Diploma Programme

Handbook of procedures for the Diploma Programme 2017

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Diploma Programme
Handbook of procedures for the
Diploma Programme 2017

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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

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

0.1 Introduction

Welcome to the 2017 edition of the Handbook of procedures for the Diploma Programme.

This handbook provides essential information about assessment procedures for the May and November 2017 sessions for Diploma Programme coordinators. Subject teachers, extended essay supervisors and examination invigilators must also 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) [login required].

This introductory section contains a quick reference guide and a list of IB abbreviations that are used in this handbook and linked IB documents.

The diagram below illustrates the sequence of events from pre-registration considerations through to issue of results, and how they relate to sections within the handbook.
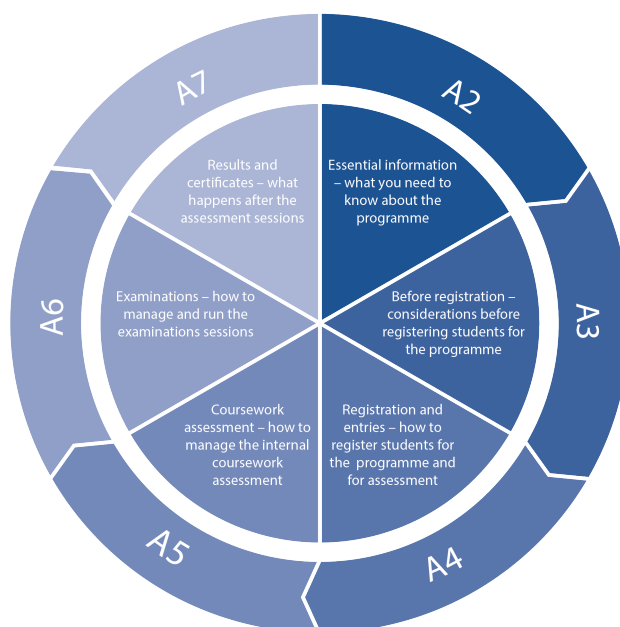
Figure 0.1

Sequence of events

0.1.1 Icons

A range of icons have been introduced to highlight where content has been changed and certain types of content.

 indicates new content, not previously published in the handbook.

 indicates updated or amended content, that is now different from the previous edition.

 indicates changed calendar dates that require action by the school.

0.1.2 Career-related programme (CP)

Reference is made in this handbook to the Career-related Programme (CP). Please note that the IB Career-related Certificate (IBCC) has been renamed the Career-related Programme (CP).

0.1.3 Conduct of the written examinations

Because all invigilators of IB examinations must be fully acquainted with the arrangements for conducting the written examinations, a separate document (*The conduct of IB Diploma Programme examinations May and November 2016*) on this topic is available on the OCC. A new version for the May and November 2017 assessment sessions will be available in mid-February 2017, and it is essential that coordinators ensure they use the version applicable to the specific assessment session. The examination schedules for May 2017 and November 2017 are available in section A8.3.

0.1.4 Dates

Throughout the handbook latest arrival dates are shown in **bold type**. 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 Greenwich Mean Time (GMT) on that day. For example, all marks for internal assessment and predicted grades (IA/PG) must be entered on the IB information system (IBIS) before midnight GMT on **10 April/10 October.**

0.1.5 Updates to this handbook

Coordinators and teachers should be aware that it is expected that this handbook will be updated further in November 2016 and February 2017. The information in the latest update is that which governs the procedures to be followed for the examination sessions in any given year. Release of these updates will be publicized via the OCC website.

0.2 How to use this handbook

0.2.1 Who the handbook is for

The *Handbook of procedures for the Diploma Programme* is intended for use by school coordinators and teachers in IB authorized schools. It is not intended for use by Diploma Programme students or their relatives/legal guardians.

0.2.2 Period to which this handbook applies

This 2017 handbook applies to the assessment and examination sessions in May and November 2017. Registration information is applicable to students registering in 2016 and 2017 for examination in May and November 2018. Some information is also included relating to the 2018 examination sessions where coordinators need to act in the first year of the Diploma Programme.

0.2.3 Other IB documents

It is not possible to include all the information that coordinators and teachers will require to provide the Diploma Programme in their school. The handbook forms part of a network of information sources, including other publications such as the *General regulations: Diploma Programme* and the individual subject guides. IB publications are available on the online curriculum centre (OCC) and the IB information system (IBIS).

0.2.4 Structure of the handbook

The structure and sequence of the handbook content have been changed for this 2017 edition. This is to reflect more closely the sequential "journey" that a school coordinator or teacher might take from before the start of the Diploma course through assessment and examinations to the issue of results.

Section A deals with all matters to do with the Diploma Programme that are not specifically subject-related, from subject availability and selection through to running the examinations and getting the results.

Section A1 Introducing the IB Diploma Programme: This section contains a brief description of the Diploma Programme and its components, and of the role of the IB coordinator and their key tasks.

Section A2 Essential information: This section contains essential information about IBIS, administration of the Diploma Programme, appeals, the services that are provided to schools by the IB, and the fees payable.

Section A3 Before registration: This sections contains information about which subjects are available, with links to the subject guides, as well as information on school-based syllabuses

Section A4 Registration and entries: This section contains information on the procedures for registration of candidates, including the key steps to take and what information will be required.

Section A5 Coursework assessment: This section contains information on the requirements and processes for coursework assessment.

Section A6 Examinations: This section contains information on the requirements and processes running the externally assessed examinations, including information about inclusion arrangements, with links to relevant forms and coversheets.

Section A7 Results and certificates: This section contains information on the issue of results, including timetable, and enquiries upon results, and legalization of results documents.

Section A8 Summary calendar of key dates: This section contains information on the key events and actions for the May and November 2017 and 2018 assessment sessions plus the examinations schedules for May and November 2017.

Section B covers information specific to each subject group, the three DP core subjects and interdisciplinary subjects. Each sections includes information on course requirements, internal and external assessments, key dates for submission, the forms and coversheets to be used, and so on. These sections should be read in conjunction with the relevant subject guides and other supporting publications (available on the OCC).

Section B1 covers language: literature for taught candidates, school-supported self-taught candidates and special request languages; and language and literature.

Section B2 covers language acquisition: language B, language ab initio and classical languages (Greek and Latin).

Section B3 covers the individuals and societies subject group, in particular, business management, information technology in a global society and economics.

Section B4 covers the sciences: biology, chemistry and physics, design technology, sports, exercise and health sciences and computer science.

Section B5 covers mathematics.

Section B6 covers the arts subject group: visual arts, music, theatre, film and dance.

Section B7 covers the requirements for the extended essay.

Section B8 covers the requirements for the theory of knowledge.

Section B9 covers the requirements for creativity, activity, service.

Section B10 covers interdisciplinary subjects: environmental systems and societies, and literature and performance.

Section B11 covers the requirements for school-based syllabuses.

0.3 Quick reference guide

Here is a quick guide to what section(s) you should look at if you have a particular question about the Diploma Programme.

If you want to know more about …	Take a look at section(s)
What the IB diploma is and how to achieve it	A1.1, A1.2, A1.3
Issue of results to universities	A7.4
What a Diploma Programme school coordinator does	A1.8
Sources of information—IBIS, IB Answers and the OCC	A2.1, A2.2.1, A2.4.2
Choosing subjects to make up a diploma course	A3.1, A 3.2
Bilingual diploma requirement	A1.4
What subjects are available	A3.5, A3.6, A3.7
What languages are available	A3.6
School-based syllabuses	A3.8, A3.9, A3.10, B11
How to register candidates	A4.1, A4.2, A4.3, A4.4, A4.5, A4.6
Candidate categories	A4.2, A4.11
Retakes and transfer candidates	A2.7.14, A4.2.3, A4.11
Academic honesty	A1.9, A1.10, A5.2
Individual circumstances and support	A4.12, A4.13
Adverse circumstances	A4.14
Internal assessment	B1a.7, B1b.7, B2a.5, B2b.5, B2c.3, B3.3, B4.3, B4.4, B4.5, B4.6, B5.4, B6b.3, B6c.3, B6d.3, B6e.3, B6e.4, B8.6, B10a.3, B10b.7, B10b.8
External assessment	A5.3, A6
Audio and video recordings	A5.6
eCoursework upload	A5.3
Forms and coversheets	A5.8.1
Calendar dates	A3.12, A4.7, A4.8, A7.1, A8, B1a.2, B1b.2, B2a.2, B2b.2, B2c.2, B3.2, B4.2, B5.2, B6a.2, B6b.2, B6c.2, B6d.2, B6e.2, B7.2, B8.2, B9.2, B10a.2, B10b.2
Fees and finances	A2.4, A2.5, A2.6, A2.7, A2.8
May or November 2017 examination sessions	A8.1, A8.2
Getting the results	A7
Predicted grades	A5.1.3
Enquiries upon results	A7.9
Feedback and evaluation	A6.6
Group 1a subjects—Language A: literature	B1a
Group 1b subjects—Language A: language and literature	B1b

Group 2 subjects—Language acquisition: language B, language ab initio, classical languages	B2
Group 3 subjects—Individuals and societies	B3
Group 4 subjects—Sciences	B4
Group 5 subjects—Mathematics	B5
Group 6 subjects—Arts: visual arts, music, theatre, film, dance	B6
Core elements: Extended essay, Theory of knowledge, Creativity, activity, service	B7, B8, B9
Interdisciplinary subjects: Environmental systems and societies; Literature and performance	B10
Diploma Programme online	A1.6

The detailed contents list will also help you find the section(s) you need to look at.

You can also refer to the FAQ section on IB Answers [login required] where you will find answers to hundreds of questions from IB school coordinators and teachers.

The forms referred to in this edition of the handbook are those that must be used for examination sessions in 2017, unless otherwise stated. Forms from a previous edition may not be suitable and using them may place candidates at a disadvantage or even jeopardize the issue of their grades. For more information about forms, see the forms and coversheets section.

0.4 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

A	Anticipated candidate
C	Course candidate (previously certificate)
CAS	Creativity, activity, service
CP	Career-related Programme
D	Diploma candidate
DP	Diploma Programme
EE	Extended essay
H	Carry mark forward from a previous session
HL	Higher level
IA	Internal assessment
IBIS	IB Information System
ITGS	Information technology in a global society
MCQ	Multiple-choice (examination)
MYP	Middle Years Programme
N	No grade issued for the subject and level (or other diploma requirement)
OCC	Online curriculum centre
P	Pending (mark or grade not available)
PG	Predicted grade
PLA	Prescribed list of authors
PLT	Prescribed literature in translation list
PYP	Primary Years Programme
R	Retake candidate
SBC	Site-based coordinator (for Diploma Programme courses online)
SBS	School-based syllabus
SL	Standard level
ST	School supported self-taught (applies to language A: literature SL only)
TOK	Theory of knowledge

A1.0 The IB and your school

This section contains a brief description of the Diploma Programme and its components, and of the role of IB coordinators and their key tasks.

A1.1 The Diploma Programme

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

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). The subject groups and the core elements are illustrated in the Diploma Programme model shown here.
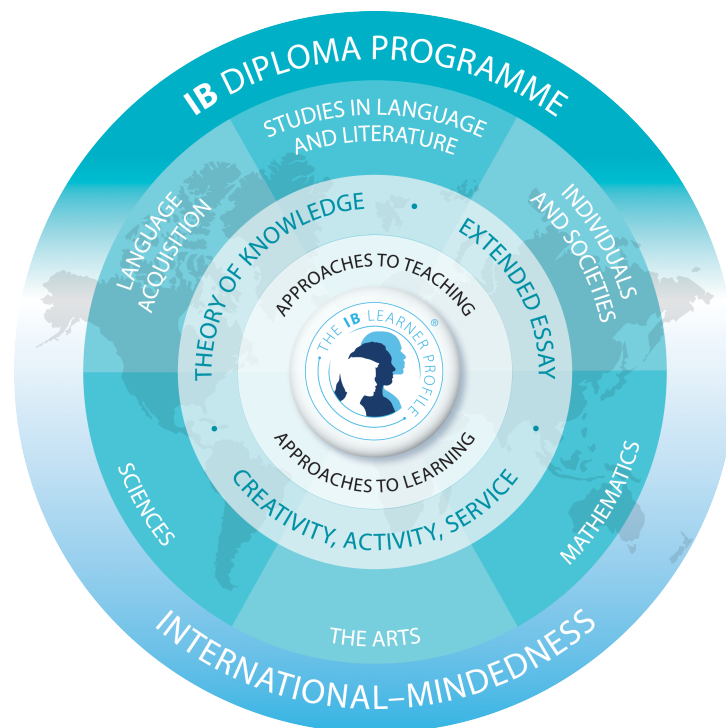
Figure A1.1

Diploma Programme model

Candidates studying for the diploma select six subjects 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, activity, 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 course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the creativity, activity, service programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment 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, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, 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 principles of the Diploma Programme's assessment strategy.

A1.2 Award of the IB diploma

The IB diploma is awarded based on performance across all parts of the Diploma Programme.

A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the "core", which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

This handbook contains detailed information about what subjects, subject levels (SL or HL) combinations, and so on are permissible for a candidate to offer.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be award.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. See section A7.7.

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6×7) + 3). The minimum threshold for completing the programme is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see section A7.6.2)

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

Further details of how the diploma is awarded are contained in the *General regulations: Diploma Programme*.

Summary

- Students must study six subjects, plus TOK, EE and CAS. They must accumulate no less than 24 points from assessment in these subjects in addition to grade stipulations.
- They must meet all of the additional requirements listed above.
- They must do so within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

A1.3 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, activity, service (CAS).

Note that a course candidate can now register for one, two or all three core elements.

A1.3.1 Theory of knowledge

A diploma candidate must follow a theory of knowledge (TOK) course. The IB recommends that TOK is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the TOK assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session. The prescribed titles for May 2017 are released on the OCC and as an IBIS news item for coordinators in September 2016, and those for November 2017 in March 2017.

A1.3.2 Extended essay

A diploma candidate must complete and submit an extended essay (EE), 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.

A1.3.3 Creativity, activity, service

A diploma candidate must engage in creativity, activity, service (CAS) experiences. Schools entering candidates for the diploma undertake to ensure that all candidates engage in a CAS programme. The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

A1.4 The bilingual diploma

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language

- Attainment of a grade 3 or higher in both the group 1 language and the subject from group 3 or 4

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").

A1.5 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 this handbook and *General regulations: 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 and is advised up to the approval of the request. In no circumstances will a candidate be exempt from taking a group 1 and a group 2 subject. (Note that a diploma candidate can be registered for two group 1 subjects instead of a group 1 and a group 2 subject.) See section A4.9.9 for information on how to submit a request for a non-regular diploma.

A1.6 Diploma Programme courses online

Schools now have the opportunity of offering Diploma Programme courses online to widen a student's choice of courses. These are designed, developed and delivered by IB-approved course providers. They comply with all IB requirements and are led by Diploma Programme experienced teachers.

The IB recognizes that Diploma Programme courses online can:

- extend subject choice for students in IB World Schools
- create international and intercultural classrooms in ways that cannot be envisaged in many schools

- enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school
- enable students who cannot attend IB World Schools to benefit from an IB educational experience. (The IB has started a pilot project with the collaboration of IB World Schools to analyse the feasibility of offering Diploma Programme courses online to students who are not enrolled in IB World Schools.)

Students enrolled in Diploma Programme courses online take the Diploma Programme assessments in the same way as students enrolled in face-to-face courses and must comply with the same requirements. Detailed information about Diploma Programme courses online and the role of the site-based coordinator can be found in the document *Diploma Programme courses online: An overview for schools*, available on the OCC. Information about the Diploma Programme courses online being currently offered can be found on the IB public website .

If a student is enrolled in a Diploma Programme course online, it is essential for this to be indicated when registering the candidates. Please refer to section A4.7 for further information.

A1.7 Diploma Programme courses online: the role of the site-based coordinator

All schools that have candidates intending to enroll in one or more courses online must appoint a site-based coordinator (SBC), who must complete a required training activity to fulfill his or her responsibilities. The SBC may have any role within the school, including that of Diploma Programme coordinator. The name of this coordinator must be added to the school's details on IBIS under the **School** tab.

Active engagement of the SBC is an essential component of student success in online learning. Research indicates that the extent to which the school provides an online mentor is directly correlated to candidate success. The IB has identified that those candidates meeting with their SBC at least weekly tend to keep up with their coursework. For this reason, the SBC is considered an integral role.

The main administrative role of the SBC is the liaison and point of contact between the student, course provider and the school. Duties of the SBC include, but are not limited to the following.

- Successful completion of training opportunities provided by the IB or online course provider
- Monitoring, supporting, and encouraging timely, relevant and appropriate candidate engagement in online courses

- Informing the online teacher/course provider of potential challenges for candidate learning (extra-curricular obligations, school calendar differentials, technical issues, personal-social-health issues, and so on)
- Timely delivery of relevant reports of academic progress/achievement to appropriate individuals
- Facilitation of communication between the online teacher, the Diploma Programme coordinator, the candidate and (when necessary) the candidate's legal guardian
- Collaborating with the school-based teachers to make the online course concurrent with their Diploma Programme courses and requirements
- Collaborating with the online teacher to motivate, encourage and support candidates

Although the roles of the Diploma Programme coordinator and the SBC intersect, they also have separate responsibilities. For example, Diploma Programme coordinators are the main point of contact between the school and the IB while the SBCs are the main point of contact between the school, the online course provider and the online teacher.

A1.8 The role of the Diploma Programme coordinator

The IB does not provide 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 diverse and crucial to the success of the programme.

It is important that the job description of the coordinator includes recognition of the leadership function, in addition to the management roles involved in general programme administration and communication with stakeholders. Diploma Programme implementation requires significant expertise in change management and a detailed understanding of the principles and practices of the programme. The coordinator, acting together with other school leaders, needs the authority to plan and manage the processes of change necessary for developing the programme. He or she also requires a good knowledge of the regulations and procedures described in this handbook and the *General regulations: Diploma Programme*.

Without sufficient time and resources to undertake the many duties required of the 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, an adequate budget, 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 management of all activities related to the Diploma Programme, although specific responsibilities, such as the coordination of creativity, activity, service (CAS) or theory of knowledge (TOK), may be delegated to other members of the faculty/staff. One of the most crucial duties of a coordinator is to communicate information, such as changes to curriculum and assessment, to subject teachers.

The following is a list of tasks related mainly to administration and communication that may be undertaken by a Diploma Programme coordinator. The list is not intended to be prescriptive, chronological or comprehensive; it is included here as guidance to new coordinators on the potential breadth of the role. Some tasks may be delegated and others may not be relevant to some school situations.

- Inform the school community, including administration, teachers, legal guardians and candidates about the learner profile and the mission of the IB.
- Ensure that legal guardians and candidates understand the curriculum and assessment requirements of the Diploma Programme and what subjects will be offered by the school.
- Ensure that Diploma Programme subjects are scheduled so they meet the IB recommended number of teaching hours and provide maximum concurrency of learning for candidates.
- If the school offers Diploma Programme courses online and appoints a site-based coordinator, ensure that both work collaboratively to support candidates.
- Ensure that legal guardians and candidates are provided with a copy of *General regulations: Diploma Programme* when candidates are enrolled in the programme.
- Provide teachers with up-to-date information about changes to courses of study, assessment requirements and administration.
- Ensure that teachers are provided access to the online curriculum centre (OCC) and that they are aware of the resources available on the site.
- Ensure that teachers have access to relevant sections of this handbook, particularly those sections with subject-specific information.
- Ensure that all teachers have access to the *Coordinator's notes* when these become available.
- Publish an internal calendar of all due dates for the receipt/submission of candidates' assessment material and other material/information required by the IB.

- Ensure that teachers are provided with an opportunity for professional development related to the Diploma Programme and professional development requirements are met at evaluation.
- Provide information to teachers about any local regional association of IB schools and opportunities to network with other IB teachers.
- Ensure that the school academic policy is aligned with the IB expectations, that teachers implement it and that both teachers and candidates are aware of the requirements and penalties imposed on candidates for breaches of IB regulations.
- Submit advance notice registration requirements, according to deadlines in this handbook.
- Submit requests for inclusive assessment arrangements for candidates with assessment access requirements, at least one year in advance of the written examinations.
- Register candidates for an examination session, according to deadlines in this handbook.
- Submit/upload candidates' assessment material for moderation/marking with any accompanying forms, according to deadlines in this handbook.
- Provide candidates with personal examination schedules, and contact the IB by the appropriate deadline where any scheduling conflict may exist.
- Ensure that a secure location is available for the storage of examination papers and other confidential assessment material.
- Conduct the written examinations in May/November in compliance with instructions in the current edition of *The conduct of IB Diploma Programme examinations*.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Ensure that teachers provide feedback on the examination papers.
- Ensure that each candidate is provided with their personal identification number (PIN) and personal code so they can download their results on 6 July/6 January.
- Be available (or ensure another staff/faculty member is available) after the issue of results to answer questions, request any enquiries upon results or submit registrations for retake candidates, as applicable.
- Provide candidates and legal guardians with guidance on university recognition and the university results service.
- Ensure that requirements for theory of knowledge are properly coordinated, and teachers of other IB subjects understand the nature and importance of this core requirement.
- Ensure that the CAS element is properly coordinated and implemented according to current IB requirements.

- Ensure that the extended essay is administered according to requirements in the current guide and that candidates and teacher-supervisors are fully aware of these requirements.
- If required, prepare the self-study and accompanying documents for programme evaluation and organize the evaluation visit (if applicable).
- Ensure that the school has a means of support for IB candidates for whom the language of instruction is not their mother tongue.

It is emphasized that these are simply examples of the tasks undertaken by Diploma Programme coordinators to illustrate the breadth of the role.

For more detailed information about other areas of the coordinator's role and its impact in the implementation of the Diploma Programme in an IB World School, coordinators should refer to the IB publication *Diploma Programme: From principles into practice* (April 2015), available on the OCC.

A1.9 Academic honesty

A1.9.1 Policy

It is an IB requirement that every IB World School that offers the Diploma Programme has a policy to promote academic honesty. This policy must be shared with candidates before they begin the Diploma Programme and be followed by reminders throughout the two years of the programme. The way in which this policy is shared with candidates and teachers is left to the discretion of the head of school, or his or her nominee.

IB teachers are best placed to verify that candidates' work complies with the IB's expectations concerning academic honesty. Therefore, teachers must use appropriate means to ensure that candidates' work is, to the best of their knowledge, the authentic work of the candidates. Schools are responsible for checking all candidates' work prior to submission to the IB for assessment or moderation.

Further information can be found in the IB publication *Academic honesty in the IB educational context*.

A1.9.2 What constitutes academic misconduct?

Coordinators should take notice of these common breaches to the regulations when administering the Diploma Programme and developing the school's academic honesty policy.

Lack of referencing

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of IB regulations that may result in a penalty imposed by the final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate members of the faculty/staff in the school. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source and page numbers as applicable. Further information can be found in the IB publication *Effective citing and referencing*.

Candidates are not expected to show expertise in referencing, but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images and/or data published in print or in electronic sources), including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between his or her words and those of others by the use of quotation marks (or other method like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography.

Too much assistance and collusion

Although group working is a key element in components of certain subjects, coordinators are reminded that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

It is recommended that coordinators warn candidates against using the growing number of websites and organizations that claim to offer "help" with IB assessment tasks. None of these are endorsed by the IB and some are virtually indistinguishable from sites on the internet that offer custom-made 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 may not be 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, contact IB Answers for advice.

Other forms of academic misconduct

Academic misconduct most commonly involves collusion or plagiarism and constitutes a breach of regulations. However, there are other ways in which a candidate may be in breach of regulations. For example, if he or she:

- duplicates work to meet the requirements of more than one assessment component
- fabricates data for an assignment
- takes unauthorized material into an examination room
- disrupts an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- fails to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonates another candidate
- steals examination papers
- discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

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

A1.10 Actions to be taken by the IB for alleged breaches to the regulations

A1.10.1 Investigating a breach of the regulations

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

- A coordinator informs the IB Assessment Centre that academic misconduct 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 the IB Assessment Centre 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 academic misconduct only when there is clear evidence to justify a suspicion of wrongdoing. 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 Assessment Centre initiates an investigation into academic misconduct, the coordinator will be informed by email that a candidate (or candidates) is being investigated for a possible breach of regulations. 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 academic misconduct.

In all cases the coordinator will be asked to provide statements after he or she has conducted his or her own investigation. These statements must be word processed and submitted on templates provided by the IB Assessment Centre. In the case of suspected plagiarism or collusion, the coordinator will be asked for:

- his or 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 or her knowledge, a 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 candidate(s) will be asked to provide any relevant information, with specific reference to the allegation(s) against him or her.

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

A1.10.2 Decisions of the final award committee

Cases of suspected academic misconduct will be presented to the final award committee, or its sub-committee for academic honesty. 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 academic misconduct is insufficient, the allegation will be dismissed and a grade will be awarded in the usual way.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's Diploma Programme coordinator, appropriate IB staff and the chair of the examining board.

Reconsideration of decisions of the final award committee

For further information about the reconsideration process, and any subsequent appeal, please consult the *General regulation: Diploma Programme*.

A1.10.3 Appeals against decisions of the final award committee

The IB Organization accepts appeals in relation to four areas of decision-making during an examination session.

For further information about the appeals process, see A2.7.12 or consult the *General regulations: Diploma Programme.*

A1.11 Programme evaluation

A1.11.1 The aim

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements. The evaluation process occurs every five years after authorization.

A1.11.2 The process

During the course of 2016, the IB is implementing a new online process for submission of the self-study. Schools submitting their self-study should use the document *Guide to programme evaluation* (November 2015). The *Self-study questionnaire: Diploma Programme* (December 2015) is available in sample form for schools to see the content of the revised self-study. The questionnaire will be completed online in My School. The relevant IB office will provide information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as the date of the evaluation visit, if applicable.

A1.11.3 Revised professional development requirements at evaluation

Over the period under review, the school must have a plan that will ensure professional development.

- The head of school (or designee), if appointed during the period under review, must participate in an IB-recognized workshop related to this role. The head of school may designate someone else to participate in the workshop if this person has decision-making authority over the IB programme concerned. A head or designee who has previously participated in an appropriate IB workshop in another school meets this requirement.
- Diploma Programme teachers, theory of knowledge (TOK) teachers, creativity, activity, service (CAS) coordinators and Diploma Programme coordinators who are new to the role or the IB programme concerned and appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role. Teachers who completed an appropriate IB-recognized workshop in another school meet this requirement. Completion of an IB educator or leadership certificate meets the requirement for participation in a category 1 workshop.
- At least one Diploma Programme subject teacher per subject/TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed during the period under review and a new guide has been published.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

A2.0 Overview

This section contains essential information about IBIS, administration of the Diploma Programme, appeals the services that are provided to schools by the IB, and the fees payable.

A2.1 The IB information system

The IB Information service (IBIS) is a central information and administration portal for schools that includes a wide range of functions from registration of candidates to eCoursework upload and announcement of results.

A2.1.1 Security

The IB provides coordinators with access to a web-based service known as the IB information system (IBIS). 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.

A2.1.2 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 to IBIS go to the **School** tab, followed by **School person maintenance**.

Figure A2.1

School person maintenance

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 upload, authenticate and submit candidates' eCoursework. Teachers can also 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.

A2.1.3 Support for IBIS users

Many options on IBIS are supported with help text. Where available, the help text can be accessed by using the **Help** link at the top right of the screen.

Figure A2.2

Support for IBIS users

For any queries regarding access to IBIS, contact IB Answers.

A2.1.4 Changing the coordinator

To change the name of the Diploma Programme coordinator, log in to the MySchool portal where you can enter the details of the new coordinator. The new information will be transferred to IBIS and a new account creation email will be automatically sent to the new coordinator.

A2.1.5 Changing the 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 its school. For example, if a school's main session is May, only diploma (D), anticipated (A) and course (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 course (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 course candidates in the session that is not the school's main examination session.)

A change of session is a major decision for a school because of its organizational consequences and challenges, and has to be based on valid reasons such as constraints due to national or university requirements. Before making a decision, the school needs to study the subject options and limitations that the change of session may entail.

The process for changing a school's main session is as follows.

- Contact the appropriate IB office with sufficient notice through IB Answers (email: ibid@ibo.org). This will normally be no less than 24 months before the proposed change can be effective. The appropriate IB office will send the school a form to complete.
- Provide a full explanation on how candidates affected by the change will be prepared for their examination session and a full description of Diploma Programme courses to be offered, if the change of session may have an impact on its current offer. If the school offers other IB programmes, it will need to establish how the school will align the calendar of these programmes based on the Diploma Programme change of session. (Permission to change session will only be given if there is confirmation 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.)
- Wait until the relevant IB office sends its approval before making the change effective.

A2.1.6 Changing the school's legal name on IBIS

A coordinator or head of school cannot change their school's legal name via MySchool; this must be completed by the IB. The process for changing a school's legal name is as follows.

- The coordinator must send their request to IB Answers by email (ibid@ibo.org), attaching a legal/official document that provides clear evidence of the name change and evidence that there is no change related to the school as a legal entity, that is, the school remains the same.
- The request will be considered by the appropriate IB office, which will then confirm acceptance of the change, having first raised any queries.
- IB staff will ensure the name is changed on IBIS.

It is important to be aware that the IB can print only the school's legal name on candidates' results documents, and universities and other institutions may not be familiar with the legal name.

A2.1.7 A school terminating a relationship with the IB

If a school wants to terminate its relationship with the IB, it must contact the relevant regional office through IB Answers. A request for termination signed by the head of school establishing the date of termination will be required. The regional office will contact the head of school to ensure that the requested termination date takes into account all consequences, because no IB services will be available to the school after the termination date. The IB will send a letter of acknowledgment of the termination to the head of school that will include the agreed date of termination.

A2.2 Contacting the IB

A2.2.1 IB Answers

If a coordinator has a question about the administration of the Diploma Programme that cannot be answered by reference to this handbook, or any other publication produced by the IB, the question must be addressed to IB Answers.

There are a number of ways to contact IB Answers. The preferred method is to raise a question via the IB Answers website (ibanswers.ibo.org). The website provides a searchable knowledge base of answers to frequently asked questions (FAQs). An IB Answers user ID and password have been created for all IBIS users. By logging into the website, coordinators will be able to view all past and current queries, log new queries and search frequently asked questions that are not available to users not logged in.

If the answer to a query cannot be found on the website, stakeholders can contact IB Answers by email or telephone using the details below.

Email: ibid@ibo.org

Telephone support is available 24 hours each day from Monday to Friday using the following numbers.

Region	IB Centre	Phone number
Europe, Middle East, Africa	Cardiff, United Kingdom The Hague, The Netherlands Geneva, Switzerland	+ 44 29 2054 7740 + 31 70 352 6055 + 41 22 309 2515
North and South America	Bethesda, USA Buenos Aires, Argentina	+ 1 301 202 3025 + 54 11 6090 8625
Asia-Pacific	Singapore	+ 65 6579 5055

Calls may be monitored for training purposes.

Although IB Answers is accessible to other IB stakeholders, the Diploma Programme coordinator must remain the intermediary for correspondence with the IB on issues pertaining to a live examination session and candidates who are registered for an examination session.

While there is no regulation that requires teachers of the IB Diploma Programme to use the coordinator as the primary intermediary for communication with the IB, it is recommended that schools adopt this procedure 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 regarding all matters concerning the Diploma Programme in their school. On occasions when an issue arises concerning the administration or teaching of the Diploma Programme, in the first instance, the IB will normally contact the coordinator to ask for information.

A2.2.2 The "Contact us" link on IBIS

The first point of contact for coordinators is IB Answers (ibid@ibo.org). However, a number of other email links are available for specific issues, and these can be accessed via the drop-down menu on the email form found under the **Contact us** link on IBIS.

The *Exclusive copyright form* submission link is a NO REPLY email address so it cannot be used for correspondence. It can only be used for submitting the form for candidates requesting exclusive copyright for one or more items of assessment material. The form must be signed by the candidate, then scanned and submitted as an attachment.

A2.3 Confidentiality and discretion

A2.3.1 Confidentiality of contact details

The name and/or contact details of an examiner or IB member of staff is confidential information and under no circumstances should be given to a candidate, a legal guardian or a candidate's representative.

The name and contact details of an examiner may only be given to other faculty/staff for the purpose of mailing assessment material. There must be no contact with an IB examiner to ask for advice or support on any matter relating to the Diploma Programme or to bring any issue to the attention of the examiner. If assessment material is being sent directly to an examiner, the contact details on IBIS normally include the phone number of each examiner. This phone number must only be used for courier delivery and for no other purpose.

Please do not send any correspondence or information about a candidate's personal circumstances to an examiner.

A2.3.2 Legal guardians/relatives

The IB recognizes that a candidate's legal guardian/relative may be a teacher in the IB World School attended by the candidate. The IB has no objection to, for example, 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 relationship exists within a school.

However, a candidate's legal guardian or relative must not act as a candidate's supervisor for the extended essay requirement, nor must they act as the only invigilator of an examination where the student is a candidate.

A2.3.3 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.

A2.4 Services included within the annual fee

A2.4.1 Public website

Each year, ibo.org attracts over 23 million page views on www.ibo.org—it is the largest, most comprehensive and most widely used source of information about the IB.

Every IB World School has its own page on ibo.org that is automatically created and maintained using data from our administrative website (IBIS). We encourage IB World Schools to insert a link on the school's website to their official presence on the IB public website, to reinforce their relationship with the IB.

Features accessed from the website include:

- the IB community blog shares posts from educators, students and alumni from around the community as well as posts from the IB itself. Visit the blogs at: blogs.ibo.org
- an online store where IB publications, resources and merchandise can be purchased.
- information and links for IB coordinators, educators, students, parents and other stakeholder groups
- a "Find an IB World School" function, to enable quick and easy searching for schools
- a workshops and conferences events calendar, showing details of teacher training workshops and other activities around the world
- regional content maintained by the three IB regional teams
- the IB's social network accounts, including: Twitter (over 31,000 followers), Facebook (more than 105,000 likes) and LinkedIn (31,000 members). An increasing number of students, teachers and other stakeholders follow IB developments and exchange experiences and ideas about best practices on these social media platforms.

A2.4.2 Online curriculum centre

The IB online curriculum centre (OCC) is an interactive password- protected website designed to support teachers of the four IB programmes. All Diploma Programme teachers should have access to this site provided for them by the school coordinator. Coordinators can create and manage their teachers' usernames and passwords. 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.

For queries relating to the OCC, contact IB Answers.

A2.4.3 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 public website contains information about university recognition of the IB Diploma.

A2.4.4 Unannounced inspections of examination arrangements

The IB reserves the right to inspect a school's examination arrangements. The appropriate regional director, or his or her nominee, will arrange for representatives to visit a selection of schools in the region during the written examinations to inspect each school's arrangements for Diploma Programme examinations. Heads of schools, coordinators, teachers and other school representatives are expected to cooperate fully with an inspector by allowing access to any location where Diploma Programme examination papers, stationery or other confidential documents are securely stored.

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.

A2.5 Assigned currencies

In order to ensure that the IB has the resources it needs in each currency, every IB World School is assigned a nominated payment currency (usually US dollars, UK pounds sterling, Swiss francs, Euros or Singapore dollars) 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. Any change in billing currency will require approval according to the IB global policy and procedures.

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.

A2.6 Billing offices

The billing is the responsibility of the Asia-Pacific Global Centre (Shared Service Centre).

When the Asia-Pacific Global Centre (Shared Service Centre) 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. If the details for the coordinator or billing contact change, please change the details on IBIS without delay.

A2.6.1 Payment by schools in Canada and the USA

It is recommended that all payments to the IB are made via Bank Transfer (ACH), with payment remittances emailed to ibabilling@ibo.org.

Schools in the USA

Payment currency: US Dollar (USD)

Bank payment details:

- Beneficiary Bank Name:JPMorgan Chase Bank NA
- Beneficiary Bank Swift: CHASUS33
- Ultimate Beneficiary Name: International Baccalaureate Organization
- Ultimate Beneficiary Account: 6302307847

Schools in Canada

Payment currency: US Dollar (USD)

Bank payment details:

Pay to (Intermediary Bank):

- Swift BIC: CHASUS33JP
- Morgan Chase Bank NA, New York
- ABA No: 021000021

Beneficiary's Bank:

- Swift BIC: CHASCATTCTS
- JPMorgan Chase Bank NA, Toronto Branch

Beneficiary's Account:

- 4676081210
- International Baccalaureate Organization
- 7501 Wisconsin Ave, Suite 200 West, Bethesda, Maryland, 20814

If the school must pay by cheque, the details are:

Cheque payments	Schools in the USA	Schools in Canada
Cheque payable to:	International Baccalaureate Organization	International Baccalaureate Organization
Mail to:	International Baccalaureate Post Office, PO Box 5950, New York New York 10087-5950, USA	International Baccalaureate PO Box 15081 Station 'A' Toronto Ontario, CANADA M5W 1C1

A2.6.2 Payment by schools in other countries

It is recommended that all payments to the IB are made via bank transfer, with payment remittances emailed to creditcontrol@ibo.org.

Schools not in Canada or the USA

Payment currency: Sterling Pound (GBP)

Bank payment details:

Beneficiary's Bank:

- HSBC London
- Swift code: MIDLGB22

For further credit to Beneficiary:

- Beneficiary Name: IBO UK
- Beneficiary Account Number: 401618 61605410
- IBAN: GB67MIDL40161861605410

Payment currency: US Dollar (USD)

Bank payment details:

Beneficiary's Bank:

- HSBC London
- Swift code: MIDLGB22

Via Intermediary Bank:

- HSBC BANK USA
- New York USA
- Swift Code: MRMDUS33

For further credit to Beneficiary:

- Beneficiary Name: IBO UK
- Beneficiary Account Number: 400515 68221288

- IBAN: GB30MIDL40051568221288

Payment currency: Swiss Franc (CHF)

Bank payment details:

Beneficiary's Bank:

- HSBC London
- Swift code: MIDLGB22

Via Intermediary Bank:

- Credit Suisse AG, ZurichSwitzerland
- Swift code: CRECHZZ80A

For further credit to Beneficiary:

- Beneficiary Name: IBO UK
- Beneficiary Account number: 400515 68221261
- IBAN: GB80MIDL40051568221261

Payment currency: Singapore Dollar (SGD)

Bank payment details:

Beneficiary's Bank:

- HSBC BANK SINGAPORE
- Collyer Quay
- Swift Code: HSBCSGSG

For further credit to Beneficiary:

- Beneficiary Name: INTL BACCALAUREATE ORG (S BR)
- Beneficiary Account Number: 143-023547-001

Payment currency: Euro (EUR)

Bank payment details:

Beneficiary's Bank:

- HSBC London
- Swift code: MIDLGB22

For further credit to Beneficiary:

- Beneficiary Name: IBO UK

- Beneficiary Account number: 400515 70415561
- IBAN: GB28MIDL40051570415561

Payment by cheque

If the school must pay by cheque, this should be made out to the "International Baccalaureate Organization" and sent to the following address:

International Baccalaureate, PO Box 4507, Dunstable, LU6 9PW, United Kingdom

- 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 (CHF) must be drawn on a bank in Switzerland.
- Cheques in US dollars (USD) may be drawn on any bank.
- Cheques in Sterling pounds (GBP) must be drawn on a bank in the UK.
- Cheques in Singapore dollars (SGD) must be drawn on a bank in Singapore.

A2.7 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 four 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 other areas where schools can choose to purchase services from the IB. For example:

- professional development—for training teachers and administration
- This handbook does not cover this service in any detail. Information about professional development can be obtained from the IB public website.

A2.7.1 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 (excluding the Career-related Programme) receive a 10% discount, which is calculated on the single lowest fee.
- Schools offering three programmes (excluding the Career-related Programme) receive a 10% discount, which is calculated on the combined two lowest fees.

The discount is shared between the respective programmes.

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 (The evaluation visit, if applicable, is not included in the annual fee.)
- 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. Newly authorized schools will be billed for the annual fee either in the September or March following the date of authorization, as appropriate to the school's main examination session.

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 A2.6. The annual fee is not refundable.

A2.7.2 Candidate assessment fees

There are three candidate assessment fees: the candidate registration fee, the candidate subject fee and the core fees.

In return, schools receive:

- this comprehensive handbook for coordinators and teachers
- access to IB Answers
- access to the IB information system (IBIS) for tasks necessary to administer candidate registration and assessment
- a range of teacher feedback, including selected subject reports for each examination session.

Candidates receive:

- 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
- clerical checking of assessment material to ensure administrative accuracy
- accommodation, where appropriate (for candidates with assessment access requirements and where detailed consideration of individual special circumstances is given)
- access to results on the day of publication via a dedicated and secure website
- printed *Diploma*, *Diploma results* or *Course results* (depending on results)
- up to six free requests to transmit results to universities and admissions centres worldwide.

Refer to sections A2.7.4, A2.7.5, A2.7.6, A2.7.7 and A2.7.8 for more information on candidate registration, subject, core and late subject fees.

A2.7.3 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 *Course results* for candidates who have mislaid the original documentation
- sending results to universities or admissions centres (in excess of the six free requests). See section A7.4 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 for a category 1 enquiry. If a report on a category 1 re-mark is requested on behalf of the candidate, a fee is payable. See section A7.9 for further details.

Legalization of diploma results

There are standard fees for the legalization of each IB diploma document (for each single document and/or each consulate country), which are listed on the scale of fees (see section A2.8). The school concerned will receive an invoice for the amount owed to the IB. The cost of the courier service is paid by the IB provided that the deadline for submitting the legalization requests is met. See section A7.9.13 for further details.

Replacement Diploma, Diploma results or Course results

Requests for a replacement *Diploma*, *Diploma results* or *Course results* must be sent to the IB Assessment Centre by email. The fees also apply if replacements are required because the school's legal name has changed. See section A7.10 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 A7.4 for further details.

A2.7.4 Registration, subject, core and late subject fees

First registration deadline: **15 November/15 May** Second registration deadline: **15 January/15 July** Final registration deadline: **15 April/15 October**

All deadlines given are midnight, Greenwich Mean Time (GMT).

A2.7.5 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 (D) 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. If an anticipated (A) candidate does not register for the diploma (D) in the following year, but does however register one or more subjects and/or core elements as a course registration, an additional registration fee must be paid.

Higher candidate registration fees are charged for registrations made between the first and second registration deadlines, and a second higher fee after the second registration deadline.

