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Diploma Programme

Handbook of procedures for the Diploma Programme

May and November 2009 examination sessions



International Baccalaureate®
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Handbook of procedures for the Diploma Programme

Copyright and contact information

Diploma Programme Handbook of procedures for the Diploma Programme

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About this document

This pdf document has been created in response to demand from coordinators. To avoid delay with its production it has not been possible to apply the normal IB publications process and you may find that it differs slightly from the html version. If any inconsistencies arise between the two versions of the 2009 Handbook (html versus pdf), it is the html version that takes precedence.

Overview

This 2009 *Handbook of procedures for the Diploma Programme* contains all the important information about the Diploma Programme procedures and deadlines that coordinators, heads of schools and teachers will need during the 2009 academic year. We ask coordinators to ensure that information contained in this handbook is passed on to other appropriate individuals within the school community, and used to provide exact and adequate information about the Diploma Programme to students and parents.

Please note that the forms referred to in this edition of the handbook are the latest version. It is the responsibility of the Diploma Programme coordinator to ensure that these are the ones being sent to the International Baccalaureate Curriculum and Assessment Centre.

Please use the links in the table below or the tabs at the top of the screen to navigate around the handbook. All forms can be accessed via the link to the left of the screen.

Any comments or suggestions that you may have for improving this handbook will be most welcome, and should be sent via email to Graeme Donnan at graeme.donnan@ibo.org.

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I General

Article I: Scope

The International Baccalaureate Organization (hereinafter “the IB Organization”) is a foundation that has developed and offers three programmes of international education entitled the “Primary Years Programme” (PYP), the “Middle Years Programme” (MYP) and the “Diploma Programme”. It authorizes schools to offer one or more of these programmes to its students.

An IB World School[®] is a school that has been authorized by the IB Organization to offer one or more of its programmes.

This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the Diploma Programme.

When used herein the term “legal guardians” encompasses parents and individuals with guardianship of any IB student enrolled in the Diploma Programme. If a student (hereinafter “candidate(s)”) is of legal age, the school’s duties towards legal guardians specified herein also apply towards the candidate.

Article 2: Role and responsibilities of schools

- 2.1 The IB Organization has developed the Diploma Programme as a pre-college/university programme aimed at students in the 16–19 age group. The Diploma Programme is designed to lead to the International Baccalaureate diploma (hereinafter “IB diploma(s)”) or certificates (hereinafter “certificate(s)”) for subjects forming part of the Diploma Programme.
- 2.2 The IB Organization sets the curriculum and assessment requirements leading to the award of the IB diploma and certificates and is the sole organization entitled to award IB diplomas and certificates. The IB diploma or certificates are awarded to candidates who have satisfied the assessment requirements in accordance with these *General regulations: Diploma Programme* (hereinafter “general regulations”). Administrative details and procedures relating to these general regulations are contained in the current *Handbook of procedures for the Diploma Programme* (formerly the *Vade Mecum* and hereinafter “handbook”), which is the handbook for Diploma Programme coordinators and teachers and is supplied to schools by the IB Organization. Schools must comply with the details and procedures stated in the current handbook.
- 2.3 To qualify for the award of the IB diploma or a certificate in a subject (or subjects), a candidate must follow the Diploma Programme or the course of study and assessment for the subject(s) selected. The Diploma Programme includes both internal and external assessment. In addition to subject requirements, the IB diploma has the additional requirements of an extended essay and theory of knowledge, as well as extra-curricular activities known as creativity, action, service (hereinafter “CAS”) that are not assessed.
- 2.4 Because the IB Organization is not a teaching institution and does not provide teaching services to candidates, the Diploma Programme is implemented and taught by IB World Schools (hereinafter “school(s)”). The schools are private or state entities, all of which are entirely independent from the IB Organization and solely responsible for the implementation and quality of teaching of the Diploma Programme.
- 2.5 The schools are responsible for informing candidates and legal guardians regarding the general characteristics of the Diploma Programme and how the school implements it.
- 2.6 The IB Organization cannot guarantee that a school will remain capable and willing to implement the Diploma Programme. Consequently, the schools bear sole responsibility towards candidates and legal guardians if, for any reason, a school’s authorization to implement the Diploma Programme is withdrawn by the IB Organization or a school decides to terminate its authorization.

