Database
- 5 – Computer model/simulation

Group 4 project mark for PS (Same mark for students doing two subjects)	/6	Two highest levels achieved	/6	/6	/6
Summative mark for MS	/6		/6	/6	/6

**Total**  
/48

*For completion by the examiners*

Moderator	/6	/6	/6		Senior moderator	/6	/6	/6
	/6	/6	/6			/6	/6	/6

This total must also be entered on IBIS

To be completed by teacher Name: ..... Signature: ..... Date: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

# International Baccalaureate

# 4/PSOW (reverse)

School name: .....

Subject: \_\_\_\_\_ Level: \_\_\_\_\_ Candidate name: \_\_\_\_\_

Session number:

0	0								
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE

**Internal assessment cover sheet: group 4 (except design technology)**

 Submit to: **Moderator**

 Arrival date: **20 Apr / 20 Oct**

 Session: ...~~May~~/~~November~~ **2011** .....

School number:

0	0	0	0	0	1
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 School name: ..... **CARDIFF..AMERICAN...SCHOOL**.....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

 Subject: **BIOLOGY**      Level: **STANDARD**      Candidate name: **HELEN MAY WRIGHT**

 Session number: 

0	0	0	0	0	1	0	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE
05/09/09	IDENTIFYING AND MEASURING ORGANELLES		T2	1		3	
25/09/09	OSMOSIS IN POTATO CELLS		T2	2		3	
18/10/09	PLASMOLYSIS IN ELODEA LEAF CELLS		T2	1	2		4
03/11/09	IDENTIFICATION OF CARBOHYDRATES, LIPIDS & PROTEINS FROM UNKNOWN SAMPLES		T3	2		1	

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Datalogging
- 2 – Graph plotting software
- 3 – Spreadsheet
- 4 – Database
- 5 – Computer model/simulation

 Group 4 project mark for PS  
(Same mark for students doing two subjects)

4/6
-----

 Two highest  
levels  
achieved

4/6
-----

4/6
-----

6/6
-----

Summative mark for MS

3/6
-----

5/6
-----

4/6
-----

5/6
-----

**Total**

35/48
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*For completion by the examiners*

Moderator	/6	/6	/6
	/6	/6	/6

Senior moderator	/6	/6	/6
	/6	/6	/6

 This total must also be  
also be entered on IBIS

 To be completed by teacher      Name: ... **PATRICIA DOWD**.....      Signature: ... *Patricia Dowd*.....      Date: ..... **18 March 2011**.....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

 Candidate's signature: ..... *Helen M Wright*.....      Date: ..... **18 March 2011**.....



# International Baccalaureate

4/PSOW (reverse)

School name: .....CARDIFF..AMERICAN..SCHOOL.....

Subject: BIOLOGY Level: STANDARD Candidate name: HELEN MAY WRIGHT

Session number: 

0	0	0	0	0	1	0	2	3
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE
29/11/09	IDENTIFICATION OF MITOSIS PHASES IN ALLIUM	5	T2	1			
09/12/09	HUMAN KARYOTYPE		T4	1			
19/12/09	ESTIMATING POPULATION SIZES USING DIFFERENT METHODS		Opt G	2			
03/02/10	SPIROMETRY	1, 2	T 6		④		
10/03/10	PRESENCE OF VITAMIN C IN "CHUPACHUPA" LOLLIPOPS		Opt A	1		④	⑥
30/03/10	HORMONAL PROFILES OF PREGNANT WOMEN: DATA ANALYSIS	4	T 6	1			
03/04/10	FIELDWORK IN TAMOPATA (TROPICAL RAINFOREST BIOLOGY)		T5, Opt G				
04/04/10	-MEASURING DIVERSITY (INSECTS AT NIGHT)		Opt G	1			
06/04/10	-HORIZONTAL AND VERTICAL GROWTH IN <u>PIPER</u> TREES (MEASURING THE EFFECT OF COMPETITION FOR LIGHT)		Opt G	2	⑤		
08/04/10	-HERBIVORY BY LEAF CUTTER ANTS (MEASURING GROSS SECONDARY PRODUCTIVITY)	3	Opt G	2			
10/04/10	-LEAF FALL IN DIFFERENT HABITATS (MEASURING NET PRIMARY PRODUCTIVITY IN DIFFERENT HABITATS)		Opt G	4			
14/04/10	-ABIOTIC PROPERTIES OF A FRESHWATER ECOSYSTEM (COMPARISON OF A STREAM AND OXBOW LAKE)		Opt G	4		④	
20/04/10	-INDIVIDUAL PROJECT: MEASURING TANNIN LEVELS IN <u>PIPER</u> LEAVES		Opt G	2			
03/09/10	GROUP 4 PROJECT: WHAT IS THE EFFECT OF PEDESTRIAN ACTIVITY ON THE DIVERSITY OF GRASS SPECIES GROWING ON SCHOOL GROUNDS?			10			
11/10/10	FACTORS AFFECTING ENZYME ACTIVITY	2	T 3	2			⑤
13/10/10	PHOTOSYNTHETIC PIGMENTS: ABSORPTION SPECTRUM		T 3	2			
02/11/10	SEA URCHIN GAMETES		T 4	1			
13/11/10	TRANSECT OF ROCKY SEA SHORE		Opt G	5			
18/11/10	MEASURING VARIANCE IN PLANT AND ANIMAL CELLS		T 5	1			



**Internal assessment cover sheet: group 4 (except design technology)**Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: **May/Nov 2011..**School number: 

0	0				
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School name: .....

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- I have read section A10.6 and A10.7 and section 4 in the handbook.
- Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- A form 4/PSOW is included for each candidate in the sample set, signed and dated by the teacher and candidate.
- Photocopied material is legible (ideally, original work should be sent to the moderator).
- The criteria D, DCP and CE, have all been assessed on at least two occasions.
- The two highest levels for each of the criteria D, DCP and CE, have been clearly circled or highlighted on each candidate's 4/PSOW.
- The corresponding write-ups/reports and teacher instruction sheets for each candidate in the sample set are clearly identified.
- The title of the group 4 project is included in the outline of experiments in the 4/PSOW and the level achieved for PS in the group 4 project has been noted. (Students doing two subjects must have the same mark in both.)
- The summative mark for MS has been noted.
- The experiments/dates on which the students experienced specific ICT applications have been flagged.

No written evidence is required for PS and MS.

The final mark out of 48 for internal assessment must be recorded on the internal assessment option on IBIS.

**Atypical candidates**

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups/reports submitted are the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Internal assessment cover sheet: design technology**

 Submit to: **Moderator**

 Arrival date: **20 Apr / 20 Oct**

Session: .....

 School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

 Subject: \_\_\_\_\_ Level: \_\_\_\_\_ Candidate name: \_\_\_\_\_ Session number: 

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

**1** – Graph plotting software  
**2** – Computer model/simulation  
**3** – CAD  
**4** – Internet and CD ROMS  
**5** – Spreadsheet

Group 4 project mark for PS (same mark for students doing two subjects)	/6	Highest level in investigations	/6	/6	/6	/6	Total /30
Design project mark for MS	/6	Design project mark	/6	/6	/6	/6	/30

This total must also be entered on IBIS

*For completion by the examiners*

Moderator	/6	/6	/6	/6	Senior Moderator	/6	/6	/6	/6
	/6	/6	/6	/6		/6	/6	/6	/6

To be completed by teacher Name: ..... Signature: ..... Date: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....



**Internal assessment cover sheet: design technology**

 Submit to: **Moderator**

 Arrival date: **20 Apr / 20 Oct**

 Session: ...**MAY 2011**.....

 School number: 

0	0	0	0	0	1
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 School name: ..... **CARDIFF AMERICAN SCHOOL** .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

 Subject: **DESIGN TECHNOLOGY** Level: **SL** Candidate name: **SAMANTHA MOLSON** Session number: 

0	0	0	0	0	1	1	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E
03/10/09	Design and manufacture a child's toy		T 1, 2, 6, 7	8		3	2	2
05/12/09	Testing a range of plastics to distinguish properties	1	T 4	1	3			3
13/02/10	Investigation and designing a recycling aid for use at school	2	T 1, 2, 3	3	3	4		⑤
06/04/10	Product analysis - testing range of toasters	5	T 3, 7	1	④			4

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Graph plotting software
- 2 – Computer model/simulation
- 3 – CAD
- 4 – Internet and CD ROMS
- 5 – Spreadsheet

 Group 4 project mark for PS  
(same mark for students doing two subjects)

3/6
-----

Design project mark for MS

4/6
-----

Highest level in investigations

4/6
-----

5/6
-----

5/6
-----

5/6
-----

Design project mark

4/6
-----

5/6
-----

3/6
-----

4/6
-----

Total

22/30
-------

20/30
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This total must also be entered on IBIS

*For completion by the examiners*

	/6	/6	/6	/6		/6	/6	/6	/6
Moderator					Senior Moderator				
	/6	/6	/6	/6		/6	/6	/6	/6

 To be completed by teacher Name: ..... **PATRICIA DOWD**..... Signature: ..... *Patricia Dowd*..... Date: ..... **12 March 2011**.....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

 Candidate's signature: ..... *Samantha Molson*..... Date: ..... **12 March 2011**.....

School name: ..... **CARDIFF AMERICAN SCHOOL** .....

Subject: **DESIGN TECHNOLOGY** Level: **SL** Candidate name: **SAMANTHA MOLSON**

Session number: 

0	0	0	0	0	1	1	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E
03/03/11	<b>CAD/CAM - designing furniture for disassembly</b>	<b>3</b>	T 1, 2, 5, Opt C	<b>4</b>		⑤	⑤	
21/06/10	<b>Group 4 project - aerosol cans</b>			<b>10</b>				
04/12/10	<b>Design technology project - context: lighting</b>		T 1 - 7, Opt C	<b>28</b>	④	⑤	③	④

**Internal assessment cover sheet: design technology**Submit to: **Moderator**Arrival date: **20 Apr / 20 Oct**Session: **May/Nov 2011.**

School number:

0	0				
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School name: .....

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- I have read section A10.6 and A10.7 and section 4 in the handbook.
- Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- A form 4/PSOWDT is included for each candidate in the sample set, signed and dated by the teacher and candidate.
- Photocopied material is legible (ideally, original work should be sent to the moderator).
- The highest level attained in each criterion, P, R, D and E in investigations and the level attained in each criterion, P, R, D and E for the design project have been clearly circled or highlighted on each candidate's 4/PSOWDT.
- The write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOWDT from each candidate in the sample set are clearly identified.
- The design project mark for MS has been noted.
- The design project is included.
- The title of the group 4 project is included in the outline of experiments in the 4/PSOWDT and the level achieved for PS in the group 4 project has been noted. (Students doing two subjects must have the same mark in both.

No written evidence is required for PS and MS.

A mark out of 30 for the major design project (four criteria and MS) and a mark out of 30 for other investigations (four criteria and PS mark for the group 4 project) must be recorded on the internal assessment option on IBIS.

**Atypical candidates**

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups /reports submitted are the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

## B5a Mathematics

### B5a.1 Publications

The information given in this section of the handbook should be read in conjunction with the appropriate guide.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Mathematical studies SL guide</i>	April 2004
<i>Mathematical studies SL information booklet</i>	November 2004, updated January 2006
<i>Mathematical studies SL IA teacher support material</i>	March 2005
<i>Mathematical Studies SL GDC Teacher Support Material</i>	May 2005
<i>Mathematics SL guide (including teaching notes)</i>	September 2006
<i>Mathematics SL information booklet</i>	November 2004
<i>Mathematics SL IA teacher support material</i>	September 2005
<i>Mathematics SL internal assessment criteria and additional notes</i>	November 2006 December 2009
<i>Mathematics SL Portfolio tasks for 2011–2012</i>	
<i>Mathematics HL guide (including teaching notes)</i>	September 2006
<i>Mathematics HL, further mathematics SL information booklet</i>	First published November 2004, updated March 2010
<i>Mathematics HL IA teacher support material</i>	September 2005
<i>Mathematics HL internal assessment criteria and additional notes</i>	November 2006 December 2009
<i>Mathematics HL Portfolio tasks for 2011–2012</i>	May 2005, updated February 2006
<i>Mathematics HL/SL GDC Teacher Support Material</i>	
<i>Further mathematics SL guide (including teaching notes)</i>	September 2004

### B5a.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/forms
Submit predicted grades and marks for internal assessment for all mathematics subjects	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS



Action	To	Latest arrival date	Method/forms
Submit sample internal assessment work for all mathematics subjects	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 5/IA Form 5/PFCS Form 5/PJCS

### B5a.3 Mathematics information booklets

A master copy of the IB's information booklets (November 2004) for each subject, for use by candidates during all group 5 mathematics courses and in the examinations, will be available on IBIS. Clean copies must be available for the examinations in May/November.

### B5a.4 Internal assessment

Internal assessment based upon work completed by candidates during the course is a requirement for all mathematics subjects except further mathematics SL. Of the total marks, 20% is allocated for this component. The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools. The samples are chosen from the available work after the final assessment.

### B5a.5 Subject-specific information

#### B5a.5.1 Mathematical studies SL: The project

##### Internal assessment requirements

The projects submitted for mathematical studies SL are each assessed against seven assessment criteria related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the *Mathematical studies SL guide*.

##### Samples for moderation

The sample projects must be those identified by IBIS. After compiling the sample projects, complete a copy of form 5/IA. For each sample project complete a coversheet, form 5/PJCS.

Where there are two or more teachers of a subject within a school, they must agree on standards before arriving at the final mark for each student. That is, internal standardization of marks must take place within the school.

Give to the coordinator, by the internal school deadlines:

- the marks for internal assessment (and predicted grades)
- one completed copy of form 5/IA
- the individual project coversheet form 5/PJCS, signed and dated by the teacher and candidate
- the sample projects (originals not photocopies).

You are advised to retain copies of the projects.

## B5a.5.2 Mathematics HL and mathematics SL

### Internal assessment requirements

The two pieces of work submitted for the portfolio are assessed against six assessment criteria, each related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the appropriate guide.

### Samples for moderation

The sample portfolios must be those identified by IBIS. After compiling the sample portfolios, complete a form 5/IA. For each candidate complete a portfolio coversheet form 5/PFCS.

Incomplete or atypical work should **not** be included—a portfolio containing fewer than **two** pieces of work should not be part of the sample. If the sample selected by IBIS includes an incomplete or atypical portfolio, another portfolio with the same (or similar) mark should be submitted as well as the incomplete one.

Where there are two or more teachers of a subject within a school, they must agree on standards before arriving at the final mark for each student. That is, internal standardization of marks must take place within the school.

Give to the coordinator, by the internal school deadlines:

- the marks for internal assessment (and predicted grades)
- one completed copy of form 5/IA
- the completed portfolio coversheet form 5/PFCS, signed and dated by the teacher and candidate.
- the portfolios, each containing two pieces of work of the respective candidate (originals, not photocopies), including copies of the tasks, and solution keys for the tasks.

## B5b Computer science

### B5b.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Computer science guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Computer science guide</i>	September 2008

### B5b.2 Summary of latest arrival dates: May and November 2011 sessions

Action	Session	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	<b>May 2011/ November 2011</b>	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS

Action	Session	To	Latest arrival date	Method/form
Submit internal assessment sample work	May 2011/ November 2011	Moderator	20 April 2011/ 20 October 2011	Form 5/IACS (HL) Form 5/IACS (SL) Form 5/PDCS (HL) Form 5/PDCS (SL)

### B5b.3 Computer science case study

The case study to be used in the May and November 2011 written examinations is titled *Computer systems in airports*. A copy of this case study is available on IBIS and the online curriculum centre. Candidates must be provided with a clean copy of the case study in the paper 2 examination.

### B5b.4 Internal assessment

Internal assessment, based on a program dossier completed by candidates during the course, is a requirement for computer science. Of the total marks for computer science, 35% is allocated to this component at both higher level and standard level. The submission of sample work from candidates at each level allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

#### B5b.4.1 Assessing the program dossier

In the *Computer science guide*, the IB publishes criteria for the assessment of each candidate's program dossier. Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the program dossiers against each of the 12 criteria.

A candidate's program dossier must consist of one program.

Only the code designed and written by the candidate must be taken into account when applying the assessment criteria.

After assessing a program dossier, apply the mastery factor as instructed in the *Computer science guide*.

#### B5b.4.2 Forms

For each program dossier, complete a copy of form 5/PDCS (HL) or form 5/PDCS (SL), according to the level. Each completed form is a coversheet that must be signed and dated by the teacher and candidate and attached to the front of the relevant program dossier.

Enter the 12 achievement levels awarded for each of the candidates in the sample on form 5/IACS (HL) according to the level. Apply the mastery factor and enter the final mark on the same form.

#### B5b.4.3 Samples for moderation

The samples must be those identified by IBIS. Separate samples are required for higher level and standard level.

For each level, give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- one completed copy of form 5/IACS
- the program dossiers of the sample candidates with the completed program dossier coversheet form 5/PDCS, signed and dated by the teacher and candidate

If candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms.

Do not send the actual program(s) on disk with the sample program dossiers.

**Individual portfolio cover sheet: mathematics HL, mathematics SL**

Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**      Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Attach one completed copy of this form to each portfolio submitted.
- Each portfolio should consist of two pieces of work. Include a copy of each task, and a solution/marking key for each task.

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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Type I task title: \_\_\_\_\_

Type II task title: \_\_\_\_\_

**Teacher**

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
<b>I</b>							
<b>II</b>							
<b>Final total (out of 40)</b>							

**Moderator**

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
<b>I</b>							
<b>II</b>							
<b>Final total (out of 40)</b>							

**Senior moderator**

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
<b>I</b>							
<b>II</b>							
<b>Final total (out of 40)</b>							

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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*(Note: Comments that have been written on another form do not need to be written again—please attach the other form.)*

**Assessment criteria:** *All tasks must be assessed against all criteria.*

<b>Type I</b>	<b>Criterion</b>	<b>Comments</b>
	<b>A</b>	Use of notation and terminology
	<b>B</b>	Communication
	<b>C</b>	Mathematical process
	<b>D</b>	Results
	<b>E</b>	Use of technology
	<b>F</b>	Quality of work

<b>Type II</b>	<b>Criterion</b>	<b>Comments</b>
	<b>A</b>	Use of notation and terminology
	<b>B</b>	Communication
	<b>C</b>	Mathematical process
	<b>D</b>	Results
	<b>E</b>	Use of technology
	<b>F</b>	Quality of work

**Individual project cover sheet: mathematical studies SL**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each project submitted.