A diploma (D) or course (C) candidate who is retaking one or more subjects six months after his or her last session pays the standard registration fee. However, to avoid paying the higher registration fee candidates from a November session must be registered by **29 January** for the following May session, and candidates from a May session must be registered by **29 July** for the following November session. If such candidates are registered before the six-month retake deadline, the fee before the first registration deadline is applicable; after this date the fee after the second registration deadline is applicable.

A2.7.6 Subject fee

The subject fee is paid for each assessed subject taken by an individual candidate, regardless of the date that the subject is registered.

A2.7.7 Core fees

There is no fee for theory of knowledge (TOK), the extended essay or creativity, activity, service (CAS) when first taken as part of the full diploma (D), regardless of whether the candidate anticipated one or more subjects. However, a diploma candidate retaking a core element will incur a fee for each element that is retaken.

Course (C) candidates who wish to register for the extended essay, TOK or CAS will incur a fee for each core element that is taken. A candidate registered for the diploma (D) who subsequently changes to the course (C) category, will incur a core fee for each core element for which the candidate remains registered.

A different fee amount is applicable for the registration of each core element. The amounts have been determined based on the administration involved.

A2.7.8 Late subject fees

A late subject fee is applied for the registration of any subject or amendment to a subject, level or response language after the first deadline. This includes the registration of, or amendment to, TOK or an extended essay. A new candidate registration for a session after the first deadline will incur both a subject fee and a late subject fee for each subject registered. Additionally, a new candidate registration after the first deadline will incur both a core fee and late subject fee for each core element registered, unless the candidate is a diploma (D) category candidate, in which case only the late subject fee is applied.

Owing to the additional administration involved, subject registrations or amendments 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 result in only one fee being payable.

If a new subject is added for a candidate after the first registration deadline, this will incur both a subject fee and an amendment fee, per subject registered. As stated above, the late subject fee increases after the second registration deadline.

A diploma (D) or course (C) candidate who is retaking one or more subjects six months after his or her last session will not incur late subject fees for registrations or amendments made before the six-month retake deadline. To avoid paying the late subject fees candidates from a November session must be registered by **29 January** for the following May session, and candidates from a May session must be registered by **29 July** for the following November session. If such candidates are registered after this date, the late subject fee after the second registration deadline is applicable.

There is no late 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.

There is no amendment fee for changes to a candidate's personal details. A candidate's personal details, such as the spelling of his or her name, cannot be changed after the issue of results.

A2.7.9 Payment of the registration, subject, core and late subject fees

For candidate registrations made by the first registration deadline an invoice is sent to schools from the Asia–Pacific Global Centre (Shared Service Centre) within a few days after this date. If amendments and/or additions are subsequently made, further invoices will be sent when necessary.

Payment for registration, subject, core and late subject fees should be made as detailed in section A2.6.

A2.7.10 Non-refund of registration and late subject fees

If a candidate's registration is withdrawn before the first registration deadline, the registration will be removed from IBIS and no registration fees will be incurred.

For all registrations that exist after the first registration deadline the candidates' registration fee that has been charged on IBIS, regardless of whether an invoice has been issued, must be paid by the school. The full payment must be made, regardless of whether one or more candidates subsequently withdraw from the examination session. The same principle of non-refund applies to the late subject fees.

The only exception to this ruling is if a candidate is withdrawn from a future retake registration following a subject grade change as a result of an enquiry upon results. In such cases a refund of the registration fee and any late subject fees can be given. Please refer to section A4.7 for details.

A2.7.11 Refund of subject and core fees

If a candidate withdraws from one or more subjects and/or core elements between the first and second registration deadline, the school will be refunded for the subject and/or core fee that had been charged. If a candidate fully withdraws from the session between the first and second registration deadlines, the school will be refunded for all subject and/or core fees that had been charged. However, when the candidate is withdrawing from individual subjects and/or core elements or withdrawing from the session completely, the registration fee and any late subject fees will not be refunded to the school (as stated in section A2.7.10).

If a candidate has registered to retake a subject in a future session and subsequently receives an increased or decreased grade for the subject as a result of an enquiry upon results request in the current session, a refund of the retake subject fee can be given if the candidate withdraws from the subject in the future retake session. This refund can be given regardless of whether the second registration deadline has passed. If the candidate decides to withdraw from the future retake session entirely, a refund of all applicable subject fees can be given. Please refer to section A4.7 for details.

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 credit control office at the Asia–Pacific Global Centre (Shared Service Centre).

A2.7.12 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 (section A2.8). Invoices for appeal fees will be sent from the Asia–Pacific Global Centre (Shared Service Centre), and payment must be submitted in accordance with section A2.6.

A2.7.13 Reimbursement of costs

If it has been necessary for a school to pay 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. A copy of any receipts must be sent to the IB Assessment Centre with a full explanation of what the receipts are for.

A2.7.14 Transfer candidates

If a transfer candidate has not been registered on IBIS for the session by the original school, the accepting school will be responsible for paying all registration and subject fees if they register the candidate.

If the candidate was registered on IBIS by the original school and is subsequently transferred to the accepting school as a result of the transfer process (refer to section A4.10), the original school is responsible for paying all registration and subject fees incurred before the IBIS registration transfer was completed. The accepting school will be responsible for paying any subject fees incurred by amendments to the registration after the IBIS registration transfer is completed.

No administration fee is applicable for the transfer of the candidate's IBIS registration.

A2.7.15 Alternative examination venue

The IB may give authorization for a candidate to take one or more examinations at a venue other than the school at which he or she is registered. This authorization is rarely given and, other than in cases of accident or illness, only when a candidate needs to attend an event of international significance that has relevance to his or her study for the diploma. Refer to section A4.15.4 for further details. If authorization is given by the IB for an alternative examination venue, a fee for each candidate/subject is charged directly to the school to cover the cost of the administrative arrangements required to support this arrangement.

A2.7.16 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 the IB Assessment Centre, 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 IB 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.

A2.7.17 Non-payment of fees

Non-payment of fees owed to the IB may result in sanctions, including withholding the issue of results for candidates on **5 July/5 January**.

A2.8 The scale of fees

Scale of fees Period from 1 September 2016 to 31 August 2017 for the May 2017 and November 2017 examination sessions	Currency				
	USD	CHF	GBP	EUR	SGD
1. Annual fee (per school)	11,370	13,860	6,750	8,020	13,395
2. Registration fee (per candidate)					
Before the first registration deadline **15 November/15 May**(Before six-month retake deadline **29 January/29 July***)	168	203	98	118	197
Between the first and second registration deadline **15 November/15 May** and **15 January/15 July**	224	274	131	157	264
After the second registration deadline **15 January/15 July** (After six-month retake deadline **29 January/29 July***)	481	585	281	338	567
3. Subject fee (per subject per candidate)					
The fee is for each subject a candidate is registered for.	116	140	68	82	135
4. Core fees (per candidate) The fee is for each core requirement of the Diploma Programme a course candidate is registered for, and for diploma candidates retaking a core requirement. These core fees do not apply to a diploma category registration.					

Extended essay	89	107	53	63	104
Theory of knowledge	45	54	27	32	53
CAS	10	13	6	7	11

5. Late subject fee (per subject per candidate) The fee is for the addition of a subject and each amendment to a subject, level or response language, including theory of knowledge or an extended essay, after the first registration deadline.

Between the first and second registration deadline	37	43	22	26	43
After the second registration deadline (After the six-month retake deadline*)	146	176	88	104	172

6. Enquiry upon results

Category 1 report (stage 1—return of material) per candidate/ subject/level	120	146	70	85	141
Category 1 report (stage 2—report): per candidate/ subject/level	206	250	120	145	242
Category 2A: per subject component	54	67	32	38	64
Category 2B: per candidate/ subject/level	18	23	10	12	23
Category 3 re-moderation: per subject/level sample	289	352	168	204	338

7. Other by-request services

Legalization of each IB diploma document and/ or of each consulate country (requests received before 15 June/15 December)	163	199	95	115	191

Legalization of each IB diploma document and/or of each consulate country (requests received after 15 June/15 December)	244	296	143	172	285
Replacement diploma or course results (per diploma or course results)	80	98	47	57	93
Results to universities (per candidate: no charge for first six universities)	17	21	10	12	21
Alternative examination venue (per candidate/subject)	51	65	30	35	58
8. Appeals (per candidate)					
Fee for an appeal: see *General regulations: Diploma Programme*	669	815	391	471	784

*Applies only to retake (R) and course (C) candidates retaking examinations six months after their last session. Fees indicated between the first and second registration deadline are not applicable to these candidates.

Currency reference

USD	United States Dollar
CHF	Swiss Franc
GBP	British (UK) Pound Sterling
EUR	Euro
SGD	Singapore Dollar

A2.8.1 The IB grant

The IB provides short-term grants for schools experiencing temporary financial challenges or schools that are demonstrably increasing access to IB programmes.

A2.8.2 Who can apply?

This fund offers grants to schools or education districts in 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 (such as PYP and MYP candidate schools) that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly contributing to a more diverse, inclusive IB community (for example, the addition of the Career-related Programme).

A2.8.3 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. This will enable a rebate in annual fees or payment of workshop expenses 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.

Schools with overdue amounts owing to the IB are not eligible to apply for an IB grant. Any school (or school district) that has previously been awarded an IB grant is only eligible to reapply three years after the date of the previous award. The ongoing sustainability of an IB programme in the school is a key consideration in the award of a grant.

A2.8.4 Applications

The due date for receipt of applications in 2016 is 6 September 2016.

The (available from the IB public website) should be completed and emailed to the Project Management team in the Singapore Global Centre at ibgrant@ibo.org.

Schools will be notified of the outcome of their grant application about one month after the application deadline. The Project Management team coordinates applications for the IB grant and the administration of grant awards on behalf of the IB Grant Committee. Please address any queries to the IB Grant Administrator at ibgrant@ibo.org.

A3.0 Overview

This sections contains information about which subjects are available as well as information on school-based syllabuses.

A3.1 Choosing subjects for an IB diploma

A3.1.1 Selecting subjects from groups 1 to 6

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. Exceptions to prohibitions will not be authorized.

Section A3 lists subjects that are automatically available for examinations in 2017 and 2018 and by special request for 2018. When selecting subjects for a diploma:

- candidates may take either:
  - two subjects at standard level (SL) and four subjects at higher level (HL)

  or

  - three subjects at SL and three subjects at HL
- 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 or two subjects at standard level (excluding languages ab initio and pilot subjects) can be completed and assessed 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; if candidates are studying three SL subjects, at least one of these subjects must be taught over the two years of the programme
- one subject must be selected from each of the groups 1 to 5
- 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 interdisciplinary subjects and school-based syllabuses.

A3.1.2 Interdisciplinary subjects

An interdisciplinary SL subject 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 groups in the programme model, including a group already covered by the interdisciplinary subject.

- Environmental systems and societies SL—this course meets the requirements of groups 3 and 4.
- Literature and performance SL—this course meets the requirements of groups 1 and 6.

A3.1.3 School-based syllabus subjects

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.
- 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.
- A school-based syllabus cannot contribute to a bilingual diploma.
- No diploma candidate may study more than one school-based syllabus, or do a pilot subject and a school-based syllabus as subjects for their diploma.

A3.2 Considerations during the registration procedure

A3.2.1 The distinction between group 1 courses of study

Coordinators must be aware of the difference between:

- language A: literature

and

- language A: language and literature.

Subject guides are available for each of these courses on the OCC that clarify the difference between the two courses of study.

A3.2.2 Subjects with options

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

Mathematics HL

- Calculus
- Discrete mathematics
- Sets, relations and groups
- Statistics and probability

Music

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

History

Candidates for both history SL and history HL will complete an internal assessment and sit a source-based examination paper (paper 1) and world history examination paper (paper 2). For history HL, candidates must also choose a regional examination paper (paper 3), either: history of Africa and the Middle East; history of the Americas; history of Asia and Oceania; or history of Europe.

When registering a candidate for history HL the regional option will need to be selected. However, for a history SL candidate needs to register only for history SL (because an SL candidate does not take a regional option). While there are options in paper 1, these are contained in a suite of examination materials that are provided to all candidates, and as such those options do not require pre-registration.

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

For a candidate studying history, simply select whether the candidate is standard level (SL) or higher level (HL). The following choice appears on the registration screen.

- History: SL
- History: HL—Africa and the Middle East
- History HL—Americas
- History HL—Asia and Oceania
- History HL—Europe

A3.2.3 The same subject twice in a session

No candidate, regardless of registration category, may register for the same subject more than once in the same examination session. This includes subjects that have different options, such as music SL and history.

A3.2.4 Registering course candidates for core elements

Although it is possible to register course candidates for one or more of the core elements of the Diploma Programme (extended essay, theory of knowledge and/or creativity, activity, service), grades awarded for core elements, together with grades awarded for subjects, cannot subsequently combine to form the award of a diploma. When registering a course candidate for his or her first examination session, it is therefore appropriate to make this regulation clear to the candidate concerned.

A3.3 Additional subjects and core elements

The table below summarizes what is and what is not permissible regarding additional subjects and the core elements of the extended essay (EE), theory of knowledge (TOK) and creativity, activity, service (CAS).

Registration category	Additional subjects	Core elements
Anticipated	Permitted to register for additional subjects	Not permitted to register for any of the core elements
Diploma	Permitted to register for additional subjects	The core elements are a compulsory requirement for achieving the diploma. TOK and CAS can only be taken as part of the diploma. Permitted for students to register for additional EEs (that cannot contribute to the diploma).
Retake	Permitted to register for additional subjects	Permitted to register for a new or revised EE to contribute to the diploma. Permitted to register for additional EEs (that cannot contribute to the diploma). Permitted to retake TOK to contribute to the diploma. CAS will automatically be registered to contribute to the diploma.
Course	Any number of subjects may be registered. No requirement for additional subjects.	Permitted to register for none, one, two or all three core elements with or without subjects. Permitted to register for more than one EE.

A3.4 Exceptions and prohibitions

A3.4.1 Exceptions

- A candidate may offer a second group 1 subject 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 HL in addition to another mathematics subject (usually mathematics HL because the content of mathematics HL is presumed knowledge for further mathematics HL)
- an interdisciplinary subject.

A3.4.2 Prohibitions

The status codes in section A4.5 provide the definitive list of circumstances that are not accepted for candidate registrations for assessment in 2017. However, attention is drawn to the following subject prohibitions that are occasionally overlooked when registering diploma candidates.

No candidate may count towards the diploma:

- the same subject twice, regardless of whether standard level (SL) or higher level (HL) (also applicable to course registrations)
- the same language for literature, language and literature, language B and/or language ab initio (also applicable to course registrations)
- more than one language A literature SL as a school supported self-taught subject (also applicable to course registrations)
- any two of mathematics HL, mathematics SL and mathematical studies SL (also applicable to course registrations)
- more than one school-based syllabus or pilot subject (not applicable to course registrations)
- an SBS and a pilot subject (not applicable to course registrations)
- literature and performance SL with theatre (not applicable to course registrations)
- literature and performance SL if it is taken in the same language as a literature, language and literature, language B and/or language ab initio course (not applicable to course registrations).

Note that "the same subject" would include, for example, history registered for different regional options/, or music SL taking different options.

If any candidate is taking two mathematics subjects, one of the subjects must be further mathematics HL, which would normally be taken in conjunction with mathematics HL.

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

Please note: diploma candidates can now be registered for more than one interdisciplinary subject.

A3.5 Availability of subjects and core elements—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 may be automatically available in only one or two of the IB response languages, not necessarily in all response languages.
Special request subject (Special)	A subject may be automatically available in one or more response languages, but may also be available as a special request subject in another response language. Group 1 languages A: literature subjects that are not automatically available can sometimes be prepared, but a special request, and justification, must be submitted by the coordinator on IBIS 18 months before the written examinations. This special request service is not available for languages A: language and literature subjects, and languages B or languages ab initio. Requests for May 2018 must be submitted by **15 November 2016** and requests for November 2018 must be submitted by **15 May 2017**.
Not available (#)	The subject is not automatically available, nor is it a special request subject.
Response language	The response language is the language in which the student answers the assessment. With the exception of language subjects, the IB generally offers examinations in the IB working languages of English, French and Spanish. Some subjects are also available in German and Japanese. (See subject availability tables for details of availability of response languages.)

Please note that French is not offered as a response language for subjects in groups 3, 4, 5 and 6 in the November assessment sessions.

A3.6 Availability of subjects for 2017 and 2018 examination sessions

A3.6.1 Group 1 language A: literature—availability

The following languages A: literature are automatically available at standard level (SL) and higher level (HL) unless stated.

	May session	November session
Afrikaans	✗	✓
Albanian	✓	✗
Amharic	✓	✗
Arabic	✓	✗
Belarusian	✓	✗
Bengali	✓	✗
Bosnian	✓	✗
Bulgarian	✓	✗
Catalan	✓	✗
Chinese	✓	✓
Croatian	✓	✗
Czech	✓	✗
Danish	✓	✗
Dutch	✓	✗
English	✓	✓
Estonian	✓	✗
Filipino	✓	✗
Finnish	✓	✗
French	✓	✓
German	✓	✓
Hebrew	✓	✗
Hindi	✓	✗
Hungarian	✓	✗
Icelandic	✓	✗
Indonesian	✓	✓
Italian	✓	✗
Japanese	✓	✓
Korean	✓	✓
Latvian	✓	✗
Lithuanian	✓	✗
Macedonian	✓	✗
Malay	✓	✗
Modern Greek	✓	✗

Nepali	✓	✗
Norwegian	✓	✗
Persian	✓	✗
Polish	✓	✗
Portuguese	✓	✓
Romanian	✓	✗
Russian	✓	✗
Serbian	✓	✗
Sesotho	✓	✗
Sinhalese	✓	✗
SiSwati	✗	✓ (SL only)
Slovak	✓	✗
Slovene	✓	✗
Spanish	✓	✓
Swahili	✓	✗
Swedish	✓	✗
Thai	✓	✗
Turkish	✓	✓
Ukrainian	✓	✗
Urdu	✓	✗
Vietnamese	✓	✗
Welsh	✓	✗

Afrikaans SL/HL and SiSwati SL are available only in the November session. (They are not special request subjects.) Therefore, any May 2018 candidate wishing to take Afrikaans SL/HL or SiSwati SL must be registered for the November 2017 session and take all assessment components (written assignment, internal assessment, paper 1 and paper 2) in that session.

A3.6.2 Group 1 language A: literature—special request

Examinations for languages A: literature not listed above can sometimes be prepared, but a request and justification must be submitted on IBIS 18 months ahead of the examinations. All special requests for a language A: literature must be submitted on IBIS whenever possible, using the form *Special request language A: literature* located under the Subject tab. Languages that are not written in roman script can also be entered on IBIS, depending on the specification of the computer being used by the coordinator. However, if the online version of the form cannot be completed for any non-roman script language, the coordinator must print a screenshot of the form, complete it and submit a scanned copy to the IB Assessment Centre at ibid@ibo.org.

Note that Setswana SL is no longer a special request subject for the November session. It can be requested in a May session. No languages A: literature are available on special request in the November session.

All special requests for May 2017 language A: literature have now been processed at the IB Assessment Centre and the schools concerned have been notified.

A3.6.3 Group 1 language A: language and literature—availability

The following languages A: language and literature are automatically available at SL and HL unless stated.

	May session	November session
Arabic	✓	✗
Chinese	✓	✓
Dutch	✓	✗
English	✓	✓
French	✓	✓
German	✓	✓
Indonesian	✓	✗
Italian	✓	✗
Japanese	✓	✗
Korean	✓	✗
Modern Greek	✓	✗
Norwegian	✓	✗
Portuguese	✓	✓
Russian	✓	✗
Spanish	✓	✓
Swedish	✓	✗
Thai	✓	✗

There is no special request service for languages A: language and literature.

A3.6.4 Group 1 literature and performance—availability

Literature and performance is an interdisciplinary subject. Interdisciplinary subjects fully meet the aims of two subject groups, in this case group 1 and group 6. Literature and performance is available at SL only.

	May session			November session		
	English	French	Spanish	English	French	Spanish
Literature and performance	✓	Special	Special	✓	✗	✗

A3.6.5 Group 2 language B—availability

The following languages B are automatically available at standard level and higher level unless stated.

	May session	November session
Arabic	✓	✗
Chinese—Cantonese	✓	✓
Chinese—Mandarin	✓	✓
Danish	✓	✗
Dutch	✓	✗
English	✓	✓
Finnish	✓	✗
French	✓	✓
German	✓	✓
Hebrew	✓ (SL only)	✗
Hindi	✓	✗
Indonesian	✓	✓
Italian	✓	✓
Japanese	✓	✓
Korean	✓	✗
Malay	✗	# (SL only)
Norwegian	✓	✗
Portuguese	✓	✓ (SL only)
Russian	✓	✗
Spanish	✓	✓
Swahili	✗	See note below
Swedish	✓	✗
Tamil	✗	✓ (SL only)

Malay SL and Tamil SL are available only in the November session. Therefore, any May 2018 candidate wishing to take Malay SL or Tamil SL must be registered for the November 2017 session and take all assessment components (written assignment, internal assessment, paper 1 and paper 2) in that session.

Swahili B HL/SL is due to move from the November session to the May session. The final November examination will be in November 2017; the first May examination will be in May 2018. There will be no examination in November 2018. Please refer to the table below to ensure that candidates are entered for the correct session.

Candidates wishing to complete their Diploma in:	…should take all assessment components for Swahili B in:
May 2017	November 2016
November 2017	November 2017
May 2018	May 2018
November 2018	May 2018

There is no special request service for languages B.

A3.6.6 Group 2 language ab initio—availability

The following languages ab initio are automatically available at SL only unless stated.

	May session	November session
Arabic	✓	✗
English	✓	✓
French	✓	✓
German	✓	✗
Indonesian	✗	✓
Italian	✓	✗
Japanese	✓	✓
Malay	✓	✗
Mandarin	✓	✓
Russian	✓	✗
Spanish	✓	✓
Swahili	✓	✗

Indonesian is not available in the May session. Therefore, any May 2018 candidate wishing to take Indonesian must be registered for the November 2017 session and take all assessment components (written assignment, internal assessment, paper 1 and paper 2) in that session.

There is no special request service for languages ab initio.

A3.6.7 Group 2 classical languages—availability

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

	May session			November session		
	English	French	Spanish	English	French	Spanish
Classical Greek	✓	Special	Special	✗	✗	✗
Latin	✓	Special	✓	✓	✗	Special

A3.6.8 Group 3—availability

The following subjects are automatically available at standard level and higher level in the response language specified unless stated.

	May session				November session		
	English	French	Spanish	German	English	Spanish	German
Business management	✓	Special	✓	✗	✓	✓	✗
Economics	✓	✓	✓	✗	✓	✓	✗
Environmental systems and societies SL	✓	Special	✓	✗	✓	✓	✗
Geography	✓	✓	✓	✗	✓	✓	✗
Global politics	✓	Special	Special	✗	✓	Special	✗
History SL	✓	✓	✓	✓	✓	✓	✓
History HL: Africa and the Middle East	✓	Special	Special	Special	✓	Special	Special
History HL; Americas	✓	✓	✓	Special	✓	✓	Special
History HL: Asia / Oceania	✓	Special	Special	Special	✓	Special	Special
History HL: Europe	✓	✓	✓	✓	✓	✓	✓
Information technology in a global society HL	✓	Special	Special	✗	✓	✓	✗
Information technology in a global society SL	✓	Special	✓	✗	✓	✓	✗
Philosophy	✓	✓	✓	✗	✓	✓	✗
Psychology	✓	Special	✓	✗	✓	✓	✗
Social and cultural anthropology	✓	Special	✓	✗	✓	✓	✗
World religions SL	✓	Special	Special	✗	See note below	See note below	✗

Please note: World religions is not available in any language in November 2018. It is available on special request in English and Spanish for November 2017.

A3.6.9 Group 4—availability

The following subjects are automatically available at SL and HL in the response language specified unless stated.

	May session				November session		
	English	French	Spanish	German	English	Spanish	German
Biology	✓	✓	✓	✓	✓	✓	✓
Chemistry	✓	✓	✓	✗	✓	✓	✗
Computer science HL	✓	Special	Special	✗	✓	Special	✗
Computer science SL	✓	Special	✓	✗	✓	✓	✗
Design technology	✓	Special*	Special	✗	✓	Special	✗
Environmental systems and societies SL	✓	Special	✓	✗	✓	✓	✗
Physics	✓	✓	✓	✗	✓	✓	✗
Sports, exercise and health science SL	✓	Special	Special	✗	✓	Special	✗
Sports, exercise and health science HL (from May and November 2018)	✓	Special	Special	✗	✓	Special	✗

*If a school wishes to offer design technology in French, they must contact IB Answers 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.

A3.6.10 Group 5—availability

The following subjects are automatically available in the response language specified unless stated.

	May session			November session	
	English	French	Spanish	English	Spanish
Further mathematics HL	✓	✗	✗	✗	✗
Mathematical studies SL	✓	✓	✓	✓	✓
Mathematics HL: calculus	✓	✓	✓	✓	✓
Mathematics HL: discrete mathematics	✓	✓	✓	✓	✓
Mathematics HL: sets, relations and groups	✓	✓	✓	✓	✓
Mathematics HL: statistics and probability	✓	✓	✓	✓	✓
Mathematics SL	✓	✓	✓	✓	✓

There is no special request service for group 5.

A3.6.11 Group 6—availability

The following subjects are automatically available at standard level and higher level in the response language specified unless stated.

	May session			November session	
	English	French	Spanish	English	Spanish
Dance	✓	Special	Special	✓	Special
Film	✓	✓	✓	✓	✓
Literature and performance SL	✓	Special	Special	✓	✗
Music HL	✓	Special	✓	✓	✓
Music SL creating	✓	Special	✓	✓	✓
Music SL group performing	✓	Special	✓	✓	✓
Music SL solo performing	✓	Special	✓	✓	✓
Theatre	✓	✓	✓	✓	✓
Visual arts	✓	✓	✓	✓	✓

A3.7 Availability of core elements for 2017 and 2018 examination sessions

A3.7.1 Core elements—availability

Theory of knowledge

	May and November sessions				
	English	French	Spanish	German	Chinese
Theory of knowledge	✓	✓	✓	✓	✓

Extended essay

Group 1

The list of languages available for group 1 extended essays matches the combined list of available language A: literature or language A: language and literature subjects for the session concerned.

Group 2

The list of languages available for group 2 extended essays matches the combined list of available languages B and languages ab initio subjects for the session concerned.

Groups 3 to 6

The new global politics course is now a mainstream subject for first assessment in 2017. Due to the timing of this subject's release and the release of the new Extended Essay microsite for first assessment in 2018 (available on the OCC) there will not be the provision for an extended essay in global politics first assessment in 2017. Students interested in undertaking an extended essay in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* (first examinations 2013) to see where their topic may be best placed.

The table below shows the subjects and languages available for the extended essay in May and November 2017.

	May session				November session			
	English	French	Spanish	German	English	French	Spanish	German
Biology	✓	✓	✓	✓	✓	✓	✓	✓
Business management	✓	✓	✓	✗	✓	✓	✓	✗
Chemistry	✓	✓	✓	✗	✓	✓	✓	✗
Computer science	✓	✓	✓	✗	✓	✓	✓	✗
Dance	✓	✓	✓	✗	✓	✓	✓	✗
Design technology	✓	✓	✓	✗	✓	✓	✓	✗
Economics	✓	✓	✓	✗	✓	✓	✓	✗
Environmental systems and societies	✓	✓	✓	✗	✓	✓	✓	✗
Film	✓	✓	✓		✓	✓	✓	✗
Geography	✓	✓	✓	✗	✓	✓	✓	✗
History	✓	✓	✓	✓	✓	✓	✓	✓
Human rights	✓	✓	✓	✗	✓	✓	✓	✗
Information technology in a global society	✓	✓	✓	✗	✓	✓	✓	✗
Literature and performance	✓	✓	✓	✗	✓	✓	✓	✗
Mathematics	✓	✓	✓	✗	✓	✓	✓	✗
Music	✓	✓	✓	✗	✓	✓	✓	✗
Peace and conflict studies	✓	✓	✓	✗	✓	✓	✓	✗
Philosophy	✓	✓	✓	✗	✓	✓	✓	✗
Physics	✓	✓	✓	✗	✓	✓	✓	✗
Politics	✓	✓	✓	✗	✓	✓	✓	✗
Psychology	✓	✓	✓	✗	✓	✓	✓	✗
Social and cultural anthropology	✓	✓	✓	✗	✓	✓	✓	✗

Sports, exercise and health science	✓	✓	✓	✗	✓	✓	✓	✗
Theatre	✓	✓	✓	✗	✓	✓	✓	✗
Visual arts	✓	✓	✓	✗	✓	✓	✓	✗
World religions	✓	✓	✓	✗	✓	✓	✓	✗
World studies (see section B7.4.4)	✓	✓	✓	✗	✓	✓	✓	✗

A3.8 School-based syllabuses

A school-based syllabus (SBS) is an optional sixth subject that has been designed by a school according to its own needs and teaching resources. Schools develop these syllabuses in consultation with the IB. Once a new syllabus has been approved, other schools may apply for authorization to offer the subject. Schools wishing to propose a new school-based syllabus should follow the procedures detailed in section A3.10. School-based syllabuses are only offered at standard level.

A3.8.1 General regulations

- Schools **must** apply to the IB for authorization before offering a school-based syllabus, whether this is a proposed new syllabus or a pre-existing one. A syllabus must not be taught until it has been authorized by the IB. Authorization may not always be granted retrospectively.
- Schools can offer more than one school-based syllabus, but must apply separately for authorization to offer a different SBS subject.
- As with all standard level subjects, school-based syllabuses must cover 150 teaching hours, and it is recommended that they are taught over a two-year period.
- No candidate may count towards the diploma:
- more than one school-based syllabus
- school-based syllabus and a pilot subject.
- A school-based syllabus cannot contribute to a bilingual diploma.
- Only schools that have already entered candidates for two diploma sessions may offer school-based syllabuses, **except** in the case of regionally specific SBSs that satisfy national educational requirements, for example, "Turkey in the 20th Century". These

schools can apply for authorization to offer the school-based syllabus when they first start implementing the Diploma Programme.

- "Turkey in the 20th Century" is only available as a May session subject. November-session schools in Turkey must register candidates for this subject for examination in May under the early-session arrangement (see section A4.9)
- A similar arrangement is allowed for November-session schools wishing to register candidates for Classical Greek and Roman Studies or for Chile and the Pacific Basin as these two subjects are now only available in a May session.

The following is a list of the available school-based syllabuses currently authorized by the IB.

School-based syllabus	Language	Group	Session
Art history	English	3	May
Astronomy	English	4	May
Beginners' Hindi*	Hindi	2	May
Brazilian social studies	Portuguese	3	May and November
Chile and the Pacific Basin	Spanish	3	May
Classical Greek and Roman studies	English	3	May
Marine science	English	4	May
Political thought	English, Spanish	3	May
Science, technology and society**	English	3 *or* 4	May
Turkey in the 20th century	Turkish	3	May
World arts and cultures	English	3	May

*No new group 2 school-based syllabus subjects will be authorized, unless in exceptional circumstances.

**No new authorizations are accepted for this subject.

A3.9 School's responsibilities

A3.9.1 Assessment requirements and procedures for school-based syllabuses

All schools are responsible for:

- observing the summary of latest arrival dates provided here

- submitting subject predicted grades and internal assessment marks by the required deadline
- ensuring that the candidates' coursework is marked by the subject teacher(s), according to the approved criteria and mark scheme(s)
- sending or uploading samples of the marked coursework for moderation according to IB instructions
- ensuring that the examinations are conducted according to IB procedures and regulations
- ensuring that the written examination(s) is (are) taken on the dates scheduled by the IB, unless by prior agreement with the IB
- sending examination material promptly for the few subjects where materials are not uploaded, according to IB instructions. Please check IBIS for details of the scanning centre or examiner allocated to your school.

A3.10 Approval of a new school-based syllabus

Subject to the appropriate group criteria being satisfied, a new school-based syllabus may be authorized as an alternative to a subject in groups 3, 4 or 6.

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 fulfil group 2 requirements.

On rare occasions a school-based syllabus may be authorized as an alternative to a subject in more than one group (for example, the Science, technology and society syllabus could be counted as either group 3 or group 4). In such circumstances an individual candidate may use the subject to fulfil the requirements of either group, but not both.

School-based syllabuses may only be introduced after approval by the IB and will be subject to periodic review (see section A3.11). Each revised syllabus offered by a school following a review must have been approved by the IB.

A3.10.1 Submission of outline proposals

- Before submitting a proposal for a new school-based syllabus, schools should contact the IB Assessment Centre, via IB Answers, for advice on possible overlap with other Diploma Programme courses, including with existing approved school-based syllabuses.

- An outline proposal should then be submitted to the IB Assessment Centre; after this has been considered, a decision will be made as to whether further development is justified.
- The process of review and authorization can be quite lengthy, so schools should submit proposals well before the proposed commencement of teaching—a two-year period before this date is advised.
- The IB collaborates with the school(s) on the development of an SBS and provides support in the writing of the guide. Once the syllabus has been authorized, for operational reasons the IB needs to 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 SBS do so on 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 will receive a report regarding this, and may be allowed to submit a revised proposal at a later date.
- If the proposal is approved, the school must develop the full syllabus in accordance with the guidelines provided in section A3.10.2 and then submit it to the IB, together with a set of specimen examination question paper(s) and mark scheme(s).

A3.10.2 Guidelines for the submission of the full syllabus

After an initial proposal has been accepted, the proposed syllabus must then be submitted to the IB 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

A3.10.3 Authorization

After submission of the full syllabus, the IB will nominate a specialist consultant to review the proposed syllabus and submit a report to the IB. The consultant's report is then considered and the IB will then either refer the syllabus back to the school for further revision or will authorize it with no changes. A series of revisions may be necessary.

If the course is authorized, the IB 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, the IB will:

- inform the school when the first examination may be taken
- appoint an examiner responsible who will have overall responsibility for marking the examination work and moderating samples of the internal assessment. The examiner responsible will also act as a consultant on curriculum-related matters.

A3.10.4 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 that of a mainstream diploma subject or of another school-based syllabus.
- The syllabus can be covered at an appropriate depth in 150 hours.
- The syllabus adopts the aims of the programme model 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 candidates who will not study in this curriculum area in the future, as applies to SL subjects across the Diploma Programme.

A3.10.5 Authorization to offer existing school-based syllabuses

In order to avoid the duplication of school-based syllabuses, where a school wishes to offer a syllabus that is similar to an existing approved SBS, the proposed new subject will not be approved, and the IB will encourage the applicant school to offer the existing subject instead.

A3.11 Curriculum review

- School-based syllabus (SBS) subjects follow the same seven-year cycle of review as other Diploma Programme subjects. In between reviews, some changes to a syllabus or its assessment can be allowed, where there are good reasons for making these. Such changes may be initiated by the IB or by the school(s); however, any intended changes have to be approved by the IB before implementation.
- Where an SBS is offered by more than one school, the IB needs one school to act as "host" school to lead the review; this is often, but not always, the school that originated the syllabus (hosting responsibilities can be moved from one school to another).
- The host school will be notified by the IB when the review process should begin. It is the duty of the school coordinator and teachers of the syllabus to liaise with the other schools that offer the SBS and with the IB throughout the time of the review, in order to lead the review to a successful conclusion.
- It is recommended that an appropriate period of time (up to one year) is made available at the beginning of a review for research. For instance, the IB may send the SBS guide to an external consultant for review, to ensure that the syllabus is taking into account recent trends in the teaching of the subject. The opinions of teachers in other schools offering the subject should be sought at the beginning of a review. This is most easily done by means of a questionnaire, and the IB can help with this process.
- The host school should take account of any relevant changes that have been introduced in the Diploma Programme group in which the subject is authorized, as school-based syllabuses are expected to mirror these. For example, any changes that may occur to the group 4 project in the sciences are reflected in the curriculum reviews of any SBSs that are aligned with sciences (group 4).
- The host school should submit a document to the IB summarizing the results of any research, and containing suggestions for proposed changes, for consideration by

an internal IB review committee (IRC). A statement of justification for the proposed changes should accompany the draft, where appropriate.

- Once given initial approval for these changes, the host school, in collaboration with teachers in other schools offering the SBS, can then begin to put together the draft new syllabus, taking into account any recommendations that may have been made by the IRC. Sometimes it is helpful at this point for the host school, in collaboration with the IB, to hold a curriculum review meeting where any such recommendations can be discussed with other teachers and IB staff, so that a new direction for the syllabus can be agreed and finalized.
- Once the draft revised syllabus is finalized, the host school should submit this, together with specimen papers for the new course, for consideration by an IRC. The revised syllabus may need to be submitted more than once before final approval is granted.
- Once final approval is granted, the revised syllabus will then be circulated to all schools authorized to offer the subject, in time for teachers to familiarize themselves with this new guide before beginning teaching.

A3.12 Summary of latest submission dates: May and November 2017 sessions

Deadlines—Internal assessment and examinations

These deadlines apply to **all** school-based syllabus (SBS) subjects.

Action	By	Send to	Deadlines (May, November sessions)
IA marks and predicted grades Submit subject predicted grades and the marks for internal assessment	School	IBIS	**10 April 2017/ 10 October 2017**
Beginners' Hindi Upload written assignments for external assessment	School	IBIS	**15 March 2016**
Coursework (all SBSs, except science, technology and society) Upload sample internal assessment work, including appropriate information for the SBS subject group (see section B11.1.1)	School	IBIS	**20 April 2017/ 20 October 2017**
Science, technology and society Post sample internal assessment work, including coversheets, to the examiner designated on IBIS	School	Examiner	**20 April 2017**
Written examinations (all SBSs except science, technology and society) Send unmarked scripts to scanning centre	School	Scanning centre	**Within 24 hours of the examination date**
Science, technology and society Send unmarked scripts, examination paper and markscheme to the examiner	School	Examiner	**Within 24 hours of the examination date**
Teacher comments on examinations (G2) G2 forms are made available on the OCC for teachers to comment on the examinations.	School	OCC (click on the link to the G2 form on the sidebar of any subject page)	**21 May 2017**

A4.0 Overview

This section contains information on the procedures for registration of candidates, including the key steps to take and what information will be required.

A4.1 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. Candidates cannot register themselves for an examination session. It is undertaken by coordinators (or a coordinator's administrative assistant) on their behalf.

A4.2 Registration categories

All candidates must be registered using the correct category. These categories are as follows.

- Anticipated (A)
- Diploma (D)
- Retake (R)
- Course (C)

Please be aware that all registration categories have subject prohibitions that apply. Please refer to section A3.4.2 for more information.

A4.2.1 Anticipated category (A)

The anticipated (A) category is for candidates completing the diploma and taking one or two standard level (SL) subjects after the first year of the programme. An anticipated session normally counts as one of the three possible sessions in which to achieve the diploma.

Any subject at standard level may be taken as an anticipated subject except languages ab initio and pilot subjects. An anticipated candidate cannot register for the extended essay, theory of knowledge (TOK), or creativity, activity, service (CAS).

An anticipated candidate is permitted to register for an additional subject (or subjects), but this subject cannot contribute to the award of the diploma. An additional subject can be taken at either standard level or higher level, but the candidate must still have received tuition for the recommended 150 hours or 240 hours respectively. However, an anticipated candidate is not permitted to register for any elements of the core (extended essay, TOK, CAS) as an additional subject.

Conversion from Anticipated to Course category

If a potential diploma candidate takes an anticipated subject (or subjects) but is not registered for the remaining diploma subjects one year later, the anticipated subject is converted to *Diploma Programme Course 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 course subject (or subjects) cannot be converted back into an anticipated subject in a later session. The *Course results* will be sent to the school with other candidates' results documents in August/February one year after the anticipated session.

Early session candidates

This category must also be used for early session candidates, that is, candidates taking a subject six months before their main session because the subject is not available in the school's main session (see section A4.10 for details). In none of the situations described in section A4.10 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.

Note that IBIS will generate a registration status code(s) for an early session registration. This code(s) will be removed soon after the second registration deadline. However, if a coordinator would prefer that the code(s) is removed sooner, an email should be sent to IB Answers to make this request.

Transfer candidates

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 his or her two-year course of study where the new school enters candidates for a different examination session. See section A4.11 for further details.

Replacing or retaking an anticipated subject

A candidate in his or her diploma session may replace an anticipated subject with a different subject or with the same subject at HL. In these circumstances, ensure that the subject (or subjects) is excluded by removing the tick from the "include" check box when registering the candidate.

However, if a candidate decides to retake the same anticipated subject with the aim of achieving a higher grade, do not exclude the subject when registering the candidate. If the same subject/level/response language is retaken, the higher of the two grades will contribute towards the diploma.

It is not permitted to retake an anticipated subject six months after the anticipated session. In other words, a retake session cannot follow an anticipated session.

A4.2.2 Diploma (D)

The diploma category (D) is for a candidate completing the diploma in the session for which he or she is being registered. For the regulations on the combination of subjects that constitute a diploma, refer to the *General regulations: Diploma Programme* and section A3.1 of this handbook.

A diploma candidate has a maximum of three examination sessions in which to achieve 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 candidate in his or her diploma session is permitted to register for an additional subject (or subjects) that does not contribute to the award of the diploma.

A candidate in his or her diploma session is also permitted to register for an additional extended essay. Only one extended essay can contribute to the requirements of the diploma and the contributing essay must be indicated during the registration process. Any additional extended essays must be registered as an additional subject. Completing an additional extended essay would increase the workload of a diploma candidate and therefore should only be pursued if it is an essential requirement for the candidate (for example, for university entrance). It is not permitted for a diploma candidate to register for TOK and/or CAS as additional "subjects".

A4.2.3 Retake (R)

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

There are two kinds of retake candidate.

- A candidate who is retaking one or more diploma subjects six months after his or her previous 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 A4.6.

A candidate taking a subject again may carry over his or her mark for a non-examination component, assuming there have been no significant changes to the curriculum and/or assessment requirements. Please refer to section A4.6.3 for further information.

A candidate in his or her retake session is permitted to register for an additional subject (or subjects) and/or extended essay(s) that do not contribute to the award of the diploma. Any additional extended essays must be registered as an additional subject. It is not permitted for a retake candidate to register for TOK and/or CAS as additional subjects.

A4.2.4 Course (C)

This category applies to candidates registering for any combination of individual subjects and/ or core elements who are not entering for the diploma. Performance in a subject or core element that leads to the award of course results (including an additional subject for an anticipated, diploma or retake candidate) cannot subsequently contribute to the requirements for the IB diploma.