Article 3: Equal opportunities statement in the IB diploma

It is the policy of the IB Organization to make its examinations available to all candidates from IB World Schools who have fulfilled the school's academic requirements to register for IB examinations. No candidate will be excluded by the IB Organization on the grounds of nationality, ethnicity, culture, gender, sexual orientation, religious affiliation, disability or infirmity. The IB Organization will make all reasonable efforts to enable candidates to participate in its assessments. A number of special arrangements are outlined in the document *Candidates with special assessment needs* and in the handbook.

Article 4: Recognition of the IB diploma

The IB Organization actively promotes wide recognition and acceptance of the IB diploma as a basis for entry to courses at universities and other institutions of higher education, but the requirements of individual institutions and the relevant authorities of a country are subject to change beyond the IB Organization's control. The IB Organization, therefore, does not guarantee recognition of IB diplomas or certificates, and does not accept responsibility for the consequences of any change of practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of the universities and other institutions of higher education to which they are interested in applying.

Article 5: Property and copyright in examination materials produced by candidates

- 5.1 Candidates produce materials in a variety of forms that are submitted to the IB Organization as part of the assessment requirements. These materials (hereinafter the "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images of the candidates.
- 5.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, and subject to article 5.4, candidates thereby grant the IB Organization a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce submitted materials in any medium for assessment, educational, training and/or promotional purposes relating to the IB Organization's activities, or to those related activities of which it approves. Such licence shall become effective from 1.June following the May examinations and 1.December following the November examinations.
- 5.3 Where the IB Organization uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and, in order to protect the identity of the candidate and of the school, will anonymize them before publication in print or in electronic form.
- 5.4 Under exceptional circumstances, a candidate may withdraw this licence for a specific piece of work, as provided in article 5.2. In such case the IB Organization must be notified in accordance with the procedure described in the current handbook. The candidate must submit a written notification to the school's Diploma Programme coordinator who has the duty to inform the IB Organization by the due date. In these cases, the IB Organization will use the material only for assessment purposes.
- 5.5 For assessment purposes, the IB Organization may electronically scan or reproduce submitted materials in different media, such as photographing works of art. It may also copy materials in the same medium, such as printing or photocopying examination scripts and essays. These materials are either internally assessed by teachers in the schools whose marks are moderated, or externally assessed by IB examiners. Wherever the materials are held during their assessment, for example, by the school, by an IB examiner or at the International Baccalaureate Curriculum and Assessment Centre (hereinafter "IB Cardiff"), they are always held on behalf of the IB Organization.
- 5.6 All materials submitted to the IB Organization for assessment, whether in the hands of a school, an examiner or IB Cardiff, become the property of the IB Organization, which, once the assessment is complete, is entitled to retain the materials for record-keeping purposes or to destroy them according to its needs. Candidates are entitled to request the return of their externally assessed work, including a copy of their examination scripts, provided such application is made for a May examination session by 15 September in the same year and for a November examination session by 15 March of the following year. In all cases, to be valid, the application must be submitted to IB Cardiff by the school's Diploma Programme coordinator.

II The Diploma Programme

Article 6: Communication with the IB Organization

Except where provided otherwise in these general regulations, candidates and their legal guardian(s) must use the school's Diploma Programme coordinator as the intermediary for any communication with the IB Organization.