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
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Title of project: \_\_\_\_\_

**Assessment criteria:**

Criterion	Comments	Achievement level		
		Teacher	Moderator	Senior moderator
A Introduction	_____	0-2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Information/ measurement	_____	0-3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Mathematical processes	_____	0-5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Interpretation of results	_____	0-3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Validity	_____	0-2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Structure and communication	_____	0-3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Commitment	_____	0-2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		0-20 <b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that, to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....





**Moderation of internal assessment: mathematical studies SL\*,  
mathematics SL, mathematics HL**

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Select the samples identified by IBIS.

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

**Details of candidates whose work is submitted:** Copy from each candidate's cover sheet.

If the entry for this subject is 1 to 20 candidates, the sample size is 5 candidates.

\*Range of marks for mathematical studies SL is 0–20.

	Candidate session number	Candidate name	Final mark							
			0–40 0–20*							
1	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
2	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
3	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
4	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
5	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									

If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
7	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
8	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									

If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									
10	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table>	0	0					_____	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
0	0									

I/We confirm that the sample work submitted is, to the best of my/our knowledge, the authentic work of the candidates

Date: .....

Teacher's name: .....

Signature: .....

Teacher's name: .....

Signature: .....

Teacher's name: .....

Signature: .....

## Internal assessment cover sheet: computer science HL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0						
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each piece of work in the dossier. (Only one documented program must be submitted.)

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
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Problem: \_\_\_\_\_

### Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of analysis and design: \_\_\_\_\_

Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of dossier: \_\_\_\_\_

School number: 

0	0				
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School name: .....

Candidate name: .....

Candidate session number: 

0	0						
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**Mastery of HL aspects** (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Adding data to an instance of the <b>RandomAccessFile</b> class by direct manipulation of the file pointer using the <b>seek</b> method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from an instance of the <b>RandomAccessFile</b> class by direct manipulation of the file pointer using the <b>seek</b> method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching for specified data in a file	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recursion	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merging two or more sorted data structures	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polymorphism	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inheritance	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encapsulation	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parsing a text file or other data stream	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing a hierarchical composite data structure	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of any five standard level mastery factors (this can only be applied once)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of additional libraries (such as utilities and graphical libraries <b>not included</b> in appendix 2 Java Examination Tools Subset)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inserting data into an ordered sequential file without reading the entire file into RAM	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from a sequential file without reading the entire file into RAM	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Array of 2 or more dimensions	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Mastery factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

## Internal assessment cover sheet: computer science SL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany the work in the dossier. (Only one documented program must be submitted.)

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Problem: \_\_\_\_\_

### Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of analysis and design: \_\_\_\_\_

Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of dossier: \_\_\_\_\_

School number: 

0	0				
---	---	--	--	--	--

School name: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
---	---	--	--	--	--	--	--

**Mastery of SL aspects** (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Arrays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objects as data records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nested loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with parameters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with appropriate return values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
File i/o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of additional libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of sentinels or flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Mastery factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that, to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teachers may wish to make comments on the candidate's work to assist the moderation process.

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## Moderation of internal assessment: computer science HL

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:.....

School number:

0	0					
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

### Details of candidates whose work is submitted: Copy from 5/PDCS forms

Candidate session number	Candidate name	Assessment criteria											Total	Mastery Factor 0.2–1	Final Mark 0–35																			
		A1 0–3	A2 0–3	A3 0–3	B1 0–3	B2 0–2	B3 0–2	C1 0–3	C2 0–3	C3 0–3	D1 0–4	D2 0–4				E 0–2																		
<i>If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates</i>																																		
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I confirm that, to the best of my knowledge, each sample submitted is the candidate's own work.

Teacher's name: ..... Date: .....

Teacher's signature:.....

School name: .....

**Candidate session number**

**Candidate name**

**Assessment criteria**

*If the entry for this subject and level is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included*

			A1 0-3	A2 0-3	A3 0-3	B1 0-3	B2 0-2	B3 0-2	C1 0-3	C2 0-3	C3 0-3	D1 0-4	D2 0-4	E 0-2	Total 0-35	Mastery Factor 0.2-1	Final Mark 0-35
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7	0 0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included*

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**Comments**

Please comment on each of the dossiers included in the sample

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## Moderation of internal assessment: computer science SL

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:.....

School number:

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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

### Details of candidates whose work is submitted: Copy from 5/PDCS forms

Candidate session number	Candidate name	Assessment criteria											Total	Mastery Factor 0.2-1	Final Mark 0-35																			
		A1 0-3	A2 0-3	A3 0-3	B1 0-3	B2 0-2	B3 0-2	C1 0-3	C2 0-3	C3 0-3	D1 0-4	D2 0-4				E 0-2																		
<i>If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates</i>																																		
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I confirm that, to the best of my knowledge, each sample submitted is the candidate's own work.

Teacher's name: ..... Date: .....

Teacher's signature:.....



School name: .....

**Candidate session number**

**Candidate name**

**Assessment criteria**

*If the entry for this subject and level is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included*

			A1 0-3	A2 0-3	A3 0-3	B1 0-3	B2 0-2	B3 0-2	C1 0-3	C2 0-3	C3 0-3	D1 0-4	D2 0-4	E 0-2	Total 0-35	Mastery Factor 0.2-1	Final Mark 0-35
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*If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included*

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**Comments**

Please comment on each of the dossiers included in the sample

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## B6a Visual arts

### B6a.1 Publications

The information given in this section of the handbook must be read in conjunction with the current *Visual arts guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Visual arts guide</i>	March 2007
<i>Visual arts teacher support material</i> (available on the online curriculum centre)	November 2007
<i>Visual arts assessment clarification</i>	June 2010

### B6a.2 Summary of latest arrival dates: May and November 2011 sessions

Action	Level	To	Latest arrival date	Method/form
Submit the visiting examiner proposal	HL option A HL option B SL option A SL option B	IB Cardiff	<b>7 October 2010/ 7 April 2011</b>	Form 6/VAEP
<b>Visiting examiner allocated</b>				
Submit the candidate record booklets to arrive before examiner's visit to the school	HL option A HL option B SL option A SL option B	Visiting examiner	<b>Before visit</b>	Not applicable
First date for examiner visits	HL option A HL option B SL option A SL option B	Not applicable	<b>10 March 2011/ 10 September 2011</b>	Not applicable
Submit the predicted grades and marks for internal assessment	HL option B SL option A SL option B	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS

Action	Level	To	Latest arrival date	Method/form
Submit the sample internal assessment work for investigation workbooks	HL option A SL option A	Examiner	<b>20 April 2011/ 20 October 2011</b>	Form 6/VACS
Submit the sample internal assessment work for studio work	HL option B SL option B	Examiner	<b>20 April 2011/ 20 October 2011</b>	Form 6/VACS
Last date for examiner visits	HL option A HL option B SL option A SL option B	Not applicable	<b>25 April 2011/ 25 October 2011</b>	Not applicable
Submit the teacher feedback on examiner visit	HL option A HL option B SL option A SL option B	IB Cardiff	<b>1 May 2011/ 1 November 2011</b>	Form 6/VATF
<b>No visiting examiner allocated</b>				
Submit all candidate record booklets, sample studio works and CDs	HL option A SL option A	IB Cardiff	<b>28 April 2011/ 28 October 2011</b>	Not applicable
Submit all candidate record booklets, sample investigation workbooks and CDs	HL option B SL option B	IB Cardiff	<b>28 April 2011/ 28 October 2011</b>	Not applicable

### 6a.3 Methods of assessment

Higher level	Standard level	Higher level	Standard level	
Option A	Option A	Option B	Option B	
Studio (60%)	Studio (60%)	Investigation (60%)	Investigation (60%)	<b>External assessment</b>
Investigation (40%)	Investigation (40%)	Studio (40%)	Studio (40%)	<b>Internal assessment</b>
All candidates must complete a visual arts candidate record booklet. The booklet serves as a record of the candidate's studio work and investigation and is used in the moderation process of the visual arts assessment.				<b>Candidate record booklet</b>

It is essential to refer to the following for further detail:

- section A10.6 of the *Handbook of procedures for the Diploma Programme*
- the *Visual arts guide* (March 2007)
- *Visual arts Assessment clarification 2010*
- the candidate record booklet.

If schools have any questions regarding the procedure or processes for the examination of visual arts that cannot be answered by reading this handbook, these must be directed to IB Cardiff for response and not to the visiting examiner.

### **B6a.3.1 Ethics in visual arts**

Although the *Visual arts guide* does not provide guidance regarding censorship of candidate work, schools should be aware of, and comply with, IB ethical guidelines and the academic honesty document. All candidate studio work should be supported by appropriate evidence in the investigation workbook.

### **B6a.4 Candidate record booklet**

Schools will receive one candidate record book per candidate with the package of examination stationery.

It is essential that candidates and their teachers refer to the instructions contained within the candidate record booklets when completing them. Refer also to the *Visual arts guide*, including the table "Quantity of work" (page 19).

Candidate record booklets must contain:

- signatures for candidate declaration and teacher declaration
- a statement by the candidate (maximum 300 words)
- a photographic record of the selected studio work
- A4/letter-size copies of the selected investigation workbook pages
- a short statement by the teacher to justify the mark allocated for the internally assessed component.

Care must be taken with photographs and copies of investigation workbook pages to ensure that reproduction is of sufficient quality to enable the moderation process. Candidate record booklets are the means by which the external marks are verified, and may be referred to during the grade awarding process for both components.

Candidates submitting digital media should pay careful attention to the guidance on page 6 of the candidate record booklet for providing evidence of their work. They are not required to include the work electronically.

Candidate record booklets must be sent to the visiting examiner, named on IBIS, to arrive before his or her visit to the school. The school is responsible for paying the cost of postage and any additional expenses (for example, customs clearance).

Please note that once the candidate has signed their declaration, by 10 April or before submission to the visiting examiner whichever is the earliest, no changes are permitted to the candidate record booklet, which then has the legal status of any other piece of examination material. From this date it is not permitted for candidates to make developments or changes to work declared final versions by this signature.

### **B6a.5 Internal assessment**

Internal assessment is a requirement for visual arts at higher level and standard level, and in option A and option B. For both levels and both options 40% of the total mark is allocated to the internal assessment component—investigation for option A, and studio for option B.

The submission of sample work from candidates at each level allows the IB to moderate teachers' marks in order to achieve a common standard across schools.

The markband descriptors for assessment of the internally assessed components are published in the *Visual arts guide*. Ensure that the appropriate differentiated markbands for the level and option are used. Where there is more than one visual arts teacher teaching the course, internal standardization between teachers must take place.

The candidate's total mark, out of 20, should be entered on page 2 of the candidate record booklet ensuring that only whole numbers are used; do not use decimals, fractions or estimates. This mark must be supported by a short statement from the teacher that refers to the relevant assessment criteria (descriptors and their markbands) in the subject guide.

The total internal assessment mark as given in the candidate record booklet must be the same as that entered on IBIS (and, in the case of candidates in the sample for moderation, on the coversheet form 6/VACS). The internal assessment must be conducted in time to submit marks to IB Cardiff, via IBIS, to arrive by **10 April/10 October** and prior to the arrival of the visiting examiner.

Photocopies from the candidate record booklet of the candidate statement, the short written statement by the teacher, studio work photographs and investigation workbook pages (A4/letter-size) should be attached to a *form 6/VACS* for each candidate in the sample chosen by IBIS. These copies must be made before the candidate record booklets are provided to the visiting examiner.

The reproduction must be of sufficient quality to enable the moderation process. Although copies of the investigation workbook pages for those candidates in the sample may be submitted in black and white, it is strongly recommended that these are in colour when the work is clearly referring to the use of colour.

The coordinator must send the sample to the examiner noted on IBIS to arrive by **20 April/20 October**. The school is advised to retain copies of the work and coversheets.

## **B6a.6 External assessment**

For both levels and both options 60% of the total mark is allocated to the external assessment component—studio for option A, and investigation for option B. This assessment is normally conducted by a visiting examiner. (Section B6a.6.8 refers to alternative arrangements, in place of a visiting examiner.)

### **B6a.6.1 Visiting examiner**

Schools are only permitted to contact the proposed visiting examiner in order to confirm his or her availability and, following notification of the allocation by IB Cardiff, to confirm the arrangements for the visit. No other contact is permitted.

#### **Proposal and appointment**

The coordinator must submit the visiting examiner proposal *form 6/VAEP* to IB Cardiff, to arrive no later than **7 October/7 April**, seven months before the written examinations. This form should be submitted irrespective of whether an examiner or alternative arrangements are to be requested. The allocation of the visiting examiner is determined by IB Cardiff.

Where a school misses the deadline for proposal of a visiting examiner, it is possible that the issue of results will be delayed.

The coordinator is required to propose an examiner who resides within reasonable travelling distance of the school and who has no connections with the school. Examiners are contractually required to declare any

personal or professional connection with IB World Schools, including schools close to their place of residence. The examiners must not have had contact with the visual arts candidates, nor be personally known to them before the official visit for the examination and interview.

A list of potentially available examiners can be requested from IB Cardiff. The names and details of allocated visiting examiners will be posted on IBIS in **February/August**.

Please note that from 2011 schools will be required to propose an examiner who has not previously visited on more than two consecutive occasions.

### **Practical arrangements**

The examinations must be arranged between **10 March/10 September** and **25 April/25 October** on dates that are mutually convenient to the school and the examiner. If dates outside of this period are being considered, IB Cardiff should first be consulted for consent. Permission will only be given if the examination cannot, for exceptional reasons, be held between the specified dates.

Following notification on IBIS, schools should contact the visiting examiner to make arrangements as soon as possible, but before **10 March/10 September** at the very latest. Schools may only communicate with the examiner in order to make arrangements for the visit.

If it is not possible to contact the visiting examiner, or the examiner is no longer willing to conduct the examination, contact IB Cardiff without delay.

It is the responsibility of the school to make these arrangements, not IB Cardiff.

### **Expenses**

IB Cardiff will only reimburse the examiner for travel expenses for one round trip to the school to conduct the examinations. Any general expenses incurred by the examiner in carrying out the assessment will also be reimbursed by IB Cardiff, but the school is responsible for paying expenses for food and accommodation.

Obtain permission from IB Cardiff well in advance if any additional travel expenses are likely to be incurred.

### **B6a.6.2 Examination schedule**

Prepare a detailed schedule for the examiner, showing the order in which the candidates will be seen for examinations and interviews. Allow 30 to 40 minutes for each HL candidate to present his or her work, and 20 to 30 minutes for each SL candidate. There should be a short break before the assessment of each candidate.

### **B6a.6.3 Selection of studio work: HL option A and SL option A**

Candidates must prepare an exhibition of studio work made during their Diploma Programme visual arts course to be viewed and discussed with the visiting examiner. This will be the work that they have selected to be photographed in the candidate record booklet. The additional studio works and investigation workbooks must be available for the visiting examiner to see. (Refer to the *Visual arts guide* and *Visual arts assessment clarification 2010* for further details.)

### **B6a.6.4 Selection of investigation workbook pages: HL option B and SL option B**

The interview with the examiner is based on pages from the investigation workbooks, completed by candidates during their Diploma Programme visual arts course. These are the pages that have been selected for inclusion in the candidate record booklet. It is not necessary for studio explorations to be exhibited, but the work done in the studio must be available for the examiner to see, along with the remainder of work from the investigation workbooks. (Refer to the *Visual arts guide* and *Visual arts Assessment clarification 2010* for further details.)

### **B6a.6.5 Start of the examination**

Before the examination and interview start the examiner will hold a short discussion with the visual arts teacher(s) in order to become familiar with their philosophy and interpretation of the syllabus. Individual candidates must not be discussed.

The viewing of the candidate's work and interview with the candidate must be in a room where no other activities are taking place. The examiner will ask to inspect the space before the examinations and interviews begin and may request a change if the arrangements are not satisfactory.

The examiner should be given the detailed schedule for the candidate interviews. Do not report any details of special circumstances affecting a candidate to the examiner. If a candidate is absent, give the examiner a brief explanation for the absence. The examiner will record an "F" for any candidate who is absent from the interview.

### **B6a.6.6 Interview by the visiting examiner**

Candidates must identify themselves by their name and individual candidate session number.

The examiner will have studied the candidate record booklets before the interview and will be responsible for leading the interview with each candidate. Candidates are not expected to prepare a discourse on their work.

The interview is not expected to be a formal occasion and the examiner will try to help the candidate relax. Every attempt will be made to encourage candidates and give them confidence to talk about their work.

The examiner will expect visual rather than verbal articulation. If the language of the interview is not the candidate's best language, he or she will not be penalized.

### **Supervised interview with candidates**

In certain countries there are restrictions on the circumstances in which adults have access to students in a school. For example, criminal vetting procedures for teachers and school support staff may impose limitations. Coordinators are expected to comply with any local or national requirements that impose restrictions on visiting examiners having unsupervised access to candidates. It is recommended that throughout the visit of the examiner, including each candidate's examination and interview, a teacher or appropriate other school staff member accompanies the examiner. The accompanying adult must not take any part in the examination or interview.

### **B6a.6.7 After completion of the assessment**

#### **Sending material to IB Cardiff**

Once the candidate record booklets have been despatched to the visiting examiner they become his or her responsibility. The visiting examiner is responsible for sending the candidate record booklets to IB Cardiff and must not request the school to do so.

#### **Discussion with visiting examiner**

Following the examinations and interviews there may be a brief discussion with the visiting examiner about the school's approach to teaching visual arts. The assessment of candidates will remain strictly confidential. The examiner is not permitted to divulge or discuss the marks awarded in the examinations and interviews, nor to discuss the performance of any candidate.

The school and visiting examiner must not be in contact with one another after the examination visit or release of results, except to discuss a forthcoming examination visit. Other contact between the school and examiner will be interpreted as a connection (see section B6a.6.1).

Any query regarding the examination visit or results must be referred to IB Cardiff.

### **Teacher feedback**

A report on the visit of the examiner should be submitted to IB Cardiff on *form 6/VATF* as soon as possible after the visit and no later than **1 May/1 November**.

### **B6a.6.8 Alternative arrangements: Visiting examiner not allocated (HL option A and SL option A)**

If a visiting examiner is not allocated, the coordinator should send to IB Cardiff for each candidate:

- the candidate record booklet
- the recording of the teacher's interview with the candidate
- a maximum of three sample pieces of studio work referred to in the interview, and which can be easily transported, identified with the candidate's name and session number.

Do not send works that are three-dimensional (such as ceramics and sculpture), too large, or CD-Roms, DVDs and videos.

### **Recorded interviews**

Refer to section A10.8 on audio recordings for advice on the interviewing room, equipment and recording.

Record each interview on a new CD, using one CD per candidate.