There is no limit to the number of times a subject can be taken again by a course candidate. If a course candidate registers for the same subject again, the course (C) category is used, not retake (R). A candidate taking a subject again may carry over his or her mark for a non-examination component, assuming there have been no significant changes to the curriculum and/or assessment requirements. Please refer to section A4.6.3 for further information.

Course candidates can be registered and assessed for TOK and/or an extended essay; there is no restriction on the number of extended essays a course candidate may register for in one session. Course candidates can also pursue the CAS requirement of the Diploma Programme and will have this requirement shown on their *Course results* if the CAS element is completed.

Some subject prohibitions also apply to course candidates. Refer to section A3.4.2 for further information.

A4.3 The school's main session

During the authorization process, a school intending to offer the Diploma Programme must state whether May or November will be its main examination session. (The process for changing a school's main session is described in section A2.1.5.) 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 (A), diploma (D) or course (C) candidates in the November session. Similarly, a school that has November as its main examination session cannot enter anticipated (A), diploma (D) or course (C) candidates in the May session. However, there are exceptions to this restriction on registering candidates.

- The anticipated (A) 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. For example, a language ab initio subject that is not available for the school's main session (for further information see section A4.10).
- A school may register course (C) 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 course (C) 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 course (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.

A4.3.1 A candidate's personal details

When entering a candidate's name on IBIS, it is important to use the same spelling as in the candidate's passport, especially if a legalization of the results documents is required. A candidate's name will be printed on results documentation exactly as it is entered on the candidate's registration on IBIS (first name followed by last name). It is also important to ensure that the candidate's date of birth is correctly entered. The date of birth is used to ensure that a candidate's full registration history can be linked to and easily retrieved. The date of birth is also used by universities and admission centres to match IB candidate results to their applications. Information on candidate nationalities and languages are collected for statistical purposes and will not be displayed on any results documentation.

Changes to a candidate's 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.

The IB will not normally accept changes to a candidate's name after the first examination results are issued, or for a previous examination session. This includes, but is not confined to, a middle name being added or removed, and changes to the abbreviation of a name. In the event that a change to a name is required by law, the IB will comply with the request on the receipt of valid proof of identification.

There is one exception to this ruling, and that is for anticipated (A) candidates who are continuing with the diploma and have not yet received their results documentation. For example, in May 2016 a candidate may have anticipated one or two subjects at standard level and then be registered for the remaining subjects in the May 2017 session. The candidate would not receive any results documentation until after the issue of results for the May 2017 session; therefore, changes to personal details would be accepted up until 5 July 2017.

A4.3.2 A candidate's personal code

All candidates who are registered for Middle Years Programme (MYP), Career-related Programme (CP) or Diploma Programme (DP) assessments are given a personal code (for example, **ejy768**). This personal code does not change between programmes and enables coordinators and the IB to track a candidate's academic record during the candidate's IB career. When registering a candidate for a DP examination session, it is essential to use a candidate's personal code if he or she has previously been registered for the MYP, CP and/or the DP. A candidate's personal code can also be used as an identifier on coursework, forms and coversheets.

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 in all cases where a candidate has a previous session, regardless of the candidate's registration category (or categories) in that session(s). This includes participation in the MYP, CP and candidates who have been withdrawn from a session.

For further information on how to link a candidate to a previous session, please refer to section A4.5.9.

A4.3.3 A candidate's session number

In addition to a personal code, each candidate has a session number. Using the example **000018-0056**, the **000018** is school's IB number and **0056** is the candidate's number within the school

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 on 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**. A coordinator can re-number candidates on IBIS any number of times before the second registration deadline. After the second registration deadline neither a coordinator nor staff at the IB Assessment Centre are able to re-number candidates or revert the numbering back to the original sequence. For further information on re-numbering candidates, please refer to section A4.5.4.

The session number is used to identify candidates in correspondence with the IB, on examination stationery and on some forms, unless otherwise stated in this handbook. One exception is that the personal code can be used on coursework in place of a candidate's name or session number to preserve the anonymity of the candidates, and is requested on some new forms and coversheets.

When registering a candidate who has had a previous examination session, the candidate does not need to retain the session number from the previous session. Session numbers are assigned to candidates as they are registered and the new session number is likely to differ from that assigned for the previous session.

A4.4 How to register candidates on IBIS

A4.4.1 Candidate personal details

Basic personal information is required for each candidate including his or her 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 important to enter a candidate's name correctly in IBIS as it will be used in the Diploma, Diploma results or Course results. When entering a candidate's name, Roman script must be used. This is because file formats used for various documents and stationery cannot easily accommodate certain character sets, the working languages of the IB all use Roman script, and the use of Roman script supports the identification of candidates by staff and examiners.

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.

A4.4.2 The basic steps of candidate registration

Depending on the particular circumstances of a candidate the registration process will be different (for example, a new candidate requires more details to be entered than a retake candidate). However, based on entering a new candidate or group of candidates, the basic steps on IBIS are as follows.

- Ensure the correct examination session is displayed in the yellow banner at the top of the screen.
- Go to the candidate registration home page (**Candidate tab** >**Candidate registrations**).
- Update the **School subjects offered** list for the default session. See section A4.4.3.
- To make the registration process quicker and easier, update the default candidate option available. See section A4.4.4.
- Register candidates for the session. See sections A4.4.5
- Check and resolve any status codes displayed on a candidate's individual registration. See section A4.5 registration status codes.
- Re-number the candidate list, if required. See section A4.5.4.
- Confirm candidate registrations. See section A4.5.5.
- Amend registrations, if necessary. See section A4.5.6.

This is a recommended sequence to follow, but it is not the only way to approach the registration of candidates.

A4.4.3 School subjects offered list

Before registering any candidate you must establish a list of subjects offered by the school. 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. The "School subjects offered" option is found by going to **Candidate tab>Candidate registrations>Pre-registration tab**. 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 the IB Assessment Centre. If the registration of candidates is left until after the deadline for special request subjects, it is then too late to request authorization.

A4.4.4 Default candidate

Before registering any candidate it may be helpful to establish a default candidate profile. This is particularly useful if the coordinator is registering many candidates with the same gender, nationality or languages. For schools with a large entry of candidates this may save time. The default candidate option is accessed by going to the **Candidate tab** followed by **Candidate registrations>Pre-registration tab>Default candidate**.

A4.4.5 Registering a new candidate

The candidate registration process has been redeveloped to provide coordinators and administrators with more options for registering their candidates. The previous system only allowed candidates to be registered one at a time and was very restrictive on what the user could do, which meant the process of registering candidates could be very time-consuming. The new system provides functions to allow the user to create candidate registrations on both a single and multiple basis and also has new options that will allow more processes to be completed on bulk.

For guidance on registering a new candidate, please refer to the user guide and workflows available in the library on IBIS (**User guides>Candidate registration**).

A4.5 Registration status codes

If a candidate is registered correctly and no part of the registration is pending approval or requiring authorization from the IB Assessment Centre, the words "Registration complete" will appear against the candidate's name. 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 be given.

A4.5.1 Prohibitions and non-authorizations

S03	School not authorized to offer special request subject
S04	School not authorized to offer the school-based syllabus
S05	School not authorized to offer the pilotpilot subject
S07	Visual arts: more than one option specified
S08	Music SL: more than one option specified
S09	Groups 1 to 6: same subjects at SL and HL
S10	Groups 1 and 2: same subjects for language A: literature, language A: language and literature, **and** language B or language ab initio
S11	Group 5: two group 5 subjects (exception: mathematics SL, mathematical studies SL, mathematics HL, **and** further mathematics HL)
S14	Pilot subject or a school-based syllabus subject as a six-month retake
S16	Same subject for language A: literature, language A: language and literature, **and** literature and performance
S17	Same subject for language B, language ab initio, **and/or** literature and performance
S50	Candidate registered out of the school's main session (not applicable to retake candidates)
S51	Six-month retake subject/level change not valid
S64	History: more than one option specified
S65	Mathematics HL: more than one option specified
S74	Candidate must be registered for at least one main subject.
S75	More than one language registered for the same subject

A4.5.2 Diploma and retake

S12	SBS/pilot subjects: prohibitions with groups 1–6 subjects
S18	Group 6: theatre SL or HL with literature and performance
S19	More than one school-based syllabus subject
S20	More than one pilot subject
S21	Pilot subject and a school-based syllabus subject
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 fewer 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/interdisciplinary subject
S29	No group 2, second group 1 or authorized equivalent school-based syllabus/pilot subject/ interdisciplinary subject
S30	No group 3 or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S31	No group 4 or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S32	No group 5 or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S33	No theory of knowledge
S34	Language B cannot be retaken as a language ab initio SL
S35	Group 2 extended essay cannot be offered in the candidate's language A
S43	More than one language A: literature SL self-taught registration
S44	More than one extended essay entry (a second EE can 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)
S47	Diploma to diploma not permitted
S52	Unauthorized non-regular diploma

A4.5.3 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
S42	Extended essay registration
S48	Anticipated to anticipated only permitted for early session candidates

A4.5.4 Re-numbering candidates

After completing the registration of candidates for an examination session, coordinators may renumber their candidates' session numbers (not the personal codes) any number of times before the second registration deadline of **15 January/15 July**. The "Renumber candidates" option can be found by going to **Candidate tab**>**Candidate registrations**>**Registration tab**>**renumber candidates**. There are four ways in which session numbers can be listed.

- Original order (based on the order the session numbers were first assigned)
- 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

Please note that if a candidate was withdrawn/deleted before the first registration deadline, the candidates will be renumbered without that candidate included. If a candidate has been withdrawn after the first registration deadline, the candidate will be included in the renumbering.

A4.5.5 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 **Candidate report** for each candidate. After doing so, ensure that each candidate thoroughly checks his or her summary (if necessary speaking with his or her subject teachers and supervisor for his or her extended essay) and then signs the summary to confirm it is correct. The coordinator should keep the original copy of the signed summary. As a further check on registrations, the **Subject report** for the session should be printed and checked with subject teachers (**Candidate tab**>**Candidate registrations**>**Reports tab**>**Subject report**). These summaries are available on IBIS under **Candidate tab**>**Candidate registrations**>**Reports tab**.

It is essential that candidate registrations details are accurate on IBIS, otherwise this may result in additional fees being paid for amendments, and changes cannot always be made after the second registration deadline.

A4.5.6 Amending a candidate's registration

To make the required amendment, go to the **Candidate tab>Candidate registrations>Registration** tab and then select either **Add** (step 1)/ **edit personal details, Add** (step 2)/ **edit session details** or **Add** (step 3)/ **edit subjects** depending on which information needs to be amended. When in the appropriate option, locate the candidate and use either the add (+), edit (pencil) or delete (bin) icon and make the required change. If amending session or subject information for a candidate who is already registered for the session, the candidate's status will change to "Edited". While the candidate is in "Edited" status, the amendment is held in a draft status and has not been fully completed. To complete the change, go to the **Submit registrations** (step 4)/ **amendments** page, then select the amended candidates and then go to **Complete registration**. The amendment will pass through a registration status code check and inform if there are any status codes before the amendment is completed, to allow you to resolve any issues before fees are incurred. If there are no status codes, you will be returned to the Add (step 1)/edit personal details screen and the candidate's status will update to "Registration complete". Changes to registrations after the second registration deadline 15 January/15 July will be held pending approval from IB Assessment Centre staff. A candidate's status at this time will display as "Pending approval". A confirmation email will be sent when the amendment is either accepted or rejected.

If a candidate withdraws from a subject that was contributing to the diploma or 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 course (C) category prior to the issue of results. Please note that if the category is changed to course (C), the candidate could not use the grades for any completed subjects for a retake of the diploma. If the candidate intends to retake the diploma in a future session, do not withdraw any subjects or core elements; just indicate to the examiner or IB Assessment Centre if the candidate is not completing a component(s).

Refer to section A2.8 for details on registration amendment fees.

A4.5.7 Registering candidates for Diploma Programme online courses

All schools that have candidates intending to register for one or more online courses must appoint a site-based coordinator (SBC). The role of this person is to facilitate communication between the online teacher(s) and the candidate(s), and where necessary the candidate's legal guardian. Please refer to section A1.7 for further information on the role of the SBC. The SBC may have any role within the school, including that of Diploma Programme coordinator. The name of this coordinator must be added to the school's details on IBIS under the **School** tab. Go to the **School** tab to open the school information page, then select the **Edit** button alongside "Edit site-based coordinator".

To register a candidate for an online course, register the candidate on IBIS in the usual way for all subjects that the candidate will be completing, both subjects being taught at the school and by an online course provider, and then complete the registration so the candidate has a status of "Registration complete" or "Registered with errors". Then go to **Candidate tab**>**Candidate registrations** >**Registration tab** >**DP online courses**. This screen will display all candidates who have been registered for a subject or subjects offered as a course by an online course provider. On this screen, check/tick the box to indicate which subjects a candidate is taking as an online course and indicate the course provider for those subjects. Please note that this option will only allow candidates to be indicated as taking an online course if an SBC has been added on the school's details page.

A4.5.8 Linking a candidate's personal code

If a candidate already has a registration history with the Middle Years Programme, Career-related Programme, or Diploma Programme, it is essential to identify and use his or her 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 three programmes. Failure to establish a link between the three 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.

A4.5.9 Linking a candidate's sessions

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 go to **Candidate tab**>**Candidate registrations**>**Registration tab**>**Register candidate with previous session**. Use either **Register by category** or **Register by personal code** to find and link to the previous registration. To register a candidate who had a previous session at a different school use the **Register by personal code** tab only. When using the **Register by personal code** tab, the personal code and date of birth must match those stored on the previous registration for IBIS to detect the previous registration.

If the candidate's personal code is unknown, please contact IB Answers for advice. The "Register candidate with previous session" option will not allow you to link to a candidate's registration if he or she has already been registered at another school for the same session.

A4.5.10 Withdrawing candidates

If the candidate is withdrawing the whole examination session, go to **Candidate tab**>**Candidate registrations**>**Registration tab**>**Add** (step 2)**/edit session details**. Then select the delete session details icon (bin) located in the actions column. 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 will be completely removed.

A registration withdrawn after the first registration deadline can be reinstated, if required, using the **Candidate tab**>**Candidate registrations**>**Registration tab**>**Reinstate withdrawn candidate** option.

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.

For information on the payment or credit of fees for candidates who are withdrawn, refer to section A2.7.10

A4.6 Candidates taking one or more subjects again

If a candidate is not satisfied with the grade he or she has achieved in one or more subjects, or for theory of knowledge (TOK) 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 significant new curriculum or assessment requirements have been introduced, the candidate must comply with those new requirements. Also, it is important to check whether the subject/level/response language is available in the targeted session.

A school is under no obligation to register a candidate who wishes to take one or more subjects again, regardless of whether the candidate was a diploma or course candidate, 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.

If a diploma candidate retakes a subject at the same level and in the same response language, the highest grade will contribute to the diploma. Therefore, when registering a retake candidate it is not appropriate to indicate on IBIS that the subject and its grade from the previous session is not included.

If the grade is the same, it is the date of the first examination session that will appear on the results document. In the case of a course candidate taking the same subject/level again, another *Course results* document will be issued regardless of whether the grade has changed.

If a candidate is taking one or more subjects again, use the retake (R) category for diploma candidate and the course (C) category for a course candidate. (The retake category must not be used for a course candidate.)

A4.6.1 Responsibilities of the school

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. No distinction is made between diploma or course candidates in this respect. It is emphasized that the school is not simply adopting the role of a "retake centre"; the school must demonstrate a commitment to the candidate and provide him or her with all necessary support both before and after the examinations.

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 IB of any adverse circumstances or inclusive assessment arrangements affecting the candidate
- investigating any instance of alleged academic misconduct
- 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 for any subject.

A candidate taking a subject again 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 or other forms of assessment. Because the candidate has not achieved the desired grade in the subject(s) being retaken, it is highly likely that additional tuition will be required.

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. The candidate must be advised of the changes and given appropriate support.

A4.6.2 Retaking a subject after six months

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 usually referred to as "six-month retake candidates".) For diploma candidates this includes the opportunity to resubmit a theory of knowledge essay and the extended essay. The following restrictions apply.

- A subject taken as an anticipated subject cannot be retaken after six months. (This restriction is in place because allowing an anticipated subject to be retaken would count as one of the three sessions towards achieving the diploma and therefore prevent a candidate from having a retake session for all subjects.)

- 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. However, this restriction does not apply to the extended essay.
- 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.
- Pilot and school-based syllabus subjects cannot be taken six months after a candidate's diploma (D) session. Similarly, a course (C) candidate cannot retake a pilot or school-based syllabus after six months.

The registration of a six-month retake candidate is accepted after the "deadline" of **29 January/29 July**. However, if the outcome of an enquiry upon results category 1 re-mark is pending, to avoid paying the higher registration fees the coordinators must register the candidate before this deadline. Please refer to section A4.8 for further information on retake candidates with outstanding enquiry upon results requests.

A language A: literature, language A: language and literature, or language B subject cannot be retaken six months after the previous diploma or retake session as a language ab initio subject.

A4.6.3 Carrying over marks

A candidate taking a subject again may carry over his or her mark for a non-examination component, assuming there have been no significant 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 theory of knowledge essay.

If a candidate wishes to carry over a mark, the coordinator must indicate this on IBIS after 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. The carry-over of a mark can be indicated using the **Candidate tab**>**Candidate registrations**>**Post registration tab**>**Bring forward mark(s) and predicted grade(s)** option. Any queries should be directed to ibid@ibo.org.

An anticipated or diploma candidate may normally carry over the mark for a non-examination component from a subject previously taken as a course candidate if the subject requirements have not changed. This can be done on IBIS.

In the library section of IBIS there is a document listing whether a mark can be carried over.

A4.6.4 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.

A4.6.5 Changing the level and response language of a subject

For a candidate retaking a subject but changing level, contact ibid@ibo.org to enquire whether the mark can be transferred. 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 new components must be in the same response language. This includes the internal assessment if the candidate is submitting new work. However, a candidate may carry forward the internal assessment mark achieved with a different response language from a previous session.

A4.6.6 Changes to history HL and mathematics HL

If a candidate retakes history HL and changes his or her 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.

If a candidate retakes mathematics HL and changes his or her option (for example, from the discrete option to calculus), this is not considered a change of subject and, therefore, the highest grade will contribute to the diploma.

A4.7 Deadlines for the registration of candidates

A summary of all dates relating to registration of candidates for examinations can be found in section A8.

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 diploma. It is possible to enter on IBIS the subject details for a hypothetical candidate to determine whether the combination of subjects would constitute a diploma. This will not result in a registration if the details are 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 candidates have been registered for an examination session, it is recommended that the coordinator print the registration reports. Each candidate should then be required to sign and date his or her report to confirm that his or 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.

A4.7.1 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 2017 session by 15 November 2016, and for the November 2017 session by 15 May 2017 to incur the lowest fees.

A4.7.2 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. Also, if a new candidate is registered, or an existing candidate is registered for new subjects, a late subject fee is charged for each subject.

Please refer to section A2.7.11 for information on the credit of subject and/or core fees for candidate, subject or core element withdrawals between the first and second registration deadlines.

A4.7.3 Between the second and final registration deadline

The final registration deadline is **15 April/15 October**, about two weeks before the written examinations. However, the addition of a new candidate or a change to candidate's registration (including the addition of a new subject) will only be accepted between the second and final registration deadline if:

- the change does not result in a registration status code, and/or
- the deadline for submitting a component for assessment (for example, the extended essay, theory of knowledge essay, a group 1 or group 2 written assignment/task) has not passed.

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 the IB Assessment Centre via IB Answers. 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 be sent to IB Assessment Centre for approval before being completed. The Assessment Centre will then send an email to the coordinator to confirm whether the changes have been approved and made.

A school will not be credited for candidate, subject or core element withdrawals after the second registration deadline. The only exception to this is the withdrawal of a retake session or subject following the outcome of an enquiry upon results. Please refer to section A4.8 for details.

A4.8 Deadlines for retake candidates

The deadlines and fees referred to in section A4.7 apply to all candidates who are registered to retake at least one year after their last examination session. Candidates retaking a subject or subjects six months after their last session will need to be registered by **29 January/29 July** to ensure that the lowest registration fees are incurred (fees applicable before the first registration deadline); registrations after this date will incur the highest fees (fees applicable after the second registration deadline).

The registration of a retake candidate will not be accepted after the final deadline of **15 April/15 October** even if the outcome of an enquiry upon results is pending. This includes course candidates who wish to take one or more subjects again. 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 retake subject(s) can be withdrawn on request from the coordinator. A refund of the subject fee(s) can be given for the withdrawal and a refund of the registration fee can also be given if the candidate's retake session is fully withdrawn as a result of the change. In order to receive the fee refund(s) for candidates in such a situation, please contact ibid@ibo.org by **1 May/1 November** (the withdrawal deadline for the retake session).

Note that the term "retake" actually applies to diploma rather than course candidates, because retake (R) is a registration category for diploma candidates who repeat a subject in a later session.

A4.8.1 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 referred to in section A4.7 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 session six months previously. For example, if a May 2017 diploma candidate retakes one or more subjects in November 2017, this candidate would be a six-month retake candidate.

The same deadline and fees would apply to a candidate who retakes the diploma six months after a retake session. For example if a May 2017 diploma candidate retook one or more subjects in November 2017, then retakes the diploma in May 2018, then the six-month retake subject change restrictions indicated in section A4.6.2 would not apply.

A4.8.2 May session schools

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 2017**: diploma (D) session.
- **November 2017**: 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 including a late subject fee for each subject or core element registered.

A4.8.3 November session schools

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 2017**: diploma (D) session.
- **May 2018:** 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 including a late subject fee for each subject or core element registered.

A4.8.4 Course candidates

A school may register course 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 course (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 IB Answers to inquire whether this is acceptable; changing level may require the candidate to submit new or revised work for internal assessment.

The deadline of **29 January/29 July** applies to course 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 including a late subject fee for each subject or core element registered.

A4.9 Advance notice requirements

During the candidate registration process, you may need to notify the IB in advance of additional requirements that impact on your registrations. All electronic forms relating to these requests for the following requirements can be located on IBIS by going to the **Candidate tab**>**Candidate registrations**>**Pre-registration tab** >**Advance notice requirements—Available forms**.

A4.9.1 Language A: literature, and literature and performance submission of courses

Schools are no longer required to submit advance notice of works for any of the group 1 courses; however, schools are still required to complete the advance notice form for all self-taught candidates, confirming the works studied (part two genre).

This can be found on IBIS by going to **Candidate tab**>**Candidate registrations**>**Pre-registration tab**>**Advance notice requirements—Available forms**.

A4.9.2 Language A: literature—special requests

If a candidate requires a language A: literature course that is not automatically available, a special request must be submitted on IBIS no later than **15 November**, 18 months before the May written examinations for which the language is required. A request must be submitted for each examination session; requests are not automatically carried over to another session. The appropriate form is *Special request language A: literature*, found by going to the **Candidate tab**>**Candidate registrations** >**Pre-registration tab**>**Advance notice requirements— Available forms**.

All special requests must be submitted on IBIS whenever possible. Languages that are not written in roman script can also be entered on IBIS, depending on the specification of the computer being used by the coordinator. However, if the online version of the form cannot be completed for any non-roman script language, the coordinator must print a screenshot of the form, complete it and submit a scanned copy to the IB Assessment Centre at ibid@ibo.org.

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

If authorization has been received, the coordinator must confirm candidate entries on IBIS for the special request language(s) A: literature no later than **15 March**, 14 months before the written examinations. The appropriate form on IBIS is *Group 1: confirm entry for special request language A: literature*, found by going to the **Candidate tab**> **Candidate registrations**>**Pre-registration tab**>**Advance notice requirements—Available forms**. Registrations will be accepted only for languages A: literature and levels that have been authorized. For further details refer to section B1a.20 (special request languages). Please note the text between brackets must be deleted for consistency with other cross-references in this file + section B1a.20 has a different title (Special request application procedure).

A4.9.3 School supported self-taught candidates

Special requests submitted for language A: literature SL school supported self-taught candidates are considered for approval where this enables the school to support the candidate's desire to continue academic study of his or her mother tongue. Coordinators must ensure that undertaking the language in group 1 is a viable task for the candidate, taking into consideration factors such as previous academic experience in the study of literature and his or her present and future needs.

A4.9.4 Anticipated candidates

Applications for special request languages A: literature 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 not later than **7 October**, seven months before the written examinations in May. No applications received after this date will be considered. Coordinators must also be aware that special request languages A: literature subjects can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May session in question.

Coordinators must use the form *Special request languages A: literature* available on IBIS for their application, checking the box "Anticipated". Schools cannot create their own programmes of study for anticipated special request language A: literature, but must adopt an already authorized booklist that will be provided by the IB Assessment Centre, subject to approval. 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 A: literature. When the IB Assessment Centre receives the form, an appropriate booklist (if available) will be sent to the coordinator.

A4.9.5 Course candidates

Special requests are normally authorized for diploma candidates only, although requests for course category candidates, including subjects taken as additional to the requirements of the Diploma, will be considered.

A4.9.6 Language A: literature SL school supported self-taught candidates

Choices of authors and works must be entered on IBIS by 1 December/1 June, six months before the written examinations. The form Language A: notice of works studied is available on IBIS. For further details refer to sections B1a.11-18. Schools with self-taught candidates for special request languages A: literature SL that have already been authorized must still submit this form.

A4.9.7 Group 1 extended essays in a special request language A: literature

If a school has submitted a special request for a language A: literature subject 18 months before the written examinations and this has been authorized as a taught subject, candidates in that school are automatically permitted to register for an extended essay in that language as a group 1 extended essay; there is no need to submit a separate extended essay special request form via IBIS.

If a school has a candidate who wishes to submit an extended essay in a language A: literature subject for which the school has not submitted a special request, it is necessary to submit the appropriate form via IBIS by going to the **Candidate tab**>**Candidate registrations**>**Pre-registration tab**>**Advance notice requirements—Available forms**. On receipt of this completed form the IB Assessment Centre will decide whether an extended essay can be submitted in the group 1 language concerned. The decision will be based on whether the language has been requested by another school and whether an examiner for that language is available to mark the extended essay. The IB cannot guarantee that a candidate will be able to submit an extended essay in a special request language. It is therefore recommended that the candidate consider an alternative subject for his or her extended essay.

A4.9.8 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.

A4.9.9 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 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 and is advised up to the approval of the request. In no circumstances will a candidate be exempt from taking a group 1 and a group 2 subject. (Note that a diploma candidate can be registered for two group 1 subjects instead of a group 1 and a group 2 subject.)

A request for a non-regular diploma must be sent to the IB Assessment Centre using the form *Request for a non-regular diploma*. This form is found on IBIS by going to the **Candidate tab**>**Candidate registrations**>**Pre-registration tab**>**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 (please complete the registration regardless of the status codes appearing on the screen during the process). 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 essential to submit requests by the deadline stated above. Late requests are not guaranteed approval.

A4.9.10 Requests for inclusive 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 assessment arrangements may be authorized. Candidates eligible for inclusive 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.

The *Request for inclusive assessment arrangements* is located under the **Candidate** tab and must be submitted no later than **15 November/15 May**, six months before the written examinations. Requests for modified papers cannot be guaranteed after this date.

Before completing the request, the candidate must be registered for the intended examination session. Coordinators will also be required to upload supporting psychological/psycho-educational/medical evidence and at least one piece of educational evidence.

For further details refer to section A4.12 and the IB publication *Candidates with assessment access requirements*.

A4.10 The early session arrangement

A4.10.1 The arrangement

A candidate's choice of group 1 or group 2 subject or a special request subject may not be automatically available for his or her 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.) The same situation may apply to subjects in groups 3 to 6, but most commonly applies to group 1 and group 2.

A4.10.2 Registration

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 sessions allowed for diploma. All candidates must have received the recommended teaching time of 150 hours for standard level and 240 hours for higher level.

As a consequence of this arrangement a candidate's registration history may become:

- May 2017: Anticipated (a subject taken six months before the diploma session because the subject is not available in a November session)
- November 2017: Diploma (all remaining subjects taken in this session).

If this scenario arises, the registration fee is charged for the anticipated session, but is not charged in the candidate's diploma session.

A further scenario might be:

- November 2016: Anticipated (one or two subjects taken as anticipated, one year before the candidate's diploma session)
- May 2017: Anticipated (a subject taken six months before the diploma session because the subject is not available in a November session)
- November 2017: Diploma (all remaining subjects taken in this session).

If this scenario arises, only one registration fee is charged for all three sessions. The charge will be made in the first session (November 2016 in the example above).

A4.10.3 Subject-specific issues

- 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 2017 these subjects are Afrikaans A literature SL/HL, SiSwati A literature SL, Malay B SL, Swahili B SL/HL, Tamil B SL and Indonesian ab initio SL.

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 2017 diploma candidate is able to take Italian ab initio in May 2017 and then complete his or her remaining diploma subjects in November 2017. All candidates must have received the recommended teaching time of 150 hours. The registration will appear with the registration status code S39: this code should be ignored and will be removed by staff at the IB Assessment Centre.

- Further mathematics HL is not available for a November examination session and cannot be requested. However, diploma candidates may take all components of further mathematics HL in the previous May session. For example, a November 2017 diploma candidate is able to take further mathematics HL in May 2017and then complete his or her remaining diploma subjects in November 2017. The registration will appear with the registration status code S46: this code must be ignored and will be removed by staff at the IB Assessment Centre.

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". In these circumstances the IB is flexible with the deadline, but coordinators must submit such requests at the earliest opportunity.

A4.11 Transfer candidates

A4.11.1 Policy

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 IB Answers about a transfer candidate only if the candidate has been registered for a forthcoming examination session by the original school.

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 and the candidate's results will be with 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 IB Answers 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. For candidates who transfer to another school during or after about March/September, two months before the written examinations, the candidate's answer coversheets for the written examinations will be sent to the coordinator electronically.

A4.11.2 Responsibilities of the original school

A transfer candidate's original school must:

- be responsible for paying registration and subject fees as outlined in section A2.7.14
- 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 the IB Assessment Centre predicted grades and marks for internal assessment.

A4.11.3 Responsibilities of the accepting school

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform the IB Assessment Centre 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
- be responsible for paying registration and subject fees as outlined in section A2.7.14.

A4.12 Inclusive assessment arrangements

A4.12.1 Policy

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard 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 access arrangements may be authorized. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

For information about the IB's policy on candidates who require arrangements to access assessment, refer to the IB publication *Candidates with assessment access requirements* (July 2014). Please study this publication before contacting the IB with an inquiry or submitting a request for inclusive assessment arrangements.

For inquiries concerning candidates with assessment access requirements, send an email to *Access and inclusion* under the **Contact us** link on IBIS.

Please do not inform an examiner about a candidate's personal circumstances, disability, medical condition or learning support need of any kind.

A4.12.2 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 IB Assessment Centre.

- 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 difficult for a candidate with autism. Furthermore, a candidate's condition or the nature of the inclusive assessment arrangement (for example, a scribe, a computer) 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 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 vision or hearing difficulties).
- An assistant, if necessary a nurse, 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 Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses) is allowed to use the aid in examinations. Note: It is in breach of regulations if candidates are found in possession of any other mobile devices in the examination room.
- 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 without prior authorization from IB Assessment Centre.

- If a candidate has difficulties in reading or attention, test directions may be clarified by the invigilator or a designated reader. This arrangement must be strictly confined only to clarifying the directions and the instructions and not the content of the questions.
- Magnifying devices to enlarge and read print may be used by candidates with vision issues. These may include magnifying glasses and line magnifiers.
- For a candidate who has colour blindness, 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 from the IB Assessment Centre.
- A candidate who is hypersensitive to sound is permitted the use of noise buffers such as headsets, earplugs and individual workstations with acoustic screens. If an individual workstation is employed, all regulations governing the conduct of IB examinations must be observed. The candidate must be kept under the constant supervision of an invigilator.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions. The amount of time permitted for rest breaks is not counted towards the duration of the candidate's examination. Rest breaks must be supervised to ensure that the security of the examination is maintained. There must be no communication with, or disturbance to, other candidates. The amount of rest time and number of breaks permitted must be pre-determined and will depend upon the candidate's circumstances, although 10-minutes per hour is the general recommendation. During a rest break, the candidate is not permitted to read, respond to the examination paper or write notes of any kind. Candidates may be allowed to leave the room for all or part of the rest periods. For example, a candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication. If a candidate's personal examination timetable is such that, with rest periods and additional time more than six and a half hours of examinations would take place in one day, rescheduling should be requested.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter would ensure that a candidate pays attention to the examination. The use of the prompter should not disturb other candidates. The coordinator or invigilator may act as a prompter, but the examination must be conducted according to IB regulations. In all cases, the prompter may only prompt the candidate and not provide any form of assistance. The prompt may be a gentle tap on the candidate's arm or desk/table but should not be given verbally. The prompter must not draw the candidate's attention to any part of the examination paper

or script. The prompter should be familiar with the candidate's behaviour so that he or she knows when the candidate is off-task. The candidate should be familiar with the kind of prompt that he or she would likely receive from the prompter. The prompter should be in a position that provides a view of the candidate's disposition rather than his or her work. The candidate should not feel as though he or she is under pressure or scrutiny.

- At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge essay) without authorization from the IB. However, if an extension to the deadline for the submission of work for assessment is required, the coordinator must contact IB Answers (see section 4.7 "Access to extensions and exemptions" in *Candidates with assessment access requirements*).

A4.12.3 Assessment arrangements requiring authorization

All inclusive assessment arrangements other than those listed in this section must have prior authorization from the IB Assessment Centre. Refer to the publication *Candidates with assessment access requirements*.

All requests for inclusive assessment arrangements must be submitted using the online system on IBIS. The *Request for inclusive assessment arrangements* is located under the **Candidate** tab and must be submitted no later than **15 November/15 May**, six months before the written examinations. Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session.

All such requests must be submitted no later than **15 November/15 May**, six months before the written examinations. All requests for re-evaluation of decisions must be submitted no later than **15 January/15 July**.

Inclusive assessment arrangements approved for a candidate will automatically apply for all examination sessions for which he or she is registered. It is not necessary to submit a second request. However, if a candidate's requirements change after the initial request, the IB must be notified using the *Access and inclusion* email link under **Contact us** on IBIS.

A4.12.4 Evidence and information required

The following supporting documentation must be submitted (uploaded) with the online *Request for inclusive assessment arrangements*.

- Medical/psychological/psycho-educational documentation (translated into English, French or Spanish where necessary)

and

- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access requested has been the candidate's usual way of participating in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which needs only be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the assessment arrangement was used.

A4.12.5 Modifications to examination papers

Modified papers will not be authorized if submitted after **15 November/15 May**.

For a candidate with a visual impairment, please provide specific details of the Braille code required. For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 x 297mm) with a font size of 18. If a candidate can access this, coordinators are encouraged to use this standard enlargement. Enlarged font size of 24 point on A3 paper may also be requested. For candidates who require an enlarged font on A4 paper (297 x 210mm), the IB offers a standard 16-point font. Any other request for alternative font size that is not listed above as a standard modification may be considered only in exceptional circumstances. For a candidate with visual impairment who requires 3-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.

A4.12.6 Candidates registered for the anticipated and retake categories

Anticipated candidates

Inclusive assessment arrangements approved for anticipated candidates will automatically be applied for the diploma session. It is not necessary to send a second request. However, if a candidate's condition changes after the first request for inclusive assessment arrangements has been submitted, inform the IB using the appropriate link under **Contact us** on IBIS.

Retake candidates

Inclusive assessment arrangements for retake candidates will not automatically be carried over from the previous session; therefore, it is the responsibility of the coordinator to notify the IB Assessment Centre using the Contact us link on IBIS. For retake candidates requiring modified papers, early notification is essential to allow for necessary modifications to be made.

A4.13 Candidates affected by special circumstances

A4.13.1 Candidates with learning support requirements

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard 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 inclusive 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 challenges. For further details refer to section A4.12.

For a candidate with assessment access requirements, the results documents issued by the IB do not indicate that inclusive assessment arrangements were authorized by the IB. This information is regarded as confidential.

A4.13.2 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 A4.14.

As for candidates with assessment access requirements, any form of accommodation, such as special consideration or the implementation of the missing mark procedure, will not be indicated on a candidate's results documents.

A4.14 Adverse circumstances

A4.14.1 Policy

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 temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of a candidate.

Adverse circumstances may also include an event that affects the whole school community, such as civil unrest or a natural disaster. 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 such events as:

- industrial action (for example, a strike by teachers or by a school's ancillary staff)
- the absence of a teacher
- frequent changes of a subject teacher for a class of candidates
- a shortage of teachers, teaching resources or facilities
- insufficient teaching time.

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.

A4.14.2 Notifying the IB of adverse circumstances

If a candidate (or a group of candidates) experiences adverse circumstances during the two-year course of study or written examinations that may have a significant effect on his or her performance in assessment, submit a completed form *Candidates with adverse circumstances* to adverse@ibo.org. If appropriate to the circumstances, the form must be supported with medical documentation (translated into English, French or Spanish where necessary). Use the link *Inclusive assessment arrangements/adverse circumstances* under **Contact us** on IBIS.

The form can be submitted at any point during the course of study, but must be received by the IB within 10 days of the candidate's final examination. 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).

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

Please do not inform an examiner about a candidate's personal circumstances, disability, medical condition or learning support of any kind.

A4.14.3 Possible actions by the IB in cases of adverse circumstances

Applications are reviewed on an individual basis. The following actions cannot be requested by a coordinator; action is taken according to the particular circumstances, precedent and in compliance with guidance from the IB final award committee. One or more actions may be applied to a group of candidates, depending on the circumstances.

Extensions to IB deadlines

Where a candidate is affected by an adverse circumstance, temporary illness or injury prior to the submission of early components (for example, the extended essay, theory of knowledge essay) or internal assessment marks/sample work, the IB may authorize an extension to the submission deadline upon receipt of the required documentation. An extension must be formally authorized by the IB and will be communicated to the coordinator by email.

A4.14.4 Consideration

At the discretion of the final award committee, a candidate affected by adverse circumstances may be eligible for special consideration. If a candidate's circumstances are deemed "adverse" and therefore qualify for consideration, an adjustment may be made to the candidate's total mark in the affected subject(s) and/or diploma requirement(s). If the candidate is within one or two scaled marks of the next higher grade boundary, the candidate's grade in the affected subject(s) will be raised; in the case of theory of knowledge and the extended essay, one mark away from the next higher grade boundary is required for a grade adjustment to be made.

A4.14.5 Missing mark procedure

If a candidate or group of candidates has not completed a written examination owing to adverse circumstances, the IB may derive an estimate for the missing mark based on available information. However, the candidate must have completed at least 50% of the assessment for the relevant subject, which must include a written externally assessed component. If more than one examination is missed, it will be at the discretion of the final award committee whether a grade is issued to the candidate in the subject(s) concerned. Note that the "missing mark procedure" and "consideration" will not be applied to the same subject/ level being assessed.

Deferral of external assessment to a future session

Where a candidate or group of candidates has not completed the required 50% of the assessment, which includes an externally assessed component for a subject(s) or whose study has been greatly affected during the two-year programme, it may be possible to defer one or more subjects to a future examination session. In these situations, the registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three in which the candidate has to complete the diploma.

Inclusive assessment arrangements

If a candidate is affected by an injury that prevents them from undertaking the written examinations in the usual way (for example, an injured hand so the candidate cannot write), inclusive assessment arrangements will normally be authorized (for example, the use of a word processor and/or amanuensis if the candidate is unable to write).

A4.15 Conflicts with or between IB examinations

A4.15.1 Policy

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 organization. In these circumstances the conflict is likely to be known well in advance of the IB examinations and the IB Assessment Centre may authorize 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 very rarely 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.

Rescheduling

There are three circumstances only in which the IB Assessment Centre 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 organizations, 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 local or national sporting event or competition, a school event of any kind, a local or national holiday, school examinations, or a family event. Exceptions will not be made.

Rescheduling will only be authorized if the coordinator can guarantee the security of the examination. If rescheduling is authorized for an earlier or later time during the same day, the coordinator must ensure that the candidate(s) concerned will be supervised during the entire period between the scheduled and rescheduled time. This is to ensure 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.

If one or more examinations are rescheduled to the following day, the coordinator must make best effort to ensure the security of the examination, so that the candidate(s) concerned does not contact any other candidate about the content of the examination paper(s). It is no longer a requirement that the candidate(s) be accommodated overnight by the coordinator or a teacher. However, the coordinator must advise the candidate that any attempt to gain an unfair advantage may result in no grade being awarded for the subject concerned. The coordinator may require the candidate(s) to sign an "honour code" or similar to this effect, but this is left to the discretion of the coordinator. Gaining the support of the candidate's legal guardian(s) should be considered.

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 IB Answers 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 location other than the school's normal venue for the examinations. 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.

Definitions of what constitutes "international" in this context may vary. However, as a general rule an event can be classified as international if it includes participants from two or more countries who are not normally resident in the host country of the event. If the candidate has to travel outside the country location of his or her IB school, this would also normally be considered an international event. Some discretion will be applied if participation in an event at national level will lead to participation in an international event.

A4.15.2 Conflict between IB examinations

The Diploma Programme examination schedule must be checked soon after candidates have been registered 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.

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.

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.

Consecutive days of examinations

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

A4.15.3 Conflict with the examinations of another awarding organization

Check the examination schedules of other awarding organizations 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.

A4.15.4 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 course 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 the IB Assessment Centre. 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 with an explanation of how it is "international"
- 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 and charge a standard fee (see the scale of fees in section A2.8).

If there is no IB World School available, or none that are 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.

A4.15.5 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 IB Answers 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 IB Answers, the examination must be taken at the earliest possible time after the scheduled time. It will be necessary to submit a detailed report on the circumstances to IB Answers. 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.

An alternative venue 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 an alternative venue in these circumstances, contact IB Answers (not the regional office).

A5.0 Overview

This section contains information on the requirements and processes for coursework assessment.

A5.1 Internal assessment and predicted grades

It is essential that teachers refer to this section and to the relevant subject sections of this handbook to familiarize themselves with requirements for internal assessment and predicted grades.

The purpose of this section and section A5.5 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.

Teachers should base their predicted grades on the grade descriptors which are available in Diploma Programme *Grade descriptors* on the OCC.

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 the IB Assessment Centre 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.

Dynamic sampling follows exactly the same moderation process, but makes sure that an adjustment is only applied when the teachers' standard is different from that set globally.