Article 7: Content of the programme

- 7.1 Candidates for the IB diploma must satisfy assessment requirements in six subjects, each studied over a period of two years, except that not more than two standard level courses may be completed in the first year of the programme. Languages *ab initio* and pilot subjects can never be completed in the first year of the programme. The six subjects must be selected from six groups as described in the current handbook for the appropriate examination session, at least three and not more than four subjects being offered at higher level and the others at standard level. Recommended teaching time is 240 hours to complete higher level courses and 150 hours to complete standard level courses.
- 7.2 In addition to the six subjects, candidates for the IB diploma must:
 - a. take a course in, and complete the required assessment in, theory of knowledge, for which the IB Organization recommends at least 100 hours of teaching over the two-year period of the Diploma Programme
 - b. complete an approved programme of extra-curricular activities known as CAS
 - c. complete and submit for assessment an extended essay in a subject available for this purpose. Work on the essay, which is expected to occupy approximately 40 hours, must be done under the direct supervision of a teacher at the school who is familiar with the Diploma Programme.
- 7.3 If the special conditions of entry into an institution of higher education require an IB diploma candidate to offer a choice of subjects different from that specified in the current handbook, a candidate may be allowed to make a reasonable substitution on presentation of appropriate documentary evidence to the IB Organization. This is referred to as a "non-regular diploma" and must be authorized by the IB Organization.

Article 8: Languages

- 8.1 Candidates must write their examinations and other forms of assessment in subjects in groups 3, 4, 5 and 6 of the Diploma Programme in English, French or Spanish as the response language. Assessed work in theory of knowledge and the extended essay must also be presented in English, French or Spanish, except that an extended essay in a group 1 or group 2 subject must be written in the language of the subject chosen. However, an extended essay in Latin or Classical Greek (group 2) must be written in English, French or Spanish.
- 8.2 The same response language must be used for all components of a subject.
- 8.3 From time to time, candidates may be able to write their examinations and other forms of assessment in languages other than English, French and Spanish, in groups 3 and 4, theory of knowledge and extended essay, as part of special pilot courses introduced by the IB Organization.
- 8.4 A language A1 school-supported self-taught candidate at standard level is not permitted to offer an extended essay in his or her language A1.
- 8.5 Extended essays in group 2 are intended for foreign/second-language learners. Candidates are not permitted to submit a group 2 extended essay in a language A1 that is a subject for their IB diploma.

III Examinations

Article 9: Registration process

A candidate for the IB diploma or certificates must be registered by an IB World school for each intended examination session and must take the requisite courses and examinations at that school. The school must complete such registrations and pay the related fees by the relevant deadlines.

Article 10: Registration

10.1 The following categories of registration are available.

- a. Anticipated: for candidates intending to complete the requirements for one or two standard level subjects (excluding languages *ab initio* and pilot subjects) at the end of their first year of the Diploma Programme. They must complete all remaining IB diploma requirements in the corresponding examination session (May or November) in the following year.
- b. Diploma: for candidates intending to complete the requirements for the award of an IB diploma.
- c. Certificate: for candidates taking one or more subjects who are not seeking the award of the IB diploma.
- d. Retake: for previous IB diploma candidates who are seeking to improve on their results. The highest grade obtained for a subject will contribute towards the IB diploma.

10.2 The subject grade awarded for a certificate cannot subsequently contribute to the award of an IB diploma. However, the moderated mark for the internal assessment component of a certificate can be carried forward and used to complete the assessment of the same subject as part of an IB diploma, provided the course content and assessment for the subject have not changed.

10.3 At the discretion of the school, a certificate candidate may pursue the course in theory of knowledge, undertake an extended essay and/or engage in CAS but the IB Organization will not accept the registration of certificate candidates for these IB diploma requirements.

Article 11: Notice of assessment requirements

It is the responsibility of schools to ensure that candidates comply with all assessment requirements of the Diploma Programme and that they are properly registered. This includes ensuring each candidate is in good standing at the school at the time of the examinations. Non-compliance with these requirements can lead to the disqualification of candidates registered by the school.

IV Responsibilities of candidates

Article 12: Responsible and ethical behaviour

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. The IB Organization is entitled to refuse to mark or moderate assessment material if a candidate has acted in an irresponsible or unethical manner in connection with that part of assessment for the Diploma Programme, for example, if a candidate includes offensive or obscene material that is unrelated to the content of the assessment. In such cases the final award committee is entitled to award a mark of zero for the component or part(s) of the component that are not assessed due to such irresponsible or unethical behaviour.

V Conditions for the award of the IB diploma

Article 13: Assessment

Examiners appointed by the IB Organization assess candidates' work in Diploma Programme examinations and other forms of external assessment using common markschemes/assessment criteria. This external

assessment may be complemented by internal assessment by schools of other required work, which is moderated by IB Organization examiners.