The interview with the teacher should be a discussion of the candidate's studio work and not merely a discourse by the candidate. The teacher should make every effort to discuss:

- the technical aspects of the studio works
- the candidate's aims or intentions
- the relationship between the studio works and the investigation workbooks.

The teacher should complete the top half of page 3 for alternative arrangement candidates.

Taking into consideration any internal school deadlines, the coordinator should be provided with:

- the recordings and portfolios
- the candidate record booklets.

The coordinator must then send the above items, clearly presented and packaged to ensure easy return, if requested, to IB Cardiff to arrive by **28 April/28 October**.

Should the return of the material be requested, then the school is responsible for paying the cost of postage and any additional expenses (for example, customs clearance).

### **B6a.6.9 Alternative arrangements: Visiting examiner not allocated (HL option B and SL option B)**

If a visiting examiner is not allocated, the coordinator should send to IB Cardiff for each candidate:

- the candidate record booklet
- the recording of the teacher's interview with the candidate
- one sample investigation workbook developed during the course, clearly identified with the candidate name and session number.



### Recorded interviews

Refer to section A10.8 on audio recordings for advice on the interviewing room, equipment and recording.

Record each interview on a new CD, one CD per candidate.

The emphasis of the interview should be a discussion of issues of art criticism and cultural understanding, not merely a discourse by the candidate. The teacher should make every effort to discuss:

- the contextual, visual and critical investigation
- the relationship between the investigation workbooks and the studio works
- identify clearly any work discussed.

The teacher should complete the top half of page 3 for alternative arrangement candidates.

Taking into consideration any internal school deadlines, the coordinator should be provided with:

- the recordings and investigation workbooks
- the candidate record booklets.

The coordinator must send the above items, clearly presented and packaged to ensure easy return if requested, to IB Cardiff to arrive by **28 April/28 October**.

Should the return of the material be requested, then it is the school that is responsible for paying the cost of the postage and any additional expenses (for example, for customs clearance).

### B6a.7 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the visual arts teacher.

	Material required by appropriate deadline
Higher level and standard level option A	<ul style="list-style-type: none"> <li>• Visiting examiner proposal form (form 6/VAEP)</li> <li>• Predicted grades and marks for internal assessment (candidate record booklets must be complete with signed declarations)</li> <li>• Copies of material from candidate record booklets attached to coversheet 6/VACS for candidates in internal assessment sample</li> <li>• Candidate record booklets (all candidates)</li> <li>• Teacher feedback on the examiner visit (form 6/VATF)</li> </ul> <p><b>Alternative arrangements: no visiting examiner allocated</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment (candidate record booklets must be complete with signed declarations)</li> <li>• Candidate record booklets (all candidates)</li> <li>• Portfolios (all candidates)</li> <li>• CDs (all candidates)</li> </ul>

	Material required by appropriate deadline
<b>Higher level and standard level option B</b>	<ul style="list-style-type: none"> <li>• Visiting examiner proposal form (form 6/VAEP)</li> <li>• Predicted grades and marks for internal assessment (candidate record booklets must be complete with signed declarations)</li> <li>• Copies of candidate record booklets attached to coversheet 6/VACS for candidates in internal assessment sample</li> <li>• Candidate record booklets (all candidates)</li> <li>• Teacher feedback on the examiner visit (form 6/VATF)</li> </ul> <p><b>Alternative arrangements: no visiting examiner allocated</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment (candidate record booklets must be complete with signed declarations)</li> <li>• Candidate record booklets (all candidates)</li> <li>• Investigation workbooks (all candidates)</li> <li>• CDs (all candidates)</li> </ul>

## B6b Music

### B6b.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Music guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Music guide</i>	February 2009

### B6b.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
<b>Higher level</b>			
Submit sample internal assessment work for: <ul style="list-style-type: none"> <li>• creating (final submissions consisting of recording, score and reflective statement)</li> <li>• solo performing (CDs).</li> </ul>	Examiner	<b>20 April 2011/ 20 October 2011</b>	Form 6/MC  Form 6/MSP

Action	To	Latest arrival date	Method/form
<b>Standard level</b>			
Submit the number of group performances	IB Cardiff	<b>15 November 2010/ 15 May 2011</b>	IBIS
Submit sample internal assessment work for: <ul style="list-style-type: none"> <li>• creating (final submissions consisting of recording, score and reflective statement)</li> <li>• solo performing (CDs)</li> <li>• group performing (CDs).</li> </ul>	Examiner	<b>20 April 2011/ 20 October 2011</b>	Form 6/MC  Form 6/MSP  Form 6/MGP
<b>Higher level and standard level</b>			
Submit all musical links investigation	Examiner	<b>30 April 2011/ 30 October 2011</b>	Candidate checklist Form 6/MLI

### B6b.3 Ethics in music

Although the *Music guide* does not provide guidance regarding censorship of candidate work, schools should be aware of, and comply with, IB ethical guidelines and the academic honesty document. As an example, no candidate submission may contain gratuitously violent lyrics.

### B6b.4 Internal assessment

Internal assessment is a requirement for music at both standard level and higher level.

At both levels internal assessment accounts for 50% of the total marks:

SL one of:

- solo performing—50%
- group performing—50%
- creating—50%.

HL both:

- solo performing—25%
- creating—25%.

### B6b.5 Internal assessment requirements

The internal assessment must be made by the person responsible for teaching the Diploma Programme music course, not by an instrumental/vocal teacher. The criteria for the assessment of the IA components are published in the *Music guide*. The level descriptors should be used to assess the achievement of each

candidate on each criterion. For the SL group performing component each member of the group will receive the same mark. Where there is more than one music teacher teaching the course, internal standardization must take place.

The submission of work from a sample of candidates, as notified by IBIS, allows the IB to moderate teachers' marks in order to achieve a common standard across schools.

The internal assessment must be undertaken in time to submit marks to IB Cardiff via IBIS by **10 April/10 October**.

#### **B6b.5.1 Recording of compact discs (CDs)**

- each HL candidate must submit two CDs, one for creating and one for solo performing
- candidates must announce their name and session number at the beginning of each CD and ensure each CD is clearly labelled
- the content order of the recording on the CD must be the same as the accompanying coversheet
- refer to section A10.8 on audio recordings for further information.

The coordinator must send the sample to the examiner identified on IBIS to arrive by **20 April/20 October**. The school is advised to retain copies of the work and coversheets.

#### **B6b.5.2 Time requirement**

When a candidate's submission exceeds the time requirement, only the first minutes in line with the requirement at the correct level for that component may be listened to and considered during the assessment.

Candidate work that is below the time requirement is likely to be self-penalising; it would be difficult for this work to meet the higher level descriptors of the criteria.

#### **B6b.5.3 Solo performing component**

Each standard level candidate opting for the solo performing component and each higher level candidate performs music of their own choice.

At standard level:

- the performance should last for 15 minutes, although for musical reasons submissions will be allowed to be one minute shorter or longer
- the performance should be recorded onto compact disc (CD)
- record the marks awarded on one form 6/MSP for each candidate.

At higher level:

- the performance should last for 20 minutes, although for musical reasons submissions will be allowed to be two minutes shorter or longer
- the performance should be recorded onto compact disc (CD)
- record the marks awarded on one form 6/MSP for each candidate.

The assessment of the solo performing component must be undertaken in time to submit marks to IB Cardiff to arrive by **10 April/10 October**. On form 6/MSP enter the candidates' achievement level for each of the four criteria and the total mark out of 20. Use whole numbers, do not use decimals or fractions.

#### **B6b.5.4 Group performing component (SL only)**

A selection from two public performances by each group containing IB Diploma Programme music candidates must be recorded.

- the selection must be between 20 and 30 minutes long

- the recording must be on CD
- record the assessment on one form 6/MGP for the whole group (use additional forms where necessary for large groups).

The assessment of the group performing component must be undertaken in time to submit marks to IB Cardiff to arrive by **10 April/10 October**. On form 6/MGP enter the candidate's achievement level for each of the four criteria and the total mark out of 20. Use whole numbers, do not use decimals or fractions.

The number of groups from which recordings will be submitted must be entered on IBIS by **15 November/15 May** when registering candidates for SL group performing.

#### Examples

- One student, a bass guitarist, plays in two groups. A choice has to be made as to which group performance to use for assessment. A candidate may not be assessed on work in more than one group. For assessment purposes, recordings from one group will be submitted.
- A school registers five candidates: two are from the school band, two are in the school choir and one is in a folk group. For assessment purposes, recordings from three groups will be submitted.

### **B6b.5.5 Creating component**

Each standard level candidate opting for the creating component and each higher level candidate must produce original compositions, scores and recordings, together with a written reflective statement.

At standard level:

- two compositions are required
- the assessment of each candidate must be based on the compositions and the candidate's reflective statement
- recordings must be on CD
- the number of compositions for the options should be indicated on form 6/MC
- record the assessment on one form 6/MC for each candidate.

At higher level:

- three compositions are required
- the assessment of each candidate must be based on the compositions and the candidate's reflective statement
- recordings must be on CD
- the number of compositions for the options should be indicated on form 6/MC
- record the assessment on one form 6MC for each candidate.

The assessment of the creating component must be undertaken in time to submit marks to IB Cardiff to arrive by **10 April/10 October**.

### **B6b.5.6 Samples for moderation: solo performing component**

After making the final assessment of all candidates, identify the samples chosen by IBIS.

Give to the Diploma Programme coordinator:

- one completed copy of form 6/MSP for each of the sample candidates
- the CD recording of the performance for each of the sample candidates.

The coordinator should send the sample recordings accompanied by form 6/MSP to the examiner allocated by IB Cardiff and notified by IBIS to arrive by **20 April/20 October**. Schools are advised to retain copies of the CDs and forms.

### **B6b.5.7 Samples for moderation: group performing component**

All group performance recordings must be sent to the examiner after making the final assessment.

Give to the Diploma Programme coordinator:

- one completed copy of form 6/MGP for each group
- the CD recording per group.

The coordinator should send the sample recordings accompanied by form 6/MGP to the examiner allocated by IB Cardiff and notified by IBIS to arrive by **20 April/20 October**. Schools are advised to retain copies of the CDs and forms.

### **B6b.5.8 Samples for moderation: creating component**

After making the final assessment on all candidates, identify the samples chosen by IBIS.

Give to the Diploma Programme coordinator:

- one completed copy of form 6/MC for each of the sample candidates
- the composition portfolios consisting of the music scores, recordings and reflective statements for each of the sample candidates as required for each appropriate option.

The coordinator should send the sample portfolios accompanied by form 6/MC to the examiner allocated by IB Cardiff and notified on IBIS to arrive by **20 April/20 October**. Schools are advised to retain copies of the CDs and forms.

## **B6b.6 External assessment**

### **B6b.6.1 Musical links investigation**

#### **Procedure prior to the submission of the musical links investigations**

Each candidate should complete the coversheet (form 6/MLI) and securely attach it to the musical links investigation. (Ensure that each candidate's musical links investigation is also clearly labelled on the front cover with the candidate session number and name.)

#### **Submission of the candidate's musical links investigation**

Package the investigations securely with each candidate's work enclosed in a separate folder. The Diploma Programme coordinator should send the package containing all candidates' musical links investigation to the examiner allocated by IB Cardiff and notified on IBIS, to arrive by **30 April/30 October**.

### **B6b.6.2 External paper: Listening paper SL and HL**

The compact discs (CDs) for the music higher level and standard level listening paper are packed together in sealed packs that must not be opened prior to the examination. These packs must be securely locked away prior to the examination.

Students at SL and HL are to be given five minutes reading and listening time before they begin answering the paper.

It is the school's responsibility to provide candidates with clean copies of the prescribed works.

## B6b.7 Prescribed works

### B6b.7.1 Examinations in 2011 and 2012

In accordance with the requirements prescribed in the *Music guide* (first teaching September 2009, first examinations 2011), candidates study two prescribed works:

- *Symphony no 41 K551, "Jupiter"* (Mozart)
- *El Salón México* (Copland)

Candidates must study the full original orchestral version of both works.

Schools will not be required to submit the editions being used for the prescribed works for examinations in 2011 and 2012.

Please ensure that candidates take a score of the appropriate prescribed works into the examination room with them. The scores must be clean and not marked in any way except for bar/measure numbers written before the day of the examination, if necessary. If this is done, numbers must be entered every five or ten bars/measures. All pages other than the music score must be fastened together in such a way that during the listening paper examination candidates are not able to look at them.

## B6b.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the music teacher(s).

	Material required by internal school deadline
<b>Higher level internal assessment</b>	<b>Samples for moderation: solo performing component</b>
	<ul style="list-style-type: none"> <li>• One completed copy of form 6/MSP for each of the sample candidates, signed and dated by the teacher and candidate.</li> <li>• The CD recording of the performance for each of the sample candidates.</li> </ul>
	<b>Submission to IB Cardiff: solo performing component</b>
	<ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>
	<b>Samples for moderation: creating component</b>
	<ul style="list-style-type: none"> <li>• One completed copy of form 6/MC, signed and dated by the teacher and candidate for each of the sample candidates.</li> <li>• The final submissions for each of the sample candidates.</li> </ul>
	<b>Submission to IB Cardiff: creating component</b>
	<ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>

	<b>Material required by internal school deadline</b>
<b>Standard level internal assessment</b>	<b>Samples for moderation: solo performing component</b>
	<ul style="list-style-type: none"> <li>• One completed copy of form 6/MSP for each of the sample candidates, signed and dated by the teacher and candidate.</li> <li>• The CD recording of the performance for each of the sample candidates.</li> </ul>
	<b>Submission to IB Cardiff: solo performing component</b>
	<ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>
or	<b>Samples for moderation: group performing component</b>
	<ul style="list-style-type: none"> <li>• One completed copy of form 6/MGP for each group.</li> <li>• The CD recording for each group.</li> </ul>
	<b>Submission to IB Cardiff: group performing component</b>
	<ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> <li>• Number of group performances.</li> </ul>
or	<b>Samples for moderation: creating component</b>
	<ul style="list-style-type: none"> <li>• One completed copy of form 6/MC for each of the sample candidates, signed and dated by the teacher and candidate.</li> <li>• The final submissions for each of the sample candidates.</li> </ul>
	<b>Submission to IB Cardiff: creating component</b>
	<ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>
<b>Higher level and standard level external assessment</b>	<b>For submission to the examiner: musical links investigation</b>
	<ul style="list-style-type: none"> <li>• One musical links investigation coversheet (6/MLI) for each candidate, signed and dated by the teacher and candidate, attached to each candidate's musical links investigation.</li> </ul>



## B6c Theatre

### B6c.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Theatre guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Theatre guide</i>	March 2007
<i>Theatre teacher support material</i>	March 2007

### B6c.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit marks for: <b>Higher level</b> <ul style="list-style-type: none"> <li>Theatre performance and production presentation</li> <li>Independent project portfolio.</li> </ul> <b>Standard level</b> <ul style="list-style-type: none"> <li>Theatre performance and production presentation</li> <li>Independent project portfolio.</li> </ul>	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	By IBIS

Action	To	Latest arrival date	Method/form
Submit sample theatre internal assessments: <b>Higher level</b> <ul style="list-style-type: none"> <li>Theatre performance and production presentation</li> <li>Independent project portfolio</li> </ul> <b>Standard level</b> <ul style="list-style-type: none"> <li>Theatre performance and production presentation</li> <li>Independent project portfolio</li> </ul>	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 6/Tpresentation (HL) Form 6/IATpresentation  Form 6/Tportfolio (HL) Form 6/IATportfolio  Form 6/Tpresentation (SL) Form 6/IATpresentation  Form 6/Tportfolio (SL) Form 6/IATportfolio
Submit all practical performance proposals	Examiner	<b>30 April 2011/ 30 October 2011</b>	Form 6/Tproposal(HL) Form 6/Tproposal(SL) Candidate checklist
Submit all research investigations	Examiner	<b>30 April 2011/ 30 October 2011</b>	Form 6/TRI (HL) Form 6/TRI (SL) Candidate checklist

### B6c.3 Internal assessment

Internal assessment is a requirement for theatre at both higher level and standard level. At higher level internal assessment is based on the following components, which together account for 50% of the total marks:

- theatre performance and production presentation
- independent project portfolio.

At standard level internal assessment is based on the following components, which together also account for 50% of the total marks:

- theatre performance and production presentation
- independent project portfolio.

The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for these components in order to achieve a common standard across schools.

## **B6c.4 Internal assessment requirements**

In order to prepare for the audio recording of each candidate's theatre performance and production presentation, it is essential to read section A10.8.

The criteria for internal assessment are published in the *Theatre guide* (March 2007). Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching theatre.

### **B6c.4.1 Theatre performance and production presentation**

#### **Higher level and standard level**

The theatre performance and production presentation consists of a presentation—using speech and image—of the learning journey in performance and production that the student has undergone over the two years of the course. The materials for the content of the presentation will be drawn from the journal.

Using the assessment criteria and descriptors, the teacher should evaluate the candidates' involvement in the performance and production aspects of all areas of the core syllabus with a focus on one or two performances in which the student has been involved. The total mark for SL students is out of 30. The total mark for HL students is out of 40. All marks should be submitted using IBIS.

For each candidate whose work is part of the sample submitted for moderation, the teacher should provide a profile of the candidate's contribution using a copy of the relevant form 6/Tpresentation.

#### **B6c.4.2 Practical arrangements on the examination day**

It is recommended that a timetable/schedule be prepared showing the order in which the candidates will make their presentations. There should be a short break between each candidate. A maximum of 30 minutes should be allowed for each higher level candidate, with 7 to 10 supporting images (each not exceeding A4 size). A maximum of 20 minutes should be allowed for each standard level candidate, with 5 to 7 supporting images (each not exceeding A4 size). Images must be submitted and should be labelled and appropriately sourced.

#### **B6c.4.3 Conduct of the presentation**

The candidate's presentation must be in the response language in which he or she has registered for theatre.

The presentation must be recorded on CD. All CDs must be clearly labelled with each candidate's session number and level. Presentations by higher level students and standard level students should not appear on the same CD.

Audio cassettes and video cassettes must not be used.

Candidates may refer to notes, but the presentation must not be a simple reading of them.

The candidate must make the presentation on his or her own, that is, the candidate may not be supported by anyone.

CDs **and** images (printed on A4 size paper) must be sent to the examiner.

### **B6c.4.4 Independent project portfolio**

#### **Higher level and standard level**

The teacher should evaluate the candidates' theatre portfolios towards the end of the course using the appropriate higher level or standard level assessment criteria and descriptors. This portfolio will show the development of the student's independent project and its connection to his or her experiences in the core syllabus. For higher level candidates the total mark is out of 50. For standard level candidates the total mark is out of 40. The marks should be submitted using IBIS.