The IB has no policy on whether a teacher's marks for internal assessment should be released to candidates; this is left to the discretion of the school. If the decision is to make these marks available, candidates must be made aware that a teacher's raw marks are subject to moderation by the IB.

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

A5.1.1 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.

A5.1.2 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, the IB Assessment Centre will normally inform the coordinator that this information has not been received. Failure to provide marks for internal assessment will 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.

Subject teachers 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 the **School** tab>**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, which will give that teacher access to a "new user" account page. The teacher uses this to create his or her 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 onto 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 the IB Assessment Centre. A teacher is not able to submit IA/PG data directly to the IB; it must be submitted by the coordinator (select **Complete mark entry** on the IA and PG screens) 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.

After the submission of marks for internal assessment by **10 April/10 October** on IBIS it may come to the attention of the coordinator that the wrong marks were submitted for one or more candidates. At the discretion of the IB the marks submitted will be corrected, but no corrections will be accepted after the issue of results.

A5.1.3 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 (TOK) 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 A: literature SL school supported self-taught candidates.

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 TOK 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 has no policy on whether predicted grades should be released to candidates; this is left to the discretion of the school.

A5.2 The authentication of 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 well placed 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.

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work; this verification should take place before work is electronically uploaded or sent in hard copy.

- For **hard copy (paper-based) assessment** the candidate and teacher authenticate by signing the relevant coversheet. If a teacher signs the 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.
- For **assessment electronically uploaded by the candidate** the authentication process is completed on-screen by both the candidate and teacher.
- For **assessment electronically uploaded by the school** (on behalf of the candidate) the authentication process is completed on-screen by the teacher. This option requires the school to have previously secured the candidate's authentication.

Increasingly, it is a requirement to upload candidates' work instead of sending work to an examiner as hard copy; for example, theory of knowledge essays. When work is uploaded, there will be an equivalent of the coversheet that requires a declaration by the candidate and teacher.

For non-examination components: teachers and supervisors should follow the flow diagram below as a standard practice for checking authenticity of the candidate's work before the coversheet is signed.

A5.2.1 The use of plagiarism detection software

A significant number of IB World Schools use plagiarism detection tools to check candidate work for possible collusion and/or possible plagiarism. Please be aware that some of these tools contain functionality (or settings) that allow cross-comparison of work within a cohort (by submitting the work to a repository). If this setting is selected, the software may be able to identify possible collusion between candidates.
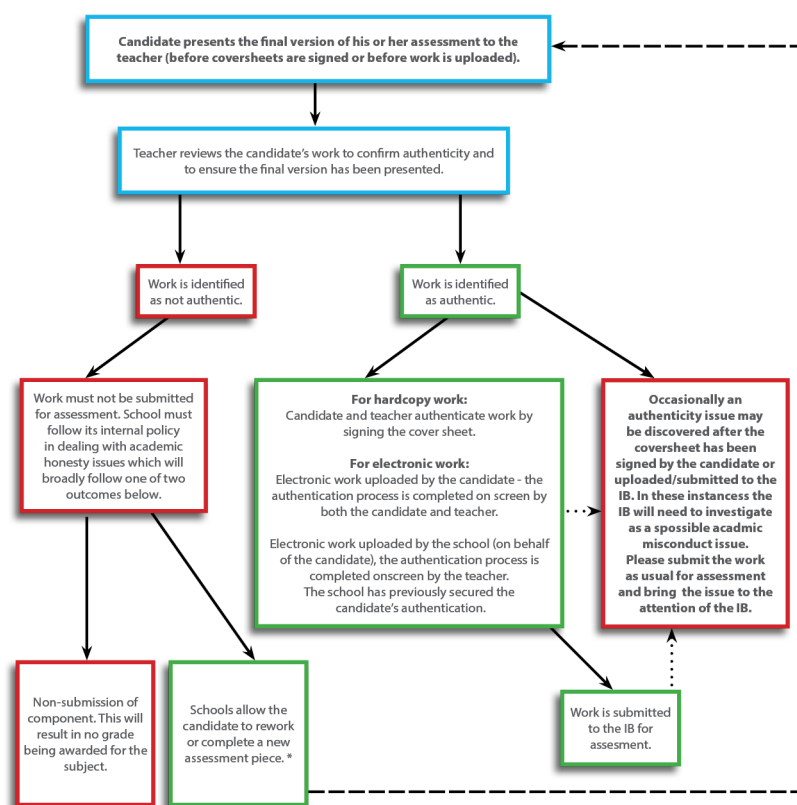
Figure A5.1

Academic honesty

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

A5.3 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.)

A5.3.1 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 uploaded.

Subject/component	Method of submission	Latest arrival date
Extended essay	Upload	15 March/15 September
Theory of knowledge essay	Upload	15 March/15 September
Language A: literature written assignment	Upload	15 March/15 September
Language A: language and literature written tasks	Upload	15 March/15 September
Literature and performance SL written coursework	Upload	15 March /15 September
Language B written assignment	Upload	15 March/15 September
Language ab initio written assignment	Upload	15 March/15 September
Visual arts: comparative study	Upload	30 April/30 October
Visual arts: process portfolio	Upload	30 April/30 October
Music: musical links investigation	Upload	30 April/30 October
Film: independent study and presentation	Upload	30 April/30 October
Dance: composition and analysis	Upload	30 April/30 October
Dance: dance investigation	Upload	30 April/30 October
Theatre (HL only): solo theatre piece, (HL only) director's notebook and research presentation	Upload	30 April/30 October
Language A: literature SL school supported self-taught oral examination audio recording	Upload	7 May/7 November

A5.4 Candidates with incomplete work for assessment

A5.4.1 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/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 or personal organization
- the school identifying academic misconduct (for example, work is plagiarized) and not submitting the candidate's work.

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 IB Answers 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, the IB Assessment Centre 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 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.

See section A.6.5.1 for the procedure that applies to externally assessed work.

A5.4.2 Acceptable reasons for incomplete work

A candidate is still eligible for the award of a grade in certain circumstances, that is:

- if the candidate has attended a written examination, but failed to gain any marks for the component
- if an acceptable reason is provided by the coordinator for the assessment being incomplete.

The fairest results are achieved by the candidate completing and submitting all of the assessment tasks, and whenever possible deadlines should be adjusted to facilitate this. 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, check the guide and the OCC for any subject-specific marking instructions on how to deal with unusual cases. Otherwise, mark the work against the assessment criteria in the usual way. If in doubt, contact IB Answers for advice.

For group 4 subjects, the work for internal assessment is only a part of a candidate's 40 hours at standard level/60 hours at higher level for practical work. A teacher cannot reduce a candidate's mark for internal assessment for not attending the full 40/60 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

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 ava ilable.

For details about candidates affected by illness or other adverse circumstances, refer to section A4.13.

A5.4.3 Moderation samples

Many of the forms that must accompany sample work for internal assessment have changed for 2017 and it is important that coordinators check that they are using the correct, current forms. The subject-specific information in this handbook also provides information on which forms must accompany sample work.

One teacher and one 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 examinermoderator:

- 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 standard level and higher level (see section A5.5.1. 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.

A5.4.4 The selection of sample work

Candidates' marks for internal assessment are entered on IBIS by going to the **Subject** tab>**IAPG**>**Mark entry**>**IA Mark entry**. After candidates' marks have been entered and verified, select **Complete mark entry**. 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.

In addition to selecting the candidates, IBIS also provides the name and address of the examiner 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 the IB Assessment Centre or to upload the work (for example, audio recordings for group 1 and group 2 subjects).

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 candidate
- for 41 candidates and above the sample will comprise the work of 10 candidates.

A5.4.5 Atypical work

It is important that the sample work received by an examiner is a fair reflection of the teacher's marking standard for the entire 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 there is no other candidate with the same or a similar mark, the atypical work should remain in the sample to ensure that the range of marks is adequately represented.

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 examiner with any information about special circumstances (for example, illness, disability, family bereavement).

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 or 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.

There is no work to send to the moderator

If a candidate has been awarded a total mark but this mark has been awarded for work which is not required for moderation.

Transfer candidates

The work of a transfer candidate is considered atypical unless all of the candidate's work has been assessed by a teacher in the school to which the candidate has transferred.

Inappropriate work

The candidate's work is not appropriate for the subject and level.

A5.4.6 Lost work

If IBIS selects a candidate's work that has been lost by the teacher after marking, send the work of another candidate with the same or a similar mark.

A5.4.7 Candidates retaking one or more subjects

At the time of registering a candidate who is retaking a subject and 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. Please refer to section A4.6.3 for further information. 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. If there is uncertainty over whether a mark can be carried over, refer to the appropriate document in the library section of IBIS.

Note that 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.

A5.4.8 Internal assessment: Forms submitted with sample work

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**. When sending sample internal assessment work to an examiner for the purpose of moderation, it is no longer necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample.

The forms that accompany sample work for internal assessment are in a writeable portable document format (PDF) to allow for easier completion by the relevant teacher. Where a form is submitted as hard copy (that is, printed out for submission with sample work) the teacher and candidate(s) concerned must print their name on the form and sign the declaration.

For a list of the forms, see the "Forms and coversheets" guide 2017. Forms and coversheets are accessed through IBIS.

A5.4.9 Sending sample work to moderators

Coordinators are advised to send the original work for:

- group 3: geography SL/HL, environmental systems and societies SL
- group 4: biology SL/HL, chemistry SL/HL, design technology SL/HL, environmental systems and societies SL, physics SL/HL, sports exercise and health science SL
- group 5: mathematical studies SL projects, mathematics SL explorations and mathematics HL explorations.

It is important to retain clear photocopies of this sample work in case the work is mislaid in the post. For all other subjects photocopies of the work can be sent to the moderator. Note that work for internal assessment cannot be returned to schools.

Do not submit video or audio materials 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.

A5.5 Subject-specific information about moderation samples

A5.5.1 Subjects sampled across standard level and higher level

The following subjects have the same, or very similar, internal assessment requirements at standard level (SL) and higher level (HL).

Biology
Chemistry
Computer science
Economics
Geography
History
ITGS
Language A: language and literature
Music: creating
Music: solo performing
Philosophy
Physics
Theatre

If both standard level and higher level are taught for these subjects, IBIS will select one set of sample work representing both levels.

A5.5.2 Language A: literature and language A: language and literature

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. (This excludes school supported self-taught candidates for language A: literature.)

A5.5.3 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.

A5.5.4 History

When IBIS selects sample work for history, the level and option being studied by each candidate are disregarded.

A5.5.5 Mathematics HL

When IBIS selects the sample work for mathematics HL, the option being studied by each candidate is disregarded.

A5.5.6 Music

Music at HL has two components for internal assessment (solo performing and creating). Separate samples should be submitted for each component.

A5.6 Assessment that requires an audio or video recording

A5.6.1 Instructions for recordings

A candidate's performance or interview has to be recorded in the following subjects and internally assessed components.

- Language A: language and literature—individual oral commentary
- Language A: literature—individual oral commentary
- Language A: literature SL—school supported self-taught oral commentary
- Language B—individual oral
- Language ab initio—individual oral
- Literature and performance—performance and individual oral presentation
- Music—solo, group performing and creating
- Film—presentation
- Theatre—collaborative project

It is not permitted to edit the content of a recording, regardless of its format. Doing so may be interpreted as academic misconduct and brought to the attention of the final award committee.

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.

Coordinators must retain a copy of each recording, regardless of the format in which it will be submitted to the IB.

A5.6.2 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.

A5.6.3 Problems

- Do not stop or edit a recording. If the recording stops due to technical difficulties, explain the reason on the recording itself after restarting.
- In all cases of problems beyond the candidate's control, reassure him or her that he or she will not be penalized. Submit a full report to IB Answers if any irregularities occur during the recording.

A5.7 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.

Note that exclusive copyright cannot be claimed retrospectively for a previous session; it can only be claimed for the session for which the candidate is registered up to the close of session on **15 September/15 March**.

Please consider this very carefully before supporting your candidates in submitting a request for exclusive copyright.

A5.8 Submission details for assessment material

A5.8.1 Forms and coversheets

Changes to forms and coversheets

Changes have been made to the forms and coversheets that accompany coursework in 2017. A *Forms and coversheets guide* is available for the 2017 assessment sessions on IBIS and OCC.

It is important that the versions of the forms related to the 2017 sessions are used and not previous versions.

A5.8.2 Submission dates

All submission dates can be found in sections A8.1 and A8.2.

A5.8.3 Mailing assessment material

Most assessment material is now uploaded via the IBIS eCoursework system. This section applies only to those subjects where materials are still required to be mailed.

A5.8.4 To a scanning centre

What to include

It is likely that a school will be provided with the address of only one scanning centre. Consequently, it may seem appropriate to batch together the scripts from several examinations. However, doing so will jeopardize candidates' results if such a consignment is mislaid by the courier company. Consequently, coordinators must consider whether it is appropriate to batch separate envelopes of scripts in this way.

Please do not include any correspondence or material other than candidates' answer coversheets and scripts. Any unusual circumstances affecting a candidate or groups of candidates must be reported directly to the IB Assessment Centre using the form *Candidate(s) affected by adverse circumstances*.

A5.8.5 Completing details on the envelope

Place scripts in an envelope so that the top answer coversheet shows through the windows on the envelope. Where possible, please include at least 20 scripts in each envelope. However, this will not be possible if there were less than this number of candidates in an examination.

After placing candidates' examination scripts in an envelope provided by the IB, please write on the back of the envelope the number of scripts contained within the envelope. There is a box provided for this purpose. The scripts will be sorted and processed more efficiently if it is known how many scripts an envelope contains without having to open the envelope.

A5.8.6 Proof of postage

It is important to retain proof of postage, including the date when each package was sent to the scanning centre. If the package is mislaid in the post, the IB Assessment Centre 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 may not be eligible for grades in the subject/level concerned.

A5.8.7 Checklists and reminders

Regardless of the destination

Use a 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 postal service that is the equivalent of "cash on delivery". An examiner or a scanning centre will not pay the postage for your assessment material and 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 US$1) so that the recipient does not have to pay customs duty.

Include only candidates' work and any completed forms and/or coversheets, as required.

Mail each package in time to arrive by the deadline. Mail examination scripts within 24 hours after the examination.

If more than one component for a subject must be sent to the same location, they should be sent 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.

A5.8.8 Candidates' work sent directly to an examiner

- Before mailing candidates' work, check on IBIS 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.

A5.8.9 Examination scripts to a scanning centre

- Use the envelopes provided by the IB for this purpose.
- Place at least 20 scripts in each envelope, assuming there was at least this number of candidates for the examination.
- Write on the back of the envelope the number of scripts the envelope contains. A box has been provided for this purpose.
- Only include in an envelope the scripts from one examination component. For example, do not include paper 1 and paper 2 scripts in the same envelope. However, it is acceptable to include different language responses to the same examination (for example, paper 1 scripts in English and paper 1 scripts in French).
- Ensure that the top answer coversheet shows through the windows on the envelope. This will enable the scanning centre to read the QR code and quickly identify the contents of the envelope.

A6.0 Overview

This section contains information on the requirements and processes running the externally assessed examinations, including information on inclusion arrangements, with links to relevant forms and coversheets.

A6.1 The examinations in May and November

As 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 (*The Conduct of IB Diploma Programme Examinations*) on this topic will be available in the library section of the IB information system (IBIS), and will include information about the use of electronic calculators and material that should be available in each examination.

- May 2017 examination schedule
- November 2017 examination schedule

A6.2 Mailings from the IB Assessment Centre
A6.2.1 Examination stationery

In **February/August**, three months before the written examinations, schools will be sent a package of examination stationery. The mailing is based on a school's candidate registration data one day after the second registration deadline of **15 January/15 July**. According to the requirements of each school this stationery mailing includes:

- script envelopes

- multiple-choice (MCQ) envelopes
- four-page answer booklets
- graph/grid paper
- squared paper for Japanese A/Japanese B and Chinese A/Chinese B examinations
- string tags
- conduct of the examinations posters.

The package of stationery does not include the music CDs, personalized examination coversheets and MCQ answer sheets required for the examinations in May/November. These are sent to schools in **April/October** with the examination papers.

Envelopes for externally assessed scripts

These envelopes are blue and do not have an address on the front. They are primarily for sending examination scripts to the scanning centre. Please note the following points.

- Whenever possible an envelope must contain at least 20 examination scripts. However, this cannot be achieved if there are less than 20 candidates for an examination.
- The top examination coversheet must appear through a clear window on the back of the envelope. This enables the QR code to be scanned through one of the windows.
- On the back of each envelope in the square provided, please write the number of scripts the envelope contains.

Envelopes for multiple-choice answer sheets

These envelopes are yellow and pre-addressed to the IB Assessment Centre.

Answer booklets

The answer booklets are for use in the May and November examinations only, and for no other purpose. They must not be used, for example, for language written assignments/tasks or a school's mock/trial examinations. Furthermore, the booklets (and graph paper) must be kept secure and only made available to candidates for the IB examinations in May/November.

Currently, there are two versions of the answer booklet.

- A four-page booklet (for writing left to right)
- A four-page booklet (for writing right to left in languages such as Arabic, Divehi, Hebrew and Urdu)

There is no longer a requirement for the question numbers to be written in any special format in the booklets; they should be written in a candidate's usual handwriting.

An answer booklet guide for candidates is available on the online curriculum centre (OCC).

Graph/grid paper

The graph/grid paper is for use in the May and November examinations only, and for no other purpose. The paper cannot be used, for example, for a school's mock/trial examinations. Furthermore, the booklets (and graph paper) must be kept secure and only made available to candidates for the IB examinations in May/November.

Squared paper for Japanese A/Japanese B and Chinese A/ Chinese B examinations

This paper has been provided to prevent the need for schools to use their own squared paper; however, the use of squared paper is **not** compulsory for these exams.

String tags

The string tags are for candidates to attach their personalized (blue) examination coversheet to their examination script. Depending on the examination, in addition to the coversheet a "script" may include:

- a structured examination paper (that is, the type of examination paper in which a candidate writes his or her answers to the questions); sometimes referred to as a "write-on" examination paper
- one or more answer booklets
- graph/grid paper.

Posters

There are two types of poster for the examinations in May and November.

- *Conduct of the examinations: notice to candidates*
- *Conduct of the examinations: items not permitted*

The posters must be displayed in a prominent location before and during the examinations, preferably outside the room that will be used for the examinations.

A6.2.2 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, including the examination coversheets. 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. The examination paper checklist (available on IBIS) should be used to ensure that you have the correct examination papers and a sufficient number of each paper for your candidate entry. There are five examination papers in each packet.

The sealed packets of the following examination papers will contain additional examination material.

- All languages B and languages ab initio paper 1—five copies of the text booklet
- ITGS SL and HL paper 2—five copies of the article booklet
- Environmental systems and societies SL paper 2—five copies of the resource booklet
- Music SL paper 1 and music HL paper 1—five copies of the music score booklet
- Art history SL paper 1—five copies of the resource booklet
- Classical Greek and Roman studies SL paper 1—five copies of the source booklet
- Peace and conflict studies SL paper 1—five copies of the source booklet
- Turkey in the twentieth century SL paper 1—five copies of the source booklet
- World politics SL paper 1—five copies of the source booklet

The following examination materials are packaged separately from the examination papers.

- Geography SL paper 2 and geography HL paper 2—five resource booklets

The CDs provided for the music paper 1 (listening paper) must not be taken out of the sealed packet until the start of the examination.

What to do when the examination materials arrive

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 safe or purpose-built room. 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 the **Reply form: arrival of examination papers** on IBIS (**Subject** tab>**Examination papers**). Use this form to report:

- any missing packets of examination papers
- any missing examination coversheets/MCQ answer sheets
- any evidence of damage/tampering (when relevant, please reseal any packets that have been opened, without removing or viewing the examination papers)
- any issues regarding delivery of the consignment and/or any expenses incurred.

Please do not select "yes" to either of the first two options if the candidates concerned were registered after **15 January**/**15 July**—any coversheets and/ or examination papers required for these candidates will be sent separately shortly before the start of the examinations.

If "yes" has been selected for any of the questions (and relevant comments provided), the form will be flagged as requiring IB action. On resolution, the school will receive an automated email stating that they can log into IBIS and access the updated form. A coordinator may be required to add further details or provide clarification before the form is processed/closed. Further, if expenses were incurred, please indicate this on the reply form and email a copy of the invoice/receipt to IB Answers.

The IB Assessment Centre must receive the reply form from all schools with candidates registered for the session to verify that all examination papers have been received. Please do not use the form to report issues concerning examination stationery (IB Answers should be contacted in any such instances).

Do not remove any examination papers from their secure location until immediately before the relevant examination. Inform IB Answers immediately if the security of the examination papers has (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, prior to the examination.

Examination coversheets

For candidates registered before **15 January/15 July** there is a personalized blue examination coversheet for each examination (with the exception of multiple-choice based examination papers, as explained below). A coversheet will identify not only the candidate, but also the subject, level and paper of the relevant examination. It is essential that every candidate has the correct coversheet for an examination.

For any candidate registered after **15 January/15 July** it is unlikely that personalized coversheets will be included with the consignment of examination papers. These will be sent to the coordinator as email attachments once the registration change is accepted on IBIS. As a contingency, a generic examination coversheet can be found in the library section of IBIS, which can be printed and copied for use in examinations.

The examination coversheets for each school are enclosed in the same order as the examination schedule. Remove them from the plastic wrapping and check that they are correct before submitting the reply form referred to above.

Each candidate must be given his or her appropriate coversheet at the start of an examination. Candidates must check that the printed information is correct and at the end of the examination fill in the sections/options/questions they have answered, as appropriate, and the number of answer booklets used. These instructions are given on the front of the examination coversheets. If a candidate is absent for an examination, place a cross in the "candidate absent" box.

The coversheets must be attached to the answer booklets, along with any graph paper, using the string tags. This should be done at the end of the examination.

Personalized multiple-choice questionnaire answer sheets

For candidates registered before **15 January/15 July** taking an examination in a group 4 subject for which the paper 1 is an MCQ based examination, the consignment of examination papers includes personalized 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.

For any candidate registered after **15 January/15 July** it is unlikely that personalized MCQ answer sheets will be included with this consignment of examination papers. For these candidates, use the generic MCQ answer sheet found in the library section of IBIS; it is not possible for the IB to email personalized MCQ answer sheets.

The MCQ answer sheets for each school are enclosed in the same order as the examination schedule. Remove them from the plastic wrapping and check that they are correct before submitting the reply form.

Please ensure that each candidate receives the correct MCQ answer sheet. Instructions for completion are given on the front of the personalized MCQ answer sheets and on the reverse of the generic MCQ answer sheets. If a candidate is absent for an examination, please place a cross in the "candidate absent" box. Remember to do this on a generic answer sheet for any absent candidate who was registered late (and therefore does not have a personalized MCQ answer sheet).

Candidates should be aware that marks are not deducted if they give an incorrect answer to a multiple-choice question.

The conduct of IB Diploma Programme examinations

A copy of the 2017 edition of this booklet, or the appropriate sections of it, must be available to the invigilator of each examination. It is essential to consult this booklet well in advance of the examinations to ensure that all material will be available. It is the responsibility of the school to communicate the information provided in this booklet to candidates well in advance so that they bring the correct examination materials to each examination. The booklet is available during February 2017 in the library section of IBIS.

A6.3 Alleged academic misconduct during an examination

During a written or oral examination a candidate may engage in academic misconduct (for example, taking unauthorized material into the examination or showing disruptive behaviour) that will be witnessed by the coordinator and/or invigilators of the examination.

Alleged misconduct during an examination must be brought to the attention of the IB Assessment Centre by sending a report to IB Answers within 10 days after the examination. The report must comprise:

- a full account of the incident
- a statement from the candidate(s) involved in the incident
- a statement from the invigilator(s)
- a seating plan of the examination room.

If appropriate, the original of any unauthorized material, such as written notes, should be included with the report. Note that a candidate will be in breach of regulations if unauthorized material (for example, an electronic device other than a permitted calculator, notes, a mobile/cellphone) is taken into an examination room, regardless of whether an attempt is made to use that material.

A6.4 The improper conduct of an assessment

Coordinators and teachers are required to ensure that all assessments are conducted according to IB regulations and the procedures stated in this handbook. A lapse in compliance will be investigated by the IB and considered by the final award committee. Examples include, but are not confined to:

- 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.

A6.4.1 Emergencies during the written examinations

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 IB Answers 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 IB Answers, the examination must be taken at the earliest possible time after the scheduled time. It will be necessary to submit a detailed report on the circumstances to IB Answers. 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.

An alternative venue may 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 an alternative venue in these circumstances, contact IB Answers.

A6.5 Candidates with incomplete work for assessment

A6.5.1 Procedure for externally assessed work

Please refer to section A5.4 for a full description of what constitutes incomplete work.

In the case of examination scripts, mark the absent box on the candidate's answer coversheet with a cross.

For all other externally assessed work, print a copy of the candidate checklist from IBIS and write a cross (X) against any candidate for whom work will not be sent to the examiner. Please then include the completed checklist with the work of the remaining candidates sent to the examiner.

A6.6 Teacher feedback on examinations

Please encourage teachers to submit comments to the IB on the quality of the examination papers. All comments are carefully considered during the appropriate grade award meeting and are also useful for teams preparing future papers. All comments must be submitted using the online questionnaire no later than 28 days after the examinations; links to the questionnaire are placed on the online curriculum centre (OCC) during the examination period. It is not possible for the IB to respond to an individual teacher's comments but a general response to teachers' comments is provided in the relevant subject report for the session.

A7.0 Overview

This section contains information on the issue of results, including timetable, and enquiries upon results, appeals procedures and legalization of results documents.

A7.1 The schedule for results issue

For every May and November session there is an established schedule for the issue of results data and the availability of the enquiry upon results service. This schedule is given in the table below: all times are given as Greenwich Mean Time (GMT).

May	November	Event
12.00 noon 5 July	12.00 noon 5 January	The staggered release of results to Diploma Programme coordinators on IBIS. Results are released in 15-minute intervals based upon the time zone of the school. The time (GMT) that a school will be able to access their results on IBIS is displayed on IBIS by selecting **Candidate results** under the **Candidate** tab.
12.00 noon 5 July	12.00 noon 5 January	Results are released through a secure website to those universities using the online service. Release of this information is not staggered; universities are able to access all information at 12.00 noon provided that the coordinator has submitted a request for the universities results service. See section A7.4 for details. For universities that require results in paper form, these documents (transcripts of grades) are printed and sent out in the weeks after results issue according to university deadlines.
12.00 noon 5 July	12.00 noon 5 January	Coordinators can begin requesting the category 1, category 2 and category 3 enquiry upon results service for their candidates.
12.00 noon 6 July	12.00 noon 6 January	Staggered release of results to candidate on https://candidates.ibo.org. Results are released in 15-minute intervals from 12.00 noon based on the time zone of the school. Candidates can therefore access their results exactly one day after results are released to the coordinator in their school. This assumes the coordinator has issued each candidate with his or her personal identification number (PIN).
12.00 noon 7 July	12.00 noon 7 January	The release of component marks and grades to coordinators on IBIS. The release of this information is not staggered; all coordinators are able to access the information at 12.00 noon.
12.00 noon 9 July	12.00 noon 9 January	The release of school, global statistics and results CSV files to coordinators on IBIS. The release of this information is not staggered; all coordinators are able to access the information at 12.00 noon.

| 12.00 noon 12 July | 12.00 noon 12 January | The release of internal assessment (IA) feedback. The release of this information is not staggered; all coordinators are able to access the information at 12.00 noon. |

A7.2 Issue of results to schools

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 the IB Assessment Centre. 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 released on IBIS from 12.00 noon (GMT) on **5 July/5 January**, but staggered by time zone to ensure the reliability of IBIS. To view the time at which your school's results will be released, from the **Subject** tab follow the links **Subject results**>**Subject results reports**>**Subject results**. The **Subject** tab will also provide access to reports, statistics and CSV files.

Statistics on global results and school results are available on **9 July/9 January**. Go to **Subject**>**Subject results**>**Results statistics** 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.

From time to time coordinators request that the IB withhold the results for one or more candidates for various reasons, such as the non-payment of school fees. Coordinators are advised that the IB cannot withhold the results for a candidate.

A7.3 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 PINs.

The results are available at https://candidates.ibo.org from 12.00 noon (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. Results are released in 15-minute intervals based on the time zone of the school.

To access his or her results, a candidate must enter his or her alphanumeric personal code and his or her 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 three attempts. Access will be unblocked after 30 minutes of inactivity.

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 IB Answers.

A7.4 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
Canada and the United States of America (USA)	1 July	1 January*
Singapore	1 May	15 February*
All other countries	1 May	1 November

*For candidates applying to universities in Canada, the USA or Singapore from a November examination session, the latest arrival date refers to the January/February 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. Of these six, no more than one institution can be selected from Canada and one institution from the USA.

For any additional requests contact the IB using the link *Issue of results to universities* found under **Contact us** on IBIS. Please note that a fee will be charged for any additional requests. Candidates can submit additional requests directly using transcripts request forms available on the IB public website.

An admissions centre counts as one request. 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 via the Universities and Colleges Admissions Service (UCAS), only one request for UCAS is required. When submitting a request for UCAS, ensure that you include the 10-digit application number.

To ensure that all requests have been submitted correctly, make use of the summaries facility on IBIS (**Candidate**>**Request for results service**>**Summary by** ...) that enables you to check your entries by candidate or by institution.

Requests must be submitted on IBIS before results are released on **5 July/5 January**. Any requests made after this date must be submitted by the candidate directly, using the transcripts request forms available on our public website.

After the **5 July/5 January**, a fee will be charged for each request that is submitted, regardless of whether any previous requests have been made on behalf of the candidate (with the exception of candidates who are applying to Singapore).

Universities that receive results electronically will be able to access results on **5 July/5 January** at 12.00 noon (GMT) by logging into the IB university results website. Universities that receive results in paper format will be sent the results in the weeks following the issue of results. All results for the USA and Canada are sent out by **31 July**.

A7.4.1 Transcript requests for anticipated candidates

Coordinators can submit transcript requests for anticipated candidates who do not carry on and complete the diploma. These requests must be submitted on IBIS during the year after the anticipated examination session. IBIS screens will open between 1 May and 1 July (for a May session candidate) and between 1 November and 1 January (for a November session candidate) for coordinators to complete this process.

For example, a May 2016 anticipated candidate who does not carry on and complete the diploma will require his or her results sent to universities in 2017 (his or her final school year). Therefore, from 1 May to 1 July 2016 the coordinator would be able to login to IBIS, select May 2016 as the examination session and submit requests for a 2016 anticipated candidate using the "Request for results service'" option.

Coordinators are only able to submit requests for those candidates who were anticipated in the previous year and will not be able to submit requests for diploma, course or retake candidates.

A7.5 Results for early session entries

An early session entry refers to a candidate who completes all assessment components of a subject six months before his or her main diploma session because that subject is not available in his or her 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.

A7.6 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. (If a diploma candidate retakes a subject/level, the highest grade will contribute to the diploma.) Also, 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 course 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 his or her combination of subjects in order to achieve the diploma or improve his or her points score. For example, if a diploma candidate achieved a high grade in an additional subject, this subject grade cannot subsequently contribute to his or her diploma.

A7.6.1 Diploma awarded

All conditions have been met for the award of the diploma in compliance with the *General regulations: Diploma Programme*. See also section A1.2 for details of the conditions for the award of the Diploma.

A7.6.2 Bilingual diploma awarded

Since 2013 a bilingual diploma is awarded to a successful candidate who fulfills one or both of the following criteria.

- Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language (the candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4)

See section A1.4 for further details.

A7.6.3 Diploma not awarded

If "P" appears in the place of a grade, it means that the IB Assessment Centre does not have sufficient information to issue a grade. The grade will be issued at the earliest possible date. Do not contact IB Answers: 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 session
- Failure to complete one or more component of assessment
- A 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 the course results.

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.

A7.7 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.

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (SL or HL).
7. Grade 3 or below has been awarded four or more times (SL or HL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The following matrix will be used for award of points for the theory of knowledge (TOK) and extended essay (EE).

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

A7.8 Candidates suspected of academic misconduct

When the results are issued to schools on **5 July/5 January**, a candidate found guilty of academic misconduct 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 academic misconduct. Similarly, when the candidate views his or her results, 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 of the decision. The correspondence will be sent via email before the issue of results and copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board. For further information refer to section A1.9 on academic honesty.

A7.9 Enquiry upon results

A coordinator may request a:

- category 1 re-mark: the re-mark of externally assessed material for an individual candidate
- category 1 report: a report on a category 1 re-mark for an individual candidate
- category 2A: the return of externally assessed material by component for all candidates
- category 2B: the return of externally assessed material by subject/level for an individual candidate
- category 3 re-moderation: the re-moderation of marks for internal assessment by subject/level.

Please note that the outcomes of enquiry upon results (EuR) requests are communicated to the IB coordinator. Should the notifications be required in the coordinator's absence, it is the school's responsibility to make internal arrangements for these to be communicated to a nominee. The IB will not communicate the outcome to anyone other than the IB coordinator.

A fee is payable for each of the above categories (except when a grade is changed as a consequence of category 1 re-mark). The categories for enquiries upon results are normally independent of each other and may be requested in any order up to **15 September/15 March**, two months after the issue of results. However, a request for a category 1 report must be preceded by a category 1 re-mark and must be requested within one month of receipt of the result of the category 1 re-mark. None of the above categories can be requested more than once for the same subject/level.

A7.9.1 Changes of grade

Category 1 re-mark: A candidate's grade may be lowered or raised as a consequence of a category 1 re-mark. Consequently, coordinators must obtain the written consent of a candidate or the candidate's legal guardian(s) before requesting this service. If a school neglects to obtain this consent and a grade is lowered, the original grade will not be reinstated.

Category 1 report: No grade will be changed as a consequence of a category 1 report. The purpose of a report is to provide information on how marks were awarded in the category 1 re-mark.

Category 2A and 2B: No grade will be changed as a consequence of a category 2 enquiry.

Category 3 re-moderation: Candidates' marks and grades may be raised as a consequence of a category 3 enquiry, but not lowered.

A7.9.2 Category 1: Re-mark

This is a re-mark of externally assessed material for an individual candidate. However, the re-marking does not include multiple-choice components of an examination in a group 4 subject or components for which a mark has been carried over from a previous session. A re-mark cannot be requested for individual components.

Note that in small entry subjects and in subjects with few candidates for French or Spanish as the response language with a sole examiner only, the re-mark has to be undertaken by the same original examiner.

A7.9.3 Category 1: Report

If information is required on how marks were awarded in a category 1 re-mark, a category 1 report may be requested. A category 1 report must be preceded by a category 1 re-mark. The report will not result in any changes to the marking of the work. It should be noted that the report will normally be written by the same senior examiner who re-marked the work for the category 1. A category 1 report must be requested within one month of receiving the result of the category 1 re-mark.

When a request for a category 1 report is made on IBIS, the candidate's externally assessed material for the subject/level concerned will be sent to the school electronically. (This is not included in the fee for the category 1 report and will incur a fee regardless of whether the report is subsequently confirmed or not.) After reading this material, if the coordinator requires the IB to continue with the report, this must be confirmed on IBIS within one month of receipt of the material. Unless this confirmation is received, the IB will not instigate the report and the fee payable will be based on the return of material for an individual candidate and not the full cost of a report.

Requests for a report on a re-mark must be supported with a justification that describes in what specific way(s) the marking is contested. The candidate's marked assessment material must be used as the basis for this justification; general comments are insufficient. Comments must be related specifically to the appropriate mark scheme/assessment criteria. A report will not be implemented without this information. The request for a report must be submitted within one month of the school receiving the candidate's re-marked assessment material.

A7.9.4 Category 2: Information

Coordinators should be aware that instructions to examiners state that comments need only be written on a candidate's work if doing so is helpful to the examiner in the marking process. Therefore, if candidates' work is returned, it may only show the marks allocated and may not include comments from the examiner. In externally assessed coursework, such as the theory of knowledge essay and extended essays, coordinators might not feel it is value for money to request the return of work simply to see the marks awarded by the examiner.

Film

A category 2A/2B EuR for film SL/HL concerns the return of the independent study and the provision of any examiner comments available from the presentation component. It is emphasized that any comments will be brief because they are not intended to constitute a detailed report on candidates' performance but to provide a summary of the examiner's marking decisions. The audio recordings themselves will not be returned on the assumption that schools retain their own copies.

Visual Arts

The category 2 EuR service is not available for visual arts. The purpose of the category 2 EuR service is to be able to return externally assessed material, rather than to share examiners' comments. Examiners are not requested to annotate the candidates' work with comments in order to provide feedback to schools; annotations are at the discretion of the examiner and are done only to support their own work. There is therefore no guarantee of annotations on the candidates' work when a category 2 EuR is requested for any subject. In the case of visual arts the category 2 EuR has been suspended because teachers are already in possession of the work concerned.

The marking criteria for visual arts are those published in the *Visual arts guide* (first assessment 2016) and the grade descriptors are published on the OCC. Please refer to the group 6 grade descriptors in *Grade Descriptors* (for use from September 2014/January 2015).). The grade boundaries for each session are published in the subject report.

If a school has any concerns about the results of any of their candidates, the coordinator should proceed with a category 1 EuR re-mark request.

A7.9.5 Category 2A: Return of material by component

All assessment material will be returned to the school for a single externally assessed component from a given subject and level. A category 2A enquiry is for the purpose of returning assessment 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 the IB Assessment Centre using the *Exclusive copyright form*.

If assessment material was marked conventionally by examiners, a photocopy of that material will be sent to the school by post. If the material was marked electronically (e-marking), the material will be made available on the IB file host in ZIP format (containing individual PDFs of each item of candidate work). A lower fee will be charged to the school if the material is made available electronically.

The fee charged for the request covers the whole school entry for that single component. Schools are responsible for the payment of any import charges levied by the country concerned.

A7.9.6 Category 2B: Return of material by individual candidate

Category 2B is the return of externally assessed material by subject/level for an individual candidate, which may include theory of knowledge or the extended essay. The material will normally be made available on the IB file host (in PDF).

A category 2B 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 the IB Assessment Centre using the *Exclusive copyright form*.

A7.9.7 Conditions for the return of candidates' assessment material to schools

The following conditions for the return of candidates' assessment material to schools have been adapted from section 10.5 "Conditions of access" of *GCSE, GCE, Principal Learning and Project Code of Practice* (Ofqual, May 2011).

- Assessment material must be seen only by teachers who are members of the school staff/faculty at that IB World School or returned directly to the candidates concerned.
- Prior written permission must be obtained from any candidates concerned where teachers intend to use their scripts as examples for other candidates. This permission must be sought only after the candidates have received their results. Candidates who grant their permission have the right to ensure their work is anonymous before it is used. (Teachers must guard against possible plagiarism in such circumstances.)
- Assessment material used by teachers at the school must be kept securely within the school. Once no longer required, material must be disposed of confidentially. Confidential disposal must not take place earlier than the close of the examination session on **15 September/15 March**, or any reconsideration or appeal involving that material.
- Candidates have the right to instruct their Diploma Programme coordinator not to request their assessment material for any purposes.

It is the responsibility of the school to bring the above conditions to the attention of the candidate(s) concerned. Furthermore, any returned assessment material likely to be used outside of the school (by any party) must have all examiner details (for example, name, signature or examiner number) removed.

A7.9.8 Category 3: Re-moderation

This category is a re-moderation of a school's marks and completion of an IA feedback form for internal assessment in a given subject and level based on the original sample material. (For some subjects this will be a combined SL/HL sample and therefore the re-moderation will affect both standard level and higher level candidates for the subject concerned.) If the subject is assessed using dynamic sampling, an IA feedback form will only be supplied when a statistical adjustment has been applied to the marks awarded by the teacher. Marks and grades may be raised as a consequence of re-moderation, but not lowered.

A re-moderation will only be undertaken in cases where the mean of the candidates' moderated internal assessment marks differs from the mean of their raw marks (the marks awarded by the teacher) by at least 15% of the maximum mark for the component. Note also that re-moderation is not available for language A: literature SL school supported self-taught candidates.

A re-moderation will not normally be undertaken by the moderator who was the original moderator of the sample work. However, in small entry subjects there may be some exceptions to this principle.

The time taken to undertake a re-moderation can be dependent on postal services and the availability of examiners. However, the IB will make full effort to achieve this service in the shortest possible time.

The fee for this service will not be refunded on the occasions when one or more grades are raised. This is because of the significant costs incurred by the IB in implementing this service.

A7.9.9 Procedure for requesting an enquiry upon results

To request an enquiry upon results log on to IBIS and go to the **Candidate** tab > **Candidate results** > **Enquiry upon Results (EuR)**. Remember that for a category 1 re-mark (where a grade may be lowered) permission must be obtained from the candidate or legal guardian(s) before a request can be submitted to the IB. Screens on IBIS will ask the coordinator to confirm whether or not this permission has been granted.

Complete and submit a request for an enquiry upon results on IBIS no later than **15 September/15 March** following the release of results.

An exception is made to the deadline of **15 September/15 March** in the case of a category 1 report. The request for a report must be submitted within one month of the school receiving the result of the category 1 re-mark.

Requests for an enquiry upon results service will only be accepted from schools, not from individual candidates, their legal guardian(s) or other representatives.

A7.9.10 The completion of an enquiry upon results

The IB will always aim to complete an enquiry upon results, regardless of the category, in the shortest time possible. However, there are factors beyond the control of the IB, such as postal delays associated with the conventional marking of material, which sometimes result in delays. Until all assessment material is available electronically, no guarantees can be given as to when a re-mark or any other service can be completed. The following targets are therefore only an indication as to how long each service may take. Note that when a request for a category 1 report is made on IBIS, the candidate's externally assessed material for the subject/ level concerned will be sent to the school; the target of 30 days indicated below does not include the time taken for the return of the candidate's work.

- Category 1 re-mark: 18 days
- Category 1 report: 30 days
- Category 2A and 2B: 20 days (hard copy)
- Category 2A and 2B: 10 days (electronic)
- Category 3 re-moderation: 40 days

A7.9.11 Returning results documentation

If an enquiry upon results category 1 or category 3 results in one or more changes of grade for a candidate after the results documentation (*Diploma*, *Diploma results*, *Course 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 to the IB Assessment Centre; however, if a grade has been lowered, the coordinator must make every effort to acquire the documentation from the candidate and then send it to the IB Assessment Centre for the attention of the School Delivery team.