Article 14: Grades

Performance in each subject is graded on a scale of 1 point (minimum) to 7 points (maximum). For the IB diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total Diploma Programme points score is 45.

Article 15: Award of the IB diploma

- 15.1 All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in section VII "Special cases C: Incomplete assessment" of these general regulations.
- 15.2 The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.
- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
 - b. All CAS requirements have been met.
 - c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
 - d. There is no grade 1 in any subject.
 - e. There is no grade 2 at higher level.
 - f. There is no more than one grade 2 at standard level.
 - g. Overall, there are no more than three grades 3 or below.
 - h. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
 - i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
 - j. The final award committee has not judged the candidate to be guilty of malpractice.
- 15.3 The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.
- a. Numeric grades have been awarded in all six subjects registered for the IB diploma.
 - b. All CAS requirements have been met.
 - c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
 - d. There is no grade 1 in any subject.
 - e. There is no more than one grade 2 at higher level.
 - f. There are no more than two grades 2 at standard level.
 - g. Overall, there are no more than three grades 3 or below.
 - h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
 - i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
 - j. The final award committee has not judged the candidate to be guilty of malpractice.
- 15.4 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

Article 16: Form of the IB diploma document

- 16.1 Successful IB diploma candidates will receive an IB diploma and a document listing the total IB diploma points score, the subject grades, the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.
- 16.2 A bilingual diploma will be awarded to a successful candidate who fulfils one of the following criteria:
- takes two languages A1
 - takes a language A1 and a language A2
 - takes examinations in at least one of the subjects from group 3 or group 4 in a language that is not the same language as his or her language A1 nominated for group 1
 - submits an extended essay in a group 3 or group 4 subject written in a language that is not the same language as his or her language A1 nominated for group 1.

Article 17: Award of the certificate

Certificate candidates will receive a certificate indicating the results obtained in individual subjects. An IB diploma candidate who fails to satisfy the requirements for the award of an IB diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay and the completion of all CAS requirements, as appropriate.

VI Assessment

Article 18: Determination of grades

Chief examiners, examiners responsible and the chief assessor in theory of knowledge, or their nominees, are responsible for authorizing grade boundaries in their subjects.

Article 19: Enquiry upon results

- 19.1 Candidates' examination results may be further checked and their externally assessed work may be re-marked if a school requests an enquiry upon results and pays the appropriate fees in accordance with the conditions defined in the handbook.
- 19.2 Re-marking a candidate's externally assessed material may lead to a higher grade for a subject, but not to a lower grade.
- 19.3 If a candidate believes the process leading to the grade upon re-marking did not respect the procedures defined in these general regulations and/or the handbook, the Diploma Programme coordinator may request on behalf of the candidate a review by the assessment director or his/her nominee of the assessment, for which a fee is payable to the IB Organization, by 31 December following a May session, and 30 June following a November session.
- 19.4 Beyond the re-marking and review processes defined in article 19, the candidate is not entitled to request a reconsideration of the assessment. However, the candidate is entitled to submit an appeal under the conditions defined in article 32.

Article 20: Final award committee

- 20.1 The final award committee is the body that formally awards the IB diplomas and certificates on the basis of grades determined by grade award procedures.
- 20.2 The final award committee consists of representatives of the Council of Foundation, of the examining board and of IB Cardiff, and is chaired by the chair of the examining board.
- 20.3 The final award committee considers and makes the final decision in all special cases with respect to the award of IB diplomas and certificates.

VII Special cases

A: Special needs

Article 21: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 22: Applicable procedure

- 22.1 Before candidates enroll in the Diploma Programme, the school is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed special needs.
- 22.2 Special needs must be reported by the candidate or his/her legal guardian to the school's Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate professional documentation. Temporary special needs, resulting from illness or accidents, should be reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.
- 22.3 If a candidate with a special need requires special assessment arrangements, the Diploma Programme coordinator must request the arrangements according to procedures stated in the current handbook. Special assessment arrangements can only be authorized by the IB Organization.