#### **Ownership of theatre portfolios**

If candidates anticipate that they may require their portfolios (for example, for the purpose of university admission), it is recommended that a photocopied version be submitted to the examiner.

### **B6c.5 The marks for internal assessment**

Ensure that you have used the correct assessment criteria and descriptors for each level and component for internal assessment. Remember to use whole numbers; do not use decimals, fractions or estimates.

Carry out an arithmetical check. Add up the achievement levels and check that the total marks for each component are correctly entered. If scaling is required in order that each mark corresponds with the percentage available for the component, this will be undertaken at IB Cardiff.

### **B6c.6 Moderation of internal assessment**

The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

#### **B6c.6.1 Samples for moderation**

Ensure that all candidates' work is clearly labelled on the front cover with:

- the session number of the candidate
- the subject, level and component of the examination
- the session and year of the examination.

The samples for each level must be those identified by IBIS.

For each level, give to the coordinator, by any internal school deadlines:

- one completed copy of form 6/Tpresentation (HL) or form 6/Tpresentation (SL) for each sample candidate, signed and dated by the teacher and candidate
- one completed copy of form 6/Tportfolio (HL) or form 6/Tportfolio (SL) for each sample candidate, signed and dated by the teacher and candidate
- the work of the five, eight or ten sample candidates per level.

#### **B6c.6.2 Deadlines for submission of IA/PG data and sample work**

The coordinator must submit internal assessment/predicted grade data on IBIS by **10 April/10 October**.

The coordinator must send to the moderator to arrive by **20 April/20 October**:

- the completed form 6/Tpresentation and form 6/Tportfolio for each candidate and level, signed and dated by the teacher and candidate
- the sample work of five, eight or ten candidates per level.

### **B6c.6.3 Submission of the sample candidates' presentations**

Package the CDs securely in CD holders and using a padded envelope. The coordinator should send the package to the examiner, to arrive by **20 April/20 October**.

### **B6c.7 External assessment: Practical performance proposal**

The practical performance proposal is a two-part task in which the student initially presents a written "pitch" that outlines a considered vision of performance based on a prescribed stimulus in a concise and pertinent manner. The second part includes a fuller descriptive outline of this vision using visuals. At both higher level and standard level the practical performance proposal accounts for 25% of the total marks.

IB Cardiff will notify schools of the choice of performance stimuli that will be the subject of the candidates' practical performance proposals by means of a list released in the November issue of the *Diploma Programme coordinator's notes* each year (published on the OCC). Candidates must be provided with the list no more than four weeks before the presentation.

Retake and anticipated candidates upgrading from standard level to higher level must work from the current year's list of stimuli. They must not use a previous year's choice and they must be subject to the same four-week notification and preparation period as all candidates.

### **B6c.8 External assessment: Research investigation**

The research investigation is a formal academic theatre research exercise presented in the form of a written paper. At both higher level and standard level the research investigation accounts for 25% of the total marks.

#### **B6c.8.1 Procedure prior to submission of the research investigations**

Ensure that all candidates' research investigations are clearly labelled on the front cover with:

- the candidate session number
- the subject, level and component of the examination
- the session and year of the examination.

Each candidate must complete a copy of the research investigation coversheet form 6/TRI (HL) or form 6/TRI (SL), which must accompany his or her work when submitted for assessment. Each candidate's work must be enclosed in a separate folder.

#### **B6c.8.2 Submission of the candidates' research investigations**

Package the research investigations securely. The coordinator should send the package to the examiner, to arrive by **30 April/30 October**.

## B6c.9 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the theatre teacher(s).

	Material required by internal school deadline
<b>Higher level internal assessment</b>	<p><b>For sending to moderator: internal assessment sample work</b></p> <ul style="list-style-type: none"> <li>• One form 6/Tpresentation (HL) for each sample candidate, signed and dated by the teacher and candidate.</li> <li>• One portfolio coversheet form 6/Tportfolio (HL), signed and dated by the teacher and candidate.</li> <li>• One theatre performance and production presentation for each sample candidate.</li> <li>• One independent project portfolio for each sample candidate.</li> <li>• One form 6/IATpresentation, signed and dated by the teacher.</li> <li>• One form 6/IATportfolio, signed and dated by the teacher.</li> </ul> <p><b>For sending to IB Cardiff: IA/PG data</b></p> <ul style="list-style-type: none"> <li>• Predicted grades</li> <li>• Marks out of 40 for the theatre performance and production presentation</li> <li>• Marks out of 50 for HL candidates for the independent project portfolio</li> </ul>
<b>Standard level internal assessment</b>	<p><b>For sending to moderator: internal assessment sample work</b></p> <ul style="list-style-type: none"> <li>• One form 6/Tpresentation (SL) for each sample candidate, signed and dated by the teacher and candidate.</li> <li>• One portfolio coversheet form 6/Tportfolio (SL), signed and dated by the teacher and candidate.</li> <li>• One theatre performance and production presentation for each sample candidate.</li> <li>• One independent project portfolio for each sample candidate.</li> <li>• One form 6/IATpresentation, signed and dated by the teacher.</li> <li>• One form 6/IATportfolio, signed and dated by the teacher.</li> </ul> <p><b>For sending to IB Cardiff: IA/PG data</b></p> <ul style="list-style-type: none"> <li>• Predicted grades</li> <li>• Marks out of 30 for the theatre performance and production presentation</li> <li>• Marks out of 40 for the independent project portfolio</li> </ul>

	Material required by internal school deadline
<b>Higher level and standard level external assessment</b>	<p><b>For sending to the examiner: practical performance proposal</b></p> <ul style="list-style-type: none"> <li>• One practical performance proposal coversheet form 6/Tproposal (HL) or form 6/Tproposal (SL) for each candidate, signed and dated by the teacher and candidate.</li> <li>• Each candidate's practical performance proposal.</li> </ul> <p><b>For sending to the examiner: research investigation</b></p> <ul style="list-style-type: none"> <li>• One research investigation coversheet form 6/TRI (HL) or form 6/TRI (SL) for each candidate, signed and dated by the teacher and candidate.</li> <li>• Each candidate's research investigation.</li> </ul>

## B6d Film

### B6d.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Film guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Film guide</i>	March 2008
<i>Film teacher support material</i>	July 2008
<i>DVD film support material (pilot material available on request while stocks last)</i>	November 2005

### B6d.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit film presentation selection (can be emailed to gr6enquiry@ibo.org)	IB Cardiff	<b>15 January 2011/ 15 July 2011</b>	Form 6/FPS
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample production portfolios	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form 6/FPPHCS Form 6/FPPSCS Form 6/IAFportfolio

Action	To	Latest arrival date	Method/form
Submit all independent studies	Examiner	<b>30 April 2011/ 30 October 2011</b>	Candidate checklist Form 6/FISCS
Submit all presentations (CDs)	Examiner	<b>30 April 2011/ 30 October 2011</b>	Candidate checklist Form 6/FPCS

### B6d.3 Internal assessment

Internal assessment is a requirement for film at both higher level and standard level. Of the total marks for film, 50% is allocated to this component at both higher and standard level. The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for these components in order to achieve a common standard across schools.

### B6d.4 Internal assessment requirements

The criteria for internal assessment are published in the *Film guide* (March 2008). Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching film.

#### B6d.4.1 Production portfolio

##### Higher level and standard level

This section of the internal assessment is based on part 3 of the course of study.

In conducting the assessment the teacher is encouraged to take into account all aspects of a candidate's contribution to, and involvement in, production at whatever point in the course these have occurred.

There may be wide diversity in the nature of different candidates' contributions to production, and part 3 of the course is designed to be flexible and responsive to the needs, interests and aptitudes of the candidates. Teachers and candidates should refer to the assessment criteria and descriptors for guidance during the course, in addition to the course details.

The candidates' involvement in, and contribution to, production should be evaluated by the teacher using the assessment criteria and descriptors. The total mark out of 50 should be submitted by IBIS by **10 April/10 October**.

Each candidate must complete a copy of the production portfolio coversheet form 6/FPPHCS (higher level) or form 6/FPPSCS (standard level), which must accompany the work submitted for assessment. Each candidate's work must be enclosed in a separate folder. The teacher should enter the marks for internal assessment on the appropriate coversheet. The purpose of the comments box on the coversheet is to help moderators understand how teachers have arrived at their marks, so it is particularly important to mention strengths or weaknesses that may not be apparent from the production portfolios themselves.

Schools are required to submit productions on DVD only. DVDs must be clearly labelled with candidate numbers. DVD navigation must be clearly marked. Every film should be preceded by a production slate (a black screen with white lettering) stating the candidate's name and session number, the school and school



code, the title of the film and the student's designated role. Schools must check that all DVDs can be played on standard equipment (DVDs should be non-regional) and not through a PC only.

### **B6d.5 The marks for internal assessment**

Ensure that you have used the correct assessment criteria and descriptors for each level and component for internal assessment. Remember to use whole numbers only; do not use decimals, fractions or estimates.

Carry out an arithmetical check. Add up the achievement levels and check that the total marks for each component are correctly entered. If scaling is required in order that each mark corresponds with the percentage available for the component, this will be undertaken at IB Cardiff.

Please remember that the coversheet has three sides at HL and two sides at SL to be completed.

### **B6d.6 Moderation of internal assessment**

The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

#### **B6d.6.1 Samples for moderation**

Ensure that all candidates' production portfolios are clearly labelled on the front cover with the:

- reference number of the candidate
- subject, level and component of the examination
- session and year of the examination.

For each level, give to the coordinator, by any internal school deadlines:

- one completed copy of form 6/FPPHCS for each higher level sample candidate
- one completed copy of form 6/FPPSCS for each standard level sample candidate
- the production portfolios of the sample candidates at both levels.

#### **B6d.6.2 The submission of IA/PG data and sample work**

The coordinator must submit internal assessment/predicted grade data on IBIS to arrive by **10 April/10 October**.

The coordinator must send to the moderator to arrive by **20 April/20 October**:

- production portfolios of the sample candidates at both levels
- completed form 6/FPPHCS or form 6/FPPSCS for each candidate.

### **B6d.7 External assessment: Independent study**

The independent study section of the external assessment is based on part 2 of the syllabus but will also draw to some extent on part 1. At both higher level and standard level the independent study accounts for 25% of the total marks.

#### **B6d.7.1 Procedure prior to the submission of the independent studies**

Ensure that all candidates' independent studies are clearly labelled on the front cover with the:

- reference number of the candidate
- subject, level and component of the examination
- session and year of the examination.

Each candidate must complete a copy of the independent study coversheet form 6/FISCS, which must accompany the work submitted for assessment. Each candidate's work must be enclosed in a separate folder.

Please remember that the coversheet has two sides to be completed.

#### **B6d.7.2 Submission of the candidates' independent studies**

The mark/attendance sheets have been withdrawn in favour of coordinators indicating on IBIS those candidates who have not submitted examination material for a particular component. The same screen can be printed off and used as a checklist for collecting candidates' work.

Include the candidate checklist with the independent studies. Package the studies and checklists securely. The coordinator should send the package to the examiner, to arrive by **30 April/30 October**.

#### **B6d.8 External assessment: Presentation**

The presentation section of the external assessment is based on part 1 of the syllabus. At both higher level and standard level the presentation accounts for 25% of the total marks. The choice of films prescribed by the IB is included in the November issue of *Diploma Programme coordinator's notes* each year. This is published on the online curriculum centre (OCC) and is also available via the film page of the OCC. Teachers will choose three films from this list provided by the IB. These films must not have been studied in class. Students should be provided with the name of the chosen films four weeks in advance of the presentation. They will select one film from the three and prepare the presentation within this four-week period.

The teacher conducts, but does not assess, this component of the examination. The CD of each candidate's presentation must be submitted to the examiner for the assessment of this component. Each candidate must complete a copy of the presentation coversheet form 6/FPCS, which must accompany the work submitted for assessment. Schools must check that all CDs can be played on a standard CD player and not through a computer. Schools must also keep a copy of all student work. Schools must notify IB Cardiff of the three films selected using form 6/FPS by the deadline of **15 January/15 July**.

#### **B6d.8.1 Practical arrangements on the examination day**

It is recommended that a timetable/schedule be prepared showing the order in which the candidates will make their presentations. There should be a short break between each candidate. A maximum of 15 minutes should be allowed for each higher level candidate. A maximum of 10 minutes should be allowed for each standard level candidate.

#### **B6d.8.2 Conduct of the presentations**

The candidate's presentation must be in the response language in which he or she has registered for film.

The presentation must be recorded on CD for each candidate. Neither video cassettes nor audio cassettes must be used.

Candidates may refer to notes, but the presentation must not be simply a reading of prepared notes.

The candidate must make the presentation on his or her own, that is, the candidate may not be supported by anyone other than the teacher.

#### **B6d.8.3 Submission of the candidates' presentations**

The mark/attendance sheets have been withdrawn in favour of coordinators indicating on IBIS those candidates who have not submitted examination material for a particular component. The same screen can be printed off and used as a checklist for collecting candidates' work.

Include the candidate checklist with the labelled CDs. Package them securely, in CD holders and using a padded envelope. The coordinator should send the package to the examiner, to arrive by **30 April/30 October**.

Please remember that the coversheet has two sides to be completed.

### B6d.9 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the film teacher(s).

	Material required by internal school deadline
<b>Higher level internal assessment</b>	<p><b>For sending to moderator: internal assessment sample work</b></p> <ul style="list-style-type: none"> <li>• One production portfolio for each sample candidate.</li> <li>• One production portfolio coversheet form 6/FPPHCS for each sample candidate, signed and dated by the teacher and candidate.</li> <li>• One form 6/IAFportfolio, signed and dated by the teacher.</li> </ul> <p><b>For sending to IB Cardiff: IA/PG data</b></p> <ul style="list-style-type: none"> <li>• Predicted grades.</li> <li>• Production portfolio marks out of 50.</li> </ul>
<b>Standard level internal assessment</b>	<p><b>For sending to moderator: internal assessment sample work</b></p> <ul style="list-style-type: none"> <li>• One production portfolio for each sample candidate.</li> <li>• One production portfolio coversheet form 6/FPPSCS for each sample candidate, signed and dated by the teacher and candidate.</li> <li>• One form 6/IATportfolio, signed and dated by the teacher.</li> </ul> <p><b>For sending to IB Cardiff: IA/PG data</b></p> <ul style="list-style-type: none"> <li>• Predicted grades.</li> <li>• Production portfolio marks out of 50.</li> </ul>
<b>Higher level and standard level external assessment</b>	<p><b>For sending to the examiner: independent study</b></p> <ul style="list-style-type: none"> <li>• Each candidate's independent study.</li> <li>• One independent study coversheet form 6/FISCS for each candidate, signed and dated by the teacher and candidate.</li> <li>• Candidate checklist.</li> </ul> <p><b>For sending to the examiner: presentation</b></p> <ul style="list-style-type: none"> <li>• Audio recording of each candidate's presentation.</li> <li>• One presentation coversheet form 6/FPCS for each candidate, signed and dated by the teacher and candidate.</li> <li>• Candidate checklist.</li> </ul> <p><b>For sending to IB Cardiff</b></p> <ul style="list-style-type: none"> <li>• One film presentation selection form 6/FPS.</li> </ul>

## Visual arts visiting examiner proposal

Submit to: **IB Cardiff**                      Arrival date: **7 Oct / 7 Apr**                      Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Visual arts                      Number of candidates:    English     French     Spanish

**To be completed by schools which presented candidates in the previous session:**

Assessment was conducted by:    Alternative arrangements                       Visiting examiner

Name of visiting examiner: \_\_\_\_\_  
(Title)    (Family name)                      (Given names)

**Examiner proposal: to be completed by all schools**

It is the school's preference that:

- the prospective examiner we have contacted be appointed by the IB   
*Please note this examiner must not have examined at your school in the previous two sessions*  
 Name: \_\_\_\_\_  
 Proposed date of examination: \_\_\_\_\_
- or
- a list of possible examiners be provided by the IB
- assessment to be conducted by alternative arrangements

**Prospective new examiner:**

Where the school is proposing a new examiner please complete:

Name of prospective new examiner: \_\_\_\_\_  
(Title)    (Family name)                      (Given names)

and provide the examiner with a link to an assistant examiner application form  
 ([www.ibo.org/examiners/assistant\\_posts/assistantexaminers](http://www.ibo.org/examiners/assistant_posts/assistantexaminers))

*To be completed by coordinator/teacher*

*(Please note signing this form confirms that the proposed examiner has no known previous connections with the school).*

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to examinations administration department, IB Cardiff

**Visual arts internal assessment cover sheet**

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- The marked sample should be sent to the designated moderator
- Complete one copy of this form to accompany the work of each candidate in the sample.

Subject: Visual Arts Level: \_\_\_\_\_ Option: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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**Internal assessment for completion by teacher and moderator**

Complete either:

HL and SL option A only, investigation marks

HL and SL option B only, studio marks

	Code	Mark/20
Teacher		
Moderator		
Senior moderator		
IB Cardiff		

	Code	Mark/20
Teacher		
Moderator		
Senior moderator		
IB Cardiff		

**For completion by teacher**

*A copy of the following is attached:*

The candidate statement, a short written statement by the teacher, studio work photographs and investigation workbook (A4/letter-size) pages.

Yes  No

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**Teacher declaration**

To the best of my knowledge, the material presented is the authentic work of the candidate.

Teacher's name: .....

Teacher's signature: ..... Date: .....

**Visual arts teacher feedback: examiner visit**

Submit to: **IB Cardiff**                      Arrival date: **1 May / 1 Nov**                      Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Visual arts                      Number of candidates: HLA     SLA     HLB     SLB     Total

Name of visiting examiner: \_\_\_\_\_  
(Title)                      (Family name)                      (Given names)

**Questionnaire:**

	Yes	No
Were any difficulties encountered in making practical arrangements for the visit?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner express to you any difficulties in understanding his/her duties?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner spend time before the evaluation with the visual arts teacher or coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner spend time after the evaluation with the visual arts teacher or coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
In general, did the examiner have a good working relationship with the candidates?	<input type="checkbox"/>	<input type="checkbox"/>
How long, approximately, did the examiner spend with each candidate?	HL (30–40 minutes)	<input style="width: 60px;" type="text"/>
	SL (20–30 minutes)	<input style="width: 60px;" type="text"/>

*Please comment further on any of the above items or on any other issues which you wish to bring to the attention of the IB in connection with the visit of the examiner.*

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Teacher's name: .....                      Date: .....

Teacher's signature: .....

Please return to visual arts academic administrative officer, group 6, Diploma Programme, IB Cardiff

**Internal assessment cover sheet—music creating**

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- The moderation sample should be sent to the designated moderator.
- Complete one copy of this form to accompany each candidate's work.