A7.9.12 Fees

Schools will be invoiced for the enquiry upon results service, and/or report, according to the scale of fees in section A2.8

There is no charge for a category 1 re-mark that results in a change of grade. Where a school requests both a category 1 and a category 3 enquiry upon results, the school will be charged for both requests (unless there is a grade change as a result of the category 1).

A7.9.13 Legalization of results documents

In some countries the *IB Diploma Programme Results* document needs to be legalized in Geneva, Switzerland, by the relevant chancellery, embassy, and/or consulate. The legalization of the diplomas is undertaken by the IB Foundation Office in Geneva, Switzerland, after the issue of results for each examination session. It is the responsibility of the coordinator to inform candidates about this requirement.

There are two different IB documents:

- *The Diploma of the International Baccalaureate* (*IB Diploma*): which only shows the candidate's name and school, and is only legalized in exceptional circumstances when specifically required
- *The IB Diploma Programme Results* (*IB Diploma Results*): which shows the results that the candidate obtained and is always legalized.

Some universities in Argentina, Mexico and Egypt may require the legalization of the *IB Diploma* itself in addition to the *Diploma Programme Results.*

If legalization is required, the IB Assessment Centre will send to the IB Foundation Office the relevant *Diploma Programme Results* documents showing the grades the candidates have obtained. The corresponding IB diplomas are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents and mail the two together to individual candidates.

Procedure

Coordinators must provide the IB Foundation Office with the names and codes (and other documents when needed) of those candidates who wish to have their *Diploma Programme 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.

Once the *Legalization Request form* is completed, the legalization request for the *Diploma Programme Results* document is automatically registered on IBIS.

The legalization of the *Diploma* itself, which only displays the candidate's name and school, is usually not required. Should the candidate wish to have his or her *Diploma* document legalized as well, it must be specified on IBIS, changing the option "Legalize Diploma?" from "No" to "Yes".

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 the IB Foundation Office immediately after the issue of results in order to cancel the request. An email link to the Legalization Service can be found under the **Contact us** link at the top right of the IBIS screen.

Diploma Programme Course Results for a candidate who fails to achieve the *Diploma* will not be legalized unless this is specifically requested on IBIS.

The spelling of a candidate's name entered by the coordinator on IBIS must be identical to the name on the candidate's passport. If this is not the case, some consulates will refuse to legalize the *Diploma Programme Results*. Legalized *Diploma Programme Results* documents should reach the appropriate school by the end of September for a May session and by the end of February 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 for submitting the legalization request 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 the courier service cost will be charged to the relevant school.

In the interests of candidates requesting legalization, and given the strict deadlines to enroll in universities, the legalization service makes every effort to expedite the legalization process. However, this is largely dependent on the external stakeholders and authorities involved.

Countries requiring legalization

Each year the IB provides a list of countries for which legalization is normally required, usually in the February issue of the Diploma Programme *Coordinator's notes*. This document is available in the library section of IBIS.

The following countries demand copies of passports: Burkina Faso, Italy, Iran, Palestine, and Saudi Arabia. Copies of passports must be submitted together with the legalization request on IBIS via email link under **Contact us** and/or sent immediately to the IB Foundation Office in Geneva, Switzerland, by courier, for the attention of the Legalization Service.

For Iran, a certified photocopy of the candidate's passport is required. National candidates living in Iran must first have the copies of their passports certified at the Ministry of Foreign Affairs of the Islamic Republic of Iran, in Tehran. National candidates living abroad must first have the copies of the passports certified at the Consulate of Iran in the country where they live. It is the responsibility of the candidate to comply with this requirement.

Invoicing

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

Schools will be invoiced according to the scale of fees in section A2.8 for the legalization of each IB diploma and/or each consulate country. Requests received after the deadline of **15 June/15 December**, are invoiced differently—please refer to section A2.8.

In the interests of the candidates requesting legalization, submission of the requests by the deadline of **15 June/15 December** is highly recommended.

Individual legalization requests throughout the year

At any time of the year, legalization requests from previous examination sessions can be requested from the IB Foundation Office in Geneva at legalization@ibo.org. These requests can be made by the IB coordinators of the schools and/or by individual candidates.

The IB Foundation Office in Geneva advises schools and/or individuals on the procedure to follow and on the fees to be paid for the legalization process. The "after the deadline" legalization fee is to be applied. The fees are published in the February issue of the Diploma Programme *Coordinator's notes* and the this handbook

If the request comes directly from an IB school, the IB Foundation Office in Geneva legalizes the diploma documentation and sends it back to the school. The school is invoiced afterwards.

If the request comes from the candidates themselves, the IB Foundation Office informs them of the procedure to follow and that legalization fees need to be paid by bank transfer to the IB bank account. The IB diploma is only legalized and sent back to the student after the IB Foundation Office has received proof of payment.

The legalized documents are mailed by courier service to the schools or candidates if they agree to pay for this service. Otherwise, the documents are returned by registered airmail.

For further information, please contact the IB legalization service at legalization@ibo.org.

A7.10 Replacement results documentation

Replacement results documentation can be requested from the IB Assessment Centre 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. In the event that a change to a name is required by law, the IB will comply with the request on the receipt of valid proof of identification.

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.

Request from a coordinator

A request from a coordinator must state the examination session, the candidate's full name and his or her session number. Requests must be sent to the IB via IBIS 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 A2.8.

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.

A candidate must request replacement documentation via the IB website www.ibo.org . Payment must be made using the secure online system. Documentation will not be issued until the payment has been successfully processed.

Alternatively, if a candidate wishes to pay via cheque or bank transfer, the IB Assessment Centre will send a replacement documentation form to the candidate for completion. The form must then be returned to the IB Assessment Centre with payment. The replacement documents will not be issued until payment is received and successfully processed.

A7.11 Feedback on the performance of candidates

A7.11.1 Moderated marks and grades

On or about the **7 July/7 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.

A7.11.2 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. 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. With dynamic sampling, feedback will only be provided where the teacher's marks have been adjusted. If the teacher is already marking to the correct standard, there is no need to provide additional guidance to schools.

The IA feedback form is designed for moderators to comment on suitability of tasks and any administrative issues. Unfortunately, moderators are unable to comment on moderation adjustments in the feedback.

A7.11.3 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.

A7.11.4 Enquiry upon results

Additional information on the performance of candidates entered by a school is available through the enquiry upon results service. For further details refer to section A7.9.

A7.12 Candidates and the IB Alumni Network

Candidates are also able to register as an IB alumnus/a via the website https://candidates.ibo.org/. They log in using their six-character alphanumeric personal code and personal identification number (PIN). This is the same PIN candidates use to access their results. While logged into this site, candidates are able to select the **Alumni** tab and follow the instructions to register.

The alumni network is an optional benefit for any candidate who has completed an IB programme of study. Registered alumni are considered members of the global IB Alumni Network and will receive the IB Alumni Network newsletter, access to online resources and invitations to events and conferences. Alumni may also be invited to provide feedback to improve IB programmes for future graduates.

If an IB programme alumnus/a is not able to register via the above-mentioned website, they can register at any time via the public website.

A8.0 Overview

This section contains information on the key events and actions for the May and November 2017 and 2018 assessment sessions plus the examinations schedules for May and November 2017.

A8.1 May 2017 and May 2018 assessment sessions

These summary schedules of events and actions are provided to help guide coordinators through an assessment session.

An **arrow pointing right** indicates an action by the school.

An **arrow pointing left** indicates an action by the IB.

Session	Deadline	To IB To school	Event or action	Method
May 2017	1 September 2016		Pay the annual fee.	Cheque to appropriate billing office or bank transfer
May 2017	15 September 2016		Language A: literature school supported self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and Diploma Programme *Coordinator's notes*
May 2017	15 November 2016		Candidates with learning support requirements: send requests for inclusive assessment arrangements.	IBIS
May 2017	15 November 2016		First candidate registration deadline	IBIS
May 2017	15 November 2016		Music SL group performance: enter number of group performances to be assessed.	IBIS
May 2018	15 November 2016		Language A: literature: send special requests with justification and proposed course of study.	IBIS
May 2018	15 November 2016		Classical languages and subjects in groups 3 to 6: send special requests.	IBIS
May 2018	15 November 2016		Non-regular diplomas: send requests for authorization.	IBIS
May 2017	Sent by 15 December 2016		The IB Assessment Centre sends extended essay covers to schools.	Courier
May 2018	1 December 2016		The IB Assessment Centre authorizes special requests for subjects in group 1, and groups 3 to 6.	Email
May 2017	15 December 2016		Pay the total of all registration	Cheque to appropriate billing

			and subject fees for candidates registered by the first registration deadline.	office or bank transfer
May 2017	5 January 2017		eCoursework upload interface becomes available via IBIS for early components.	IBIS eCoursework upload
May 2017	15 January 2017		Second candidate registration deadline and the last opportunity to re-order candidate session numbers	IBIS
May 2017	29 January 2017		Six-month retake registration deadline	IBIS
May 2017	1 February 2017		The entry screens for internal assessment marks and predicted grades become available on IBIS and eCoursework upload screens open for internal assessment.	IBIS IBIS eCoursework upload
May 2017	20 February 2017		Address notifications available on IBIS for early components not being uploaded electronically.	IBIS
May 2017	15 March 2017		Address notifications available on IBIS for coursework not being uploaded electronically.	IBIS
May 2017	15 March 2017		Send requests for rescheduling examinations.	IBIS
May 2017	15 March 2017		Submission deadline for: • extended essays • theory of knowledge • language A: literature	IBIS eCoursework upload

			written	
			assignment	
			• language A: language and literature written tasks	
			• literature and performance written coursework	
			• language B written assignments	
			• language ab initio written assignments.	
May 2018	15 March 2017		Confirm candidate entries for special request languages A: literature.	IBIS
May 2017	April 2017		The IB Assessment Centre sends examination papers and other examination material to schools.	Courier
May 2017	10 April 2017		Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge.	IBIS
May 2017	15 April 2017		Final candidate registration deadline	IBIS
May 2017	15 April 2017		Address notifications of scanning centre(s) for examination scripts available on IBIS.	IBIS
May 2017	20 April 2017		Upload sample internal assessment work or send internal assessment sample work to	IBIS eCoursework upload (except sports, exercise and health science IA)

			examiners, as appropriate.	
May 2017	30 April 2017		Upload externally assessed coursework components for dance, film, music, theatre and visual arts.	IBIS eCoursework upload
May 2017	1 May 2017		Last opportunity for coordinators to withdraw retake, diploma or anticipated candidates from session, so it does not count towards their three diploma sessions. (Note: the deadline is 26 April for SBSs in 2017.)	IBIS
May 2017	1 May 2017		Complete the Reply form: *Arrival of examination papers.*	IBIS
May 2017	1 May 2017		Send requests for transcript results service to universities and colleges in all countries, except Canada and USA.	IBIS
May 2017	28 April–19 May 2017		Examination period	Not applicable
May 2017	7 May 2017		Language A: literature SL school supported self-taught candidates: upload audio recordings and related material.	IBIS eCoursework upload
May 2017	Within 28 days of the examination		Teachers submit their comments about the May examination papers using the G2 form.	OCC
May 2017	1 June 2017		Indicate on IBIS which candidates have and have not completed the CAS requirement (if appropriate).	IBIS
May 2017	1 June 2017		Send requests for exclusive copyright on behalf of candidates to IB	IBIS

			Assessment Centre (if required).	
May 2017	15 June 2017		Submit requests for legalization of results documentation.	IBIS
May 2017	1 July 2017		Submit requests for transcript results service to universities and colleges in Canada and USA.	IBIS
May 2017	5 July 2017		Results are made available to schools and universities via IBIS	IBIS
May 2017	From 5 July 2017		Enquiry upon results can be requested.	IBIS
May 2017	6 July 2017		Results are made available to candidates.	Candidate Portal: https://candidates.ibo.org
May 2017	7 July 2017		Component marks and grades are made available on IBIS.	IBIS
May 2017	9 July 2017		Statistics on global and school results are made available on IBIS.	IBIS
May 2017	12 July 2017		Internal assessment feedback is made available on IBIS.	IBIS
May 2017	August 2017		IB diplomas, diploma results and course results are sent to schools.	Courier
May 2017	From 1 September 2017		Subject reports are published on IBIS and the OCC when each report becomes available.	IBIS and OCC
May 2017	15 September 2017		Last date for requesting enquiries upon results	IBIS
May 2017	From 1 January 2018		A candidate may request replacement results certification from the IB without involving the school.	IB public website

A8.2 November 2017 and November 2018 assessment sessions

These schedules of events and actions are provided to help guide coordinators through an assessment session.

An **arrow pointing right** indicates an action by the school.

An **arrow pointing left** indicates an action by the IB.

Session	Deadline	To IB To school	Event or action	Method
November 2017	1 March 2017		Pay the annual fee	Cheque to appropriate billing office or bank transfer
November 2017	15 March 2018		Language A: literature school supported self-taught candidates: IB makes available to schools questions for all genres.	IBIS, OCC and Diploma Programme *Coordinator's notes*
November 2017	15 May 2017		Candidates with learning support requirements: send requests for inclusive assessment arrangements.	IBIS
November 2017	15 May 2017		First candidate registration deadline	IBIS
November 2017	15 May 2017		Music SL group performance: enter number of group performances to be assessed.	IBIS
November 2018	15 May 2017		Language A: literature: send special requests with justification and proposed course of study.	IBIS
November 2018	15 May 2016		Classical languages and subjects in groups 3 to 6: send special requests.	IBIS
November 2018	15 May 2016		Non-regular diplomas: send requests for authorization.	IBIS
November 2018	1 June 2017		The IB Assessment Centre authorizes special requests for subjects in group 1, and groups 3 to 6.	Email
November 2017	15 June 2017		Pay the total of all registration and subject fees for candidates registered by the	Cheque to appropriate billing office or bank transfer

			first registration deadline.	
November 2017	5 July 2017		eCoursework upload interface becomes available via IBIS for early components.	IBIS eCoursework upload
November 2017	15 July 2017		Second candidate registration deadline and the last opportunity to re-order candidate session numbers.	IBIS
November 2017	29 July 2017		Six-month retake registration deadline	IBIS
November 2017	1 August 2017		The entry screens for internal assessment marks and predicted grades become available on IBIS and eCoursework upload screens open for internal assessment.	IBIS IBIS eCoursework upload
November 2017	20 August 2017		Address notifications available on IBIS for early components not being uploaded electronically.	IBIS
November 2017	15 September 2017		Address notifications available on IBIS for coursework not being uploaded electronically.	IBIS
November 2017	15 September 2017		Send requests for rescheduling examinations.	IBIS
November 2017	15 September 2017		Submission deadline for: • extended essays • theory of knowledge • language A: literature written assignment	IBIS eCoursework upload

			- language A: language and literature written tasks - literature and performance written coursework - language B written assignments - language ab initio written assignments.	
November 2018	15 September 2017		Confirm candidate entries for special request languages A: literature.	IBIS
November 2017	October 2017		The IB Assessment Centre sends examination papers and other examination material to schools.	Courier
November 2017	10 October 2017		Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge.	IBIS
November 2017	15 October 2017		Final candidate registration deadline	IBIS
November 2017	15 October 2017		Address notifications of scanning centre(s) for scripts available on IBIS.	IBIS
November 2017	20 October 2017		Upload sample internal assessment work or send internal assessment sample work to examiners, as appropriate.	IBIS eCoursework upload/courier

November 2017	30 October 2017		Upload externally assessed coursework components for dance, film, music, theatre and visual arts.	IBIS eCoursework upload
November 2017	1 November 2017		Complete the Reply form: Arrival of Examination Papers.	IBIS
November 2017	1 November 2017		Last opportunity for coordinators to withdraw retake, diploma or anticipated candidates from session, so it does not count towards their three diploma sessions.	IBIS
November 2017	1 November 2017		Send requests for transcript results service to universities and colleges in all countries, except Canada and USA.	IBIS
November 2017	30 October–17 November 2017		Examination period	Not applicable
November 2017	7 November 2017		Language A: literature SL school supported self-taught candidates: upload audio recordings and related material.	IBIS eCoursework upload
November 2017	Within 28 days of the examination		Teachers submit their comments about the November examination papers using the G2 form.	OCC
November 2017	1 December 2017		Indicate on IBIS which candidates have and have not completed the CAS requirement (if appropriate).	IBIS
November 2017	1 December 2017		Send requests for exclusive copyright on behalf of candidates to the IB Assessment Centre (if required).	IBIS

November 2017	15 December 2017		Send requests for legalization of results documentation.	IBIS
November 2017	1 January 2018		Send requests for transcript results service to universities and colleges in Canada and USA.	IBIS
November 2017	5 January 2018		Results are made available to schools and universities via IBIS.	IBIS
November 2017	From 5 January 2018		Enquiry upon results can be requested.	IBIS
November 2017	6 January 2018		Results are made available to candidates.	Candidate portal: https:// candidates.ibo.org
November 2017	7 January 2018		Component marks and grades are made available on IBIS.	IBIS
November 2017	9 January 2018		Statistics on global and school results are made available on IBIS.	IBIS
November 2017	12 January 2018		Internal assessment feedback is made available on IBIS.	IBIS
November 2017	February 2018		IB diplomas, diploma results and course results are sent to schools.	Courier
November 2017	15 February 2018		Send requests for transcript results service to universities in Singapore.	IBIS
November 2017	From 1 March 2018		Subject reports are published on IBIS and the OCC when each report becomes available.	IBIS and OCC
November 2017	15 March 2018		Last date for requesting enquiries upon results	IBIS
November 2017	From 1 July 2018		A candidate may request replacement results certification from the	IB public website

			IB without involving the school at which he or she was registered.	

A8.3 Examination schedules 2017

The 2017 examinations have been scheduled for May and November.

- May 2017 examination schedule
- November 2017 examination schedule

The IB designates the date on which the written examinations must be taken for school-based syllabus (SBS) subjects. An exception is made where only one school is offering an SBS. In these circumstances the examination(s) must be scheduled during the period **17 April** to **19 May**.

Sub-sections

The language A: literature section has been fully revised for 2017 and comprises three sub-sections.

B1a.1–10: Language A: literature (taught candidates)

B1a.11–18: Language A: literature (school supported self-taught candidates)

B1a.19–23: Language A: literature (special request languages)

Taught candidates

This section applies to students taking language A: literature courses as a taught course.

B1a.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications for language A: literature.

May and November 2017 examination sessions	
Title of publication	Date of issue
Language A: literature guide	February 2011, updated February 2011, November 2011, August 2012 and August 2013
Prescribed lists of authors (PLAs)	July 2011
Prescribed literature in translation list (PLT)	February 2014

B1a.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Session	Action	Method/form	Latest submission date
May 2017/ November 2017	Upload written assignments for assessment	IBIS eCoursework upload with form *1/LWA* no longer required	**15 March 2017/ 15 September 2017**
May 2017/ November 2017	Submit predicted grades and marks for internal assessment	Via IBIS	**10 April 2017/ 10 October 2017**
May 2017/ November 2017	Upload sample internal assessment audio recordings (individual oral commentary) and related materials	IBIS eCoursework upload, to include extracts and guiding questions. Form *1/LIA* is no longer required.	**20 April 2017/ 20 October 2017**

B1a.3 Automatically available languages

Section A3.6 lists those languages A: literature subjects that are available in May and November 2017 and May and November 2018. For information on submitting a special request for a language A: literature in a language that is not automatically available, see the separate section on special request languages.

B1a.4 School's courses of study

B1a.4.1 Course choice

The selection of authors and works for language A: literature is made by the school from the IB prescribed list of authors (PLA) for the language studied and from the IB prescribed literature in translation (PLT) list.

It is the school's responsibility to ensure that all choices comply with the regulations and instructions in the *Language A: literature guide*, the PLA for the language studied and the PLT.

B1a.4.2 Prescribed lists of authors

The PLAs listed below are available on the language A: literature pages on the online curriculum centre (OCC).

Afrikaans A	German A	Romanian A
Albanian A	Hebrew A	Russian A
Amharic A	Hindi A	Serbian A
Arabic A	Hungarian A	Sesotho A
Belarusian A	Icelandic A	Sinhalese A
Bengali A	Indonesian A	SiSwati A
Bosnian A	Italian A	Slovak A
Bulgarian A	Japanese A	Slovene A
Catalan A	Korean A	Spanish A
Chinese A	Latvian A	Swahili A
Croatian A	Lithuanian A	Swedish A
Czech A	Macedonian A	Thai A
Danish A	Malay A	Turkish A
Dutch A	Modern Greek A	Ukrainian A
English A	Nepali A	Urdu A
Estonian A	Norwegian A	Vietnamese A
Filipino A	Persian A	Welsh A
Finnish A	Polish A	
French A	Portuguese A	

Note: Only parts 2, 3 and 4 of the syllabus may be used to meet the PLA genre requirements, and works used must be originally written in the target language.

B1a.4.3 School's free choices

All choices must be made from the specific PLA for the language A: literature studied and the PLT, with the exception of part 4 (at both standard level and higher level) where the study of three works can be chosen freely.

B1a.4.4 Choice of authors and works

Unless particular language PLA 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.

B1a.4.5 Submission of courses to the IB Assessment Centre

Schools are no longer required to submit form *Language A: notice of works studied*.

B1a.4.6 A candidate taking two languages A: literature

A diploma candidate taking two languages A: literature is eligible for the award of a bilingual diploma. (For information about the criteria for the bilingual diploma in the May and November 2017 sessions see section A1.4.)

- The candidate must study a different set of part 1 works for each language A: literature studied.
- The candidate may choose the same author more than once, provided a different work by that author is studied in each language A: literature.
- The candidate must meet in full the works in translation assessment requirements for each language A: literature.

B1a.4.7 A candidate taking a language A: literature subject and a language A: language and literature subject

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a language A: language and literature course.

B1a.4.8 A candidate taking a language A: literature subject and a language B subject

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a language B course.

B1a.4.9 A candidate taking a language A: literature subject, and literature and performance

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a literature and performance course.

B1a.5 Languages A: literature not offered as a course by the school

Where a language A: literature is not offered by the school, an external teacher may teach a candidate provided that all regulations are adhered to.

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 A: literature may be school supported self-taught at standard level only.

B1a.6 Written assignment

B1a.6.1 Choice of works

The written assignment assesses the works in translation studied in part 1 of the course. Part 1 works must have been originally written in a language other than the language A studied and are normally studied in translation. All part 1 works must be chosen from those specifically listed in the prescribed literature in translation list (PLT). Works not specifically listed, but by authors who are included on the PLT, must not be studied in this part.

B1a.6.2 The language of teaching, study and assessment

Teaching

Works in translation will normally be taught in the language A of the examination as an integral part of the language A course. However, schools offering the literature course in more than one language A may organize a common literature in translation course in the working language of the school. Where this is done, there should be discussions in the different language A classes of the works in translation and of their links with the other works studied.

Study

Candidates may read works in translation in the original language if they wish.

Assessment

Written assignments must be written in the language A studied. Where works have been read in a language other than the language A, the candidate must translate into the language A any quotations for inclusion in the assignment. If the candidate wishes, the original version of the quotation may be included as a footnote, but should not be included in the word count.

B1a.6.3 Assignments

The preparation of the written assignments should follow four distinct stages.

1. The interactive oral
2. The reflective statement
3. The supervised writing
4. The final assignment

The stages must be completed in this order, and stages 1–3 must be completed for each of the works studied in part 1 before the candidate chooses the aspect for his or her final assignment.

Candidates must choose different aspects of the school's literature in translation course for their final assignment. If more than one candidate chooses the same aspect, the candidates must work independently from one another and the assignments must be different.

The teacher can give verbal advice or written advice on a separate sheet of paper to the students on the first draft of the written assignment, but the drafts and/or the final version must not be corrected or marked. 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.

B1a.6.4 Procedures

The completed written assignment, including the corresponding reflective statement, must be uploaded for external assessment by **15 March 2017** for the May session and by **15 September 2017** for the November session.

Copies of the reflective statement and supervised writing for the other work(s) studied in part 1 must be kept on file for every student and may be requested by the IB Assessment Centre at a later date.

B1a.7 Internal assessment

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 (see *Language A: literature guide*). The two compulsory oral activities are as follows.

Standard level

- An individual oral commentary based on an extract from a work studied in part 2, assessed according to four assessment criteria
- An individual oral presentation based on a work or works studied in part 4 of the syllabus, assessed according to three assessment criteria

Higher level

- An individual oral commentary based on poetry studied in part 2 followed by a discussion based on one other work studied in part 2, assessed according to six assessment criteria
- An indiv idual oral presentation based on a work or works studied in part 4 of the syllabus, assessed according to three assessment criteria

B1a.8 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 at standard level (SL) or individual oral commentary and discussion at higher level (HL) under examination conditions, when all works have been studied. At HL it is expected that all three 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.

B1a.8.1 Format and length of the individual oral commentary

Individual candidates must not know in advance from which work their particular extracts will be taken.

Format of assessment	Preparation time (minutes)	Assessment time (minutes)
Standard level		
Commentary on an extract with guiding questions from one of the works studied in part 2, plus subsequent questioning. Any work studied in part 2 may be used for the individual oral commentary.	20	10
Higher level		
Commentary on poetry studied in part 2 with guiding questions plus subsequent questioning. This is followed immediately by a discussion based on one of the other part 2 works.	20	20 (approximately 10 minutes each for commentary and discussion)

At SL the individual oral commentary should last no more than 10 minutes in total. Examiners are instructed to stop listening after 10 minutes.

At HL the individual oral commentary and subsequent discussion should last no more than 20 minutes in total. The teacher conducting the oral is responsible for the time management of the examination and should ensure that time is divided appropriately between the commentary and the discussion. Examiners are instructed to stop listening after 20 minutes.

B1a.8.2 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 are assessed. Each extract should be between 20 and 30 lines, depending on its complexity. Recognized poetic forms of a different length (for example, sonnets) are acceptable.

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

Schools with more than 30 candidates must add more extracts proportionally. For example, a school with 53 students should prepare 19 different extracts.

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 A: literature guide*.

B1a.8.3 Conduct of the individual oral commentary

The individual oral commentary (SL), and individual oral commentary and discussion (HL) must be conducted in the language that is being assessed.

The recordings

Although you are required to upload only five, eight or ten for the purpose of moderation, you must record all candidates. You may be asked to submit 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.

- Give the candidate a copy of the extract (SL) or poetry (HL) along with the guiding questions.

- The candidate must prepare the commentary under supervision.
- The candidate may make notes for reference, but not for reading as a prepared speech.

B1a.8.4 Role of the teacher during the assessment

During the candidate's delivery (approximately 10 minutes):

- 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
- ensure that the candidate brings the commentary to a close after 7–8 minutes in order to allow time for the subsequent questioning
- bring the commentary and subsequent questioning to an end after 10 minutes.

Higher level only

When the commentary is completed (10 minutes):

- do not switch off the recording device
- inform the student that the discussion is commencing, and introduce the work on which the discussion will be based
- initiate a discussion inviting the student to explore the literary work.

Assess the candidate's performance using the internal assessment criteria in the *Language A: literature guide*. Record the marks for each candidate on the IB information system (IBIS) during the internal assessment mark entry period.

B1a.9 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 A: literature internal assessment descriptors (see *Language A: literature guide*).

Teachers are required to:

- assess each candidate's presentation using the internal assessment criteria in the *Language A: literature guide*
- record the marks awarded to each candidate per criterion
- write a brief comment for each candidate to explain the marks awarded.

Teachers are not required to record the individual oral presentation for any candidate, but this is good practice.

B1a.10 Calculating final marks

The individual oral commentary and the individual oral presentation are each marked out of 30. The final mark out of 60 should be divided by 2.

Submit on the IB information system (IBIS) the final mean mark for each candidate. Use whole numbers—do not use decimals, fractions or estimates. Any half marks must be rounded up.

School supported self-taught candidates

This section applies to students taking language A: literature courses who are school supported self-taught candidates.

B1a.11 Supporting publications

The information given in this section of the handbook must be read in conjunction with the following supporting publications for language A: literature.

May and November 2017 examination sessions	
Title of publication	Date of issue
Language A: literature guide	February 2011, updated February 2011, November 2011, August 2012 and August 2013
Prescribed lists of authors (PLAs)	July 2011
Prescribed literature in translation list (PLT)	February 2011
Language A: literature school supported self-taught alternative oral assessment procedures	February 2011, updated September 2015
Language A: literature school supported self-taught support material	October 2014, updated September 2015

B1a.12 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted

Session	Action	Method/form	Latest submission date
May 2017/ November 2017	Submit choices of genres studied in part 2	IBIS eCoursework upload on form *Language A for school supported self-taught candidates: Choice of genres for part 2—notice of works studied (part 2 genres)*	**1 December 2016/1 June 2017**
May 2017/ November 2017	Upload written assignments for assessment	IBIS eCoursework upload with form *1/LWA* no longer required	**15 March 2017/15 September 2017**
May 2017/ November 2017	Upload recordings and related material	IBIS eCoursework upload	**7 May 2017/7 November 2017**

B1a.13 Available languages

All automatically available language A: literature courses are available as a school supported self-taught option, if the school does not normally offer instruction in the language and no suitably qualified teacher can be found to teach the candidate(s).

Section A3.6 lists those languages A: literature subjects that are available in May and November 2017 and May and November 2018.

If the required language is not automatically available, please follow the guidance in the special request languages section.

The maximum number of self-taught candidates in any individual language, in any individual school is **five**.

The school supported self-taught option is available at standard level (SL) only.

B1a.14 School's courses of study

B1a.14.1 Course choice

The selection of authors and works for language A: literature is made by the school from the IB prescribed list of authors (PLA) for the language studied and from the IB prescribed literature in translation (PLT) list.

It is the school's responsibility to ensure that all choices comply with the regulations and instructions in the *Language A: literature guide*, the PLA for the language studied and the PLT.

B1a.14.2 Prescribed lists of authors

The PLAs listed below are available on the language A: literature pages on the online curriculum centre (OCC).

Afrikaans A	German A	Romanian A
Albanian A	Hebrew A	Russian A
Amharic A	Hindi A	Serbian A
Arabic A	Hungarian A	Sesotho A
Belarusian A	Icelandic A	Sinhalese A
Bengali A	Indonesian A	SiSwati A
Bosnian A	Italian A	Slovak A
Bulgarian A	Japanese A	Slovene A
Catalan A	Korean A	Spanish A
Chinese A	Latvian A	Swahili A
Croatian A	Lithuanian A	Swedish A
Czech A	Macedonian A	Thai A
Danish A	Malay A	Turkish A
Dutch A	Modern Greek A	Ukrainian A
English A	Nepali A	Urdu A
Estonian A	Norwegian A	Vietnamese A
Filipino A	Persian A	Welsh A
Finnish A	Polish A	
French A	Portuguese A	

There are no PLAs for special request languages A: literature.

Note: Only parts 2, 3 and 4 of the syllabus may be used to meet the PLA genre requirements, and works used must be originally written in the target language.

B1a.14.3 School's free choices

There is no free choice in the case of language A: literature SL school supported self-taught candidates. All works studied in parts 2 and 4 must be selected from the PLA for the language A: literature studied and all works in part 1 must be selected from the PLT.

B1a.14.4 Choice of authors and works

The choice of works should be constructed according to the syllabus requirements as specified in the subject guide. The language A: literature requirements regarding genre, period and place also apply to all school supported self-taught candidates. No reduction in the number of works studied is allowed.

Unless particular language PLA 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.

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.

B1a.14.5 Submission of courses to the IB Assessment Centre

Schools are no longer required to submit form *Language A: notice of works studied*. However, for school supported self-taught candidates, the form: *Language A: literature—notice of works studied (part 2 genres)* must be completed by the required deadline (please see section B1a.12).

B1a.14.6 A candidate taking two languages A: literature

A diploma candidate taking two languages A: literature is eligible for the award of a bilingual diploma. (For information about the criteria for the bilingual diploma in the May and November 2017 sessions see section A1.4.)

- The candidate must study a different set of part 1 works for each language A: literature studied.
- The candidate may choose the same author more than once, provided a different work by that author is studied in each language A: literature.
- The candidate must meet in full the works in translation assessment requirements for each language A: literature.

B1a.14.7 A candidate taking a language A: literature subject and a language A: language and literature subject

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a language A: language and literature course.

B1a.14.8 A candidate taking a language A: literature subject and a language B subject

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a language B course.

B1a.14.9 A candidate taking a language A: literature subject and literature and performance

It is not acceptable for a language A: literature candidate to study a literary work that he or she may already be studying as part of a literature and performance course.

B1a.15 Responsibilities of a school with language A: literature school supported self-taught candidates

Regardless of whether a part-time external tutor is available, a full-time teacher of a language A: literature in the school must be appointed to supervise and advise the self-taught candidate(s). The teacher, in collaboration with the Diploma Programme coordinator, must:

- 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
- ensure that the candidate is studying the works agreed upon with the supervising teacher and, in the case of special request languages, approved by the examiner responsible
- provide guidance on the techniques required for such tasks as essay writing and the commentary
- supervise the work required for part 1 works in translation
- give the candidate a clear idea of the course of study, the papers to be taken, their format and links to the course studied
- provide the candidate with the most recent version of the document *Language A: literature school supported self-taught alternative oral assessment procedures*, past examination papers and teacher support material (all are available on the OCC)
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session for which they are entered. These are published on the school supported self-taught and special request languages A page of the OCC in September of the candidate's first year of study
- ensure that the candidate has regular access to the *Language A: literature guide* and is familiar with the assessment criteria for all assessed components.

Wherever possible, the candidate should be taught with candidates taking other languages A: literature in the school.

B1a.16 External assessment for language A: literature SL school supported self-taught candidates

The format for the written examination papers (papers 1 and 2) is the same as that for taught candidates.

The written assignment and the oral examination follow a modified format to reflect the situation of self-taught candidates. The oral examination is externally marked.

The procedures for the two modified components are outlined in the following sections.

B1a.17 Alternative oral assessment: self-taught candidates

Five questions for each genre grouping: poetry, drama, prose fiction and prose non-fiction (a total of 20 questions) will be pre-released in September of the candidate's first year of study. They will be published in English, French and Spanish on the school supported self-taught and special request languages A page of the OCC. The candidate should access these questions in the language of instruction of the school, but should prepare responses in the language A being studied.

The questions will provide a framework for close study of part 2 works. Each of the questions will be framed to elicit a detailed, analytical response.

During the two-year course, candidates are asked to find five different, suitable 40-line passages or poems, which can be used as a basis for a commentary, for each of the two genres studied. In total, the candidates will have prepared responses to 10 questions (five per genre studied) and will have chosen 10 different extracts in preparation for their oral commentary.

At the **beginning of March (May session) or September (November session) of the final year of the student's course** , the IB Assessment Centre will communicate which genre will be used for the candidate's oral examination. Each candidate will be given a choice of two of the five pre-released questions for the given genre.

To enable this to happen, coordinators must:

- ensure that the self-taught option is selected on (IBIS when registering the candidate for the language A: literature SL
- submit details of the genres chosen for part 2 by **1 December/1 June** in the final year of the candidate's course via IBIS. The oral questions will be based on the information provided on this form. No changes must be made to the course of study after this form has been submitted to the IB Assessment Centre.

Further information can be found in the document *Language A: literature school supported self-taught alternative oral assessment procedures* available on the OCC.

B1a.17.1 Format for school supported self-taught candidates

The total recording time for the oral examination is 20 minutes. The format of the alternative oral examination is as follows.

Format of assessment	Preparation time	Maximum recording time (minutes)
Section 1: Individual oral commentary		
- A well-structured oral commentary based on works studied in part 2 - Candidates take copies of the 10 chosen passages that they have prepared during the 2 year course (approximately 40 lines) and their notes on those passages into the preparation room for the alternative oral examination. - The individual oral commentary is recorded and the individual oral presentation must follow without stopping the recording. - The selected passage used for the oral commentary must be uploaded along with the recording, the notes used, the candidate question paper and the invigilator instructions sheet.	20	10
Section 2: Individual oral presentation		
- Oral presentation based on two of the three works studied in part 4 - The candidate prepares notes for an oral presentation. Notes must be in point format only. - The individual oral presentation is recorded following the individual oral commentary in section 1. **The recording must not be**	During the course and prior to the examination	10

stopped or paused between the two tasks. • The notes used for this section must be uploaded along with the recording, the notes used for section 1, the candidate question paper and the invigilator instructions sheet.		

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 for section 2.

The candidate is allowed to take brief working notes into the examination for reference, but they may not read aloud a full commentary and/or presentation. All notes used during the recording must be uploaded along with all other materials.

Submitting material for assessment

The Diploma Programme coordinator must check that the candidate and invigilator have completed all the relevant forms and that the following are uploaded via IBIS for each candidate.

- The audio recording of the oral examination
- The passage used for the individual oral commentary and the notes used in the individual oral commentary and in the individual oral presentation
- Copy of the candidate question paper along with the completed invigilator instructions sheet
- Copy of any visual aids used during the individual oral presentation

The school supported self-taught alternative oral examination must take place by **1 May** (May session) or **1 November** (November session), and all materials listed above uploaded via IBIS no later than **7 May/7 November**.

Conduct of the individual oral commentary

The individual oral commentary and individual oral presentation must be conducted in the language that is being assessed.

B1a.18 Written assignment

B1a.18.1 Choice of works

The written assignment assesses the works in translation studied in part 1 of the course. Part 1 works must have been originally written in a language other than the language A studied and are normally studied in translation. All part 1 works must be chosen from those specifically listed in the prescribed literature in translation list (PLT). Works not specifically listed, but by authors who are included on the PLT, must not be studied in this part.

B1a.18.2 The language of study and assessment

Study

Works in translation will be studied in the language A of the examination as an integral part of the language A course. However, schools offering the literature course in more than one language A may organize a common literature in translation course in the working language of the school. Where this is done, there should be discussions in the different language A classes of the works in translation and of their links with the other works studied. School supported self-taught candidates are encouraged to join these discussions whenever possible.

Candidates may read works in translation in the original language if they wish.

Assessment

Written assignments must be written in the language A studied. Where works have been read in a language other than the language A, the candidate must translate into the language A any quotations for inclusion in the assignment. If the candidate wishes, the original version of the quotation may be included as a footnote, but should not be included in the word count.

B1a.18.3 Assignments

The preparation of the written assignments should follow four different stages.

1. Journal writing
2. The reflective statement
3. Developing the topic
4. Production of the essay

The stages must be completed in this order and stage 1 must be completed for each of the works studied in part 1 before the candidate chooses one work to complete stages 2–4.

Candidates must choose different aspects of the school's literature in translation course for their final assignment. If more than one candidate chooses the same aspect, the candidates must work independently from one another and the assignments must be different.

School supported self-taught candidates are required to keep a literary journal for each of the two works studied in part 1 (works in translation). For one of the two works studied, they must also complete a reflective statement and respond to one of the eight prescribed prompts published in the *Language A: literature guide* in order to develop an essay title for the final assignment.

B1a.18.4 Procedures

The completed written assignment, including the corresponding reflective statement, must be uploaded for external assessment by **15 March 2017** for the May session and by **15 September 2017** for the November session. A completed copy of the 1/LWA coversheet for each candidate is no longer required.

Special request languages

This section applies to special request language courses in language A: literature.

B1a.19 Supporting publications

The information given in this section of the handbook must be read in conjunction with one or both of the following sections, as appropriate:

- B1a.1–B1a.10 Language A: literature (taught candidates)
- B1a.11–B1a.18 Language A: literature (school supported self-taught candidates).

B1a.20 Special request application procedure

B1a.20.1 Context of special requests

Section A3.6 lists those languages A: literature subjects that are automatically available in each May and November session.

Candidates wishing to seek certification in a language A: literature subject that does not appear on these lists may submit an application for a literature course to be approved in their chosen language. This is known as a special request.

B1a.20.2 Summary of latest submission dates: May 2017 session

Special requests are only available for the language A: literature course and are only offered in the May session.

 All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide* (2017) for detailed information about the forms that are required to be submitted

The deadlines for special request languages A: literature applications are as follows:

Session	Action	Method/form	Latest submission date
May 2018	Submit proposed course of study for all special request languages (taught and school supported self-taught candidates)	Via IBIS on form *Special request language A: literature*	**15 November 2016** (18 months before written examinations in May)
May 2017	Special request anticipated registration (taught and school supported self-taught candidates)	Via IBIS on form *Special request language A: literature* checking box "Anticipated". Please note that a proposed course of study should not be submitted for anticipated candidates (see section B1a.23).	**7 October 2016** (7 months before the written examinations in May)

B1a.20.3 Approval process

The special request application must include a proposed course of study. (See section B1a.21 for guidance on constructing a suitable course of study.)

The *Special request language A: literature* form must be submitted on IBIS wherever possible. If the requested language is not written using Roman characters, the electronic form on IBIS should still be used wherever possible. The use of an online keyboard is recommended if a physical keyboard is not available. If there are any difficulties with this, please contact ibid@ibo.org for advice.

Approval of requests will take into consideration factors such as:

- the availability of a sufficient body of printed literature to allow the language requested to be taught and examined as a Diploma Programme language A: literature
- 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.

In response to submitting a special request for a language A: literature on IBIS, an automatic email will be sent by the IB Assessment Centre to confirm receipt of the request. This message is only an acknowledgement and does not constitute approval or authorization of the request. The authorization or refusal of the request will follow as soon as possible thereafter. For those languages that receive authorization, the proposed courses of study will be forwarded to the relevant examiner responsible for final approval.

Schools are advised to begin the teaching of a special request language with the study of literature in translation (Part 1) or with general work on the critical study of texts until the special request application has been approved. This will enable candidates to transfer to another language A: literature course if for any reason the special request cannot be authorized.

A request must be submitted for each examination session; requests are not automatically carried forward to another session.

B1a.21 Proposed course of study

The candidate's course of study must be made up of the following.

- 8 works (SL)/10 works (HL) originally written in the requested language. These works are selected from the school's, the teacher's or the candidate's own resources. The selected list of works must be entered on IBIS using the form *Special request language A: literature* for approval by the examiner responsible for the subject. Schools must ensure that all works selected are of literary merit.
- 2 works (SL)/3 works (HL) originally written in a language other than the requested language. These works must be selected from the prescribed literature in translation list (PLT).

The 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 of the texts are from the same genre category, in accordance with the syllabus requirements (see *Language A: literature* guide).

When constructing their courses of study schools should adhere to the following definitions of a "work".