B: Adverse circumstances

Article 23: Definition of adverse circumstances

Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her performance, including severe stress, exceptionally difficult family circumstances, bereavement, disruption during examinations, or events that may threaten the health or safety of candidates. Adverse circumstances do not include shortcomings on the part of the school at which a candidate is registered.

Article 24: Applicable procedure

- 24.1 Any application for special consideration in cases of adverse circumstances must be submitted to IB Cardiff by the school's Diploma Programme coordinator on behalf of the candidate(s). The application must be received within 10 days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the Diploma Programme coordinator as well as by appropriate evidence.
- 24.2 If a candidate's performance has been affected by adverse circumstances, the final award committee may give special consideration to the case, provided that this would not give an advantage in comparison with other candidates.

C: Incomplete assessment

Article 25: Definition of incomplete assessment

Incomplete assessment exists when a candidate has not submitted one or more components of the assessment requirements in the subject.

Article 26: Applicable procedure

- 26.1 Any application for special consideration in cases of incomplete assessment must be submitted to IB Cardiff by the school's Diploma Programme coordinator on behalf of the candidate. The application must be received within 10 days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the Diploma Programme coordinator as well as by appropriate evidence.
- 26.2 In cases of incomplete assessment in a subject, the final award committee may, at its discretion, award a grade for the subject if both the following circumstances are established.
 - a. An acceptable reason is provided by the school for the incomplete assessment being beyond the candidate's control, such as illness or injury, the death or funeral of a close relative, unavoidable attendance at a hospital or law court.

- b. The candidate has submitted sufficient work, leading to at least 50% of the total marks available in that subject and including an externally assessed component.
- 26.3 If the foregoing conditions are fulfilled, marks for missing component(s) will be calculated using a procedure based on the candidate's marks for completed components and on the distribution of marks of other candidates in the same subject.

D: Academic infringements

Article 27: Definition of an academic infringement

There can be instances where work submitted by a candidate for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example, where a candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type an academic infringement and not malpractice.

Article 28: Applicable procedure

If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or IB diploma requirement concerned. The head of school will be notified that this action has been taken. The case will not be recorded as malpractice.

E: Malpractice

Article 29: Definition of malpractice

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

- a. Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own.
- b. Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- d. Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Article 30: Applicable procedure

- 30.1 The school's Diploma Programme coordinator must inform the IB Organization if he or she identifies any malpractice (for example, plagiarism) in relation to a candidate's work after the candidate has signed the cover sheet to the effect that it is his or her own work and constitutes the final version of that work. In such cases, or when an examiner or the IB Organization suspects malpractice, the school will be required to conduct an investigation and provide the IB Organization with relevant documentation concerning the case. If questions arise about the authenticity of a candidate's work before the cover sheet has been signed, that is, before the work has reached its final stage, the situation must be resolved within the school.
- 30.2 Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.
- 30.3 Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
- 30.4 If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

- 30.5 If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- 30.6 If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
- 30.7 If the candidate has already been found guilty of malpractice in a previous session this will normally lead to disqualification from participation in any future examination session.
- 30.8 An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

VIII Decisions of the final award committee

Article 31: Reconsideration

- 31.1 The reconsideration of final award committee decisions does not include the review of the assessment of candidates' work, such process being regulated by the enquiry upon results procedure defined in article 19.
- 31.2 Final award committee decisions are only open to reconsideration if the candidate establishes the existence of facts that were unknown to the final award committee when making its original decision. To be admissible the request for reconsideration must:
- a. be filed by the candidate or his/her representative via the school's Diploma Programme coordinator, who must inform the head of school
 - b. be received by IB Cardiff from the school within three months from the date of the original decision by the final award committee
 - c. contain a full description of the new facts invoked and of the reasons for which a reconsideration is being requested
 - d. contain the name and address of the candidate or his/her representative to whom IB Cardiff may send all communications and decisions concerning the request.
- 31.3 All requests for reconsideration will be examined and decided by a sub-committee of the final award committee. The sub-committee will be composed of at least the chair or vice-chair of the final award committee, a member of the examining board and the assessment director or academic director, all of whom must have served on the final award committee that made the original decision.
- 31.4 The sub-committee is entitled to refuse to reconsider the matter if it deems that the request is not based on new facts. If the sub-committee refuses to reconsider the matter it will inform the candidate or his/her representative at the address indicated in the request, with a copy to the Diploma Programme coordinator.
- 31.5 If the sub-committee accepts to reconsider the matter it may ask the candidate and/or the school for whatever additional explanations and evidence it deems useful but will not be obliged to accept further written submissions by the candidate and will not hear the candidate orally. The sub-committee will render its decision upon reconsideration, in principle within one month from the date IB Cardiff receives the request for reconsideration.
- 31.6 The sub-committee's decision upon reconsideration will contain summary reasons and be notified by IB Cardiff to the candidate or his/her representative at the address indicated in the request, with a copy to the Diploma Programme coordinator.