Subject: Music Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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**Creating component:**

Number of compositions; 3 at HL, 2 at SL: please indicate number of creating options.

<b>HL</b>	Composing 1 / 2 / 3 Improvising 1	Music Technology Composing 1 / 2 / 3 Stylistic Techniques 1	Arranging 1
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<b>SLC</b>	Composing 1 / 2 Improvising 1	Music Technology Composing 1 / 2 Stylistic Techniques 1	Arranging 1
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Title: \_\_\_\_\_ Length: \_\_\_\_\_

Title: \_\_\_\_\_ Length: \_\_\_\_\_

Title: \_\_\_\_\_ Length: \_\_\_\_\_

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether oral, written, aural or visual.

Candidate's signature: ..... Date: .....

**Teacher declaration:** I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

# International Baccalaureate

# 6/MC (reverse)

School name: .....

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*The following are to be completed by the teacher:*

For each piece (as appropriate):

- A music score is attached Yes  No
- A CD recording is attached Yes  No
- A written reflection of no more than 300 words is attached Yes  No
- Materials are clearly labelled Yes  No

Write a short statement, justifying the marks you have given. Using the subject guide, refer in your statement to the assessment criteria, (descriptors and markbands).

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### Assessment criteria

	A 0-5	B 0-5	C 0-5	D 0-5	E 0-5	F 0-5	Total 0-30	
<b>Teacher:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Moderator:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moderator code: _____
<b>Senior Moderator</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Senior moderator code: _____



**Internal assessment coversheet: music solo performing**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- The person responsible for teaching the IB music course (not an instrumental/vocal teacher) must assess the performance.
- The moderation sample should be sent to the designated moderator.
- Complete one copy of this form to accompany each CD recording submitted.

Subject: Music

Level: HL  SL S

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
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**Performance component:**

Number of pieces performed

1. For each piece performed, indicate which instrument the candidate is playing and/or, if the candidate is singing, the vocal pitch (alto, tenor etc). *Continue completing 2 overleaf.*

Title 1: _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Title 2: _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Title 3: _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Title 4 _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Title 5 _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Title 6: _____
Composer: _____
Instrument/Voice: _____
Timing: _____

Total length of submission: \_\_\_\_\_

*This must be: HL 20 minutes; SL 15 minutes*

School name: .....

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2. Write a short statement, justifying the marks you have given. Using the subject guide, refer in your statement to the assessment criteria, (descriptors and markbands).

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**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether oral, written, aural or visual.

Candidate's signature: ..... Date: .....

**Teacher declaration:** I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Assessment criteria:**

	<b>A</b> <b>0-4</b>	<b>B</b> <b>0-6</b>	<b>C</b> <b>0-4</b>	<b>D</b> <b>0-6</b>	<b>Total</b> <b>0-20</b>	
Teacher:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Moderator code: _____
Senior moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Senior moderator code: _____

**Internal assessment coversheet: music group performing**

 Submit to: **Moderator**

 Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- The person responsible for teaching the IB music course (not an instrumental/vocal teacher) must assess the performance.
- All work should be sent to the designated moderator.
- Submit one CD recording per group.
- Complete one copy of this form to accompany the CD recording submitted. (Use more than one form if necessary for a large group.) Complete 1- 3 overleaf.

 Subject:           Music          

 Level:           Standard          

Type of group and name: \_\_\_\_\_

*For each participant, indicate what instrument the candidate is playing or, if the candidate is singing, the vocal pitch (alto, tenor etc)*

Candidate name	Candidate session number:	Instrument/voice
_____	0 0	_____
_____	0 0	_____
_____	0 0	_____
_____	0 0	_____
_____	0 0	_____
_____	0 0	_____
_____	0 0	_____

Total length of submission: \_\_\_\_\_ (This must be between 20 and 30 minutes in total length.)

**Assessment criteria:**

	A 0-4	B 0-6	C 0-4	D 0-6	Total 0-20	
<b>Teacher:</b>	□	□	□	□	□	
<b>Moderator:</b>	□	□	□	□	□	Moderator code: _____
<b>Senior moderator:</b>	□	□	□	□	□	Senior moderator code: _____

**Teacher declaration:** I confirm that, to the best of my knowledge, the material submitted is the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

School name: .....

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Title 1: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

Title 2: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

Title 3: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

Title 4: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

Title 5: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

Title 6: \_\_\_\_\_  
Composer: \_\_\_\_\_  
Instrument/Voice: \_\_\_\_\_  
Timing: \_\_\_\_\_

2. Other relevant information (where appropriate) for example, nature of the group:

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3. Write a short statement, justifying the marks you have given. Using the subject guide, refer in your statement to the assessment criteria, (descriptors and markbands).

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## Music cover sheet: musical links investigation

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Music

Level: HL  SL S  SL G  SL C

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
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### Instructions to candidates

Candidates are reminded that they must submit a paper copy of the mass media script, regardless of the medium chosen. The candidate session number must be on each page. Attach this coversheet to the front of the work.

Outline below the nature of your musical links investigation.

Name of first identifiable and distinct musical culture investigated: _____ _____	Name of second identifiable and distinct musical culture investigated: _____ _____
Title(s) of (one or more) piece(s) investigated from this first musical culture: _____ _____	Title(s) of one or more piece(s) investigated from this second musical culture: _____ _____
First musical link between these pieces: _____ _____	
Second link between these pieces: _____ _____	
Number of words: _____ (No more than 2000 words)	Type of media script: _____ _____

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether oral, written, aural or visual.

Candidate's signature: ..... Date: .....

**Teacher declaration:** I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

*For completion by the examiners*

	<b>A</b> <b>0-3</b>	<b>B</b> <b>0-6</b>	<b>C</b> <b>0-4</b>	<b>D</b> <b>0-3</b>	<b>E</b> <b>0-4</b>	<b>Total</b> <b>0-20</b>	
Examiner:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Examiner code: _____
Moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Moderator code: _____
Senior moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Senior moderator code: _____

## Theatre performance and production presentation HL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each portfolio submitted.

Subject: Theatre

Level: Higher

Candidate name: \_\_\_\_\_

Candidate session number :

0	0						
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How many images have been included with this presentation?  
(Please remember 7–10 images **must** be included at HL)

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### For completion by the teacher

Please put your mark and a brief comment to support each specific criterion

**A (0–10)**

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Comment:	
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**B (0–10)**

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Comment:	
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**C (0–10)**

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Comment:	
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**D (0–10)**

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Comment:	
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**Total**

**HL (0–40)**

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Comment:	
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Teacher's name: .....

Teacher's signature: .....

Date: .....

School name: .....

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**For completion by the candidate**

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the examiner**

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>D</b> <b>(0–10)</b>	<b>Total</b> <b>HL (0–40)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior examiner**

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>D</b> <b>(0–10)</b>	<b>Total</b> <b>HL (0–40)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



## Theatre performance and production presentation SL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each portfolio submitted.

Subject: Theatre

Level: Standard

Candidate name: \_\_\_\_\_

Candidate session number :

0	0						
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How many images have been included with this presentation?  
(Please remember 5–7 images **must** be included at SL)

### For completion by the teacher

Please put your mark and a brief comment to support each specific criterion

#### A (0–10)

Comment:

#### B (0–10)

Comment:

#### C (0–10)

Comment:

#### Total SL (0–30)

Comment:

Teacher's name: .....

Teacher's signature: .....

Date: .....

School name: .....

---

**For completion by the candidate**

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the examiner**

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>Total</b> <b>SL (0–30)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior examiner**

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>Total</b> <b>SL (0–30)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Moderation of internal assessment: Theatre performance and production presentation

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Theatre Level: \_\_\_\_\_

Number of candidates at this level: \_\_\_\_\_

**Details of candidates whose work is submitted:** *Copy from each candidate's coversheet.*

Candidate session number	Candidate name	Choose SL or HL							
		SL mark (A-C) 0-30	HL mark (A-D) 0-40						
<i>If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.</i>									
1	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
2	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
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3	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
4	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
5	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.</i>									
6	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
7	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
8	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.</i>									
9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
10	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								

I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Moderation of internal assessment:  
Independent project portfolio HL only**Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....School number: 

0	0								
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: :       Theatre       Level:       Higher      

Candidate name: \_\_\_\_\_

Candidate session number : 

0	0								
---	---	--	--	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your independent project portfolio and attach this cover sheet to the front of your work.

Please tick which option you have selected at HL:

Option A	
Option B	

What was your independent project? \_\_\_\_\_

Approximate number of words: \_\_\_\_\_

**For completion by the candidate**

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's name: .....

Candidate's signature: ..... Date: .....

Please turn over

School name: .....

**For completion by the teacher**

Please put your mark and a brief comment to support each specific criterion

<b>A (0–10)</b>	Comment:
<b>B (0–10)</b>	Comment:
<b>C (0–10)</b>	Comment:
<b>D (0–10)</b>	Comment:
<b>E (0–10)</b>	Comment:
<b>Total HL (0–50)</b>	Comment:

Teacher's name: .....

Teacher's signature: .....

Date: .....

**For completion by the examiner**

<b>A (0–10)</b>	<b>B (0–10)</b>	<b>C (0–10)</b>	<b>D (0–10)</b>	<b>E (0–10)</b>	<b>Total HL (0–50)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior examiner**

<b>A (0–10)</b>	<b>B (0–10)</b>	<b>C (0–10)</b>	<b>D (0–10)</b>	<b>E (0–10)</b>	<b>Total HL (0–50)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Moderation of internal assessment:  
Independent project portfolio SL only**Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....School number: 

0	0						
---	---	--	--	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Theatre Level: Standard

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0								
---	---	--	--	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your independent project portfolio and attach this cover sheet to the front of your work.

What was your independent project? \_\_\_\_\_

Approximate number of words: \_\_\_\_\_

**For completion by the candidate**

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's name: .....

Candidate's signature: ..... Date: .....

Please turn over

School name: .....

---

**For completion by the teacher**

Please put your mark and a brief comment to support each specific criterion

**A (0–10)**

Comment:

**B (0–10)**

Comment:

**C (0–10)**

Comment:

**D (0–10)**

Comment:

**Total  
SL (0–40)**

Comment:

Teacher's name: .....

Teacher's signature: .....

Date: .....

**For completion by the examiner**

**A  
(0–10)**

**B  
(0–10)**

**C  
(0–10)**

**D  
(0–10)**

**Total  
SL (0–40)**

**For completion by the senior examiner**

**A  
(0–10)**

**B  
(0–10)**

**C  
(0–10)**

**D  
(0–10)**

**Total  
SL (0–40)**

## Moderation of internal assessment: Independent project portfolio

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject:   Theatre   Level: \_\_\_\_\_

Number of candidates at this level: \_\_\_\_\_

**Details of candidates whose work is submitted:** *Copy from each candidate's coversheet.*

Candidate session number	Candidate name	Choose SL or HL							
		SL mark (A–D) 0–40	HL mark (A–E) 0–50						
<i>If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.</i>									
1	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
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2	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
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3	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
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4	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
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5	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.</i>									
6	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
7	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
8	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.</i>									
9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
10	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								

I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....



**Theatre cover sheet: practical performance proposal HL only**

Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session: .....

School number: 

0	0				
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School name: .....

---

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each practical performance proposal submitted.

Subject: Theatre Level: Higher

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
---	---	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your practical performance proposal and attach this cover sheet to the front of your work.

Complete the following information:

What is the prescribed performance stimulus you have used? \_\_\_\_\_

---

---

---

Section 1—approximate number of words: \_\_\_\_\_

Section 3 (HL only)—approximate number of words: \_\_\_\_\_

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the teacher:** I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....

Teacher's signature: ..... Date: .....

---

**For completion by the examiners**

Examiner's name and code: \_\_\_\_\_

**Total  
0–25**  
Examiner's  
total mark 

--

Senior examiner's name and code: \_\_\_\_\_

Senior examiner's  
total mark 

--

**Theatre cover sheet: practical performance proposal SL only**Submit to: **Examiner**Arrival date: **30 Apr / 30 Oct**

Session: .....

School number:

0	0				
---	---	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each practical performance proposal submitted.

Subject: TheatreLevel: Standard

Candidate name: .....

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your practical performance proposal and attach this cover sheet to the front of your work.

Complete the following information:

What is the prescribed performance stimulus you have used? .....

---

---

---

Section 1—approximate number of words: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the teacher:** I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....

Teacher's signature: ..... Date: .....

**For completion by the examiners****Total  
0–25**

Examiner's name and code: .....

Examiner's  
total mark

--

Senior examiner's name and code: .....

Senior examiner's  
total mark

--

**Theatre cover sheet: research investigation HL only**

Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session: .....

School number: 

0	0				
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School name: .....

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- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each research investigation submitted.

Subject: Theatre Level: Higher

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
---	---	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your research investigation and attach this cover sheet to the front of your work.

Outline below the nature of your research investigation.

What is the unfamiliar theatrical practice you are researching? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To which play/theatre piece from **this** theatrical practice is this research being applied? \_\_\_\_\_  
\_\_\_\_\_

What is your specific research question? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approximate number of words \_\_\_\_\_

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the teacher:** I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....

Teacher's signature: ..... Date: .....

Please turn over

School name: .....

---

**For completion by the examiner:**

Examiner's name and code: .....

<b>A</b> <b>(0-10)</b>	<b>B</b> <b>(0-10)</b>	<b>C</b> <b>(0-10)</b>	<b>D</b> <b>(0-10)</b>	<b>Total</b> <b>HL (0-40)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior examiner:**

Senior examiner's name and code: .....

<b>A</b> <b>(0-10)</b>	<b>B</b> <b>(0-10)</b>	<b>C</b> <b>(0-10)</b>	<b>D</b> <b>(0-10)</b>	<b>Total</b> <b>HL (0-40)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Theatre cover sheet: research investigation SL only**Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session: .....School number: 

0	0				
---	---	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form to accompany each research investigation submitted.

Subject: Theatre Level: Standard

Candidate name: .....

Candidate session number: 

0	0						
---	---	--	--	--	--	--	--

**Instructions to candidates**

Check that your candidate session number is on each sheet of paper used in your research investigation and attach this cover sheet to the front of your work.

Outline below the nature of your research investigation.

What is the unfamiliar theatrical practice you are researching? .....

.....  
.....To which play/theatre piece from **this** theatrical practice is this research being applied? ..........  
.....

What is your specific research question? .....

.....  
.....

Approximate number of words .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the teacher:** I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: .....

Teacher's signature: ..... Date: .....

Please turn over

School name: .....

---

**For completion by the examiner:**

Examiner's name and code: .....

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>Total</b> <b>SL (0–30)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior examiner:**

Senior examiner's name and code: .....

<b>A</b> <b>(0–10)</b>	<b>B</b> <b>(0–10)</b>	<b>C</b> <b>(0–10)</b>	<b>Total</b> <b>SL (0–30)</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Film presentation selection form**Submit to: **IB Cardiff** Arrival date: **15 Jan / 15 July** Session: .....

School number:

0	0				
---	---	--	--	--	--

School name: .....

- *This form must be submitted by **15 January/15 July** of the year in which the assessment will take place.*
- *Complete this form in the working language of your school (English, French or Spanish).*
- *Write legibly using black ink and retain a copy of this form.*
- *Once selected these films cannot be changed.*

**Instructions to teachers**

Please list the three films your school will use for the presentation assessment component:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Film cover sheet: production portfolio**Submit to: **Moderator**Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0						
---	---	--	--	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.

Subject: FilmLevel: Higher

Candidate name: \_\_\_\_\_

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Technology used: \_\_\_\_\_  
\_\_\_\_\_**Details of production**

Production title: \_\_\_\_\_

**Principal role:** (circle **one** role only)

Director

Writer

Cinematographer

Sound designer/recordist/mixer

Editor

**Date of production:****Candidate's contribution to film production:**

*You may wish to mention such issues as analytical, technical, creative, communication/teamwork, interpersonal, organizational and decision-making skills.*

**For completion by the candidate**

Please turn over



School name: .....

**Trailer**

**Date of production:**

**Candidate's comments on production of trailer:**

**For completion by the candidate**

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

**For completion by the teacher**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Comments** (please add further comments on a separate sheet, if necessary)

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

Please turn over

School name: .....

**For completion by the moderator**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior moderator**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the candidate**

I confirm that I have informed everyone who has been involved in the production of this film that it may be used by the IB for assessment, educational, training and/or promotional purposes in relation to the IB's activities or those related activities of which it approves. I have also informed them that they and the school may be identified on the film and that, because of the nature of the material, it will not be possible for the IB to later remove identifiers.

I confirm that all involved in the production of this film took part in it on this understanding.

Candidate's signature: ..... Date: .....

*In the unlikely event that an individual's objection to this statement would have prevented the successful completion of this component of the course, the candidate may use [form B11](#) to claim exclusive copyright and so allow that individual to take part in the production.*

*If this is the case, please discuss it first with your teacher and note the nature of the individual's reservations below.*

**Film cover sheet: production portfolio**Submit to: **Moderator**Arrival date: **20 Apr / 20 Oct**

Session: .....

School number:

0	0						
---	---	--	--	--	--	--	--

School name: .....

- *Write legibly using black ink and retain a copy of this form.*
- *Complete this form in the working language of your school (English, French or Spanish).*
- *Complete one copy of this form for each candidate.*

Subject: FilmLevel: Standard

Candidate name: \_\_\_\_\_

Candidate session number:

0	0								
---	---	--	--	--	--	--	--	--	--

Technology used: \_\_\_\_\_

**Details of production**

Production title: \_\_\_\_\_

<b>Principal role:</b> (circle <b>one</b> role only)	<b>Date of production:</b>
Director	
Writer	
Cinematographer	
Sound designer/recordist/mixer	
Editor	

**For completion by the candidate****Candidate's contribution to film production:**

*You may wish to mention such issues as analytical, technical, creative, communication/teamwork, interpersonal, organizational and decision-making skills.*

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: .....

Date: .....

Please turn over

School name: .....

---

**For completion by the teacher**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Comments** (please add further comments on a separate sheet, if necessary)

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**For completion by the moderator**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**For completion by the senior moderator**

A 0-10	B 0-10	C 0-10	D 0-10	E 0-10	Total 0-50
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please turn over

School name: .....

---

**For completion by the candidate**

I confirm that I have informed everyone who has been involved in the production of this film that it may be used by the IB for assessment, educational, training and/or promotional purposes in relation to the IB's activities or those related activities of which it approves. I have also informed them that they and the school may be identified on the film and that, because of the nature of the material, it will not be possible for the IB to later remove identifiers.