- 1 single major work, such as a novel, autobiography or biography
- 2 or more shorter texts such as novellas
- 5–10 short stories
- 5–8 essays
- 10–15 letters
- A substantial section (at least 600 lines) of a long poem
- 15–20 shorter poems

Once a course of study has been approved, schools are not permitted to make any changes to the choice of works.

B1a.22 Assessment: Structure of paper 2

As special request languages do not have a prescribed list of authors (PLA) with a pre-defined list of genre categories, paper 2 of the course consists of three essay questions on each of the following genres.

- Drama
- Poetry
- Prose fiction
- Prose non-fiction

B1a.23 Anticipated candidates

Applications for a special request language as an anticipated subject must be made as soon as possible after the beginning of the school year and no later than **7 October**.

Schools should be aware that these applications can only be approved if the language requested has already been authorized for the May session.

Coordinators must use the form *Special request language A: literature* available on IBIS, checking the box "Anticipated". Schools cannot create their own course of study at this stage and must adopt a booklist that has already been authorized by the examiner responsible. The approved booklist will be provided by the IB Assessment Centre. Schools are not permitted to make any changes to the booklist provided.

B1b Group 1 Language A: language and literature

This section contains information on language A: language and literature.

B1b.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications for language A: language and literature.

May and November 2017 examination sessions	
Title of publication	Date of issue
Language A: language and literature guide	February 2011, updated November 2011, August 2012 and August 2013
Prescribed list of authors (PLA)	July 2011
Prescribed literature in translation list (PLT)	February 2014

B1b.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Upload written tasks for assessment	IBIS eCoursework upload coversheet *1/L&LWT*	**15 March 2017/15 September 2017**
Submit predicted grades and marks for internal assessment	Via IBIS	**10 April 2017/10 October 2017**
Upload sample internal assessment audio recordings (individual oral commentary) and related materials	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B1b.3 Availability of languages A: language and literature

Section A3.6 lists those languages A: language and literature SL and HL that are available in May and November 2017 and May and November 2018. There is no special request service for languages A: language and literature.

B1b.4 School's courses of study

B1b.4.1 Course choice

In parts 3 and 4 of the syllabus, the selection of authors and works for language A: language and literature is made by the school from the IB prescribed list of authors (PLA) for the language studied and from the IB prescribed literature in translation list (PLT). Schools also have the option to choose one work freely in part 3.

It is the school's responsibility to ensure that all choices comply with the regulations and instructions in the *Language A: language and literature guide*, the PLA for the language studied and the PLT.

B1b.4.2 Prescribed lists of authors

The PLAs listed below are available on the language A: language and literature pages on the online curriculum centre (OCC).

Arabic A	Italian A	Russian A
Chinese A	Japanese A	Spanish A
Dutch A	Korean A	Swedish A
English A	Modern Greek A	Thai A
French A	Norwegian A	
German A	Portuguese A	

B1b.4.3 Choice of authors and works

Neither authors nor texts may be repeated anywhere in parts 3 and 4.

B1b.4.4 A candidate taking two languages A: language and literature

A diploma candidate taking two languages A: language and literature is eligible for the award of a bilingual diploma. (For information about the criteria for the bilingual diploma in the May and November 2017 sessions, see section A1.4.)

- The candidate must study different part 3 works in translation for each language A: language and literature studied.
- The candidate may not choose the same author more than once.

B1b.4.5 A candidate taking a language A: language and literature subject and a language A: literature subject

It is not acceptable for a language A: language and literature candidate to study a literary work that he or she may already be studying as part of a language A: literature course.

B1b.4.6 A candidate taking a language A: language subject and literature and a language B subject

It is not acceptable for a language A: language and literature candidate to study a literary work that he or she may already be studying as part of a language B course.

B1b.4.7 A candidate taking a language A: language and literature subject, and literature and performance

It is not acceptable for a language A: language and literature candidate to study a literary work that he or she may already be studying as part of a literature and performance course.

B1b.5 Language A: language and literature not offered as a course by the school

Where a language A: language and literature is not offered by the school, an external teacher may teach a candidate provided that all regulations are adhered to.

- The externally assessed components (written tasks, paper 1 and paper 2) remain the same as for other language A: language and literature candidates.
- The normal requirements and procedures also apply to the internal assessment, which must be carried out by the external teacher.

B1b.6 Written tasks

B1b.6.1 Language requirements

The written tasks must be written in the language A studied. If referring to a text written in a language other than the language A, the candidate must translate into the language A 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.

B1b.6.2 Supervision and teacher assistance

As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance. For further guidance on the written task, please refer to the *Language A: language and literature guide*.

B1b.6.3 Procedures

The completed written tasks, including the corresponding rationales and outlines, must be uploaded for external assessment by **15 March 2017** for the May session and by **15 September 2017** for the November session. A completed copy of the *1/L&LWT* coversheet must be included for each candidate.

For the standard level (SL) written task and the higher level (HL) written task 1 students are expected to complete a rationale. The rationale and task should be presented in a single document with the rationale preceding the task.

For HL task 2 students are expected to complete an outline. The outline and task 2 should be presented in a single document with the outline preceding the task.

There are no specific forms or templates for either the rationale or the outline.

B1b.7 Internal assessment

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 (see *Language A: language and literature guide*).

B1b.7.1 Individual oral commentary

The individual oral commentary is common to both SL and HL. It is based on part 4 of the course (Literature—critical study) and forms the basis for the moderation of the teacher's assessment. The teacher must conduct the individual oral commentary (SL and HL) under examination conditions, when all works have been studied. Assessment towards the end of the course is recommended, but is not compulsory.

B1b.7.2 Format and length of the individual oral commentary

Individual candidates must not know in advance from which work their particular extracts will be taken.

Format of assessment (SL and HL)	Preparation time (minutes)	Assessment time (minutes)
Commentary on an extract with guiding questions from one of the works studied in part 4	20	15

B1b.7.3 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

Schools with more than 30 candidates must add more extracts proportionally. For example, a school with 53 students should prepare 19 different extracts.

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 A: language and literature guide*.

B1b.7.4 Conduct of the individual oral commentary

The individual oral commentary (SL and HL) must be conducted in the language that is being assessed.

The recordings

Refer to section A5.6 for general advice on audio recordings. Although you are required to upload only five, eight or ten for the purpose of moderation, you must record all candidates as you may be asked to submit 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.

At the start of the candidate's preparation period

- Give the candidate a copy of the extract for commentary.
- Give the candidate a copy of the written guiding question(s).

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.

B1b.7.5 Role of the teacher during the assessment

During the candidate's delivery (approximately 10 minutes)

- 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.
- Ensure that the candidate brings the commentary to a close after 10 minutes in order to allow time for the discussion and subsequent questioning.

At the end of the candidate's delivery (remaining 5 minutes)

- Bring the discussion to a close at the end of the allotted time (15 minutes). Please note that examiners are instructed to stop listening after 15 minutes.
- Assess the candidate's performance using the internal assessment criteria in the *Language A: language and literature guide*. Enter the mark for each criterion on IBIS.

B1b.8 Further oral activity

The further oral activity is based on works studied in part 1 and part 2 of the course of study. Students are expected to choose their activity in consultation with the teacher and link it to one (or more) specific learning outcome(s). It is the teacher's responsibility to ensure that the topic chosen by the candidate can be effectively assessed using the language A: language and literature internal assessment criteria (see *Language A: language and literature guide*).

Teachers are required to:

- assess each candidate's activity using the internal assessment criteria in the *Language A: language and literature guide*
- record the marks awarded per criterion to each candidate on IBIS.

Teachers are not required to record the further oral activity for each candidate.

B1b.9 Calculating final marks

The further oral activity and the individual oral commentary are each marked out of 30. The final mark out of 60 should be divided by 2.

Submit on IBIS the final mean mark for each candidate. Use whole numbers—do not use decimals, fractions or estimates. Any half marks must be rounded up.

B1b.10 Internal standardization

Internal standardization of marking must be carried out in any school where more than one teacher has been involved in the marking of the internal assessment components. Language A: language and literature is a subject where a single moderation sample is submitted to cover both SL and HL. 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.

B2 Group 2 Language acquisition

This section covers language acquisition: language B, language ab initio and classical languages (Greek and Latin).

B2a Language B

B2a.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications for language B.

May and November 2017 examination sessions	
Title of publication	Date of issue
Language B guide	March 2011, updated September 2013

B2a.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Session	Action	Method/form	Latest submission date
May 2017/ November 2017	Upload written assignments for external assessment	IBIS eCoursework upload	**15 March 2017/15 September 2017**
May 2017/ November 2017	Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
May 2017/ November 2017	Upload sample internal assessment recordings	IBIS eCoursework upload along with the visual stimulus	**20 April 2017/20 October 2017**

B2a.3 Subject availability

Lists of languages B offered by the IB can be found in section A3.6.5.

Most language B courses are available at standard level (SL) and at higher level (HL) although a small minority are available at SL only.

B2a.4 Written assignment

The language B written assignment constitutes 20% of the total mark. The written assignment should be written in the second year of the language B course and is externally assessed. It is not timed nor completed under supervised conditions. It must be the student's own independent work, produced under the teacher's guidance.

B2a.4.1 Requirements

The written assignment must be in the target language and word processed. The written assignment has two parts: a rationale and the task.

Weighting: 20%

	Word count	Requirements
Standard level	Task consisting of 300–400 words* **plus** rationale of 150–200 words	Intertextual reading followed by a written exercise, based upon a topic chosen from the "core"
Higher level	Task consisting of 500–600 words* **plus** rationale of 150–250 words	Creative writing based on one of the literary works studied

*Chinese: Task consisting of 360–480 characters **plus** rationale of 180–240 characters at SL. Task consisting of 600–720 characters **plus** rationale of 180–300 characters at HL.

*Japanese: Task consisting of 600–800 characters **plus** rationale of 300–400 characters at SL. Task consisting of 1,000–1,200 characters **plus** rationale of 300–500 characters at HL.

B2a.4.2 Assignment planning

The subject of the written assignment must be the choice of the student in consultation with the teacher.

At SL the assignment must be based upon three or four sources selected by the student that are relevant to the target culture, written in the target language, and linked to each other by a core topic. At HL the assignment must be based upon one or two works of literature, originally written in the target language, and studied in the target language as part of the course.

Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the work is to be entirely their own.

The importance of the rationale and meeting its requirements should be stressed to the students.

B2a.4.3 Assignment completion

Teachers should ensure that students are familiar with the assessment criteria for the written assignments and should offer advice and support to students during the planning stage and the period when the student is working on the task.

The assignment must be completed in the second year of the language B course. Teachers should ensure that each task is the student's original choice and that the assignment produced is authentic and individual work. Teachers may give verbal advice on a first draft of the task, but must not comment on or correct the student's work in any way. After initial feedback, teachers should not provide any further assistance. All sources used must be referenced by the student in a bibliography at the end of the assignment.

The rationale and the task should be presented in a single document, with the rationale preceding the task. If a student has included illustrations in support of his or her work, these must be electronically embedded into the task, and not reproduced in a separate document.

Candidates must include the word count for the rationale and the word count for the task at the end of each section.

The written assignment must not contain any details identifying the task as belonging to the candidate (candidate/school name or number, school logo, and so on).

The final version of the assignment must be word processed by the student.

B2a.4.4 Coversheet completion

A coversheet is no longer required for the written assignments as the bibliography and word count are now included in the main document.

B2a.4.5 Assignment submission

 The completed written assignment must be uploaded for external assessment by **15 March 2017** for the May session and **15 September 2017** for the November session. The completed assignment should be saved in a single file in the following order.

1. Rationale (word count included at the end of that section)
2. Task (word count included at the end of that section)
3. Bibliography

B2a.5 Internal assessment

The internal assessment of candidates' oral work by the teacher constitutes 30% of the total mark. This internal assessment mark is derived from the combination of the individual oral examination (20%) and the highest scoring of the three classroom-based interactive oral activities (10%), which should be completed during the second year of the course.

Teachers assess the individual oral and the interactive oral activities by using the assessment criteria on pages 55–65 of the *Language B guide*. A moderator undertakes the moderation of the individual oral by assessing a sample of candidates' work that has been marked by the teacher. The recording is uploaded electronically and sent to a moderator appointed by the IB Assessment Centre. The candidates whose work is to make up the sample will be indicated on IBIS.

B2a.5.1 Requirements

Although teachers are required to send only five, eight or ten samples to a moderator for the purpose of moderation, they must record all candidates, as additional samples could be requested at a later date.

B2a.5.2 Coversheet completion

A coversheet is no longer required for internal assessment. Candidate's marks and supporting teacher comments are entered on IBIS by the teacher before the sample is generated.

B2a.5.3 Format and length of the assessment

Duration: 10 minutes (plus 15 minutes of preparation)

Weighting: 20%

The purpose of the individual oral is for students to demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the culture or cultures where the target language is spoken. Teachers should attempt as much as possible to engage the students in an authentic discussion of the topics addressed in class, at times challenging the students' views and probing more deeply into their understanding and ability to use the language effectively.

The oral comprises two distinct parts.

Element	Description	Time allocated
Supervised preparation time	At SL the student is given two previously unseen photographs (visual stimuli) with a title or caption, selected by the teacher. Each photograph is related to a different option covered in class. The student chooses one photograph only, on which to base the presentation. At HL the student is given one photograph (visual stimulus) with a title or caption, chosen by the teacher, related to an option covered in class.	15 minutes
Part 1: Presentation	The student describes the photograph (visual stimulus) and relates it to the option and the target culture(s).	3–4 minutes
Part 2: Discussion	A discussion with the teacher based on the presentation follows. Depending on the flow of conversation, the teacher may decide to introduce the other option studied. .	5–6 minutes

The individual oral should last no more than 10 minutes in total. The timings given for each part of the individual oral are approximate, since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to move from the presentation to the discussion. However, it is imperative that both parts take place within the allotted 10 minutes. Examiners are instructed to stop listening after 10 minutes.

B2a.5.4 Conduct of the individual oral

The individual oral must be conducted in the target language that is being assessed.

Practical arrangements

- The teacher should prepare a selection of photographs (visual stimuli) with captions or titles in the target language, selected from a range of sources. The photographs should relate to the two options covered in the course. The photographs should **not** be seen by the students prior to the examination. The IB Assessment Centre will not provide the visual stimuli.
- The use of the same photograph is permitted for up to 5 candidates, but the captions/ title must change each time the photograph is used. The same photographs may be used in ensuing sessions, only if teachers are able to ensure the confidentiality of the images and types of questions.

- The candidate is entitled to 15 minutes' supervised preparation time immediately prior to recording his or her individual oral. Schools should ensure that a quiet space is provided where the candidate will not be disturbed.
- The candidate may write working notes (approximately 10 brief points) during his or her preparation time, but should not have access to dictionaries or other support material.

The preparation room

A quiet room with adequate supervision must be provided so that the student can prepare his or her presentation properly. The student must not be in a position to hear other students being tested, or be allowed to communicate with anyone. Only paper provided by the school should be used in the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination. Make arrangements for the supervision of candidates in this preparation room.

B2a.5.5 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*.

B2a.5.6 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. The recording and a copy of the visual stimulus should be submitted electronically, as well as the marks for criteria A and B for each sample.

Please note: the criterion marks entered for the moderation sample relate **only** to the individual oral, whereas the total mark combines both the individual and interactive oral activities. For this reason, the sum of the criterion marks will be less than the overall mark entered.

Brief comments to support the marks awarded by the teacher to each sample may be provided in the "Marking comments" box. Comments will be visible to the moderator and must be in the target language. For non-Roman script languages, the comments must be copy-pasted into the "Marking comments" box, rather than typed in directly.

B2a.6 Interactive oral activity

- The guidelines for the interactive oral activities 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 (the best one) will account for one third of the candidate's internal assessment mark. Teachers should 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 completed must be an oral response to a listening stimulus such as a film, a radio broadcast, an interview, a voice recorded extract or a song.
- An official form for recording the completion of the interactive oral activities is no longer provided.

B2a.7 Calculating final marks

- The mark for the individual oral and the best individual mark for performance in an interactive oral activity are combined to give a total mark out of 30.
- The different weighting given to the individual oral (20%) and the interactive oral activities (10%) is already reflected in the total mark available for each component. There is no longer a need for schools to perform any further calculation.

B2b Language ab initio

B2b.1 Supporting publications

The information given in this section of the handbook must be read in conjunction with the following supporting publications :

May and November 2017 examination sessions	
Title of publication	Date of issue
Language ab initio guide	March 2011, updated August 2013, August 2014
Ab initio language-specific syllabuses on the OCC	March 2011

B2b.2 Summary of latest submission dates: May and November 2017 sessions

All course work is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted

Session	Action	Method/form	Latest submission date
May 2017/ November 2017	Upload written assignments and associated source material for external assessment	IBIS eCoursework upload	**15 March 2017/15 September 2017**
May 2017/ November 2017	Submit predicted grades and marks for internal assessment	Via IBIS	**10 April 2017/10 October 2017**
May 2017/ November 2017	Upload sample internal assessment recordings	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B2b.3 Subject availability

The list of languages ab initio offered by the IB can be found in section A3.6.6. 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.

B2b.4 Written assignment

The language ab initio written assi gnment constitutes 20% of the total mark. The written assignment takes place in the second year of the language ab initio course in the candidate's own time with teacher guidance. It is not timed nor completed under supervised conditions.

B2b.4.1 Requirements

Written assignment

The written assignment must be word processed in the target language and uploaded to the IB information system (IBIS). The requirements of the written assignment are as follows.

Length	Sources	Communicative purposes	When
200–350 words*	2–4 sources in the target language (additional sources in other languages are optional and must not be uploaded)	Description, comparison and reflection	Research during candidate's own time. Writing of assignment in candidate's own time

*For Mandarin: 240–420 characters

*For Japanese: 400–700 characters

Assignment planning

The written assignment tests the candidate's intercultural understanding as well as receptive and productive skills. During the second year of the course, the candidate will demonstrate this by choosing and independently researching one of the prescribed topics, presenting the results of his or her research in a word processed continuous piece of writing in the target language based on a number of sources.

The aim of the assignment is for candidates to:

- develop intercultural understanding by reflecting on differences and similarities between cultures
- describe aspects of the target culture(s)
- compare aspects of the target language culture(s) with similar aspects in the candidate's culture(s)
- reflect on differences and/or similarities by responding to a set of guiding questions
- develop language competence.

The use of a bilingual or monolingual dictionary and reference material is permitted during the research and in the production of the written assignment.

Sources may be taken from the internet, magazines, newspapers, adverts, brochures, textbooks, films, novels, and so on.

The written assignment should take the form of short responses under three separate headings in the target language: A—description, B—comparison, C—reflection.

- Section A: a description of the chosen topic
- Section B: a comparison of the differences and/or similarities between the chosen topic in the target culture(s) and in the candidate's culture(s)
- Section C: a reflection related to the chosen topic

The reflection must include answers to all of the following questions. The candidate should write out the questions in the written assignment.

- Which aspect of your chosen topic surprised you?
- Why do you think these cultural similarities/differences exist?
- What might a person from the target culture(s) find different about your chosen topic in your culture(s)?

If the word limit is exceeded, the assessment will be based on the first 350 words.

Assignment completion

Teachers should ensure that students are familiar with the assessment criteria for the written assignments and should offer advice and support to students during the planning stage and the period when the student is working on the task.

The assignment must be completed in the second year of the language ab initio course. Teachers should ensure that each task is the student's original choice and that the assignment produced is authentic and individual work. Teachers may give verbal advice on a first draft of the task, but must not comment on or correct the student's work in any way. After initial feedback, teachers should not provide any further assistance.

Candidates must include the word count at the end of the assignment.

All sources used must be referenced by the student in a bibliography at the end of the assignment. Only the two to four **relevant** target language sources should be uploaded in a single, separate document.

The written assignment must not contain any details identifying the task as belonging to the candidate (candidate/school name or number, school logo, and so on).

The final version of the assignment must be word processed by the student.

B2b.4.2 Coversheet completion

A coversheet is no longer required for the written assignments as the bibliography and word count are now included in the main document.

B2b.4.3 Written assignment submission

The completed written assignment must be uploaded for external assessment by **15 March 2017** for the May session and **15 September 2017** for the November session.

B2b.5 Internal assessment

The internal assessment of candidates' oral work by the teacher constitutes 25% of the total mark. This internal assessment mark is derived from the compulsory individual oral.

The individual oral is assessed using the individual oral assessment criteria on pages 46–48 of the *Language ab initio guide*. Moderation of the individual oral is by inspection of a sample of candidates' work. The recordings are uploaded on IBIS. The candidates whose work is selected for the sample will be indicated on IBIS.

B2b.5.1 Requirements

Format and length of the oral assessment

Duration: 10 minutes (plus 15 minutes of preparation)

Weighting: 25%

The individual oral tests the candidate's ability to understand and respond effectively to spoken language; this entails not only conveying messages and responding to spoken language, but also demonstrating an awareness of social context. The individual oral is a recorded summative oral assessment conducted in the second year of the course between the teacher and candidate in the school.

The oral comprises three distinct parts.

Element	Description	Time allocated
Supervised preparation time	The candidate receives two previously unseen stimuli and selects one for the presentation. Working notes can be made at this stage.	15 minutes
Part 1: presentation	Presentation of a visual stimulus by the candidate	(approximately) 1–2 minutes
Part 2: questions	Follow-up questions on the visual stimulus	(approximately) 2–3 minutes
Part 3: conversation	At least two questions on the written assignment followed by general conversation on a broad range of topics	(approximately) 4–5 minutes

The individual oral should last no more than 10 minutes in total. The timings given for each part of the individual oral are approximate, since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to move to the general conversation. However, it is imperative that all three parts take place within the allotted 10 minutes. Examiners are instructed to stop listening after 10 minutes.

Note: The topics in part 3 of the individual oral are chosen from the language ab initio course. These topics must be different from the topic of part 1 and the topic of the written assignment.

The examination

Part 1: presentation of the visual stimulus (approximately 1–2 minutes)

Part 2: questions on the visual stimulus (approximately 2–3 minutes)

Part 3: general conversation (approximately 4–5 minutes)

This should begin with at least two questions on the written assignment. These questions must not be given to the candidate in advance.

These questions should be open and are intended to give the candidate an opportunity to talk about the written assignment as openly as possible. The following list is not exhaustive and any two may be used by the teacher in this part of the individual oral.

- What is your written assignment about?
- Why did you choose this as your written assignment?
- What did you learn from the written assignment?

The teacher should then tell the candidate that the assessment is moving towards a more general conversation by using, for example, one of the following statements.

- Let's now talk about other things.
- We'll now talk more generally.
- We'll now move on to the general conversation.
- I'd like to ask you some questions about other things.

There should be at least two topics from the language ab initio course discussed in the general conversation. These should be different from those of the visual stimulus and the written assignment. They could include topics such as personal interests (for example, hobbies) or ones of a more general nature (for example, environment, education, future studies).

Preparation time

The purpose of the preparation time is to enable the candidate to prepare a short presentation on one stimulus from a choice of two presented by the teacher.

At the beginning of the 15-minute preparation period, the candidate should be shown two previously unseen visual stimuli. These should be from different topic areas within the three themes and represent different genres (for example, picture, photograph, cartoon) provided by the teacher. They should also be relevant to the age group and the culture(s) of the country (or countries) where the language is spoken.

The 15-minute preparation time should take place immediately prior to the recorded interview. Dictionaries or other reference material are not permitted. The candidate is allowed to take brief working notes into the interview room for reference. These notes should be used for reference only and should not be read aloud. The candidate should begin the individual oral by giving a presentation based on the visual stimulus, lasting 1–2 minutes. Once the interview has begun, the recording should not be interrupted or stopped. Teachers are advised to prepare stimuli according to the table below.

Number of candidates	Number of visual stimuli required
1	2
2	3
3	4
4	5
5–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Teacher preparation for the individual oral

A quiet room with adequate supervision must be provided so that the candidate can prepare his or her presentation properly. The candidate must not be in a position to hear other candidates being tested, or be allowed to communicate with anyone. Only paper provided by the school should be used in the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination. Make arrangements for the supervision of candidates in this preparation room.

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. 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 15 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.

Conduct of the individual oral

The assessment must be conducted in the language that is being assessed.

Candidates should be given adequate notice of when the individual oral is to take place. The individual oral may take place inside or outside the classroom.

Recordings of the individual oral will be required for external moderation. Care should be taken to ensure that high-quality recordings are uploaded for moderation (there should be no background noise and the candidate's and teacher's voices should be clear). Under no circumstances should the recording be stopped, interrupted or enhanced.

Candidates should identify themselves at the beginning of the recording in the target language.

The individual oral should last no more than 10 minutes. The timings given for each part of the individual oral are approximate, since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to engage in the general conversation. However, it is imperative that the conversation does take place.

The teacher should:

- have sound knowledge of the topic chosen for the candidate's written assignment
- have a thorough knowledge of the assessment criteria
- carry out a trial individual oral on a previously unseen visual stimulus prior to the formal individual oral (the stimuli used in the formal individual orals must be different from those used in the classroom or the trial examinations)
- interact with the candidate but avoid dominating the oral
- avoid correcting the candidate
- refrain from giving his or her own opinion or criticizing the candidate's interpretation of the visual stimulus and the candidate's views in the general conversation
- avoid including the answer to the question in the phrasing of the question
- avoid asking very long questions.

The recordings

Although you are required to upload only five, eight or ten samples electronically to a moderator for the purpose of moderation, it is necessary to record all candidates because you may be asked to upload additional samples at a later date.

After the candidate has finished, enter the marks awarded on IBIS.

B2b.6 Samples for moderation

The moderation of the internal assessment is based on recordings of one activity: the individual oral. The samples of the individual oral to be submitted for moderation must be those identified by IBIS. Enter marks for all candidates on IBIS.

The coordinator should have:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral

- copies of the visual stimuli used by the teacher.

The above should all be electronically uploaded onto IBIS.

B2b.7 Use of descriptors

Students' oral work is internally assessed according to the two assessment criteria (Criterion A: productive skills, Criterion B: interactive and receptive skills) on pages 46–48 of the *Language ab initio guide*. Levels of achievement with detailed descriptors are given for each criterion.

B2c Classical languages

Classical languages may be offered as a group 2 subject.

B2c.1 Supporting publications

The information given in this section of the handbook must be read in conjunction with following supporting publications for classical languages.

May and November 2017 examination sessions	
Title of publication	Date of issue
Classical languages guide	February 2014, updated August 2014

B2c.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
Submit internal assessment sample work	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B2c.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.

B2c.3.1 Internal assessment requirements

Each candidate is required to produce an in-depth individual study based on a research dossier.

More detailed information regarding the research dossier can be found under the "Approaches to the teaching and learning of classical languages" and "Internal assessment" sections of the *Classical languages guide*. The guide includes criteria for the assessment of the candidate's individual study. Each criterion has levels of achievement with descriptors.

B2c.3.2 Samples for moderation

The teacher or coordinator must enter the marks of all candidates on IBIS for the individual study by the specified deadline. Samples identified by IBIS must be uploaded via IBIS eCoursework.

B2c.4 Use of dictionaries in the examination
B2c.4.1 SL and HL 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.

B2c.4.2 SL and HL 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.

Candidates are **not** allowed Latin or Classical Greek dictionaries of any kind for paper 2.

B2c.4.3 Latin and Classical Greek dictionaries

Any simple Latin/Classical Greek dictionary is allowed for SL or HL paper 1. Dictionaries with declensions and conjugations may be used at the discretion of the school.

B2c.5 Classical languages prescribed authors and genres

Prescribed authors and options for Latin and Classical Greek can now be found in the subject guide under "Syllabus content".

B3 Group 3 Individuals and societies

This section contains information on subjects in group 3, individuals and societies.

B3.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the appropriate guide for each subject.

May and November 2017 examination sessions	
Title of publication	Date of issue
History guide	January 2015
Geography guide	February 2009
Global politics subject website	Updated on a continuous basis
Economics guide	November 2010, updated November 2011, August 2012
Philosophy guide	January 2014
Psychology guide	February 2009
Social and cultural anthropology guide	February 2008, updated November 2010
Business management guide	February 2014, updated August 2015, November 2015
Information technology in a global society guide	January 2010, updated January 2016
World religions guide	May 2011, updated June 2016

B3.2 Summary of latest submission dates: May and November 2017 sessions

 All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
Submit sample internal assessment work	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B3.3 Internal assessment

Internal assessment, based on work completed by candidates during the course, is a requirement for all group 3 subjects at both standard level and higher 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. Please note that the form *3/CS* is no longer required.

B3.3.1 Samples for moderation

The samples for moderation must be those identified by IBIS. If the work of any sample candidate is "atypical", the work of another candidate, with a similar score, should be added to the sample.

Submit to the coordinator, by any internal school deadlines:

- candidates' predicted grades and marks for internal assessment
- the work of the sample candidates.

B3.3.2 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	Format of work
Business management HL	A research project composed of a research proposal (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 (or several organizations)	Research project
Business management SL	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
Economics SL/HL	A portfolio of three commentaries (each commentary must not exceed 750 words each)	Portfolio and coversheet *3/CSE*
Geography SL/HL	One fieldwork written report of 2,500 words based on a theme in the syllabus	Fieldwork
Global politics HL extension	An individual oral analysis of two case studies from two different HL extension topics	Two filmed 10-minute presentations
Global politics SL/HL	A written report of 2,000 words maximum on a political issue explored through an individual engagement activity	Written report on engagement activity
History SL/HL	A historical investigation of up to 2,200 words	Written assignment
Information technology in a global society SL/HL	Project: a zip file (maximum size 750MB) containing a cover page, product, screencast and documentation of up to 2,000 words	Project
Philosophy SL/HL	A philosophical analysis of non-philosophical material of no more than 2,000 words	Philosophical analysis
Psychology HL	An experimental study of 1,500–2,000 words	Experimental study
Psychology SL	An experimental study of 1,000–1,500 words	Experimental study
Social and cultural anthropology HL	One field research report of 2,000 words maximum	Fieldwork
Social and cultural anthropology SL	Two activities: • A one-hour observation followed by a written report of 600–700 words	Observation and criticism exercise

	• A critique of the initial report of 700–800 words	
World religions SL	An investigative study of an aspect of the religious experience, practice or belief of a group and/or individual adherents (between 1,500 and 1,800 words maximum)	Written analysis

B3.4 Business management SL and HL: Case study

A different case study is used for each examination session. Three months prior to the examination session, a copy of the case study for higher level and standard level paper 1 for use in the written examinations will be made available to schools on IBIS and the online curriculum centre (OCC).

The case study for the May examination session will be released in the first week of February. The case study for the November examination session will be released in the first week of August.

For example, in February 2017 schools will be able to access the case study to be used in the May 2017 examination session and in August 2017 schools will be able to access the case study to be used in the November 2017 examination session.

An online copy of the case study will be posted on the OCC and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 1 examination.

B3.5 Information technology in a global society: Project

B3.5.1 School level

The school provides a CD-ROM/DVD for each candidate that contains his or her zip file. So, a school with five candidates in the sample would send five zip files.

The school must include a scanned copy of the IBIS printout showing the candidates selected for the sample. This should be included in the first candidate's zip folder. The first candidate is the candidate with the lowest candidate number. See the folder labelled School_0001_IBIS_printout.pdf in the screenshot shown below.

B3.5.2 Candidate level

Each candidate is expected to submit his or her project in a zip file.

The screencast should be located in the top level folder (see 001_Jones_screencast.mp4 in screenshot above).

B3.6 Information technology in a global society HL: Case study

In May, the IB Assessment Centre will make available to schools a copy of the case study for higher level (HL) paper 3 for use in the written examinations the following year. For example, from May 2016 schools have been able to access the case study to be used in the May and November 2017 examinations. An online copy of the case study will be posted on the online curriculum centre (OCC) and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 3 examination.

B3.7 Economics

Internal assessment

From 2017, there will be a new form to accompany the economics internal assessment, named *3/CSE*. This form will replace both the "commentary coversheet" and the "summary portfolio coversheet" that are currently in use. An online copy of the *3/CSE* form will be posted on the online curriculum centre (OCC).

B4 Group 4 The sciences

This section contains information on group 4 sciences subjects.

B4.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the appropriate guide for each subject.

May and November 2017 examination sessions	
Title of publication	Date of issue
Biology guide	February 2014, updated August 2015
Chemistry guide	Published February 2014, updated February 2015
Computer science guide	March 2016
Design technology guide	March 2014
Physics guide	February 2014
Sports, exercise and health science guide	March 2012, updated August 2015

B4.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	To	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	IB Assessment Centre	Via IBIS	**10 April 2017/10 October 2017**
Submit sample internal assessment work: biology, chemistry, physics	IB Assessment Centre	IBIS eCoursework upload Form *4/ICCS*	**20 April 2017/20 October 2017**
Submit sample internal assessment work: design technology	IB Assessment Centre	IBIS eCoursework upload Form *4/ICCSDT*	**20 April 2017/20 October 2017**
Submit sample internal assessment work: computer science	IB Assessment Centre	IBIS eCoursework upload Form *4/ICCS*	**20 April 2017/20 October 2017**
Submit sample internal assessment work: sports, exercise and health science	Examiner	Form *4/ PSOWSEHS* Form *4/ IASEHS*	**20 April 2017/20 October 2017**

B4.3 Internal assessment requirements: Biology, chemistry and physics

The internal assessment (IA) requirements are the same for biology, chemistry and physics. The IA, contributing 20% of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in IA at both standard level (SL) and higher level (HL) is marked against common assessment criteria, with a total mark out of 24.

The IA task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages. Investigations exceeding this length are likely to be penalized in the communication criterion as lacking in conciseness.

The individual investigation, with generic criteria, will allow a wide range of practical activities satisfying the varying needs of biology, chemistry and physics.

B4.3.1 Practical requirements for the course

At least 25% of the teaching plan must be devoted to practical activities, excluding the time spent writing up work. This equates to 40 hours for SL and 60 hours for HL, including the 10 hours that candidates spend on the group 4 project and the 10 hours that each candidate spends on the IA individual investigation. 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.

The practical 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. It is important that all candidates carry out the prescribed practicals found in the syllabus section of the relevant guide.

B4.3.2 Documentation relating to internal assessment
Individual candidate coversheet – form 4/ICCS

One individual candidate coversheet needs to be completed for every candidate (not just those chosen in the sample). This includes a candidate statement outlining the candidate involvement in the group 4 project.

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 class. Details are recorded on form *4/PSOW*. One form *4/PSOW* must be produced for each class and level. Where a class contains both SL and HL candidates, two forms *4/PSOW* must be completed, one for each level.

The *4/PSOW* forms are not submitted for assessment but are retained by the school. These may be requested during the five-year school evaluation process.

Completion of form 4/PSOW

Form field	Complete with:
Outline	A brief description of the activity
PP	An indication that the activity is a prescribed practical
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 class on the investigation, excluding any write-up time

Completion of the form 4/IA internal assessment checklist

This form no longer needs to be completed or uploaded with the sample set.

Assessment

Teachers must assess the investigations to be re-marked by the moderator using the criteria in the section on IA in the subject guides.

Candidates taking two (or three) sciences

Candidates taking more than one group 4 subject are **not** required to do two action phases of the group 4 project. They do the same work as every other candidate undertaking the group 4 project. They should submit similar candidate statements on all *4/ICCS* forms.

B4.3.3 Samples for moderation

Teachers must read section A5.1 for general information on IA. The samples chosen must be those identified by the IB information system (IBIS).

The purpose of moderation

Teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

For each sample candidate the following items must be included.

- A completed form *4/ICCS*
- The individual investigations chosen by IBIS for inclusion in the sample set

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample set. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

The final mark for internal assessment

The final mark out of 24 must be recorded in the IA option on IBIS.

B4.4 Internal assessment requirements: Design technology

The internal assessment (IA) requirement is worth 40% of the final assessment and consists of one design project. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in IA at both standard level (SL) and higher level (HL) is marked against four common assessment criteria, with an additional two assessment criteria for HL. For SL the total mark is out of 36. For HL the total mark is out of 54.

The expectations at SL and HL for the four common assessment criteria are the same.

At SL, this project will be completed in about 40 hours. At HL, this project will be completed in about 60 hours. Each criterion should be addressed in about 10 hours.

The maximum page limit at SL is 38 A4 pages (or equivalent). The maximum page limit at HL is 50 A4 pages (or equivalent). The teacher should not award any marks for work on pages over this limit. If selected in the sample for moderation, the examiner will stop reading the project at this limit.

A separate sample set needs to be submitted for external moderation for SL and HL if both levels are taken in the school.

B4.4.1 Practical requirements for the course

40% of the teaching plan must be devoted to practical activities, excluding the time spent writing up work. This equates to 60 hours for SL and 96 hours for HL, including the 10 hours that candidates spend on the group 4 project and the 40 hours for SL and 60 hours for HL that each candidate spends on the design project. The remaining time is allocated to teacher-directed activities. 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.

B4.4.2 Documentation relating to internal assessment

Individual candidate coversheet—form 4/ICCSDT

One individual candidate coversheet needs to be completed for every candidate (not just those chosen in the sample). This includes a candidate statement outlining the candidate involvement in the group 4 project.

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 teacher-directed activities carried out by a class. Details are recorded on form *4/PSOWDT*. One form *4/PSOWDT* must be produced for each class and level. Where a class contains both SL and HL candidates, two forms *4/PSOWDT* must be completed, one for each level.

The *4/PSOW* forms are not submitted for assessment but are retained by the school. These may be requested during the five-year school evaluation process.

Completion of form 4/PSOWDT

Form field	Complete with:
Outline	A brief description of the activity
ICT	The numbers 1–5
Topic	The number of the most relevant topic
Time	An estimate of the time, in hours, spent by the class on the activity, excluding any write-up time

Completion of the form 4/IADT internal assessment checklist

This form no longer needs to be completed or uploaded with the sample set.

Assessment

Teachers must assess the work to be re-marked by the moderator using the criteria in the IA section in the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one group 4 subject are **not** required to do two action phases of the group 4 project. They should submit similar candidate statements on all *4/ICCSDT* forms.

B4.4.3 Samples for moderation

Teachers must read section A5.1 for general information on IA. The samples chosen must be those identified by IBIS.

The purpose of moderation

For each level, teachers are required to submit a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

For each sample set for each level the following must be uploaded.

- A completed form *4/ICCSDT* for each candidate in the sample set
- The design projects chosen by IBIS for inclusion in the sample set

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample set. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

The final mark for internal assessment

The final mark out of 36 (SL) or 54 (HL) must be recorded in the IA option on IBIS.

B4.5 Internal assessment requirements: Sports, exercise and health science

Internal assessment (IA) contributes 24% of the total mark in sports, exercise and health science.

At least 25% of the teaching plan must be devoted to practical activities, excluding the time spent writing up work. This equates to 40 hours for standard level (SL), 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 element.

The activities should ideally include a spread of content material from the course as a whole, including the core and options. The range of investigations carried out should reflect the breadth and depth of the subject syllabus 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 candidates, available resources, teaching style, subject and topics being taught. A minimum number of investigations to carry out is not specified.

B4.5.1 Documentation relating to internal assessment

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 candidate. Details are recorded on form *4/PSOWSEHS*. Each candidate must have a form *4/PSOWSEHS*.

Completion of form 4/PSOWSEHS

Form field	Complete with:
Date	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/PSOWSEHS*.

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 over the whole course.

The two highest levels achieved for each of D, DCP and CE must be highlighted on form *4/PSOWSEHS* for each candidate in the sample set (see section B4.5.2).

Completion of the form 4/IASEHS

Please complete form *4/IASEHS* and enclose it as the first page with your sample of IA work.

Assessment

Teachers must assess the work to be re-marked by the moderator using the criteria in the IA section in the subject guide.

The group 4 project

The group 4 project must be listed on form *4/PSOWSEHS*. The group 4 project mark (0–6) for PS must be entered on form *4/PSOWSEHS*.

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 PS only. Assessment is carried out using the PS criterion found in the section on the group 4 project in the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one group 4 subject are **not** required to do two action phases of the group 4 project. They do the same work as every other candidate undertaking the group 4 project. They should submit similar candidate statements on all *4/ICSEHS* forms

B4.5.2 Samples for moderation

Teachers must read section A5.1 for general information on IA. The samples chosen must be those identified by the IB information system (IBIS).

The purpose of moderation

For sports, exercise and health science, teachers are required to submit a sample set of candidates' work for the purpose of moderation. The examiner will moderate 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/IASEHS internal assessment checklist* 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/PSOWSEHS* signed and dated by the teacher and candidate
- The write-ups and teacher instructions corresponding to the levels highlighted on form *4/PSOWSEHS*

- Any verbal instructions given to candidates

No written evidence is required for PS and MS.

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample set. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

Sending sample work for moderation

Ensure that:

- a form *4/PSOWSEHS* is included for each candidate in the sample set, signed and dated by the teacher and candidate
- the two highest levels for each of the criteria D, DCP, CE have been clearly highlighted on each candidate's form *4/PSOWSEHS*
- the corresponding write-ups and teacher instruction sheets are sent to the moderator.

The examiner will moderate this work to check the levels (0–6) awarded by the teacher. A copy must be retained by the school.

The final mark for internal assessment

The final mark out of 48 must be recorded on the IA option on IBIS.

Before the submission of the sample work

Ensure that:

- you have read section A5.1 in this handbook
- internal standardization has taken place where two or more teachers are responsible for the IA of candidates
- a form *4/PSOWSEHS* 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/PSOWSEHS*
- the group 4 project mark for PS has been entered on each candidate's form *4/PSOWSEHS*
- the summative mark for MS has been entered on each candidate's form *4/PSOWSEHS*
- the corresponding write-ups and teacher instruction sheets are clearly identified

- the form *4/IASEHS internal assessment checklist* has been completed and included at the start of the sample work sent to the moderator.

B4.6 Internal assessment requirements: Computer science

The model of IA for computer science consists of a computational solution developed by the candidate. Each candidate must also participate in a group 4 project. For both standard level (SL) and higher level (HL), it is expected that each candidate will spend 30 hours on the computational solution and 10 hours on the group 4 project.

For HL candidates, IA contributes 20% of the total mark. For SL candidates it contributes 30% of the total mark.

For SL and HL the IA final mark is out of 34. A combined SL and HL sample set is uploaded for external moderation by the IB.

B4.6.1 Documentation relating to internal assessment

Individual candidate coversheet

One individual candidate coversheet, *4/ICCS* (changed from *4/ICCSCS*), needs to be completed for every candidate, not just those chosen in the sample. This includes a candidate statement outlining the candidate involvement in the group 4 project.