Article 32: Appeals

- 32.1 In cases where a request for reconsideration is possible, as defined under article 31, the reconsideration must precede any appeal.
- 32.2 Subject to article 32.1, appeals are possible against any decision of the final award committee and against any decision of the assessment director upon review of the re-marking of a candidate's externally assessed material as defined under article 19.3, but only on the grounds that the procedures defined in these general regulations, and which led to the decision of the final award committee being appealed, were not respected.
- 32.3 The appeals panel is formed of three members: one member independent from the IB Organization, the chair or vice-chair of the IB examining board and a chief examiner who was not on the final award committee that made the decision being appealed. The head of examinations administration will act as the secretary of the appeals panel, without being involved in making any decision.
- 32.4 The independent member is appointed on an annual basis and will not have been a Diploma Programme teacher or examiner, or an employee of the IB Organization at any time during the past five years.
- 32.5 The panel makes its decisions based on the views of the majority of the three members. The independent member will act as chairperson of the panel and will make the decision alone if a majority decision cannot be reached.
- 32.6 The appeal must be lodged using a form of recorded delivery and be addressed to the head of examinations administration at IB Cardiff. It must be lodged within one month from the date the candidate received the decision being appealed.
- 32.7 The appeal must contain the following information in English:
- the name, postal address, telephone number, facsimile number and email address of the appellant
 - a statement of all the facts and the reasons for the appeal
 - the appellant's request for relief
 - a copy of the decision being appealed
 - all written evidence on which the appellant intends to rely
 - any request for the holding of a hearing and for the examination of (a) witness(es).
- 32.8 Upon receiving the appeal the IB Organization will request a non-reimbursable handling fee that must be paid before the appeal procedure begins.
- 32.9 The appeals panel will begin by issuing directions regarding how the procedure will be run. Subject to the panel respecting due process and to it holding a hearing if so requested by the appellant, the panel will be free to determine how the procedure is to be run. The panel may ask both the appellant and the final award committee to submit clarifications and information. Any hearing that takes place is held in the premises of IB Cardiff on a date fixed by the panel after consultation with the appellant.
- 32.10 The procedure is in English. The appellant may, at his/her own expense, be represented by legal counsel.
- 32.11 In making its determinations on issues in dispute the appeals panel will base itself on what it deems most probable in light of the evidence (balance of probabilities) and it will make its decision on the basis of these general regulations and principles of fairness without applying any rules of law.
- 32.12 The panel will issue a written, dated and signed final decision with summary reasons, in principle within three months from the date IB Cardiff received the appeal. The IB Organization will notify the final decision to the appellant, with a copy to the head of school.

IX Final provisions

Article 33: Governing law

Swiss law governs these general regulations and all other procedures relating to the assessment requirements.

Article 34: Arbitration

Any dispute arising from or in connection with these general regulations and/or the handbook that has not been finally resolved by means of the reconsideration or appeal procedures defined in articles 31 and 32 of these general regulations, or which is not subject to those procedures, shall be finally settled by one arbitrator in accordance with the Swiss Rules of International Arbitration of the Swiss Chambers of Commerce. The seat of the arbitration shall be Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

Article 35: Entry into force and transitory rules

This version shall come into force on 1 September 2007 for May session schools, for all candidates enrolling in the programme from August/September 2007, or 1 January 2008 for November session schools, for all candidates enrolling in the programme from January/February 2008. The IB Organization may amend these general regulations from time to time. Each amended version applies to all candidates enrolling in the Diploma Programme after the date of entry into force of the amended version.