I confirm that all involved in the production of this film took part in it on this understanding.

Candidate's signature: ..... Date: .....

*In the unlikely event that an individual's objection to this statement would have prevented the successful completion of this component of the course, the candidate may use [form B11](#) to claim exclusive copyright and so allow that individual to take part in the production.*

*If this is the case, please discuss it first with your teacher and note the nature of the individual's reservations below.*

## Moderation of internal assessment: Production portfolio

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).

Subject: Film Level: \_\_\_\_\_

Number of candidates at this level: \_\_\_\_\_

**Details of candidates whose work is submitted:** *Copy from each candidate's coversheet.*

Candidate session number	Candidate name	Choose SL or HL							
		SL mark (A-E) 0-50	HL mark (A-E) 0-50						
<i>If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.</i>									
1	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
2	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
3	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
4	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
5	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.</i>									
6	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
7	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
8	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
<i>If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.</i>									
9	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								
10	<table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td><td style="width: 20px;"></td></tr></table> _____	0	0					<input type="checkbox"/>	<input type="checkbox"/>
0	0								

I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

**Film cover sheet: independent study**

 Submit to: **Examiner**                      Arrival date: **30 Apr / 30 Oct**                      Session: .....

 School number:                      

0	0						
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.

 Subject:       Film                            Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

 Candidate session number:                      

0	0						
---	---	--	--	--	--	--	--

**Instructions to candidates**

Please tick/check to show you have included:

- Rationale
- Script
- List of sources

Number of script pages (HL 12–15, SL 8–10): \_\_\_\_\_

Title: \_\_\_\_\_

<b>Cultures examined</b>	<b>Films studied</b>

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate’s signature: .....                      Date: .....

**Teacher declaration:** To the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher’s name: .....                      Date: .....

Teacher’s signature: .....                      Date: .....

Please turn over

School name: .....

---

**For completion by the examiner**

**Mark awarded (0-25)**

Examiner's name: .....

Date: .....

Examiner's signature: .....



**Film cover sheet: presentation**Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session: .....School number: 

0	0						
---	---	--	--	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each candidate.

Subject:     Film     Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
---	---	--	--	--	--	--	--

**Title of film:** \_\_\_\_\_**Identification of sequence**

Brief description of initial shot of sequence: \_\_\_\_\_

**Length of sequence:** \_\_\_\_\_**Sources used:** \_\_\_\_\_**Candidate declaration:** I confirm that this presentation is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... Date: .....

I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

Please turn over

School name: .....

---

**For completion by the examiner**

**Mark awarded (0–25):**

Examiner's name: ..... Date: .....

Examiner's signature: .....

## B7.1 Current guide

The information given in this section of the handbook must be read in conjunction with the *Extended essay guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Extended essay guide</i>	March 2007 (Updated November 2008 and February 2009)

## B7.2 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/forms
Submit requests for an extended essay in a language A1 not available for the session	May 2012/ November 2012	IB Cardiff	<b>15 October 2010/ 15 April 2011</b>	IBIS
Submit extended essays for assessment	May 2011/ November 2011	Examiner	<b>15 March 2011/ 15 September 2011</b>	Candidate checklist and coversheet
Submit predicted grades	May 2011/ November 2011	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS

## B7.3 Regulations

- Only candidates registered under the diploma or retake categories may submit an extended essay.
- Retake candidates wishing to improve the grade for their extended essay may submit either a revised or a new extended essay. A new extended essay can be registered in the same or in a different subject. However, a six-month retake candidate resubmitting an extended essay must register for the same subject.
- If a diploma candidate withdraws from the extended essay, but does not withdraw from all subjects, this results in a change of category from diploma to certificate.
- An extended essay submitted for assessment in a subject or response language for which it is not registered may not be assessed.
- It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate. It is not permitted for a relative of the candidate or a person who is not a teacher at the school to undertake the role of the supervisor.

- Each supervisor must be familiar with the extended essay requirement for the Diploma Programme and their responsibilities for guiding candidates on the preparation and writing of an extended essay. Both supervisors and diploma candidates must have access to the relevant sections from the *Extended essay guide*.
- An extended essay must be submitted in one of the subjects of the Diploma Programme available for the extended essay and must meet the criteria. A list of subjects in which extended essays can be submitted is available in section B7.4.
- A candidate need not submit an extended essay in a subject that has been selected as one of that candidate's six diploma subjects, subject to the approval of the coordinator.
- Extended essays in all subjects (with the exception of essays submitted in group 1 or group 2) must be written in English, French or Spanish.
- With effect from the May 2010 examination session, a grade E in either an extended essay or theory of knowledge results in no diploma being awarded for a candidate whose total score is 24, 25, 26 or 27 points. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded.

## B7.4 Subject availability

### B7.4.1 Group 1

Extended essays in group 1 are intended for candidates whose mother tongue is the language A1 chosen for the extended essay. The essay must be written in the language A1 chosen by the candidate. Candidates must not be encouraged to write a group 1 extended essay in their group 2 language, with the exception of those candidates who wish to submit a group 1 extended essay in their language A2.

A language A1 SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A1.

The list of languages available for group 1 extended essays matches the combined list of available languages A1 for May and November.

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain permission from IB Cardiff by **15 November/15 May**, 18 months before the written examinations. All such requests for May and November 2010 have now been processed and the schools concerned have received authorization.

### B7.4.2 Group 2

Extended essays in a group 2 language are intended for second-language learners. A candidate is not permitted to submit a group 2 extended essay in a language A1 that is a subject for their diploma. This regulation applies regardless of whether that language A1 fulfils a diploma requirement for groups 1, 2 or 6.

The list of languages available for group 2 extended essays matches the combined list of available languages A2, languages B and languages *ab initio* for May and November. There is no special request service for group 2 languages.

Classical Greek or Latin is available in English and Spanish as the response language for either the May or November session. If a candidate wishes to write their Classical Greek or Latin extended essay in French the coordinator must obtain permission from the coordinator help desk by **15 November/15 May** eighteen months before the written examinations. An option to submit this as a special request is not currently available on IBIS.

### B7.4.3 Groups 3 to 6

The following subjects are available in English, French and Spanish for 2011 and 2012.

Biology	Information technology in a global society
Business and management	Mathematics
Chemistry	Music
Computer science	Peace and conflict studies
Dance	Philosophy
Design technology	Physics
Economics	Politics
Environmental systems and societies	Psychology
Film	Social and cultural anthropology
Geography	Theatre
History	Visual arts
Human rights	World religions

For first assessment in May 2013, world studies, and literature and performance, will be available as mainstream subjects for extended essays. Both subjects will be available in English, French and Spanish.

## B7.5 Change of subject

A change of subject for an extended essay will only be accepted before the second registration deadline of **15 January/15 July**. The change should be indicated on IBIS.

If a candidate submits an extended essay in a subject or response language that is not the subject/response language for which it was registered, contact the coordinator help desk by email for advice. Do not send the essay to an examiner for the “new” subject/response language, even if there appears to be an appropriate examiner on the examiner notification.

## B7.6 Completion of the extended essay cover

All extended essays must be submitted to the examiner with the cover completed and signed by the candidate and by the candidate’s supervisor. If either the candidate or the supervisor does not sign the extended essay cover it will not be accepted for assessment and may be returned to the school.

Both the candidate and the supervisor must complete the cover in the same language as the extended essay. This includes all languages for extended essays in group 1 and group 2.

Candidates must ensure the submitted essay is secured within the IB extended essay cover so that its pages can be easily removed and photocopied. The IB extended essay cover must be used; no other cover will be accepted (for example, leather or some similar form of presentation). Although it is appreciated that many candidates will take pride in the presentation of their extended essay, no additional marks will be awarded for binding the extended essay.

## B7.7 Submission of extended essays

### B7.7.1 Examiner notification

The examiner notifications for extended essays are released on IBIS by **20 February/20 August**, approximately two months before the written examinations. The examiner notifications provide the name and address of each examiner allocated to the school for the marking of extended essays in each subject. (More than one examiner may be allocated to a subject if extended essays are being submitted in more than one response language.)

### B7.7.2 Candidates who fail to submit an extended essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. For each extended essay subject and response language, print the checklist. For any candidate who has not submitted an extended essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of available extended essays that you send to the examiner for the subject concerned.

If a candidate has not submitted an extended essay because of adverse circumstances, send a completed form D2 to IB Cardiff without delay.

### B7.7.3 Sending extended essays to an examiner

Send each extended essay (enclosed within its cover) to the examiner to arrive no later than **15 March/15 September**. If possible, mail the extended essays immediately after the examiner notifications have been received so that examiners receive their allocation of extended essays well before the deadline.

Please include the checklist mentioned in section B7.7.2 above even if all candidates have submitted an extended essay.

Coordinators must retain at least one copy of each extended essay in case an extended essay becomes mislaid on the way to an examiner.

## B7.8 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's extended essay. These grades are submitted using IBIS. These grades must be entered on IBIS by **10 April/10 October**, approximately three weeks before the written examinations.

The IB scale and, therefore, the only permitted predictions for the extended essay, are as follows.

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

## B8.1 Current guide

The information given in this section of the handbook must be read in conjunction with the *Theory of knowledge guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Theory of knowledge guide</i>	March 2006

## B8.2 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/forms
Submit theory of knowledge essays for assessment	May 2011/ November 2011	IB Cardiff	<b>15 March 2011/ 15 September 2011</b>	Public website and IBIS
Submit theory of knowledge predicted grades and marks for the presentation	May 2011/ November 2011	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
(Notified schools only) Submit theory of knowledge presentation recordings for verification	May 2011/ November 2011	Examiner	<b>15 March 2011/ 15 September 2011</b>	Form TK/ PPD Form TK/ PMF

## B8.3 Regulations

- All diploma candidates must submit for assessment one essay of at least 1,200 words in length, but not exceeding 1,600 words, written on one of the ten prescribed titles for current session.
- Only candidates registered under the diploma or retake categories may be registered for theory of knowledge.
- A retake candidate wishing to improve their grade for theory of knowledge may either carry forward their presentation mark or do a new presentation.
- A retake candidate wishing to improve their grade for theory of knowledge must submit an essay based on one of the prescribed titles for the current session. A revised essay will only be acceptable if prescribed titles remain unchanged from the original session.
- If a diploma candidate withdraws from theory of knowledge, but does not withdraw from all subjects, this results in a change of category from diploma to certificate.
- With effect from the May 2010 examination session, a grade E in either an extended essay or theory of knowledge results in no diploma being awarded for a candidate whose total score is 24, 25, 26 or 27 points.

## B8.4 External assessment: the essay

### B8.4.1 Topic choice

The essay must be on one of the ten titles prescribed by the IB for the examination session. The prescribed titles for November 2011/May 2012 and November 2012/May 2013 are available on the OCC.

Essays on the prescribed titles will be assessed against the original title, so candidates must not modify the title. Candidates must be aware of the assessment criteria that will be used to assess their essays.

Candidates must not insert illustrations and graphics in their essay unless essential to support the content of their essay. This is to facilitate the uploading of essays into an electronic environment. Including the school's logo in any part of an essay must also be avoided.

### B8.4.2 Submission of the essays

It is the expectation of the IB that from the May 2011 examination session all theory of knowledge essays will be submitted for assessment via an electronic environment, and not sent as hardcopy to examiners. This will facilitate the marking of essays online by examiners (a system known as e-marking), introduce more efficiency in the marking process and reduce the postage costs for schools.

The basic steps are as follows:

1. Candidates will be able to upload their essay via the website <https://candidates.ibo.org> from **15 January/15 July**. They will log in using their six character alphanumeric personal code and a personal identification number (PIN) issued by the coordinator. This is the same website and PIN they will use to access their results in July/January.
2. After accepting the terms and conditions for using the website a candidate will enter the prescribed title and number of words in their essay, digitally sign the candidate declaration and then upload their essay.
3. Once candidates have submitted their essays the theory of knowledge teacher will have access to all uploaded essays. The role of the teacher is to then view/read each essay before digitally signing each essay to the effect that, to the best of their knowledge, it is the authentic work of the candidate
4. After the theory of knowledge teacher has authenticated and submitted each essay they become available to the coordinator for submission to the IB.

With this electronic procedure the form TK/CS and candidate checklist are no longer required; these are replaced by the electronic interface. Furthermore, coordinators will not see on IBIS any examiner allocations for theory of knowledge. Once received electronically the IB will direct essays to the appropriate examiners.

If a coordinator is unable to ensure the electronic submission of all theory of knowledge essays, and this must be achieved by the deadline of **15 March/15 September**, it is necessary to contact IB Cardiff using the email address [ecoursework@ibo.org](mailto:ecoursework@ibo.org) no later than **20 February/20 August** for details on how to proceed. However, submitting essays electronically is not viewed as optional, from the May 2011 it is the required means of submitting this work.

#### **Candidates who fail to submit a theory of knowledge essay**

If a candidate has not submitted an essay because of adverse circumstances, the coordinator must send a completed form D2 to IB Cardiff without delay.



## B8.5 Internal assessment: The presentation

The involvement of teachers is an important part of the assessment process for the Diploma Programme. This involvement includes the submission of marks for the theory of knowledge presentation made by each candidate. The teacher must assess each presentation according to the assessment criteria in the *Theory of knowledge guide*. A copy of these assessment criteria should be made available to candidates. Assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete.

### B8.5.1 Requirements

Each candidate must make one or more individual and/or small group oral presentations to the class during the course, and complete the presentation planning form TK/PPD and marking form TK/PMF. The teacher must also complete the relevant section of form TK/PMF. The presentation must be an integral part of the theory of knowledge course.

### B8.5.2 Completed forms TK/PPD and form TK/PMF

Unless a school is required to record some or all of their presentations for the purpose of verification, completed TK/PPD and TK/PMF forms must be retained by the coordinator until close of session on **15 September/15 March**.

### B8.5.3 Submission of marks for the presentation

The total teacher's mark for each candidate's presentation must be entered on IBIS no later than **10 April/10 October**.

If a candidate fails to make a presentation for theory of knowledge, indicate this on IBIS with an "F" when entering the marks for internal assessment. If a candidate has not submitted a presentation because of adverse circumstances, the coordinator must send a completed form D2 to the coordinator help desk at IB Cardiff without delay.

### B8.5.4 Verification of internal assessment

Some schools in each session will be required to record some or all of their presentations. Such schools will be notified by **30 September/30 March**, 20 months prior to the examination session (for example, 30 September 2009 for the May 2011 session). These schools may be randomly chosen, or may be ones where a possible problem has been identified, for example, by analysis of the marks awarded in previous sessions. It is not necessary for schools to record presentations unless they are asked to do so, although it can be a useful exercise in order to standardize internal marking where more than one teacher is involved.

Schools that are required to record presentations will be sent instructions with their initial notifications. They will need to submit recordings and accompanying forms TK/PPD and TK/PMF to an examiner, whose details will be sent to them at the appropriate time, by **15 March/15 September** in the year of examination.

Any adjustment (moderation) of the schools' internal assessment marks will take place on the basis of the evidence provided.

## B8.6 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and the essay. These grades must be entered on IBIS by **10 April/10 October**.

The IB scale and, therefore, the only permitted grade predictions for theory of knowledge, are as follows.

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

**Presentation planning document**Submit to: **Tok teacher**Arrival date: **See below**

Session: .....

School number:

0	0						
---	---	--	--	--	--	--	--

School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Do not send to IB Cardiff or to the moderator unless you have been instructed to do so. Retain the forms until after the publication of results

Candidate name: \_\_\_\_\_

Candidate session number:

0	0								
---	---	--	--	--	--	--	--	--	--

Title of presentation: \_\_\_\_\_

Please describe your planning for the presentation, either in the space below, or on an attached A4 word-processed page by completing 1, 2 and 3 below.

1. What is the real life situation under consideration? \_\_\_\_\_

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2. What is the TOK knowledge issue that will be the focus of your presentation? (This must be expressed as a question)

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3. Write a summary in note form (for example, a bullet point list), of the way you plan to deal with knowledge issues during your presentation

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**Presentation marking form**

 Submit to: **Tok teacher**                      Arrival date: **See below**                      Session: .....

 School number:                      

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Do not send to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.

Candidate name: \_\_\_\_\_

 Candidate session number:                      

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Title of presentation: \_\_\_\_\_

**Presenter's assessment**

Each presenter should give themselves an achievement level for each of the four assessment criteria. Presenters should briefly justify the level they have given, in the "Comments/evidence" space provided.

Criterion	Comments/evidence	Achievement level (/5)
A		
B		
C		
D		
<b>Total (/20)</b>		

I certify that this presentation was the work of myself (and my co-presenters, if applicable).

Candidate's signature: .....                      Date: .....

**Teacher's assessment**

In the "Comments/evidence" box, please indicate briefly why you have given each level.

Criterion	Comments/evidence	Achievement level (/5)
A		
B		
C		
D		
<b>Total (/20)</b>		

Duration of presentation: \_\_\_\_\_

I certify that this presentation was, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name (printed) and signature: .....                      Date: .....

## B9.1 Current guide

The information given in this section of the handbook must be read in conjunction with the *Creativity, action, service guide*.

May and November 2011 examination session	
Title of publication	Date of issue
<i>Creativity, action, service guide</i>	March 2008

## B9.2 Summary of latest arrival dates

Action	Session	To	Arrival date	Form
New schools only: submit CAS programme questionnaire	May 2012/ November 2012	Regional office	<b>31 January 2011/31 July 2011</b>	Form CAS/PQ
Submit CAS programme completion form	May 2011/ November 2011	Regional office	<b>1 May 2011/ 1 November 2011</b>	IBIS

Creativity, action, service (CAS) is a fundamental part of the Diploma Programme. Schools are required to offer a programme of activities/projects that meet agreed CAS aims and have received IB approval. Full details about designing a CAS programme, programme submissions and the evaluation of candidates can be found in the *Creativity, action, service guide*. All diploma candidates must engage in the programme of activities/projects known as creativity, action, service. Non-completion of CAS requirements will result in the diploma being withheld.

Candidates have up to one year to complete the creativity, action, service (CAS) requirement after the completion of their Diploma Programme. Candidates who fail to complete the CAS requirement by **1 May/1 November** in their diploma year are allowed one further year only in which to complete it, as detailed in the CAS guide. This further year expires at **1 May/1 November** of the year **following** the main diploma session.

## B9.3 Approval and programme monitoring

The appropriate regional office is responsible for evaluating, approving and monitoring schools' programmes for CAS. Newly participating schools must complete a CAS programme questionnaire (form CAS/PQ) and submit it to the regional office for approval by **31 January/31 July**, 15 months before the candidates complete the diploma. The regional office may request a supplementary written report and, if necessary, an updated questionnaire in subsequent years.