Assessment

Teachers must assess the work to be moderated by the examiner using the criteria in the IA section in the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one group 4 subject are **not** required to do two action phases. They do the same work as every other candidate undertaking the group 4 project. They should submit similar candidate statements on all *4/ICCS* forms.

B4.6.2 Computer science samples for moderation

Teachers must read section A5.1 for general information on IA. The samples chosen must be those identified by the IB information system (IBIS).

Sending sample work for moderation

For computer science, teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

Each candidate is expected to submit his or her solution in a zip file (template available in the *Computer science teacher support material*). The zip files chosen for the sample set will be uploaded. The top level of each candidate's zip file should contain:

- a cover page in HTML format
- a "product" folder, containing the final product
- a "documentation" folder, containing the associated documentation
- a video, demonstrating the product functioning
- a completed form *4/ICCS*.

For each candidate it is recommended that the teacher adds an explanation for the awarding of the marks as a PDF file within the top level folder.

The moderator will re-mark this work to check the levels awarded by the teacher. The school must retain a copy.

The final mark for internal assessment

The final mark out of 34 must be recorded on the IA option on IBIS.

B4.7 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of science.

Biology, chemistry and physics SL and HL combined	**For submission to the IB Assessment Centre via IBIS** The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS selected sample candidates **For upload** A form *4/ICCS* for each candidate in the sample An individual investigation, marked by the teacher for each candidate in the sample
Computer science SL and HL combined	**For submission to the IB Assessment Centre via IBIS** The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS selected sample candidates **For upload** A form *4/ICCS* for each candidate in the sample
Design technology SL Design technology HL (separate samples for SL and HL)	**For submission to the IB Assessment Centre via IBIS** The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS selected sample candidates **For upload** A form *4/ICCSDT* for each candidate in the sample A design project, marked by the teacher for each candidate in the sample
Sports, exercise and health science SL	**For submission to the IB Assessment Centre via IBIS** The predicted grades and final mark for internal assessment for each candidate **For submission to the moderator** A form *4/IASEHS* A form *4/PSOWSEHS* for each candidate in the sample The write-ups and teacher instructions corresponding to the levels highlighted on each form *4/PSOWSEHS*

B4.8 Examination materials

Master copies of the data booklets for physics and chemistry and the case study and *Approved notation for developing pseudocode* for computer science will be available to coordinators on the IB information system (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. Computer science candidates require the *Approved notation for developing pseudocode* booklet for papers 1 and 2 and the case study for higher level paper 3.

B5 Group 5 Mathematics

This section contains information on subjects in group 5 mathematics.

B5.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the appropriate guide.

May and November 2017 examination sessions	
Title of publication	Date of issue
Mathematical studies SL guide	March 2012
Mathematics SL guide	March 2012, updated February 2016
Mathematics HL guide	Published June 2012, updated August 2014, February 2016
	September 2012, updated 2015 (version 2)
Further mathematics HL guide	June 2012, updated August 2014, May 2016

B5.2 Summary of latest submission dates: May and November 2017 sessions

All course work is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment for all mathematics subjects	Via IBIS	**10 April 2017/10 October 2017**
Submit sample internal assessment work for all mathematics subjects	IBIS e-Coursework upload	**20 April 2017/20 October 2017**

B5.3 Mathematics formula booklets

A copy of the IB's formula booklets for each subject, for use by candidates during all group 5 mathematics courses and in the examinations, is available on the IB information system (IBIS). Clean copies must be available for the examinations in May/November.

B5.4 Internal assessment

Internal assessment based upon work completed by candidates during the course is a requirement for all mathematics subjects except further mathematics HL. 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.

B5.5 Subject-specific information

B5.5.1 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 the IB information system (IBIS).

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 candidate. That is, internal standardization of marks must take place within the school.

Teachers/co-ordinators are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on how well the school's marking agreed with the external IB standard and the suitability of the project.

After entering the internal assessment marks (and predicted grades) for every candidate, IBIS will choose the sample candidates and criteria marks need to be entered for these. For each sample candidate chosen by IBIS, the sample projects must be uploaded. Form *5/PJCS* is no longer required.

B5.5.2 Mathematics SL and mathematics HL: The exploration

The explorations submitted for mathematics SL and HL are each assessed against five assessment criteria related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the appropriate guide. It should be noted that four of the criteria are identical for the two courses, but the fifth one—use of mathematics —is different.

Samples for moderation

The sample explorations must be those identified by IBIS. The coversheet, form *5/EXCS*, is no longer required.

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 candidate. That is, internal standardization of marks must take place within the school.

Teachers/co-ordinators are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on how well the school's marking agreed with the external IB standard.

After entering the internal assessment marks (and predicted grades) for every candidate, IBIS will choose the sample candidates and criteria marks need to be entered for these. For each sample candidate chosen by IBIS, the sample exploration must be uploaded.

B6 Group 6 Arts

This section contains information on group 6 subjects, the arts.

B6a Visual arts

B6a.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publication. May and November 2017 examination sessions

Title of publication	Date of issue
Visual arts guide	March 2014

Other supporting documents are available on the "Visual arts" section of the online curriculum centre (OCC).

B6a.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Level	Action	Method/form	Latest submission date
SL/HL	Submit the predicted grades Enter the marks for the internally assessed component—exhibition	IBIS	**10 April 2017/10 October 2017**
SL/HL	Upload materials for the internally assessed component • Exhibition Please refer to the internal assessment sections within the *Visual arts guide* for the formal requirements.	IBIS eCoursework upload	**20 April 2017/20 October 2017**
SL/HL	Upload materials for the externally assessed components: • Comparative study Please refer to the *Visual arts guide* for the formal requirements. • Process portfolio Please refer to the *Visual arts guide* for the formal requirements.	IBIS eCoursework upload	**30 April 2017/30 October 2017**

B6a.3 Ethics in visual arts

Although the *Visual arts guide* does not provide guidance regarding censorship of student work, schools should be aware of, and comply with, the IB mission statement, the learner profile and the ethical poster available on the OCC. Please also refer to the sections "Engaging with sensitive topics" and "Visual arts and academic honesty" in the guide.

B6a.4 Visual arts ePortfolio

The new eCoursework interface allows either coordinators/teachers or candidates to upload the work to be submitted for assessment.

In the case of visual arts, teachers should consider the educational value of students producing an ePortfolio during the two years of the visual arts course. Candidates should be encouraged to independently manage their own ePortfolio in order to become familiar with the process of digitally documenting their own artworks as early as possible in the course. In this way they will acquire important skills and take control of the digital reproductions of their own artworks. Only when satisfied with the quality of their work should candidates upload the files and submit their ePortfolio to teachers/coordinators for authentication and final submission to the IB.

B6a.5 Predicted grades and internal assessment mark entry

By **10 April/10 October** teachers/coordinators are required to complete the following on IBIS under the IAPG section.

- Submit the predicted grades on the predicted grade screen. To grade the candidates' work teachers must refer to the grade descriptors available on the OCC. Please make sure that you refer to the group 6 grade descriptors.
- Enter the candidate's total mark, out of 30, on the internal assessment (IA) marks screen. Teachers/ coordinators need to choose the "Select the sample" option in order for IBIS to generate the sample required for moderation.

As it is possible that extra samples of candidate work are requested for moderation, it is highly recommended that schools store the e-portfolios documenting the exhibitions for all students so that if any further material needs to be submitted, this is immediately available.

When submitting the requested sample of candidate work on IBIS in the eCoursework section, teachers will be also required to enter the following additional information about the portfolio.

- A short statement that refers to the relevant assessment descriptors and supports the final mark
- The breakdown of marks awarded for each criterion

It is important for the integrity of the moderation process that the IA by the teacher considers and refers to the same evidence as available to the moderator. Teachers should therefore not fail to refer to the digital, on-screen version of the submitted work when marking the exhibition.

B6a.6 The exhibition submission

The materials for the internally assessed exhibition component will be submitted as a portfolio of individual files as specified in the following table.

File	Limit (HL)	Limit (SL)	Mandatory/ optional	File types allowed	Maximum file size
Curatorial rationale	700 words	400 words	Mandatory	Text: DOC, DOCX, PDF, RTF	1 MB
Exhibition photographs	2	2	Mandatory	Image: JPG, TIF	5 MB
Artworks (Exhibition text is entered when uploading each artwork file. This will state title, medium, size and a brief outline of intentions as well as references to any sources used by the candidate as inspiration—500 characters.)	8–11	4–7	Mandatory	Image: JPG, TIF Video: M4V, MOV, MP4	5 MB 5 minutes/500 MB
Additional supporting photographs	2 per artwork	2 per artwork	Optional	Image: JPG, TIF	5 MB

B6a.6.1 The two exhibition photographs (mandatory for the internal assessment)

The two exhibition photographs (no video documentation is accepted in 2017), which the *Visual arts guide* states candidates "may" submit, are mandatory files to submit for moderation. This documentation provides a better insight of the exhibition and in order to maintain consistency in the assessment process all candidates must provide this piece of evidence.

B6a.6.2 Documenting the artworks

Each artwork included as part of a candidate's exhibition (other than electronic, lens-based and screen-based artworks that exist as digital pieces) should be captured in the way that the student considers most appropriate for submission: still image or video. Complying with permitted file formats listed in the table above, students should be free to decide in which way they want to digitally present each artwork part of their exhibition and it is recommended that they are actively involved in the process of digitally documenting their own work. The maximum size for image files is 5MB; however, it is expected that the majority of files will not exceed 3MB.

The files documenting the artworks selected for the exhibition must be uploaded in the order in which the candidate wished them to be seen in the exhibition. Candidates might want to address this aspect of the presentation of their artwork in the curatorial rationale. The file slots to upload the individual artworks are numbered and this will allow the candidates to present the pieces in their preferred order. Four file slots at standard level (SL) and eight file slots at higher level (HL) appear as mandatory in the upload screen because this is the minimum number of required artworks at each level, but up to seven artworks at SL and eleven artworks at HL can be submitted.

There is no prescribed number of art-making forms that need to be represented in the exhibition. For their exhibition candidates should select the resolved pieces that represent their most successful achievements against the assessment criteria and present them to an audience. Teachers should understand that it is important that the selected pieces are the students' own choice.

In the case of temporary artworks that are digitally documented, the artwork that the candidate submits for assessment must be the one that was actually displayed in the candidate's exhibition. The following cases are provided as examples.

- Case 1: a melting ice sculpture is presented in the exhibition and for assessment purposes the candidate has opted to submit a video documenting the artwork. In this case the melting ice sculpture is the artwork, the medium is melting ice and the size of the actual object must be provided.
- Case 2: a video showing a melting ice sculpture is shown as part of the candidate's exhibition and this piece of video art is submitted for assessment. This will be a time-based artwork and the film duration will be indicated in the size field when uploading the file.
- Case 3: a printed photograph is part of the exhibition and for assessment purposes the digital version of the photo is presented. The actual artwork is the printed photograph and the medium and size entered when uploading the file should refer to the exhibited object specifying on what support the image was printed. The digital file should be

submitted for assessment only if the final printed version did not differ significantly; otherwise the final printed object should be reproduced and submitted.

B6a.6.3 Two additional supporting photographs (optional files)

The submission of up to two additional supporting photographs for each artwork is optional. File slots are available to allow candidates to upload up to two additional image files in support of each of the artworks included in their exhibition. No additional data (title, size, medium, text) are required for the additional photographs.

The additional supporting photographs allow the candidates to enhance a particular aspect, a specific detail or a specific part of their artworks, or to offer more than one view of the same piece. This option should be used only when candidates find that one image is insufficient and more photographs are needed to document a single artwork. In the majority of cases this should not be necessary as examiners are anyway able to zoom in to enlarge details of the artworks.

B6a.7 Submission of the externally assessed components

As candidates will submit their work digitally, the guide uses the term "screens" for both the comparative study and the process portfolio components. The guide states that "The size and format of screens submitted for assessment is not prescribed. Submitted materials are assessed on screen and students must ensure that their work is clear and legible when presented in a digital, on-screen format".

A screen is a digital page. Candidates are free to compose their digital pages as they prefer and there is no prescribed way to produce the pages of the PDF document that they are required to submit for assessment. Candidates can compose screens using photos or scanned images of their artwork, using text, using downloaded images that they appropriately reference, scanning full pages or handwritten or figurative sections from their art journal, just to mention some possibilities.

What is included on a screen is very important and needs to be considered for its end purpose: assessment. An examiner needs to be able to view and understand what is presented on a screen. The material needs to be legible and clear, without the need to enlarge or reformat the screen. This needs to be considered with particular attention when candidates opt to submit scanned pages that are not digitally composed.

As the basis for the process portfolio and comparative study, candidates will select, present or adapt extracts from their visual arts journal. What is assessed is a number of digital screens presented in a PDF and these do not necessarily reproduce full journal pages.

B6a.7.1 The process portfolio submission

The materials for the externally assessed process portfolio component will be submitted as specified in the following table.

File	Limit (HL)	Limit (SL)	Mandatory/optional	File types	Maximum file size
Process portfolio	13–25 screens	9–18 screens	Mandatory	PDF	20 MB

The process portfolio must be submitted as a PDF document and can contain still images only. No embedded video or links to video files are allowed. In the case of documenting the creative process for time-based artworks candidates are required to use screenshots.

It might be useful to clarify that the process portfolio is not a physical object but a documentation of the candidate's creative processes, a digital compilation of evidence of the candidate's art-making practices demonstrating his or her achievement against the assessment criteria. It could include scans or screenshots of the most suitable pages from the visual arts journal, but candidates are no longer restricted to this.

Defining the art-making forms in order to match the course requirements can sometimes be confusing and careful consideration might be required in certain cases. The table of art-making forms in the *Visual arts guide* is for guidance only and is not intended to represent a definitive list. In the case of textiles, for example, these are listed as a 3D art form but printed textiles can also be 2D.

Teachers should discuss with candidates their choice of media and ensure that candidates submit work showing that they have worked in the correct number of art forms as required for the level for which they have been entered.

The process portfolio must not include finished work that is part of the exhibition. This is to avoid duplication of work; duplication of work is considered a form of academic misconduct. If candidates want to show the final outcome of a creative process, they can include a resolved artwork in the process portfolio but this must not then be included in their exhibition.

Candidates must be reminded to cite sources for both text and images in the process portfolio. Failing to acknowledge sources is considered academic misconduct. When the student has used work, ideas or images belonging to other people in his or her own work, the source must be included as a bibliographic reference within the submitted portfolio screens.

B6a.7.2 The comparative study submission

The materials for the externally assessed comparative study component will be submitted as specified in the following table.

File	Limit (HL)	Limit (SL)	Mandatory/optional	File types	Maximum file size
Comparative study	10–15 plus 3–5 screens	10–15 screens	Mandatory	PDF	20 MB
List of sources	n/a	n/a	Mandatory	Text: DOC, DOCX, PDF, RTF	1 MB

The comparative study must be submitted as a PDF document and can contain still images only. No embedded video or links to video files are allowed. When analysing and comparing time-based artworks, candidates are required to use screenshots.

Teachers are reminded that the selection of artworks for the comparative study should be the student's own choice. Teachers should discuss the choice of selected artworks with each candidate and remind the students that their selection should match all the requirements for the relevant level and allow them to match all the assessment criteria. The assessment criteria must be shared with candidates. Referring to "sound and reliable sources" is one of the requirements for the successful completion of this component; teachers need to challenge their students on this aspect of their work. Candidates should be encouraged not to consider forms of cultural expression that are the domains of other DP courses.

Candidates must be reminded to cite sources for both text and images as they go along in the comparative study. Failure to acknowledge sources is considered academic misconduct. There is also a requirement for the mandatory submission of a list of sources; this must be submitted as a separate text document.

B6a.8 Validation of the exhibition materials

As part of the submission process online each candidate will have to declare that:

- the work that he or she submitted for assessment is his or her own work and is the final version
- he or she acknowledged each use of the words or ideas of another person.

As part of the submission process online teachers/coordinators will have to declare that:

- to the best of their knowledge the work submitted is the candidate's own work and that there are no suspected or confirmed instances of academic misconduct.

In the case of the internally assessed component, it is important to note that the teacher's validation of work applies to the work of all candidates and not just to the sample work that will be submitted to the IB for the purpose of moderation.

B6a8.1 Visual arts coursework authentication forms

With effect from the May 2016 examination session, there is a requirement for schools to submit a completed planning and progress form for each visual arts candidate whose work comprises the sample for IA. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework, but primarily to assist in confirming the authenticity of each phase of their work. In response to feedback from schools, however, the form is being revised to ensure that the process of authentication more strongly aligns with the delivery of practical arts subjects.

Revised process for May 2017 onwards

A new form, referred to as the *Coursework authentication form* (*6/VACAF*), will be introduced for visual arts.

- For assessment in May and November 2017 **either** the current planning and progress form (*6/VAPPF*) **or** the new *6/VACAF* will be accepted.
- For assessment from May 2018 onwards, **only** the *6/VACAF* will be accepted. (Cohorts starting their course in September 2016 must therefore use the *6/VACAF*.)

Like the current planning and progress form, the *6/VACAF* must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. One key difference is that the teacher completes the authentication form, rather than the student.

The new *6/VACAF* can be found in the IBIS library (coordinator access only) and on the OCC under visual arts (coordinators and teachers).

B6a.9 Summary of the coordinator's requirements

Material required by appropriate deadline:

- Predicted grades
- Marks for IA
- Authenticated candidate work
- IA marks breakdown and teacher's comments
- Planning and progress forms

B6b Music

B6b.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publication.

May and November 2017 examination sessions	
Title of publication	Date of issue
Music guide	February 2009, updated November 2014

B6b.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide 2017* or detailed information about the forms that are required to be submitted.

Action	Method	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
Submit sample internal assessment work for: • creating • solo performing	IBIS eCoursework upload	**20 April 2017/20 October 2017**
Submit the number of group performances	IBIS eCoursework upload	**15 November 2016/15 May 2017**
Submit sample internal assessment work for: • creating • solo performing • group performing	IBIS eCoursework upload	**20 April 2017/20 October 2017**
Submit all musical links investigations	IBIS eCoursework upload	**30 April 2017/30 October 2017**

B6b.3 Internal assessment

Internal assessment (IA) is a requirement for music at both standard level (SL) and higher level (HL). At both levels IA accounts for 50% of the total marks.

SL— **one** of the following

- Solo performing—50%
- Group performing—50%
- Creating—50%

HL— **both** of the following

- Solo performing—25%
- Creating—25%

B6b.4 Internal assessment requirements

The IA 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 must be used to assess the achievement of each candidate in 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 of the marking 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 IA must be undertaken in time to submit marks to the IB Assessment Centre via IBIS by **10 April/10 October**.

The sample work for IA must be uploaded to the eCoursework interface via IBIS by **20 April/20 October**.

B6b.4.1 Solo performing component

Each SL candidate opting for the solo performing component and each HL candidate performs music of his or her own choice.

At SL

- The performance should last for 15 minutes, although for musical reasons submissions will be allowed to be one minute shorter or longer.
- Each performance must be recorded so that it can be uploaded.
- When uploading a candidate's performances, they can be uploaded as a single recording, or a separate recording for each performance.
- When uploading the sample work, for each sample the marks awarded for each criterion must be recorded on IBIS.
- When entering the marks for each criterion, teachers/coordinators are encouraged to include comments explaining why the marks have been awarded.

At HL

- The performance should last for 20 minutes, although for musical reasons submissions will be allowed to be two minutes shorter or longer.
- Each performance must be recorded so that it can be uploaded.

- When uploading a candidate's performances, they can be uploaded as a single recording, or a separate recording for each performance.
- When uploading the sample work, for each sample the marks awarded for each criterion must be recorded on IBIS.
- When entering the marks for each criterion, teachers/coordinators are encouraged to include comments explaining why the marks have been awarded.

Guidance for when there are irregularities

1. If the length of a candidate's solo performance has not reached the minimum time of 10 minutes at SL or 15 minutes at HL, the maximum mark attainable under criterion D (musical communication) is 4 marks (out of 6 marks). Attainment on criteria A, B and C is likely to be self-limiting. Candidates must be encouraged to submit performance portfolios as close to the time requirements as possible.

2. Where a candidate has a performance that goes beyond 16 minutes at SL or 22 minutes at HL, no marks should be attributed to the performance beyond that length of time.

3. Where a candidate submits a mixture of instrumental and vocal work, this should be accepted and the candidate's work marked against the assessment criteria in the usual way.

4. Where a candidate fails to present his or her solo performing component with either instruments(s)/voice or by using music technology (see "Performing" in the guide), but presents a combination as an irregularity instead, the pieces must be marked separately and only the higher of the two should contribute to the overall mark for IA.

5. Where a candidate submits one piece as a member of a small group that exceeds the requirement of a maximum of five minutes in duration, or where a candidate submits more than one group piece, marks must not be applied beyond the permitted five minutes for the group piece and/or only for the first presented group piece.

6. Where a small group piece does not allow a candidate's contribution to be clearly identifiable, this piece cannot form part of the assessment. Only small group pieces where the candidate's contribution is clearly identifiable can contribute to the total performance time.

The assessment of the solo performing component must be undertaken in time to submit marks on IBIS by **10 April/10 October**.

B6b.4.2 Group performing component (standard level only)

A selection from two public performances by each group containing DP music candidates must be recorded.

- The selection must be between 20 and 30 minutes long.
- Each performance must be recorded so that it can be uploaded.
- When uploading a candidate's performances, they can be uploaded as one recording, or a separate recording for each performance.
- When uploading the sample work, for each sample the marks awarded for each criterion must be recorded on IBIS.
- When entering the marks for each criterion, teachers/coordinators are encouraged to include comments explaining why the marks have been awarded.

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 candidate, 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 must 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 must be submitted.

Guidance for when there are irregularities

1. Where a recording is less than the minimum of 20 minutes, the maximum mark attainable under criterion D (musical communication) is 4 marks (out of 6 marks). If the length of the performance has not reached the minimum, attainment on criteria A, B and C is likely to be self-limiting. Candidates must be encouraged to submit performance portfolios as close to the time requirements as possible.
2. Where a recording exceeds the time limit of 30 minutes, the assessment must be based on the first 30 minutes only. (Teachers must not assess material that is over the time requirement.)

Where a candidate performs in a musical group, but form *6/MGP* fails to clearly indicate the instrument/voice for a candidate (or candidates), the school must first submit this information before the examiner can determine the mark. If a candidate performs in more than one group that can be identified as distinct (see page 21 of the guide), but form *6/MGP* does not indicate which group to use for assessment, the examiner will moderate each group separately; the highest mark will be allocated to the candidate(s).

The assessment of the group performing component must be undertaken in time to submit marks on IBIS by **10 April/10 October**.

B6b.4.3 Creating component

 Each SL candidate opting for the creating component and each HL candidate must produce original compositions, scores and recordings, together with written reflective statements.

At SL

- Two compositions are required.
- The assessment of each candidate must be based on the compositions and the candidate's reflective statements.
- Each performance must be recorded so that it can be uploaded.
- When uploading a candidate's performances, they can be uploaded as one recording, or a separate recording for each performance.
- When uploading the sample work, for each sample the marks awarded for each criterion must be recorded on IBIS.
- When entering the marks for each criterion, teachers/coordinators are encouraged to include comments explaining why the marks have been awarded.

At HL

- Three compositions are required.
- The assessment of each candidate must be based on the compositions and the candidate's reflective statements.
- Each performance must be recorded so that it can be uploaded.
- When uploading a candidate's performances, they can be uploaded as one recording, or a separate recording for each performance.
- When uploading the sample work, for each sample the marks awarded for each criterion must be recorded on IBIS.
- When entering the marks for each criterion, teachers/coordinators are encouraged to include comments explaining why the marks have been awarded.

Guidance for when there are irregularities
Guidance for when there are irregularities

1. Where a HL candidate submits less than the required three pieces of work, reduce the overall mark by a percentage of the missing work.
   Examples

   Candidate submits two out of the three required works. Mark without penalty.

Teacher awards a total of 12 marks.

12 ÷ 3 x 2 = 8 marks

Therefore, the candidate is eligible for two thirds of the total mark.

or

Candidate submits one out of the three required works. Mark without penalty.

Teacher awards 12 marks.

12 ÷ 3 x 1 = 4 marks

Therefore, the candidate is eligible for one third of the total mark.

2. Where an HL candidate submits less than the minimum duration of three minutes for composing, music technology composing, arranging, improvising or 16 bars for stylistics techniques, no penalty is applied. The work is likely to be self-limiting against the assessment criteria.

3. Where an SL candidate submits only one piece of work instead of the required two pieces, or any piece is shorter than the required three minutes for composing, music technology composing, arranging, improvising or 16 bars for stylistics techniques, reduce the overall mark by 50%.

Example

Candidate submits one out of the two required works. Mark without penalty.

Teacher awards 12 marks.

12 ÷ 2 = 6 marks

Therefore, the candidate is eligible for only half of the total mark.

4. Where a candidate exceeds the time limit of six minutes, the assessment must be based on the first six minutes of each piece.

5. Where a candidate's submission includes options that are subject to a different criterion D (notation—composing, arranging and stylistic techniques; sound quality—music technology composing; spontaneity—improvising), teachers are advised to give an individual mark for each piece of work in relation to criterion D, add together and divide by 2 (for SL) or 3 (for HL) assuming the correct number of pieces of work have been submitted. If the resulting mark is not a whole number, round the mark up if .5 or above, or down if less than .5.

6. Where a candidate for one or more pieces of work fails to submit:
   - Composing: the recording, **score** and/or reflective statement
     - The work can be assessed without a recording.

- The work cannot be assessed if there is no score.
- The work can be assessed without a reflective statement, but no mark can be given for criterion F.
- Music technology composing: the **recording** or reflective statement
  - The work cannot be assessed if there is no recording.
  - The work can be assessed without a reflective statement, but no mark can be given for criterion F.
- Arranging: the recording, **score** and/or reflective statement
  - The work can be assessed without a recording.
  - The work cannot be assessed if there is no score.
  - The work can be assessed without a reflective statement, but no mark can be given for criterion F.
- Improvising: the **recording** or reflective statement
  - The work cannot be assessed if there is no recording.
  - The work can be assessed without a reflective statement, but no mark can be given for criterion F.
- Stylistic techniques: the **required number of scores** and/or reflective statements
  - The work cannot be assessed if there are no scores.
  - Where there is only one score, point 3 above applies whether SL or HL.
  - The work can be assessed without reflective statements, but no mark can be given for criterion F.

Please refer to the "Creating options" table in the "Syllabus content" section of the *Music guide*.

The assessment of the creating component must be undertaken in time to submit marks on IBIS by **10 April/10 October**.

B6b.5 External assessment

B6b.5.1 Musical links investigation

Submission of the musical links investigations

With effect from the May 2016 session all MLIs are being uploaded to the eCoursework interface, which can be located via a link on IBIS. Each candidate's submission must include the actual musical links investigation (MLI) and may include one or more supporting audio recordings and/or supporting material such as music notation.

B6b.5.2 Examination paper 1: Listening paper SL and HL

The compact discs (CDs) for the music SL and HL 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.

Candidates at SL and HL are to be given five minutes reading/listening time before they begin answering the paper.

It is the school's responsibility to provide candidates with clean copies of scores for the prescribed works and manuscript paper.

B6b.6 Prescribed works

B6b.6.1 Examinations in 2017, 2018 and 2019

In accordance with the requirements prescribed in the *Music guide*, candidates study two prescribed works.

The two prescribed works for the May and November examination sessions in 2017, 2018 and 2019 are:

- Johann Sebastian Bach's *Brandenburg Concerto, No. 2 in F Major (BWV 1047)*
- Zoltán Kodály's *Dances of Galánta*

B6b.6.2 Examinations: Scores for the prescribed works

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. Some scores may contain additional information, for example, a written foreword, which may include information useful to the candidate during the examination. Schools are required to ensure that any such pages are securely fastened so they cannot be used during the examination.

B6c Theatre

B6c.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications.

May and November 2017 examination sessions	
Title of publication	Date of issue
Theatre guide	April 2014

B6c.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit internal assessment marks for: **SL** Collaborative project **HL** Collaborative project	IBIS	**10 April 2017/10 October 2017**
Submit predicted grades for standard level and higher level candidates	IBIS	**10 April 2017/10 October 2017**
Submit internal assessment sample work: **SL** Collaborative project (process portfolio, video recording and list of sources) **HL** Collaborative project (process portfolio, video recording and list of sources)	IBIS eCoursework upload	**20 April 2017/20 October 2017**
Submit: **HL only** Solo theatre piece (written report, video recording and list of sources)	IBIS eCoursework upload	**30 April 2017/30 October 2017**
Submit: **SL** Director's notebook (up to 20 pages of visuals and writing with list of sources) **HL** Director's notebook (up to 20 pages of visuals and writing with list of sources)	IBIS eCoursework upload	**30 April 2017/30 October 2017**
Submit: **SL** Research presentation (one 15-minute video and list of resources) **HL** Research presentation (one 15-minute video and list of resources)	IBIS eCoursework upload	**30 April 2017/30 October 2017**

B6c.3 Internal assessment: Collaborative project

Internal assessment (IA) is a requirement for theatre at both standard level (SL) and higher level (HL). At both levels IA is based on the collaborative project, which at HL accounts for 25% of the total marks and at SL 35% of the total marks.

The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

B6c.3.1 Internal assessment requirements

In order to prepare for the video recording of the collaborative project, it is essential to read section A5.6.

To prepare for the presentation of the collaborative piece, each ensemble is responsible for constructing and operating their own technical or scenic production elements. The video recording must capture the full 13–15 minutes of the live presentation and must be a continuous, unedited record without the camera being turned off at any point. Teachers are not permitted to direct any part of this assessed task.

From the 13–15 minutes of footage, each candidate must extract up to 4 minutes. This extract can either be one continuous shot of 4 minutes or can be two separate shots totalling no more than 4 minutes. Teachers must assess the individual candidate's selection (4 minutes maximum) and not the whole presentation.

Details of the content and structure of the process portfolio can be found in the *Theatre guide*.

The criteria for IA, which are the same at SL and HL, are published in the *Theatre guide*. 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.

In choosing the achievement level for each criterion, whole numbers, not decimals, should be used. The achievement levels should be totalled and checked before the mark for each candidate is entered on IBIS. If scaling is required in order that each mark corresponds with the percentage available for the component, this will be undertaken at the IB Assessment Centre.

The teacher/coordinator must submit internal assessment/predicted grade (IA/PG) data on IBIS by **10 April/10 October**.

B6c.4 External assessment: Solo theatre piece (HL only)

The HL solo theatre piece consists of a 4–8 minute video recording of each candidate's theatre piece based on an aspect of the theory that has been researched. It also consists of a report that includes the candidate's research into, and understanding of, the theorist, the theory and the context of the theorist's work. The report records the candidate's practical explorations of the selected aspect of the chosen theory, the development of the solo piece, and analysis and evaluation of the theatre piece. The materials for the content of the presentation will be drawn from the candidate's theatre journal.

The video recording must be a continuous, unedited record and the camera must not be switched off at any point during the presentation. Details of the size and structure of the report can be found in the *Theatre guide*. In addition to the video recording and written report, each candidate must submit a separate list of all the sources, primary and secondary that have been cited.

B6c.4.1 Solo theatre piece: Practical arrangements

The maximum word number to be used in the report is 3,000 words and this includes quotations and citations. Any text that appears within a visual does not count as part of the word limit.

It is recommended that a timetable/schedule be prepared showing the order in which the candidates will make their presentations. A maximum of 8 minutes should be allowed for each presentation. The candidate presents the solo piece to an audience in a formal or informal performance space. The audience can be either the candidate's class or an external audience selected by the candidate.

The candidate's presentation must be in the response language for which he or she has registered for theatre.

Teachers are not permitted to direct any part of the assessed task. The candidate must make the presentation on his or her own, that is, the candidate may not be supported by anyone. Technical or scenic elements used in the performance do not have to be made or operated by the student. Please refer to **External assessment** > **Technical support** in the *Theatre guide* for further details.

B6c.5 External assessment: Director's notebook

In this notebook (maximum 20 pages) the candidate writes from a director's perspective as they explore the processes involved in transforming a play text into live action. This is a theoretical exercise as the play text is not actually staged as part of the assessment task. How the theatre journal can be used in this task, the role of the teacher and details of what is required for the assessment can be found in the *Theatre guide*. A separate list of all the sources cited must be submitted with the notebook.

B6c.6 External assessment: Research presentation

Candidates are required to give a presentation (maximum 15 minutes) to their peers on a theatre tradition that they have not studied before. This is an individual assessment task that requires each candidate to deliver a solo presentation. The candidate may receive support in preparing and operating any technical equipment during his or her presentation. The video of the presentation must be continuous and unedited. Please refer to the guide for the requirements of the video recording and the role of the teacher. Each candidate's video of his or her presentation, and his or her list of sources and resources, is submitted for assessment. Details of the content and structure of the presentation can be found in the *Theatre guide*.

B6c.7 Validation of theatre materials

As part of the submission process online each candidate will have to declare that:

- the work that he or she submitted for assessment is his or her own work and is the final version
- he or she has acknowledged each use of the words or ideas of another person.

As part of the submission process online teachers/coordinators will have to declare that:

- to the best of their knowledge the work submitted is the candidate's own work and that there are no suspected or confirmed instances of academic misconduct.

In the case of the internally assessed component, it is important to note that the teacher's validation of work applies to the work of all candidates and not just to the sample work that will be submitted to the IB for the purpose of moderation.

B6c7.1 Theatre coursework authentication forms

With effect from the May 2016 examination session, there is a requirement for schools to submit a completed planning and progress form for each theatre candidate whose work comprises the sample for IA. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework, but primarily to assist in confirming the authenticity of each phase of their work. In response to feedback from schools, however, the form is being revised to ensure that the process of authentication more strongly aligns with the delivery of practical arts subjects.

Revised process for May 2017 onwards

A new form, referred to as the *Coursework Authentication Form* (*6/TCAF*), will be introduced for theatre.

- For assessment in May and November 2017 **either** the current planning and progress form **or** the new *6/TCAF* will be accepted.
- For assessment from May 2018 onwards, **only** the *6/TCAF* will be accepted. (Cohorts starting their course in September 2016 must therefore use the *6/TCAF*.)

Like the current planning and progress form, the *6/TCAF* must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. One key difference being, however, that the teacher completes the authentication form, rather than the student.

The new *6/TCAF* can be found in the IBIS library (coordinator access only) and on the online curriculum centre (OCC) under theatre (coordinators and teachers).

B6d Film

B6d.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications.

May and November 2017 examination sessions	
Title of publication	Date of issue
Film guide	March 2008, updated November 2008, February 2012, February 2013

B6d.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
Upload sample production portfolios	IBIS eCoursework upload	**20 April 2017/20 October 2017**
Upload all independent studies	IBIS eCoursework upload Candidate checklist Form *6/FISCS*	**30 April 2017/30 October 2017**
Upload all presentations	IBIS eCoursework upload Candidate checklist Form *6/FPCS*	**30 April 2017/30 October 2017**

B6d.3 Internal assessment

Internal assessment (IA) is a requirement for film at both standard level (SL) and higher level (HL). Of the total marks for film, 50% is allocated to this component at both SL and HL. The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

B6d.4 Internal assessment requirements

The criteria for IA are published in the *Film guide*. 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

SL and HL

This section of the IA 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 film should be preceded by a production slate (a black screen with white lettering) stating the title of the film and the candidate's designated role. There is no need to include the candidate's name or session number, school name or school code.

B6d.5 Marks for internal assessment

Ensure that you have used the correct assessment criteria and descriptors for each level and component for IA. 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 the IB Assessment Centre.

Please remember that the coversheet has two sides at SL and three sides at HL 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

For each level, give to the coordinator, by any internal school deadlines:

- 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 upload internal assessment/predicted grade (IA/PG) data on IBIS by **10 April/10 October**. The production portfolios of the sample candidates at both levels must be uploaded by **20 April/20 October**.

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 SL and HL, the independent study accounts for 25% of the total marks.

B6d.7.1 Procedure prior to the submission of the independent studies

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.

B6d.7.2 Upload of the candidates' independent studies

Coordinators must indicate 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.

Each independent study must be uploaded 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 SL and HL the presentation accounts for 25% of the total marks. The choice of films prescribed by the IB is included in the September 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. Candidates 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 digital audio recording of each candidate's presentation must be uploaded. Each candidate must complete a copy of the presentation coversheet form *6/FPCS*, which must accompany the work submitted for assessment. Coordinators must also keep a copy of all candidates work.

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 10 minutes should be allowed for each SL candidate. A maximum of 15 minutes should be allowed for each HL 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 digitally ready for upload. 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 Upload of the candidates' presentations

Coordinators must indicate 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.

Each presentation must be uploaded by **30 April/30 October**.

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
SL internal assessment	**For uploading: Internal assessment sample work** One production portfolio for each sample candidate **IA/PG data** Predicted grades Production portfolio marks out of 50
HL internal assessment	**For uploading: Internal assessment sample work** One production portfolio for each sample candidate **IA/PG data** Predicted grades Production portfolio marks out of 50
SL and HL external assessment	**For uploading: Independent study** Each candidate's independent study One independent study coversheet form *6/FISCS* for each candidate, signed and dated by the teacher and candidate **For uploading: Presentation** Digital audio recording of each candidate's presentation One presentation coversheet form *6/FPCS* for each candidate, signed and dated by the teacher and candidate

B6e Dance

B6e.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publication.

May and November 2017 examination sessions	
Title of publication	Date of issue
Dance guide	May 2011

B6e.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	10 April 2017/10 October 2017
Upload all external assessment work for composition and analysis	IBIS eCoursework upload Candidate checklist *6/DCACS*	30 April 2017/30 October 2017
Upload all dance investigations	IBIS eCoursework upload Candidate checklist *6/DDICS* (HL only)	30 April 2017/30 October 2017
Upload sample internal assessment work for performance	IBIS eCoursework upload *6/DPCS*	20 April 2017/20 October 2017

B6e.3 Internal and external assessment: Digital video recordings

Each candidate must submit two digital video recordings, one for performance (internal assessment) and one for composition and analysis (external assessment). Each digital video recording must contain no more than one candidate's work for one component.

When presenting a group for performance assessment, an identifying tag must be worn. The candidate must be in high contrast. (For example, if the candidate wears a white/light coloured T-shirt, then the other dancer(s) should wear black/darker coloured shirts.) The identifying tag must be clearly visible on the video recording.

B6e.3.1 Performance component

For the performance component at standard level (SL) and higher level (HL) use a studio setting for the open showing. In order to ensure maximum recording visibility the showing must be filmed under working lights (not theatrical lighting). Regular practice clothes must be worn, not costumes. However, if HL candidates are performing a third dance, then one of the three dances may be filmed in a theatrical setting under working lights (at an open showing). If costume is part of the essence of this dance, then costume may be worn; otherwise candidates must wear regular practice clothes.

If a school has several (SL/HL) candidates presenting the same group work in performance, one filming is acceptable. However, the final submission for each candidate must reflect the best that the candidate has achieved. Each candidate must be clearly identifiable: introduced visually and orally as the candidate to be assessed, and wearing distinctly different coloured clothes.

B6e.3.2 Composition and analysis component

For the composition and analysis component (SL/HL) composition uploads must be independent dance piece(s) performed and filmed in a studio setting under working lights. Other production elements such as costumes, theatrical lighting, must not be used. However, HL candidates may have one of the three compositions filmed in a theatrical setting under working lights (not theatrical lighting). If costume is part of the essence of this dance, then costume may be worn; otherwise candidates must wear regular practice clothes.

The following requirements must also be noted.

- Use a fixed camera position to show the complete performance space, that is, the camera should not follow the dancer(s). In order to record details of the dance, it is advisable that the camera is placed appropriately. Tape the floor to indicate boundaries for framing the dancers so that they will not go outside of camera range. Mark up the fixed camera position. A fixed camera position in a frontal orientation from centre or close to centre must be used. (Allow slight panning of camera if space restrictions require it to keep dancers in view, particularly the presenting candidate.) Do not use the zoom function. However, do not pull so far back that the candidate(s) is/are not distinguishable as individuals.
- In all cases, be certain that the camera remains focused.

Ensure that:

- sound quality is as clear as possible
- mirrors are covered

- candidates are wearing a distinctly different colour to the backdrop.

Internal assessment (IA) is a requirement for dance at both SL and HL. Of the total marks for dance, 40% is allocated to this component at both SL and HL.

The submission of (sample) work from candidates at each level allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

B6e.4 Internal assessment requirements

No other activities should be taking place at the time of the candidate's presentation. The teacher or candidate may ask for the performance of their chosen repertoire to be repeated if appropriate. If so, indicate which of the two performances is the better one.

The criteria for IA are published in the *Dance guide*. Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The teacher responsible for the IB dance course should assess the dance performances. Where there is more than one dance teacher teaching the course, internal standardization must take place.

B6e.4.1 Dance performance

SL and HL

The IA component is based on the performance part of the course of study. At both SL and HL the performance accounts for 40% of the total marks.

The total mark out of 22 should be submitted via IBIS by **10 April/10 October**.

B6e.5 The marks for internal assessment

Ensure that you have used the correct assessment criteria and descriptors for IA. Remember to use whole numbers; do not use decimals or fractions.

Carry out an arithmetical check. Add up the achievement levels and check that the total marks for the 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 the IB Assessment Centre.

B6e.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. The computer program on IBIS automatically selects the required number of samples to be sent for each subject.

B6e.6.1 Samples for moderation

The coordinator must upload by **20 April/20 October**:

- the sample candidate's programme notes
- the sample candidate's digital video recording of his or her performance.

B6e.7 External assessment: Composition and analysis

This external assessment component is based on the composition and analysis part of the course of study. At SL the composition and analysis accounts for 40% of the marks, at HL 35%.

B6e.7.1 Upload of candidate composition and analysis material

The coordinator must upload by **30 April/30 October**:

- the candidate's analytical statement
- the candidate's digital video recording of his or her dance composition.

If a candidate is ar ranging standard repertoire or traditional dances, a recording of the repertoire or the traditional dance from which the candidate has made the arrangement must also be uploaded.

B6e.8 External assessment: Dance investigation

This external assessment component is based on the dance investigation part of the course of study. At SL the dance investigation accounts for 20% of the total marks, at HL 25%.

B6e.8.1 Upload of candidate dance investigation material

The coordinator must upload the candidate's dance investigation by **30 April/30 October**.

B6e.9 Ethical considerations

As part of the collective consideration of the school, dance candidates must be supported in maintaining an ethical perspective during their course (for example, candidate submissions must contain no gratuitously violent lyrics).