Each year the regional office asks a number of schools to submit a random sample of three diploma candidates' CAS records. Where a school is required to submit sample candidate CAS records to the regional office as part of their regular monitoring process, the records required will be:

- the CAS progress form (see *Model form A* in the *Creativity, action, service guide* "Appendices" for a possible model)
- the CAS individual candidate completion form (see *Model form B* in the *Creativity, action, service guide* "Appendices" for a possible model)
- up to 10 sample pages from the candidate's ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the candidate learned from it.

Coordinators must retain other supporting material until **31 May/30 November** in case there are queries about the material supplied. As part of routine monitoring, or during five-year reviews, global centres may request to see the complete documentation for individual candidates.

The regional director, or an authorized representative, may visit the school as part of the monitoring process. This may be at the regional office's initiative or following a request by the school. Schools are required to keep central CAS records; these must be made available to the regional office on request.

## B9.4 Programme evaluation and completion

Schools are responsible for evaluating candidates' CAS activities and performance according to the performance criteria given in the *Creativity, action, service guide*. Coordinators must notify the IB regional office whether or not candidates have completed their CAS programme by completing the appropriate function on IBIS by **1 May/1 November** in the diploma year.

Candidates who fail to complete the CAS requirement by **1 May/1 November** in their diploma year are allowed one further year only in which to complete it, as detailed in the *Creativity, action, service guide*. This further year expires at **1 May/1 November** of the year following the main diploma session. This allowance of one year is available because there is no retake category for the CAS requirement.

**CAS: programme questionnaire**

Submit to: **Regional office**      Arrival date: **31 Jan / 31 Jul**      Session: .....

School number: 

0	0				
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School name: .....

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- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- This form must arrive fifteen months prior to completion of the diploma. Normally it is not necessary to resubmit the programme each year. The regional office will inform you if your original submission should be updated.
- Information required for this CAS programme questionnaire may be typed in more detail on additional sheets and attached to this form.

**1. Number of Diploma Programme candidates entered for the above session:**

**2. Type of school**

International       National (USA and Canada public)       Private       Boarding   
 Day       Mixed       Boys       Girls

Other: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Environment:** (Social and physical environment of the community in which the school is located)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

School: .....

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**4. Organization of CAS:** (Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme).

4.1 Name of CAS coordinator: .....

In larger schools a **team approach** is recommended

4.2 Names of CAS advisers (if applicable):

4.3 Ratio of advisers to students: .....

4.4 Budget for CAS: .....

4.5 Time allocation for CAS activities, including meetings with advisers:

Within the school's timetable: .....

Outside the school's timetable: .....

4.6 Length of the whole CAS programme (please note that it must be at least 18 months in duration):

Starting: ..... Finishing: .....

4.7 Additional information

Coordination:

- How does the coordinator supervise and guide the advisers?

- What arrangements are in place to ensure consistency among advisers decisions regarding questions related to proposed activities?

4.8 What administrative support does the school provide for CAS?



School: .....

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- 4.9 Monitoring/advising  
When do interviews with students take place? What strategies does the school have for supporting advisers and dealing with student issues?
- 4.10 Supervision  
Who is involved in supervision (teachers, other school staff, parents, members of the community)? How does the school brief them about its expectations?
- 4.11 What opportunities do students have to choose their own CAS activities and to undertake activities in a local and international context? Please give examples of students' planning and initiative, and of the range and diversity of activities. For each activity, indicate the learning outcomes involved.
- 4.12 Please give examples of projects involving teamwork that integrate two or more CAS areas, and are of significant duration. For each activity, indicate the learning outcomes involved.
- 4.13 Please give further examples, as necessary, of activities/projects to show how all eight CAS learning outcomes are addressed (some will be covered by examples already given).

School: .....

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4.14 Opportunities for students to reflect on their CAS experiences, guided by teacher advisers who provide appropriate feedback. Briefly describe developing reflection activities and recording and reporting methods

4.15 What links are there with the school's TOK course?

4.16 What arrangements do you have for meetings with:

- Students?
  
- Parents?
  
- Other teachers and school community members?

4.17 How do you hope to improve your CAS provision during the next year?

*Thank you for completing this questionnaire.*

## B10a Environmental systems and societies (TSL)

### B10a.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide.

Environmental systems and societies is a transdisciplinary (groups 3 and 4), standard level only course. Teaching for the course began in September 2008 with first examinations being held in May and November 2010. This course replaces the environmental systems course and the pilot ecosystems and societies course, which held their final examinations in May and November 2009.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Environmental systems and societies guide</i>	January 2008
<i>Environmental systems and societies teacher support material</i> (available on the OCC)	May 2008

### B10a.2 Summary of latest arrival dates: May and November 2011 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS
Submit sample internal assessment work	Moderator	<b>20 April 2011/ 20 October 2011</b>	Form ES&S/ PSOW

### B10a.3 Internal assessment requirements

Internal assessment is an integral part of the environmental systems and societies course, contributing 20% of the total mark. It is recommended that a total of approximately 30 hours should be allocated to practical work. It should be noted that only some of this time needs to be allocated to practical work that is assessed using the internal assessment criteria. Ideally, the allocated time should be spread throughout most of the course and not condensed into just a few weeks at the beginning, middle or end of the course. Only 2–3 hours of practical work can be carried out after the deadline for submission of work to the moderator and still be counted as part of the total hours for the practical programme.

The practical work should ideally include a wide range of activities:

- short laboratory practicals over one or two lessons and long-term practicals or projects extending over several weeks
- computer simulations
- data-gathering exercises such as questionnaires and surveys

- data-analysis exercises
- general laboratory work and fieldwork.

It is vital that the range of activities undertaken by students reflects the transdisciplinary nature of this course. Through a balanced and varied practical scheme of work, students should be able to experience tasks that focus on laboratory work and/or fieldwork, as well as more value-based investigations.

Teachers are free to choose activities based on the needs of their students, available resources, teaching style, subject and topics being taught. A minimum number of activities to carry out is **not** specified.

## **B10a.4 Documentation relating to internal assessment**

### **B10a.4.1 Practical scheme of work**

The practical scheme of work (PSOW) is the practical course planned by the teacher. It acts as a summary of all the practical activities carried out by a student. Details are recorded on form ES&S/PSOW. Each candidate must have a form ES&S/PSOW.

#### **Completion of Form ES&S/PSOW**

- Date(s): When each investigation was carried out
- Outline: A brief description of the practical activity
- Topic/  
option: The number of the topic most relevant (for example, 5)
- Time: An estimate of the time, in hours, spent by the candidate on the activity (excluding any write-up time)
- Levels: The numerical value (0–6) awarded for each criterion
- Total: The maximum mark is 42 (the sum of the two highest levels achieved in **each** of the three criteria **and** the summative mark awarded for personal skills)

Each of the three following criteria must have been assessed on at least two occasions.

- Planning (PI)
- Data collection and processing (DCP)
- Discussion, evaluation and conclusion (DEC)

The two highest levels achieved for each of PI, DCP and DEC must be circled or highlighted on form ES&S/PSOW for each candidate in the sample set.

Personal skills (PS) are assessed summatively once only at the end of the course.

## **B10a.5 Samples for moderation**

Teachers must read section A10.6 and section A10.7, which give general information on internal assessment. The samples chosen must be those identified by IBIS.

### **B10a.5.1 The purpose of moderation**

Teachers are required to submit a sample set of candidates' work for the purpose of moderation. This will consist of the write-ups corresponding to the two highest levels for each criterion that are circled or highlighted on the form ES&S/PSOW for each candidate in the sample set. The moderator will re-mark this work to ensure an equivalent standard between schools. Feedback will be provided to all schools on the suitability of the practical activities for assessment against the internal assessment criteria, and on the

practical scheme(s) of work. The feedback form cannot be used to comment on how well the school's marking agreed with the external IB standard, because the moderator completing the form is also subject to moderation.

For each candidate in the sample set, the following materials must be sent to the moderator:

- form ES&S/IA (internal assessment coversheet) at the head of the sample work sent to the moderator from the school
- form ES&S/PSOW
- the write-ups and teacher instructions (verbal and written) corresponding to the levels circled or highlighted on form ES&S/PSOW.

No written evidence is required for personal skills.

### **Atypical candidates**

Schools with a small number of candidates may have to include the work of atypical candidates in their sample. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

### **B10a.5.2 The final mark for internal assessment**

The final mark out of 42 must be recorded on the internal assessment option on IBIS.

## **B10a.6 Internal assessment checklist**

### **B10a.6.1 Before the completion of internal assessment activities**

Ensure that:

- you have read the section on internal assessment, which can be found in the assessment section of the *Environmental systems and societies guide*
- internal assessment activities reflect the range of topics
- approximately 30 hours of practical activities are planned throughout the course.

### **B10a.6.2 Before the submission of the sample work**

Ensure that:

- you have read section A10.6 and section A10.7 in this handbook
- internal standardization has taken place when two or more teachers are responsible for the internal assessment of candidates
- a form ES&S/PSOW is included for each candidate in the sample set, signed and dated by the teacher and candidate
- photocopied material is legible (ideally, original work should be sent to the moderator)
- the criteria PI, DCP, DEC have all been assessed on at least two occasions
- the two highest levels for each of the criteria PI, DCP, DEC have been clearly circled or highlighted on each candidate's form ES&S/PSOW
- the corresponding write-ups and teacher instruction sheets are clearly identified
- a summative mark assessing personal skills (PS) has been entered on the form ES&S/PSOW
- the form ES&S/IA (internal assessment coversheet) has been completed and included at the head of the sample work sent to the moderator from the school.

## B10a.7 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of environmental systems and societies.

Material required by internal school deadline
<p><b>For submission to IB Cardiff</b></p> <ul style="list-style-type: none"><li>• The predicted grades and final mark for internal assessment for each candidate</li></ul> <p><b>For submission to the moderator</b></p> <ul style="list-style-type: none"><li>• A form ES&amp;S/PSOW for each candidate in the sample, signed and dated by the teacher and candidate</li><li>• The write-ups and teacher instructions corresponding to the levels circled or highlighted on each form ES&amp;S/PSOW</li><li>• Form ES&amp;S/IA</li></ul>

## Internal assessment cover sheet: environmental systems and societies

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....

School number: 

0	0				
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School name: .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish)

Subject: \_\_\_\_\_ Level: \_\_\_\_\_ Candidate name: \_\_\_\_\_ Session number: 

0	0				
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC

<i>For completion by the examiners</i>						
Moderator	/6	/6	/6	Senior moderator	/6	/6
	/6	/6	/6		/6	/6

Summative mark for PS	/6	Two highest levels	/6	/6	/6		<b>Total</b>
			/6	/6	/6		/42

This total must also be entered on IBIS

*To be completed by teacher* Name: ..... Signature: ..... Date: .....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: .....

Date: .....

# International Baccalaureate

# ES&S/PSOW (reverse)

School name: .....

Subject: \_\_\_\_\_ Level: \_\_\_\_\_ Candidate name: \_\_\_\_\_

Session number: 

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC



**Internal assessment cover sheet: environmental systems and societies**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: .....**MAY 2011**.....

School number: 

0	0	0	0	0	1
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School name: ..... **CARDIFF..AMERICAN...SCHOOL** .....

- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish)

Subject: **Environmental systems & societies** Level: SL Candidate name: Janine Churchill Session number: 

0	0	0	0	0	1	0	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC
31/05/10	Yeast population lab	3.1	3		4	3
15/02/10	NPP planning lab	2.7	3	④		
28/09/10	Het Zwin ecology labs: salt marsh vegetation	2	2			4
28/09/10	Het Zwin ecology labs: bird identification	2	3		④	3
28/09/10	Het Zwin ecology labs: dune transect	2	3		④	④

<i>For completion by the examiners</i>					
Moderator	/6	/6	/6	Senior moderator	/6
	/6	/6	/6		/6

Summative mark for PS	<b>6/6</b>	Two highest levels	<b>4/6</b>	<b>4/6</b>	<b>4/6</b>	
			<b>5/6</b>	<b>4/6</b>	<b>4/6</b>	<b>31/42</b>

This total must also be entered on IBIS

To be completed by teacher Name: .....**JOHN SMITH**..... Signature: .....*John Smith*..... Date: ...**18 March 2011**.....

**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: ..... *Janine Churchill*..... Date: .....*18 March 2011*.....

# International Baccalaureate

ES&S/PSOW (reverse)

School name: ..... **CARDIFF..AMERICAN...SCHOOL**.....

Subject: **Environmental systems & societies** Level: **SL** Candidate name: **Janine Churchill** Session number:

0	0	0	0	0	1	0	2	3
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC
12/11/10	Measuring air and water pollution	5.2	3			④
12/12/10	Ozone attack	5.7	1.5		4	
06/01/11	Acid rain planning lab	5.8	2	⑤		
07/02/11	Global warming data processing	6	1			
20/02/11	Properties of water	3.6	1.5		4	3

**Internal assessment cover sheet: environmental systems and societies**Submit to: **Moderator**                      Arrival date: **20 Apr / 20 Oct**                      Session: .....School number: 

0	0				
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School name: .....

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- I have read section A10.6 and groups 3 and 4 in the handbook.
- Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- A form ES&S/PSOW is included for each candidate in the sample set, signed and dated by the teacher and candidate
- Photocopied material is legible (ideally, original work should be sent to the moderator).
- The criteria P1, DCP and DEC have all been assessed on at least two occasions.
- The two highest levels for each of the criteria P1, DCP and DEC, have been clearly circled or highlighted on each candidate's form ES&S/PSOW.
- The corresponding write-ups/reports and teacher instruction sheets for each candidate in the sample set are clearly identified.
- The summative mark for PS has been noted.

No written evidence is required for PS.

The final mark out of 42 for internal assessment must be recorded on the internal assessment option on IBIS.

**Atypical candidates**

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups/reports submitted are the authentic work of each candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

## B11.1 Summary of latest arrival dates: May and November 2011 sessions

A school-based syllabus (SBS) is an optional sixth subject that is designed by the school according to its own needs and teaching resources. Schools develop these syllabuses in consultation with IB Cardiff. A school-based syllabus may be offered only at standard level, not higher level.

Schools **must** apply to IB Cardiff for authorization before offering a school-based syllabus, whether this is a proposed new syllabus or a pre-existing one.

Action	From	To	Latest arrival date
<b>Examination paper(s)</b> Send proposed examination paper(s) and markscheme(s)	School	IB Cardiff	<b>14 December 2010/ 14 June 2011</b>
<b>Examination paper(s)</b> Send proposed examination paper(s) and markscheme(s) for approval	IB Cardiff	Assessor	<b>7 January 2011/ 7 July 2011</b>
<b>Examination paper(s)</b> Send approval or amendments to examination paper(s) and markscheme(s)	Assessor	IB Cardiff	<b>21 January 2011/ 21 July 2011</b>
<b>Examination paper(s)</b> Send approval and/or amendments to the examination paper(s) and markscheme(s)	IB Cardiff	School	<b>28 January 2011/ 28 July 2011</b>
<b>Examination paper(s)</b> Send amended version(s) of the examination paper(s) and markscheme(s)	School	IB Cardiff	<b>21 February 2011/ 21 August 2011</b>
<b>Examination paper(s)</b> Send amended examination paper(s) and markscheme(s) for final approval	IB Cardiff	Assessor	<b>7 March 2011/ 7 September 2011</b>
<b>All components</b> Send teacher's marksheets	IB Cardiff	School	<b>15 March 2011/ 15 September 2011</b>
<b>All components</b> Send examiner instructions and assessor's marksheets B	IB Cardiff	Assessor	<b>15 March 2011/ 15 September 2011</b>
<b>Examination paper(s)</b> Send final approval of examination paper(s) and markscheme(s)	Assessor	IB Cardiff	<b>21 March 2011/ 21 September 2011</b>
<b>Examination paper(s)</b> Send final approval of examination paper(s) and markscheme(s)	IB Cardiff	School	<b>7 April 2011/ 7 October 2011</b>

Action	From	To	Latest arrival date
<b>Examination paper(s)</b> Send copy of final, approved version(s)	School	IB Cardiff	<b>14 April 2011/ 14 October 2011</b>
<b>Written examinations</b> All SBS examinations must be taken on the date scheduled by the IB	Not applicable	Not applicable	<b>29 April 2011/ 28 October 2011</b>
<b>Written examinations</b> Send marked scripts, examination paper(s) and markscheme(s) <b>Coursework</b> Send coursework and coversheets <b>Marksheet(s)</b> , form SSX and form SBS/TREP Send copies	School	Assessor	<b>30 May 2011/ 30 November 2011</b>
<b>Missing material</b> Assessor contacts IB Cardiff to report any examination material not received	Assessor	IB Cardiff	<b>30 May 2011/ 30 November 2011</b>
<b>Marksheet(s) and form SSX</b> Send originals	School	IB Cardiff	<b>30 May 2011/ 30 November 2011</b>

## B11.2 Responsibilities

### B11.2.1 Assessment

The school is responsible for:

- ensuring that, in liaison with the assessor appointed by IB Cardiff, the assessment procedures are consistent with the aims and objectives of the syllabus
- ensuring that, for syllabuses where one or more written examinations form part of the assessment, the draft paper(s) and markscheme(s) for each examination session are submitted to IB Cardiff for consideration by the assessor, who may require that the school makes amendments. Where more than one school is authorized to offer a subject, this is the responsibility of the coordinating school (see section B11.2.3)
- ensuring that the examination that has been duplicated in the school and given to candidates is that which has been approved by the assessor
- marking the candidates' examination scripts, according to the approved criteria and markscheme(s), before sending them to the assessor for moderation.
- providing the assessor with the criteria of assessment and the weighting of each assessment component when sending the candidate work for moderation

### B11.2.2 Requirements and procedures

The school is also responsible for:

- observing the summary of latest arrival dates provided here

- ensuring that the examination is conducted according to IB procedures and regulations, and that the examination question papers are kept under secure conditions at all times
- ensuring that the written examination(s) is (are) taken on the **29 April/28 October**, as scheduled by the IB
- completing all forms and marksheets according to IB instructions
- providing samples of assessed work according to IB instructions.

### **B11.2.3 Joint school-based syllabuses: Special requirements**

- Where more than one school is offering the same syllabus, schools participating in the same session (May or November) should offer the same examination paper(s). However, where the syllabus is offered in different languages in different schools, the examination paper(s) may also be different.
- In the case of joint school-based syllabuses, for each examination session where more than one school enters candidates, IB Cardiff will normally designate one school to coordinate the production of the examination paper(s) and markscheme(s).
- IB Cardiff will pay the coordinating school or, with the agreement of the school the teacher responsible, a fee for the work of coordination. Details of the coordinating fees can be obtained from IB Cardiff.
- The coordinating school should prepare a first draft of the examination material and send it to the other schools for comments. These schools should send their comments back to the coordinating school and at the same time copy them to IB Cardiff. The coordinating school should amend the first draft appropriately and send the amended version to IB Cardiff, to arrive by **14 December/ 14 June**, for onward transmission to the assessor.