B6e.10 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the dance teacher(s).

	Material required by internal school deadline
Internal assessment	**For upload: Internal assessment work** Each sample candidate's performance digital video recording Each sample candidate's programme notes Selected sample list **For sending to IB Assessment Centre: IA/PG data** Predicted grades Dance performance marks
External assessment	**For upload: Composition and analysis** Each candidate's composition digital video recording Each candidate's analytical statement **For upload: Dance investigation** Each candidate's dance investigation

B7 The extended essay

This section covers the requirements for the extended essay.

B7.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the *Extended essay guide,* also available on the Extended essay website, and the Diploma Programme *Coordinator's notes*.

May and November 2017 examination sessions	
Title of publication	Date of issue
Extended essay guide	March 2007 (updated November 2008, February 2009, December 2010, May 2012 and August 2013)
Extended essay website	February 2016

B7.2 Summary of latest submission dates May and November 2017 session

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Session	Action	Method/form	Latest submission date
May/November 2017	Submit extended essays for assessment	IBIS eCoursework upload with form *EE/CS*	**15 March/15 September 2017**
May/November 2017	Submit predicted grades	IBIS	**10 April/10 October 2017**

B7.3 Regulations

May and November 2017

The following regulations apply.

- Only candidates registered under the diploma, course or retake categories may submit an extended essay

- Twelve-month and six-month retake candidates wishing to improve the grade for their extended essay may submit either a revised or a new extended essay.

- If a diploma candidate's registration is changed to "Withdrawn" from the extended essay requirement, regardless of whether the candidate is withdrawn from other subjects, this results in a change of category from diploma to course.

- An extended essay submitted for assessment in a subject and/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. A candidate must have one supervisor only. It is not permitted for a relative of the candidate to undertake the role of the supervisor.

- The extended essay must be signed off as being authentic at the point of upload by an internal staff member.

- The total number of supervision hours must not exceed five hours. Coordinators are asked to remind all extended essay supervisors that the hours of supervision stated on the coversheet should not include any lab supervision necessary for safety reasons. The hours stated should include only one-to-one time spent discussing the progress of the extended essay. All supervisors 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* (first examinations 2013).

- In exceptional circumstances a candidate completing an extended essay may receive specialist guidance from someone outside the school (for example, in sciences and in languages) but in all cases the candidate must have a supervisor assigned to him or her who is a teacher in the school. This school supervisor must be able to give general advice on writing an extended essay and must verify the authenticity of the candidate's work. If outside guidance has been provided, the supervisor must refer to this fact in his or her supervisor's comments on the extended essay cover and include information on the nature of the guidance given and the approximate time spent on it. If an external

supervisor is required, for example, if the candidate is submitting a self-supported language A extended essay, he or she must still be allocated an internal supervisor at the school who will sign off that the work is authentic in light of his or her discussions with the external supervisor.

- An extended essay must be submitted in one of the subjects of the Diploma Programme available for the extended essay for the session in question and must meet the criteria. (Please note that the subject availability list varies between the May and November sessions.) A list of subjects in which extended essays can be submitted is available in section B7.4.

- Extended essays prepared for subjects that are not available in the given session will need to be rewritten and submitted in a subject that is available. It is vital that coordinators make the list of permitted subjects for each session available to supervisors and candidates.

- As detailed in the *Coordinator's notes*, global politics will not be available as an extended essay until first assessment May 2018. Candidates taking the global politics course who would like to submit an extended essay with a similar focus should consider essays in human rights, peace and conflict studies or politics for the interim period.

- A candidate does not need to 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. However, to help ensure that the candidate is familiar with the nature and content of a subject, it is nevertheless recommended that the candidate's choice is from one of his or her diploma subjects.

- Extended essays in a group 1 or group 2 language subject must be written in the chosen language. Extended essays in subjects from groups 3 to 6 inclusive must be written in English, French or Spanish. However, there is an exception for history and biology, which can also be written in German.

- Grade E in the extended essay and/or theory of knowledge results in no diploma being awarded. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded. An addendum to the *Extended essay guide* (first examinations 2013) is now available on the extended essay page of the online curriculum centre (OCC). This is applicable to the whole Diploma Programme and is communicated in full in the document entitled *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*.

B7.4 Subject availability

The *Extended essay guide* states that the supervisor is required to discuss with the candidate his or her choice of topic and, in particular, help to formulate a well-focused research question. The IB will not advise on the subject of registration for a candidate's choice of topic or on proposed research question.

Please note that subject availability for the extended essay is not exactly the same for May and November sessions. For any candidates submitting an extended essay, the coordinator must ensure that the subject is available in the given session. Six-month retake candidates can only resubmit their extended essay in a subject that is being offered in the retake session. If the subject is not available, then they will have to rewrite their essay on a subject that is available.

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question itself, as it is an assessed element of the extended essay. For peer guidance, consult the extended essay forum on the online curriculum centre (OCC).

B7.4.1 Group 1

Extended essays in group 1 are intended for candidate whose best language is the language A chosen for the extended essay. The candidate must indicate which category the essay relates to on the coversheet (category 1, category 2 or category 3).

A candidate's choice of a group 1 extended essay must be from the list of available language A: literature or language A: language and literature for the session concerned. If a school has submitted a special request for a language A: literature subject 18 months before the written examinations and this has been authorized as a taught subject, candidates in that school are automatically permitted to register for an extended essay in that language as a group 1 extended essay; there is no need to submit a separate extended essay special request form via IBIS.

If a school has a candidate who wishes to submit an extended essay in a language A: literature subject for which the school has not submitted a special request, it is necessary to submit the appropriate form via IBIS under the **Subject** tab followed by **Advance notice requirements**. On receipt of this completed form the IB Assessment Centre will decide whether an extended essay can be submitted in the group 1 language concerned. The decision will be based on whether the language has been requested by another school and whether an examiner for that language is available to mark the extended essay. The IB cannot guarantee that a candidate will be able to submit an extended essay in a special request language. It is therefore recommended that the candidate consider an alternative subject for his or her extended essay.

B7.4.2 Group 2

Extended essays in group 2 languages are for learners of a second or an additional language. A candidate is not permitted to submit a group 2 extended essay in the language A that is his or her chosen group 1 subject. The candidate must indicate which category the essay relates to on the coversheet (category 1, category 2 or category 3).

The list of languages available for group 2 extended essays matches the combined list of available languages B and languages ab initio for May and November. There is no special request service for group 2 languages. A candidate cannot submit a group 2 extended essay in a subject they are taking as language A. This does not apply to Classical Greek and Latin submissions.

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 his or her classical Greek or Latin extended essay in French, the coordinator must obtain permission from the IB by **15 November/15 May** 18 months before the written examinations. An option to submit this as a special request is available on IBIS.

B7.4.3 Groups 3 to 6

For all subjects listed below the extended essay can be written in English, French or Spanish for examination sessions in 2017. Biology and history can be written in English, French, Spanish or German.

Biology	Literature and performance
Business management	Mathematics
Chemistry	Music
Computer science	Peace and conflict studies
Dance	Philosophy
Design technology	Politics
Economics	Psychology
Environmental systems and societies	Social and cultural anthropology
Film	Sports, exercise and health science
Geography	Theatre
History	Visual arts
Human rights	World religions
Information technology in a global society	World studies

The new global politics course is a mainstream subject for first assessment in 2017. Due to the timing of this subject's release and the release of the new Extended Essay microsite for first assessment in 2018 (available on the OCC), there will not be the provision for an extended essay in global politics in 2017. Students interested in undertaking an extended essay in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* (first examinations 2013) to see where their topic may be best placed.

B7.4.4 World studies

World studies is available as a subject for an extended essay in English, French or Spanish. When registering a candidate for a world studies extended essay, please indicate the global theme the candidate has chosen. The themes are as follows.

1. Science, technology and society
2. Culture, language and identity
3. Conflict, peace and security
4. Equality and inequality
5. Health and development
6. Environmental and/or economic sustainability

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide* (first examinations 2013), which informs students of how to go about their studies. The introduction of the themes is linked to the registration process, so that the essays are accurately allocated. The breadth of the world studies course requires this logistical amendment to our registration processes. Schools and students are required to choose only the theme that is most closely aligned with the study that they have undertaken. Regardless of theme, all essays are assessed in the same way, that is, against the requirements outlined in the *Extended essay guide*. At the time of registration, candidates need to decide on the global theme that best reflects what their essay will be based on. The theme should also be stated on the front of the coversheet, along with the research question.

Schools, supervisors and candidates are reminded that, in addition to identifying the theme under which the essay is being submitted, candidates must state clearly at the beginning of their essay which Diploma Programme subjects they are using to explore the theme chosen. The choice of theme does not make explicit the subjects used and this must be stated so that examiners are able to make an appropriate assessment of the essay. Please note that the selected subjects must be mainstream or subject-based syllabus (SBS) offerings for the assessment session in question.

Coordinators are encouraged to use the *Reflections on planning and progress form*, available on the "Extended essay" page of the OCC. The form was made available to schools in 2014 to support the extended essay supervision process. Coordinators are encouraged to implement this process that will become compulsory from the May 2018 examination session for all extended essay subjects. This documented process will explicitly address a new criterion, which replaces the existing holistic judgment criterion (criterion K), and will be assessed by the examiner.

B7.4.5 Change of subject

 It is the school's responsibility to ensure that each extended essay is submitted against the correct subject. If a discrepancy between the registration and the actual subject of the extended essay is identified, the coordinator must contact the IB and request a change to the subject for which the extended essay is registered. The extended essay for a candidate should not be uploaded until the registration change is authorized and the IBIS eCoursework upload screen is updated. Failure to do this will result in the extended essay being assessed as the original subject for which it was registered.

B7.5 Completion of the coversheet EE/CS for upload

 All extended essays must be submitted with the required completed coversheet *EE/CS*. This is available in the IB information system (IBIS) library and the online curriculum centre (OCC).

The *EE/CS* coversheet must be completed in the same language as the extended essay. This includes all languages for extended essays in group 1 and group 2.

The coversheet can only be submitted by the supervisor/coordinator, and not the candidate, because it includes the supervisor's comments that support the assessment of criterion K.

B7.6 Submission of extended essays

B7.6.1 Electronic submission of extended essays in 2017

From November 2016 there is a requirement for schools to upload extended essays. There will be no provision to send hard copy essays to examiners.

Each extended essay will need to be accompanied by the respective coversheet that has been completed by the supervisor. Supervisors/coordinators will also be required to confirm the authenticity of the work and state the number of hours spent with each candidate. Please remind all candidates of the suggested formatting for e-upload to ensure that there are no personal identifiers within the essay (for example, candidate's name, candidate's session number, supervisor's name). The supervisor's comment must not contain identifiers.

For group 1 and group 2 extended essays, at the point of upload the system will also prompt the candidate/coordinator to indicate which category of study the candidate has pursued (for example, group 2, category 2 (b), group 1, category 3).

More information on the upload process can be found in the documents available in the **IBIS library > User guides > e-Coursework.**

As the majority of extended essays are already word processed, this change to the method of submission will not alter the nature of the task for most candidates. The few extended essays that are handwritten, or include hand drawn graphics, can be scanned for upload.

Coordinators are requested to convey the formatting guidelines to supervisors and candidates.

Some recommendations for the extended essay are as follows.

1. The candidate name or number should not appear on any of the pages of the extended essay including the title page.
2. The essay should be formatted using:
   - an appropriate font for academic work (for example Arial/Times New Roman)
   - font size 12
   - double spacing
   - numbered pages.
3. The extended essay should be saved in an acceptable file type and size as detailed in the eCoursework user guide on the IB information system (IBIS). 10Mb should be the upper limit that schools aim to work with to ensure efficiency in the upload process. This still allows for high-quality images.
4. All diagrams, maps and tables must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.
5. In preparation for electronic upload, supervisors must remind candidates that the model for the extended essay is a paper in an academic journal. No provision is therefore planned for the upload of media other than the essay itself and accompanying images and external references will not be accessed for assessment. Irrespective of the subject, the extended essay should be modelled on an academic journal/research paper that can exist and be understood on its own, without the need to access external links or accompanying material.
6. Appendices must be used sparingly. Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay (including large images) and any material in the appendix should be minimal and selected with care. World studies extended essay candidates are still encouraged to produce a researcher's reflection space (RSS), and this should be included as an appendix.

Receiving an electronic version of an extended essay will make it easier for examiners to gauge at which point an essay has reached 4,000 words. Candidates must be reminded of the penalty for exceeding the word count or circumventing it using footnotes incorrectly (for anything other than referencing). The word count should be stated clearly on the title page of the extended essay.

B7.7 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's extended essay. These grades must be entered on the IB information system (IBIS) by **10 April/10 October,** approximately three weeks before the written examinations. For the extended essay the grades are on a scale of A to E, with A being the highest grade. Supervisors should refer to the Diploma Programme *Grade descriptors* (for use from September 2014/January 2015) available on the online curriculum centre (OCC).

Please note that clean copies of the extended essay must be uploaded for assessment, and supervisors should not send/upload annotated versions to the IB. The extended essay is externally assessed.

B7.8 Changes effective from first assessment May 2018

The new documents published on the online curriculum centre (OCC) for first teaching 2016, first assessment 2018 are applicable from May 2018 onwards. Supervisors and coordinators must be aware of the changes and implement them. Extended essays submitted based on the old criteria will be marked to the new criteria without exceptions. The *Reflections on planning and progress form* becomes compulsory effective from May 2018 and is an explicitly assessed element.

B8 Theory of knowledge

This section covers the requirements for the theory of knowledge.

B8.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the *Theory of knowledge guide*.

May and November 2017 examination sessions	
Title of publication	Date of issue
Theory of knowledge guide	March 2013 (updated August 2015)

B8.2 Summary of latest submission dates: May and November 2017 session

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Session	Action	Method	Latest submission date
May 2017/ November 2017	Upload theory of knowledge essays for assessment	IBIS eCoursework upload	**15 March 2017/15 September 2017**
May 2017/ November 2017	Submit the planning and progress forms (*TK/PPF*)	IBIS eCoursework upload	**15 March 2017/15 September 2017**
May 2017/ November 2017	Submit theory of knowledge predicted grades and marks for the presentation	IBIS	**10 April 2017/10 October 2017**
May 2017/ November 2017	Submit the sample presentation planning documents (*TK/PPD*)	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B8.3 Regulations
B8.3.1 May and November 2017

- All diploma candidates must submit for assessment one essay of a maximum of 1,600 words, written on one of the six prescribed titles for the session for which the candidate is registered.
- Only candidates registered under the diploma, course or retake categories may be registered for theory of knowledge (TOK). A course candidate cannot be registered for TOK more than once in an examination session.
- A retake candidate wishing to improve his or her grade for TOK may either carry forward his or her presentation mark or do a new presentation.
- A retake candidate wishing to improve his or her grade for TOK must submit an essay based on one of the prescribed titles for the session for which the candidate is registered.
- If a diploma candidate withdraws from TOK, but does not withdraw from all subjects, this results in a change of category from diploma to course.

- Grade E in either the extended essay or TOK results in no diploma being awarded. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded.

B8.4 Response languages for theory of knowledge

The following response languages are available to theory of knowledge (TOK) candidates in May and November sessions—English, Spanish, French, German and Chinese (traditional and simplified characters). No prior authorization is required from the IB to register candidates for TOK in any of the recognized response languages. Both the presentation and essay must be completed in the target response language.

B8.5 External assessment: The essay

B8.5.1 Topic choice

Six prescribed titles are published for each examination session. The titles are published on 1 September for the following May session (for example, 1 September 2016 for the May 2017 session) and on 1 March for the following November session (for example, 1 March 2017 for the November 2017 session).

The prescribed titles are published on the "Theory of knowledge" page of the online curriculum centre (OCC) under **General documents** and on IBIS as a news item. They are also available in the IBIS library (**Library** > **English** > **Assessment information** > **Theory of Knowledge prescribed titles**).

A candidate's essay will be assessed against their chosen title as published, so candidates must not modify the title. Essays not written on one of the correct prescribed titles will automatically be awarded zero marks.

Candidates must be aware of the assessment instrument that will be used to assess their essays.

Candidates **must not** insert in any part of their essay:

- illustrations and graphics (unless essential to support the content of their essay)
- any names (for example, their own name, or the name of their school or teacher)
- their candidate session number or personal code
- the school's logo.

B8.5.2 Submission of the essays

All theory of knowledge (TOK) essays must be uploaded and not sent as hard copy.

For each session, a news item on IBIS will announce the date in **January/July** from when uploading the essays can commence. The deadline for completing the upload is **15 March/15 September**, about two months before the written examinations.

B8.5.3 Submission of planning and progress forms (TK/ PPF)

Schools are required to submit to the IB all planning and progress forms (*TK/ PPF*); one form per candidate. The completion of this form by each candidate and his or her TOK teacher is a mandatory requirement; failure to submit this form may result in no grade being issued for the candidate. The form is intended to strengthen the process of writing the essay and support the authenticity of a candidate's work. The form is available on the "Theory of knowledge" page of the OCC under **Assessment**. This form must be uploaded by the coordinator. The *Theory of knowledge planning and progress form* (*TK/PPF*) should not be confused with the presentation planning document (*TK/PPD*).

B8.6 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 (TOK) presentation made by each candidate. The teacher must assess each presentation according to the assessment instrument in the *Theory of knowledge guide*. A copy of the assessment instrument 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.

B8.6.1 Requirements

Each candidate must make one or more individual and/or small group (maximum group size of three) oral presentations to the class during the course. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Before the presentation, each candidate must complete the candidate's section of the presentation planning document *TK/PPD*. If there is a group presentation, each candidate must submit an identical copy of the *TK/PPD*. The planning document should be presented in skeleton or bullet point form, typed in a standard size 12 font and not exceed 500 words.

B8.6.2 Completed theory of knowledge presentation planning document

The presentation will be assessed by the TOK teacher, using the *TK/PPD*. All schools are required to submit a sample of *TK/PPD*s on IBIS by **20 April/20 October**.

B8.6.3 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 TOK, indicate this on IBIS with an "F" when entering the marks.

When a teacher or coordinator enters candidates' marks for internal assessment on IBIS, a list of candidates is generated whose work will comprise the sample for moderation. The teacher/coordinator is then required to enter the mark for each assessment criterion for each candidate in the sample. Additionally, and on the same screen, there is an opportunity to include comments explaining why those criterion marks have been awarded. This is to enable the examiner who moderates the sample work to better understand the teacher's marking. In the case of the TOK presentation the marking is based on "global impression marking" so there are no assessment criteria; consequently, the same mark as the total mark out of 10 must be entered instead of marks for assessment criteria. Furthermore, no comments on the marking are required because these are already included on the form *TK/PPD*. Teachers must ensure that the mark entered on IBIS for a particular candidate is the same mark entered on the candidate's *TK/PPD*.

B8.6.4 Moderation of internal assessment

Marks awarded by teachers for the presentation will be subject to moderation procedures through sampling of the associated *TK/PPD*s. The objective of this process is to judge whether the contents of the *TK/PPD* justify the marks given by the teacher for the presentation.

The sample *TK/PPD*s submitted by the school must be those identified on IBIS. Samples must be uploaded via IBIS. If more than one candidate selected in the sample has completed the same group presentation, please use the " **Change**" button to add a candidate with the same or similar mark that has completed a different presentation.

Where there are two or more TOK teachers within a school, they must agree on standards before arriving at the final mark for each candidate; that is, internal standardization of marks must take place within the school.

B8.6.5 Recording the presentations

A selection of schools in each session will be required to record some or all of their candidates' presentations. These schools may be chosen:

- at random, in order to examine the relationship between plans and performance
- because candidates are producing excellent presentations that could be used for professional development purposes
- because an anomaly has been identified (for example, in the correlation between the marks for the presentations and the essays of candidates in previous sessions).

It is not necessary for schools to record presentations unless they are asked to do so. Selected schools will be notified 14 months in advance of the deadlines for submission, which are **20 April** (May session) and **20 October** (November session).

B8.7 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. Predicted grades must be determined by using the theory of knowledge (TOK) grade descriptors published in the Diploma Programme *Grade descriptors* (for use from September 2014/January 2015) on the online curriculum centre (OCC). These grades must be entered on IBIS by **10 April/10 October**.

B9 Creativity, activity, service

This section covers the requirements for the creativity, activity, service core subject.

B9.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the *Creativity, activity, service guide*.

May and November 2017 examination session	
Title of publication	Date of issue
Creativity, activity, service guide	March 2015

B9.2 Summary of latest submission dates: May and November 2017 session

Where applicable, all coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Final date for notifying the IB of individual candidates completing CAS	IBIS	**1 June 2017/1 December 2017**

B9.3 Regulations

B9.3.1 May and November 2017

- Schools are required to offer a creativity, activity service (CAS) programme that meets agreed CAS aims and has received IB approval. (Full details about designing a CAS programme can be found in the *Creativity, activity, service guide*.)
- All diploma candidates must engage in the programme of experiences/projects known as CAS. Non-completion of CAS requirements will result in the diploma being withheld.
- CAS is also available to course candidates in addition to diploma candidates.
- A candidate cannot be registered for more than one CAS programme in an examination session.
- Candidates have up to one year to complete the CAS requirement after the issue of examination results.

B9.4 Creativity, activity, service programme approval

At the time of authorization, schools must demonstrate their readiness to offer a creativity, activity, service (CAS) programme that meets the CAS aims in accordance with the information provided in the *Guide to school authorization: Diploma Programme*.

B9.5 Creativity, activity, service completion

Schools are responsible for evaluating candidates' creativity, activity, service (CAS) experiences and performance according to the performance criteria given in the *Creativity, activity, service guide*. Coordinators must notify the IB office whether or not candidates have completed their CAS programme by completing the appropriate electronic form on the IB information system (IBIS) by **1 June/1 December** in the diploma year.

Candidates who fail to complete the CAS requirement by **1 June/1 December** in their diploma or course year are allowed one further year only in which to complete it. This further year expires on **1 June/1 December**, 11 months after the issue of results. This allowance of one year is available because there is no retake category for CAS. Coordinators must retain supporting material until **30 December/30 June** in case there are queries.

B9.6 Creativity, activity, service evaluation

Creativity, activity, service (CAS) implementation is assessed every five years as part of the school's Diploma Programme evaluation process. Details are found in the *Guide to programme evaluation.* Student samples submitted for programme evaluation may be selected from throughout the five-year review period. During programme evaluation, the regional office may request to see the complete documentation for individual candidates.

Schools that are using online CAS management systems must provide the IB regional office with a letter giving the IB authorization to access student records on the online CAS management system. The online CAS management system provider should provide a template letter. Schools should contact their regional office if they require further details.

B9.7 Creativity, activity, service monitoring

The regional school services staff or an authorized representative may visit the school or ask to see creativity, activity, service (CAS) records at any time. This may be as part of the programme evaluation process, at the regional office's initiative or following a request by the school. Schools are required to keep central CAS records for all students registered for CAS; these must be made available to the regional office on request for six months after the school's examination session.

B10 Interdisciplinary subjects

This section contains information on the two interdisciplinary subjects: environmental systems and societies and literature and performance.

B10a Environmental systems and societies

Environmental systems and societies (ESS) is an interdisciplinary (groups 3 and 4), standard level (SL) only course.

B10a.1 Supporting publications

The information given in this section of the handbook should be read in conjunction with the following supporting publications.

May and November 2017 examination sessions	
Title of publication	Date of issue
Environmental systems and societies guide	May 2015, updated in August 2015

B10a.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide for 2017* for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	IBIS	**10 April 2017/10 October 2017**
Submit sample internal assessment work	IBIS eCoursework upload	**20 April 2017/20 October 2017**

B10a.3 Internal assessment requirements

The internal assessment (IA), contributing 25% of the final assessment, consists of an individual investigation of an ESS research question. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in IA is marked against assessment criteria, with a total mark out of 30.

The IA task must not exceed 2,250 words. Examiners have been instructed to stop marking beyond this point.

Practical requirements for the course

The practical work should ideally include a wide range of activities such as:

- 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 candidates reflects the interdisciplinary nature of this course. Through a balanced and varied practical scheme of work, candidates 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 candidates, 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 and it acts as a summary of all the investigative activities carried out by a class. Details are recorded on form *ES&S/PSOW*. One form *ES&S/PSOW* must be produced for each class.

 The *ES&S/PSOW* forms are not submitted for assessment but are retained by the school. These may be requested during the five-year school evaluation process.

Completion of form *ES&S/PSOW*

Form field	Complete with:
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)

B10a.5 Samples for moderation

 Teachers must read section A5.1, which gives general information on IA. The samples chosen must be those identified by IBIS.

B10a.5.1 The purpose of moderation

Teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools. Where a moderation factor is applied, schools will receive feedback on the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

For each sample candidate, the individual investigations chosen by IBIS for inclusion in the sample set must be included.

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 30 must be recorded on the IA option on IBIS.

B10a.6 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the ESS teacher(s).

	Material required by internal school deadline
Environmental systems and societies SL	**For submission via IBIS** The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS selected sample candidates **For upload** An individual investigation, marked by the teacher for each candidate in the sample

B10b Literature and performance

B10b.1 Supporting publications

The information given in this section of the handbook must be read in conjunction with the following supporting publications for literature and performance.

May and November 2017 examination sessions	
Title of publication	Date of issue
Literature and performance guide	March 2011, updated August 2012 and August 2013
Prescribed list of authors (PLA)	From February 2011
Prescribed literature in translation list (PLT)	February 2011

B10b.2 Summary of latest submission dates: May and November 2017 sessions

All coursework is submitted via the IB information system (IBIS) eCoursework system. Coordinators and teachers should refer to the *Forms and coversheets guide* (2017) for detailed information about the forms that are required to be submitted.

Action	Method/form	Latest submission date
Submit predicted grades and marks for internal assessment	Via IBIS	**10 April 2017/10 October 2017**
Submit all individual performances and oral presentations	IBIS eCoursework upload with coversheet *1&6/LPIA*	**20 April 2017/20 October 2017**
Submit written coursework for assessment	IBIS eCoursework upload	**15 March 2017/30 October 2017**

B10b.3 External assessment: Written coursework

The written coursework section of the external assessment is based on a play by a playwright listed on the prescribed list of authors (PLA). The written coursework accounts for 20% of the total marks.

B10b.4 Procedure prior to the submission of the written coursework

Ensure that all candidates' written coursework submissions are clearly labelled with the:

- candidates' session number
- subject and component of the examination
- session and year of the examination.

B10b.5 Submission of the candidates' written coursework

All written coursework is uploaded via IBIS.

B10b.6 Summary of the coordinator's requirements

	Material required by internal school deadline
External assessment	**For upload via IBIS.** - All written coursework
Internal assessment	**For submission on IBIS** - All performance and individual oral presentations with internal assessment coversheet *1&6/LPIA* **For submission via IBIS** - Predicted grades

B10b.7 Internal assessment

Internal assessment (IA) is a requirement for the literature and performance course. It has two components, performance and individual oral presentation and it is assessed jointly using the assessment criteria. Of the total marks for the subject, 40% is allocated to these components. The submission of sample work from candidates allows the IB to moderate teachers' marks for these components in order to achieve a common standard across schools.

B10b.8 Internal assessment requirements

The criteria for IA are published in the *Literature and performance guide*. 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 the literature and performance course.

The teacher should enter the marks for IA onto the literature and performance SL: internal assessment coversheet *1&6/LPIA*. 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 performances or oral presentations themselves.

B10b.9 Performance

This section of the IA is based on parts 1, 2 and 3 of the course of study. The text on which the performance is based must be either a poetry or prose text **not** used for paper 1, paper 2 or the written coursework.

Candidates are required to give one performance of a transformed text, either solo or as a member of a group. This performance must be recorded for the purposes of moderation.

Recordings should be made using a fixed camera on a tripod, using a wide-angle lens setting in order to show the whole of the performance space. In some situations it may be necessary to use a separate microphone in order to obtain reasonable sound quality. Care should be taken to minimize background noise.

In conducting the assessment the teacher is encouraged to take into account all aspects of a candidate's contribution to, and involvement in, the performance.

The candidates' involvement in, and contribution to, performance should be evaluated by the teacher using assessment criteria A and B and given a mark out of 20. It is expected that teachers will assess the candidate's performance first, according to criteria A and B. The oral presentation, which does not have to take place immediately after the performance, is assessed separately according to criteria C, D and E. The marks are then added together to give a combined total out of 40.

B10b.10 Individual oral presentations

This section of the IA is based on parts 1, 2 and 3 of the course of study and is based on the same text used for the performance.

The teacher should evaluate candidates' individual oral presentations by using assessment criteria C, D and E. The presentation must be recorded for the purposes of moderation.

B10b.11 The marks for internal assessment

Ensure that you have used the correct assessment criteria and descriptors for each level and component for IA. 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.

B10b.12 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.

B10b.13 Samples for moderation

Ensure that all candidates' performances and individual oral presentations are clearly labelled with the:

- candidates' session number
- subject and component of the examination
- session and year of the examination.

B10b.14 The submission of IA/PG data and sample work

The coordinator must submit internal assessment/predicted grade (IA/PG) data by IBIS to arrive by **10 April/10 October**.

B11 School-based syllabuses

This section contains subject-specific information on school-based syllabuses. For general information on the process for submission and approval of school based syllabuses, please refer to section A3.8.

B11.1 Internal assessment

Internal assessment, based on work completed by candidates during the course is a requirement for all school-based syllabus subjects. 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.

B11.1.1 Internal assessment requirements

The following table summarizes the nature of the work that is required for each group 3 SBS subject.

Subject and level	Nature of work
Art history: A cross-cultural art historical investigation of up to 2,000 words.	Written assignment
Brazilian social studies: A geographical or historical investigation of 1,800–2,200 words	Written assignment
Chile and the Pacific Basin: A historical investigation of a topic of the student's own choice, of up to 2,000 words	Written assignment
Classical Greek and Roman studies: An annotated research dossier on an aspect of classical civilization, of no more than 1,500 words.	Written assignment–research dossier
Political Thought: An investigation linking political theory and a contemporary political issue, of no more than 1,500 words.	Written assignment
Turkey in the 20th Century: An interdisciplinary investigative project related to one of the six topics of the course, of no more than 1,500 words	Written assignment
World arts and cultures: An investigation of cultural identity, of no more than 2,000 words, based on three case studies focused on art objects or other cultural phenomena in the same region.	Written assignment

Samples for moderation

The samples for moderation must be those identified by IBIS.

All SBSs except Science, technology and society: upload the following to IBIS by 20 April/20 October.

- Sample internal assessment work, including entering appropriate candidate information for the school-based syllabus.
- A breakdown of the by-criteria marks for the candidates in the upload sample.

Science, technology and society only: send the sample internal assessment work, including candidate coversheets, to the examiner designated on IBIS.

School-based syllabus subjects in group 2 (Beginners' Hindi)

Follow the language ab initio internal assessment instructions (see section B2b.5).

School-based syllabus subjects in group 3

Follow the instructions for group 3 internal assessment (see section B3.3)

School-based syllabus subjects in group 4 (astronomy and marine science)—Refer to the following instructions.

Astronomy and Marine science

Action	To	Latest arrival date	Method/form
Submit sample internal assessment work	IB Assessment Centre	**20 April 2017**	eCoursework upload via IBIS Form 4/ICCS

The internal assessment requirements are the same for astronomy and marine science as they are for biology, chemistry and physics. The internal assessment, contributing 20% of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment is marked against common assessment criteria, with a total mark out of 24.

The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6–12 pages long. Investigations exceeding this length may be penalized in the communication criterion as lacking in conciseness.

The individual investigation, with generic criteria, will allow a wide range of practical activities satisfying the varying needs of the different science disciplines.

B11.1.2 Practical requirements for the course

At least 25% of the teaching schedule must be devoted to practical activities, excluding the time spent writing up work. This equates to 40 hours for standard level, including the 10 hours that candidates spend on the group 4 project and the 10 hours that each candidate spends on the internal assessment individual investigation. 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.

The practical activities should ideally include a spread of content material from the course as a whole, including the core and options. It is important that the prescribed practicals found in the syllabus section of the marine science guide are carried out by all candidates.

B11.1.3 Documentation relating to internal assessment

Individual candidate coversheet—form 4/ICCS

One individual candidate coversheet needs to be completed for every candidate (not just those chosen in the sample). This includes a candidate statement outlining the candidate involvement in the group 4 project.

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 class. Marine science, details are recorded on form 4/PSOW, astronomy details are recorded on the 4/PSOWAS. One form 4/PSOW (marine science) or 4/PSOWAS (astronomy) for each class must be produced.

For assessment from 2017, the appropriate 4/PSOW form is not submitted for assessment but is retained by the school. This may be requested during the five year school evaluation process.

Completion of form 4/PSOW and form 4/PSOWAS

Form field	Complete with
Outline	A brief description of the activity
PP	An indication that the activity is a prescribed practical
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 class on the investigation, excluding any write-up time

Completion of the form 4/IAMS or 4/IAAS internal assessment checklist

This form no longer needs to be completed or uploaded with the sample set.

Assessment

Teachers must assess the work to be moderated by the examiner using the criteria in the internal assessment section of the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one group 4 subject are **not** required to do two action phases of the group 4 project. They should submit similar candidate statements on all 4/ICCS forms.

B11.1.4 Samples for moderation

Teachers must read section A5.1 for general information on internal assessment. The samples chosen must be those identified by IBIS.

The purpose of moderation

Teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

For each candidate in the sample set the following items must be included:

- A completed form 4/ICCS.
- The candidate's individual investigation.

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample set. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

The final mark for internal assessment

The final mark out of 24 must be recorded in the internal assessment option on IBIS.

Group 4 SBSs—summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of science.

Material required by internal school deadline	
Marine science and astronomy standard level	**For submission to the IB Assessment Centre via IBIS** • The predicted grades and final mark for internal assessment for each candidate • The criteria marks for the IBIS selected sample candidates **For upload** • A form 4/ICCS for each candidate in the sample • An individual investigation, marked by the teacher for each candidate in the sample

B11.1.5 Teacher feedback on examinations (G2 form) —all SBSs

Teachers' comments on the examinations (via the G2 form), relating to, for instance, the difficulty, clarity, or content of the examination, are welcome and can provide valuable feedback to examiners marking and setting grade boundaries. The school-based syllabus G2s are accessed via the OCC by clicking on "G2 Form" on the far left margin of the DP coordinators page or of any subject page.

B11.2 Mailing/upload instructions: external assessment

Beginners' Hindi written assignment—these will be uploaded in 2017, not mailed to the examiner—follow the instructions contained in section B2b.4 of this handbook.

E-marked examination work: all school-based syllabuses, apart from Science, technology and society—All examination work will be e-marked in 2017. Scripts should be sent to a scanning centre, within 24 hours of the examination, following the instructions contained in sections A5.8.4, A5.8.7 and A5.8.9 of this handbook.

Science, technology and society only: post the following to the examiner indicated on IBIS, within 24 hours of the examination.

• All examination scripts in order of candidate session number, plus a copy of the approved examination paper, and the markscheme.

Mail the consignment to the examiner by a swift and traceable means (for example, by courier) to arrive as early as possible during the marking period (see sections A5.8.7 and A.5.8.8).

Important resources

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.

It is stressed that these are not the only resources that a school coordinator will need to refer to on a regular basis. Others include:

- subject websites—where available
- subject guides—available on the OCC and subject websites
- teacher support materials, available on the OCC and subject websites
- specimen papers, available on the OCC and subject websites
- Diploma Programme *Coordinator's notes* (published three 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* (published three times a year in February, May and September) always contains information about changes to subject content and assessment.

Section A

Title	Date	Link
Academic honesty in the IB education August 2014		http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg_0_malpr_sup_1408_1a_e%2Epdf
Answer booklet guide	February 2016	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_x_dpyyy_sup_1605_1ab_e%2Epdf
Candidates with assessment access requirements	July 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/senxx.cfm&filename=general%2Fspecific%5Finterest%2Fspecial%5Fneeds%2Fd%5Fx%5Fsenxx%5Fcsn%5F1407%5F1%5Fe%2Epdf
The conduct of IB Diploma Programme examinations May 2016 and November 2016	February 2016	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_x_dpyyy_sup_1605_1c_e%2Epdf
Diploma Programme: From principles into practice	April 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dp%2Fd_0_dpyyy_mon_1504_1_e%2Epdf
Diploma Programme Grade Descriptors	July 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_grd_1407_3_e%2Epdf
Diploma Programme courses online: An overview for schools	August 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dp%2Fd_x_dpyyy_mon_1408_1_e%2Epdf
Effective citing and referencing	August 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg_0_malpr_sup_1408_2b_e%2Epdf
Extended essay guide	August 2013	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/

		spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_eeyyy_gui_1012_3_e%2Epdf
General Regulations: Diploma Programme	April 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_reg_1404_3g_e%2Epdf
Guide to programme evaluation	November 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fg_0_iboxx_evl_1512_1_e%2Epdf
Guide to school authorization: Diploma Programme	March 2016	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_mon_1603_1_e%2Epdf
Guidelines for developing a school language policy	April 2008	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=general%2Fg_0_iboxx_amo_0804_2_e%2Epdf
Forms and coversheets guide	September 2016	In progress
Learning in a language other than mother tongue in IB programmes	April 2008	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=general%2Fg_0_iboxx_amo_0804_1_e%2Epdf
Rules for IB World Schools: Diploma Programme	April 2014	http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpyyy_vmx_1509_1/pdf/DP_rules_e.pdf
Self-study questionnaire: Diploma Programme	December 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dSpace%2Fen%2Fd_0_dpyyy_evl_1601_1_e%2Epdf
What is an IB education?	June 2015	http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpyyy_vmx_1509_1/pdf/WIAIBE_e.pdf

Section B

Title	Date	Link
Biology guide	August 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr4%2Fbiology%2Fd_4_biolo_gui_1402_4_e%2Epdf
Business management guide	November 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_3_busmt_gui_1402_3_e%2Epdf
Chemistry guide	February 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_4_chemi_gui_1402_4_e%2Epdf
Classical languages guide	August 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr2%2Fclassical_languages%2Fd_2_class_gui_1402_4_e%2Epdf
Computer science guide	March 2016	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_4_comsc_gui_1201_2_e%2Epdf
Creativity, activity, service guide	March 2015	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_0_casxx_gui_1503_2_e%2Epdf
Dance guide	May 2011	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr6%2Fdance%2Fd_6_dance_gui_1105_1_e%2Epdf

Design technology guide	March 2014	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr4%2Fdesign_technology %2Fd_4_deste_gui_1403_3_e %2Epdf
Economics guide	August 2012	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr3%2Feconomics %2Fd_3_econo_gui_1011_1_e %2Epdf
Environmental systems and societies guide	May 2015, updated in August 2015	https://xmltwo.ibo.org/ publications/DP/Group4/ d_4_ecoso_gui_1505_1/files/ d_4_ecoso_gui_1505_2_e.pdf
Extended essay subject website	February 2016	https://ibpublishing.ibo.org/ extendedessay/apps/ dpapp/index.html? doc=d_0_eeyyy_gui_1602_1_e
Film guide	February 2013	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr6%2Ffilm %2Fd_6_filmx_gui_0803_1_e %2Epdf
Forms and coversheets guide	September 2016	In progress
Further mathematics HL guide	May 2016	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_5_furma_gui_1206_5_e %2Epdf
Geography guide	February 2009	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_3_geogr_gui_0902_1_e %2Epdf
Global politics guide	February 2015	https://ibpublishing.ibo.org/ globalpolitics/apps/ dpapp/index.html? doc=d_3_gplts_gui_1505_1_e https://ibpublishing.ibo.org/ globalpolitics/apps/ dpapp/index.html? doc=d_3_gplts_gui_1505_1_e
Global politics subject website	May 2015	https://ibpublishing.ibo.org/ globalpolitics/apps/

		dpapp/index.html? doc=d_3_gplts_gui_1505_1_e&part=1&chapter=1
History guide	January 2015	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_3_histx_gui_1501_1_e %2Epdf
Information technology in a global society guide	January 2016	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_3_itgsx_gui_1001_2_e %2Epdf
Language A: literature guide	August 2013	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr1%2Flanguage_a1%2Fd_1_a1lan_gui_1102_4a %2Epdf
Language A: literature school supported self-taught alternative oral assessment procedures	September 2015	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen%2Fd_1_a1lan_gui- x_1201_2_e%2Epdf
Language ab initio guide	August 2014	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr2%2Flanguage_ab_initio %2Fd_2_anlan_gui_1308_2_e %2Epdf
Language B guide	September 2013	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr2%2Flanguage_b %2Fd_2_ablan_gui_1102_3_e %2Epdf
Literature and Performance guide	August 2013	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=gp %2Fgr7%2Ftext_performance %2Fd_7_textp_gui_1102_3_e %2Epdf
Mathematics HL guide	May 2016	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen

		%2Fd_5_mathl_gui_1206_5_e%2Epdf
Mathematical studies SL guide	March 2012	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_5_matsd_gui_1203_1_e%2Epdf
Mathematics SL guide	February 2016	
Music Guide	November 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fd_6_music_gui_0902_2_e%2Epdf
Philosophy guide	January 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr3%2Fphilosophy%2Fd_3_philo_gui_1401_1_e%2Epdf
Physics guide	February 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr4%2Fphysics%2Fd_4_physi_gui_1402_2_e%2Epdf
Prescribed list of authors (PLA)	February 2011	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr1%2Flanguage_a1_english%2Fd_1_a1eng_pla_1102_2HLD_e%2Epdf
Prescribed literature in translation list (PLT)	February 2014	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr1%2Flanguage_a1%2Fd_1_a1lan_plt_1102_2_e%2Epdf
Psychology guide	February 2009	http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dp%2Fgr3%2Fpsychology%2Fd_3_psych_gui_0902_1_e%2Epdf
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		%2Fgr3%2Fsocial_and_cultural_anthropology %2Fd_3_socan_gui_0802_1_e %2Epdf
Sports, exercise and health science guide	March 2012, updated August 2015	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_4_sport_gui_1203_2_e %2Epdf
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Visual arts guide	March 2014	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dSpace %2Fen %2Fd_6_visar_gui_1403_1_e %2Epdf
World religions guide	May 2011	http://occ.ibo.org/ibis/ occ/Utils/getFile2.cfm? source=/ibis/occ/home/ subjectHome.cfm&filename=dp %2Fgr3%2Fworld_religions %2Fd_3_wldre_gui_1105_1_e %2Epdf