## **B11.3 Regulations**

- Only schools that have already entered candidates for two diploma sessions may offer school-based syllabuses.
- Subject to the appropriate group criteria being satisfied, a school-based syllabus may be authorized as an alternative to a subject in groups 2, 3, 4 or 6. On rare occasions a school-based syllabus may be authorized as an alternative to a subject in more than one group (for example, group 3 or group 4). In such circumstances an individual candidate may use the subject to fulfill the requirements of either group, but not both.
- A school-based syllabus in group 2 will only be accepted in exceptional circumstances. A school-based syllabus replacing a group 2 subject should be based on the study of a foreign language (not just civilization or culture) in order to fulfill group 2 requirements.
- School-based syllabuses may only be introduced after approval by IB Cardiff and will be subject to periodic review (see section B11.5). Each syllabus offered by a school must be approved and authorized by IB Cardiff.
- A school that wishes to offer an existing school-based syllabus must seek authorization from IB Cardiff. Please contact the coordinator help desk or email [hexagoncoreenqs@ibo.org](mailto:hexagoncoreenqs@ibo.org).
- A syllabus must not be taught until it has been authorized by IB Cardiff.
- As with all standard level subjects, school-based syllabuses cover 150 teaching hours, and it is recommended that they are taught as a two-year course. In particular, schools that are newly authorized to a school-based syllabus are required to teach the syllabus over a period of two years before first examinations in the subject.

## B11.4 Approval of a new school-based syllabus

### B11.4.1 Submission of outline proposals

- Before submitting a proposal, contact IB Cardiff for advice on possible overlap with existing Diploma Programme courses, including approved school-based syllabuses.
- An outline proposal should then be submitted to IB Cardiff for a decision as to whether or not evidence has been established to justify further development.
- The IB collaborates with a school or schools on the development of a school-based syllabus and provides support in the writing of the guide. Once the syllabus has been authorized, for operational reasons the IB needs to hold copyright in the guide. Therefore, when submitting an outline proposal it must be accompanied by written confirmation that, if authorized, the IB will hold copyright in the syllabus. Schools wishing to submit a proposal for a new school-based syllabus do so with this understanding.
- The proposal will then be considered by the diploma review committee, which meets twice a year.
- If the proposal is not approved for development, the school receives a report and may submit a revised proposal at a later date.
- If the proposal is approved, the school develops the syllabus in accordance with the guidelines provided in section B11.4.2 and then submits to IB Cardiff the full syllabus with sample examination question paper(s) and markscheme(s).
- The process of review and authorization can be quite lengthy, so schools should submit proposals well before the proposed commencement of teaching.

### B11.4.2 Guidelines for the submission of the full syllabus

The proposed syllabus must be submitted to IB Cardiff for consideration, under the headings listed below. Heading 1 should include a statement of the philosophy and rationale for the school's definition of the subject.

1. Nature of the subject
2. Aims and assessment objectives
3. Syllabus outline
4. Syllabus details
5. Assessment outline
6. Assessment details
7. Assessment criteria
8. Teaching personnel responsible for the course
9. Resource materials and bibliographies

### B11.4.3 Authorization

After submission of the full syllabus, IB Cardiff nominates a specialist consultant to review the proposed syllabus and submit a report to IB Cardiff. The consultant's report is then considered and IB Cardiff will then either refer the syllabus back to the school for further revision or will authorize it. A series of revisions may be necessary.

If the course is authorized, IB Cardiff will determine the group or groups of subjects in which the syllabus will be accepted as a school-based syllabus and whether any combinations with other Diploma Programme subjects should be prohibited.

Once authorization for the new school-based syllabus is given, IB Cardiff will:

- inform the school
- inform the school when the first examination may be taken
- appoint an assessor who will be responsible for the approval of the examinations and markschemes prepared by the school, and for the moderation of the school's assessment of the candidates.

#### **B11.4.4 Criteria for the authorization of a school-based syllabus**

The following criteria must be satisfied before the authorization of a proposal for a school-based syllabus.

- The syllabus meets the educational or cultural needs of a particular school, but could also be taken up by others.
- The syllabus content does not overlap significantly with a mainstream diploma subject or another school-based syllabus.
- The syllabus can be covered at an appropriate depth in 150 hours.
- The syllabus adopts the aims of the hexagon group to which the syllabus relates.
- The syllabus presents a challenge comparable to other standard level subjects in the group(s).
- There is a clearly identifiable international dimension to the syllabus.
- The syllabus enables the development of critical and conceptual thinking.
- The assessment objectives are tested using appropriate assessment instruments and assessment criteria that conform to the IB Diploma Programme assessment policy.
- Any vocational elements are appropriate as part of a broad-based general education, rather than suitable only as preparation for a specific career.
- The syllabus has an intrinsic value in its own right for students who will not study in this curriculum area in the future, as applies to standard level subjects across the Diploma Programme.

#### **B11.4.5 Joint school-based syllabuses**

In order to avoid the duplication of school-based syllabuses, where a school wishes to offer a syllabus similar to one that has already been approved, IB Cardiff may encourage the applicant school to offer the existing school-based syllabus, by agreement with the originating or "host" school. However, since a school-based syllabus is "school-based", each participating school must still make an individual application for authorization.

### **B11.5 Review of school-based syllabuses**

- School-based syllabus subjects should be reviewed every seven years, or as required by IB Cardiff. Schools should consult with IB Cardiff before beginning the review process.
- Schools should take account of any relevant changes in the group in which the subject is authorized.
- Where more than one school offers a school-based syllabus, the review should be carried out by the host school in conjunction with the other authorized schools.
- The review should begin at least a year in advance of the proposed commencement date, for example, **September 2011/February 2012** for teaching commencing in **September 2012/February 2013** with first exams in **May 2014/November 2014**.



- The school should send a draft of the revised syllabus containing any proposed changes to IB Cardiff for forwarding on to the assessor for his or her comments. A statement of justification for the proposed changes should accompany the draft, where appropriate.
- The school should then send a revised draft taking into account the assessor's comments.
- The draft revised syllabus approved by the assessor will then be submitted to the diploma review committee (DRC) for final approval.

## B11.6 Instructions to teachers for marking examination material

### B11.6.1 Marking material for moderation

Each candidate's examination work should be attached to a coversheet. A generic examination coversheet is available on IBIS and should be used for school-based syllabus candidates.

- Please exercise care and discretion in choosing where to undertake marking. Scripts and marksheets are confidential.
- Mark question by question. Do not use decimals or fractions for individual answers.
- Follow exactly the markscheme/assessment criteria approved by the assessor.
- If a candidate has attempted more than the prescribed number of questions within a paper or section of a paper, mark all answers and select the required number of answers with the highest mark. Ignore the excess material.
- Mark in red and no other colour.
- Record sub-totals (where applicable) in the right-hand margin against the part of the answer to which they refer. Do not ring sub-totals. Ring the question total in the right-hand margin opposite the last line of the answer.
- Record the mark awarded for each individual question and the total possible mark for each question on the front page of the script.
- Check the arithmetic and ensure that you have marked all answers and parts of answers. Every answer should have an indication that you have marked it, and you should put your initials in the bottom right-hand corner of every page. Check that you have correctly transferred all marks accurately on to the front page of the script.
- A candidate should be given zero marks (0) if one of the following applies:
  - the paper has been genuinely attempted but no marks have been scored
  - totally irrelevant material has been produced and no genuine attempt has been made to answer the questions set
  - nothing has been written or spoken other than the candidate's name and/or session number.

You should give a brief explanation for why zero has been given.

- Do not use a mark of zero for candidates who have failed to submit work. An "F" must be written instead. An F will result in no grade being awarded for the subject concerned.
- If you have any suspicion that malpractice may have occurred, you should process the scripts in the usual way, but send them with a note to the assessor detailing your suspicions. Send a copy of the note to the coordinator help desk at IB Cardiff.
- If you find any scripts present difficulties in marking, you should process the scripts in the normal way. Note any problems on the teacher's report *form SBS/TREP*.

- If information about illness or any adverse circumstances affecting a candidate's performance is reported to you, do not make any allowance for the circumstances. The coordinator must report such matters to the coordinator help desk on form D2.
- Teachers' marks are externally moderated by the assessor, who also determines the grade boundaries for each examination session.

Assessment procedures for school-based syllabuses are currently under review, and it is anticipated that some new procedures will be in place by the May 2011 examination session. These proposed changes would affect procedures detailed in section B11.6 of this section of the Handbook: for instance, if development work on IBIS is completed in time, then most of the procedures described in sections B11.6.2 to B11.6.5 below will be undertaken by coordinators on IBIS. Any such changes will be announced in due course as a news item on IBIS and by email to Diploma Programme coordinators.

### **B11.6.2 The use of marksheets**

- At the head of each column print the title of the component to which it refers (for example, paper 1, paper 2, practical assessment). Also, at the head of each column indicate clearly the mark out of which the component is to be marked. These should correspond exactly with the weightings provided on form SSX.
- Transfer the mark obtained by each candidate for each component to the relevant column. Enter the total of each candidate's marks in the final column. You are not required to provide IB grades 1 to 7. This is the responsibility of the assessor.
- Conduct the necessary clerical and arithmetical checks and complete the details required at the bottom of the marksheet.

### **B11.6.3 Samples of SBS coursework**

- In addition to all the examination scripts, the assessor requires the coursework of five candidates. (Place all marks in rank order and then choose five samples representing the range from top to bottom.)
- A completed sample work coversheet form SBS/CS should be attached to the front of the coursework of each of the five candidates chosen.

### **B11.6.4 Instructions for completing Form SSX**

Form SSX should be completed as follows.

- Column 1: List all the assessment components (for example, coursework, projects, tests, examinations) contributing to the final mark.
- Column 2: Indicate the marks allocated to each part if an assessment component comprises a number of parts.
- Column 3: Indicate the proportion of marks awarded to each assessment component.
- Column 4: Indicate the criteria of assessment and provide a markscheme for each assessment component (use separate sheets if necessary).

### **B11.6.5 Mailing instructions**

Post the following to the assessor to arrive by **30 May/30 November**:

- all examination scripts in order of candidate session number, and a copy of the approved examination paper(s) and markscheme(s)
- a copy of the criteria of assessment/markbands as listed in the subject guide
- the sample coursework with a coversheet form SBS/CS attached to each candidate's work
- a copy of the completed marksheet
- a copy of the completed form SSX
- a copy of the teacher's SBS report form SBS/TREP.

Mail the consignment to the assessor by a swift and traceable means (for example, by courier) to arrive as early as possible during the marking period.

Post the following to IB Cardiff, to arrive by **30 May/30 November**:

- the original completed marksheet
- the original completed form SSX.

## School-based syllabus assessment

Submit to: **Assessor**

Arrival date: **30 May / 30 Nov**

Session: .....

School number:

0	0				
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School name: .....

- Write legibly in black ink.
- Complete this form in the working language of your school (English, French or Spanish)

Subject: \_\_\_\_\_

Level: \_\_\_\_\_

1 ASSESSMENT COMPONENT	2 BREAKDOWN OF MARKS	3 WEIGHTING	4 CRITERIA OF ASSESSMENT for each component (use separate sheet if necessary)

Teacher's name: .....

Signature: .....

Date: .....

## School-based syllabus teacher's report

Submit to: **Assessor**                      Arrival date: **30 May / 30 Nov**                      Session: .....

School number: 

0	0				
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School name: .....

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- *Write legibly using black ink and retain a copy of this form.*
- *Complete this form in the working language of your school (English, French or Spanish).*
- *Include here for the attention of the assessor any comments you wish to make about the material which has been sent for moderation. You might, for example, wish to notify the assessor of any problems you have encountered in marking the scripts.*

Subject: \_\_\_\_\_ Level: \_\_\_\_\_

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Teacher's name: ..... Date: .....

Teacher's signature: .....

## School-based syllabus sample work cover sheet

Submit to: **Assessor** Arrival date: **30 May / 30 Nov** Session: .....

School number: 

0	0				
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School name: .....

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- Write legibly using black ink and retain a copy of this form.
- Complete this form in the working language of your school (English, French or Spanish).
- Complete one copy of this form for each of the candidates whose coursework is selected as part of the sample for the school-based syllabus moderation.
- Attach the completed copy of this form to each candidate's work.
- Do not select the work of candidates who have failed to complete all assessed assignments, or whose work is partially missing.
- Clearly label all work with the candidates' names and session numbers.

Subject: \_\_\_\_\_

Level: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate session number: 

0	0						
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Rank position of candidate (refer to marksheet):

Sample 1 (Top)

Sample 2

Sample 3

Sample 4

Sample 5 (Bottom)

Name: .....

Position: .....

Signature: .....

Date: .....

### Candidate declaration:

I confirm that these productions are my own work and that this is the final version. I have acknowledged each use of the words or ideas of another person.

Candidate's signature: .....

Date: .....

# Forms

Forms	Use of form
Exclusive copyright	For candidates requesting exclusive copyright
C2	Special request language A1: justification and proposed course of study
D1	Candidates with special assessment needs
D2	Candidates affected by adverse circumstances and/or a temporary medical condition
TK/PPD	Presentation planning document
TK/PMF	Presentation marking form
CAS/PQ	CAS: programme questionnaire
1/A1AP	Language A1: Advance notice of works studied for non-roman scripts only
WL coversheet	Language A1: world literature assignment(s) coversheet
1/IARF	Internal assessment record form: language A1
1/IARF sample	Example of completed form
2/CLCS	Internal assessment coversheet: classical languages HL
2/IA	Moderation of internal assessment: group 2
2/IA sample	Example of completed form
2/IACL	Moderation of internal assessment: classical languages
2/RFA2	Internal assessment record form: language A2
2/RFA2 sample	Example of completed form
2/RFAI	Internal assessment record form: language <i>ab initio</i>
2/RFAI sample	Example of completed form
2/RFB	Internal assessment record form: language B
2/RFB sample	Example of completed form
2/WTRF	Written tasks rationale form: language A2
WT coversheet	Language A2: written tasks coversheet
3/IA	Internal assessment: group 3
3/CS	Internal assessment: group 3 individual candidate coversheet
4/IA	Internal assessment coversheet: group 4 (except design technology)
4/IADT	Internal assessment coversheet: design technology
4/PSOW	Internal assessment coversheet: group 4 (except design technology)

Forms	Use of form
4/PSOW sample	Example of completed form
4/PSOWDT	Internal assessment coversheet: design technology
4/PSOWDT sample	Example of a completed form
5/IA	Moderation of internal assessment: mathematical studies SL, mathematics SL, mathematics HL
5/IACS (HL)	Moderation of internal assessment: computer science HL only
5/IACS (SL)	Moderation of internal assessment: computer science SL only
5/PDCS (HL)	Internal assessment coversheet: computer science HL only
5/PDCS (SL)	Internal assessment coversheet: computer science SL only
5/PFCS	Individual portfolio coversheet: mathematics HL, mathematics SL
5/PJCS	Individual project coversheet: mathematical studies SL
6/IAT portfolio	Moderation of internal assessment: independent project portfolio
6/IAT presentation	Moderation of internal assessment: theatre performance and production presentation
6/MC	Internal assessment coversheet: music creating
6/MSP	Internal assessment coversheet: music solo performing
6/MGP	Internal assessment coversheet: music group performance
6/MLI	Music coversheet: musical links investigation
6/T portfolio (HL)	Moderation of internal assessment: independent project portfolio HL only
6/T portfolio (SL)	Moderation of internal assessment: independent project portfolio SL only
6/T presentation (HL)	Theatre performance and production presentation HL only
6/T presentation (SL)	Theatre performance and production presentation SL only
6/T proposal (HL)	Theatre coversheet: practical performance proposal HL only
6/T proposal (SL)	Theatre coversheet: practical performance proposal SL only
6/TRI (HL)	Theatre coversheet: research investigation HL only
6/TRI (SL)	Theatre coversheet: research investigation SL only
6/VACS	Visual arts internal assessment coversheet
6/VATF	Visual arts teacher feedback: examiner visit
6/VAEP	Visual arts visiting examiner proposal
6/FISCS	Film coversheet: independent study
6/FPCS	Film coversheet: presentation



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Forms	Use of form
6/FPPHCS	Film coversheet: production portfolio (HL only)
6/FPPSCS	Film coversheet: production portfolio (SL only)
6/FPS	Film presentation selection form
6/IAF portfolio	Moderation of internal assessment: production portfolio
ES&S/IA	Internal assessment coversheet: environmental systems and societies
ES&S/PSOW	Internal assessment coversheet: environmental systems and societies
ES&S/PSOW sample	Example of a completed form
SBS/CS	School-based syllabus sample work coversheet
SBS/TREP	School-based syllabus teacher's report
SSX	School-based syllabus assessment

## Essential reading

The IB provides heads of school, coordinators and teachers with a wide variety of resource material, most of which is available on the IB public website and/or the online curriculum centre. For the convenience of coordinators, links to the following documents, which are fundamental to the implementation of the Diploma Programme in IB World Schools, are provided here.

- *IB learner profile booklet*
- *General regulations: Diploma Programme*
- *Amendments to the General Regulations: Diploma Programme*
- *Rules for IB World Schools: Diploma Programme*
- *Programme standards and practices*
- *Language policy*
- *Academic honesty*
- *Candidates with special assessment needs*

It is stressed that these are not the only documents that a coordinator will need to refer to on a regular basis. Others include:

- *Subject guides*
- *The Diploma Programme: From principles into practice*
- *Guidelines for developing a school language policy*
- *Learning in a language other than mother tongue in IB programmes*
- *Diploma Programme coordinator's notes* (published four times each year).

It is essential that the coordinator conveys information found in such documents to the appropriate subject teachers. For example, the *Diploma Programme coordinator's notes* always contains information about forthcoming changes to subject content and assessment.

Because it is essential that all invigilators of IB examinations are fully acquainted with the arrangements for conducting the written examinations in May and/or November, a separate document on this topic is available in portable document format (pdf) that can be downloaded and photocopied. Additionally, for those examinations that require the use of an electronic calculator, a separate document in pdf is also available. These documents, and the examination schedules for May 2011 and November 2011, are available from the links below.

- Arrangements for the written examinations in May and November 2011
- Calculators
- May 2011 examination schedule
- November 2011 examination schedule