Geneva, 1 August 2007

Amendments to the *General regulations: Diploma Programme*

The following amendments to the *General regulations: Diploma Programme* issued on 1 August 2007 take effect from the **May 2009** examination session.

Article 19: Enquiry upon results

The current article 19.2 states: *Re-marking a candidate's externally assessed material may lead to a higher grade for a subject, but not to a lower grade.*

Coordinators may request a re-mark of externally assessed material (category 1), the return of externally assessed material (category 2) and/or a report on the moderation of internal assessment (category 3). This service is known as an enquiry upon results. In previous examination sessions a candidate's grade would only remain the same or be raised as a result of a category 1 re-mark. However, with effect from the **May 2009** examination session a candidate's grade may also be lowered as a consequence of a re-mark. Therefore, article 19.2 has been amended.

The new wording for article 19.2 states: *Re-marking a candidate's externally assessed material may lead to a higher or lower grade for a subject.*

Article 32: Appeals

The current article 32.2 states: *Subject to article 32.1, appeals are possible against any decision of the final award committee and against any decision of the assessment director upon review of the re-marking of a candidate's externally assessed material as defined under article 19.3, but only on the grounds that the procedures defined in these general regulations, and which led to the decision of the final award committee being appealed, were not respected.*

The words "*of the final award committee*" should be omitted in the last line of this article because the decision being appealed may have been taken either by the final award committee or by the assessment director. Therefore, article 32.2 has been amended.

The new wording for article 32.2 states: *Subject to article 32.1, appeals are possible against any decision of the final award committee and against any decision of the assessment director upon review of the re-marking of a candidate's externally assessed material as defined under article 19.3, but only on the grounds that the procedures defined in these general regulations, and which led to the decision being appealed, were not respected.*

The following amendment to the *General regulations: Diploma Programme* issued on 1 August 2007 takes effect from the **May 2010** examination session.

Article 15: Award of the IB diploma

The current article 15.2 states: *The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.*

c. *Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.*

With effect from the **May 2010** examination session, a grade E in either an extended essay or theory of knowledge will become a failing condition, requiring a candidate to obtain at least a grade D in both these requirements in order for a diploma to be awarded. Therefore, paragraph c of article 15.2 has been amended.

The new wording for article 15.2, paragraph c, states: *At least grade D has been awarded for both theory of knowledge and an extended essay.*

Forms for use in the Diploma Programme

The following table lists the forms that are available in this handbook and on IBIS in portable document format (PDF).

Form	Use of form
B11	Exclusive copyright
C2	Special request language A1: justification and proposed course of study
D1	Candidates with special assessment needs
D2	Candidates affected by adverse circumstances and/or a temporary medical condition
TK/CS	Theory of knowledge coversheet
TK/PDD	Presentation planning document
TK/PMF	Presentation marking form
CAS/PQ	CAS programme questionnaire
CAS/AEF	CAS activity/project self-evaluation form
CAS/SFS	CAS student final summary
CAS/PCF	CAS programme completion form
1/A1ST	School supported self-taught candidates—choice of authors and works: language A1 SL
1/IARF	Internal assessment record form: language A1
1/IARF sample	Example of completed form
2/IA	Moderation of internal assessment: group 2
2/IA sample	Example of completed form

2/WTRF	Written tasks rationale form: language A2
2/RFA2	Internal assessment record form: language A2
2/RFA2 sample	Example of completed form
2/RFB	Internal assessment record form: language B
2/RFB sample	Example of completed form
2/RFAI	Internal assessment record form: language <i>ab initio</i>
2/RFAI sample	Example of completed form
2/IACL	Moderation of internal assessment: classical languages
2/CLCS	Internal assessment coversheet: classical languages HL
3/IA	Internal assessment: group 3
3/CS	Internal assessment: group 3 individual candidate coversheet
4/IA	Internal assessment coversheet: group 4 (except design technology)
4/IADT	Internal assessment coversheet: design technology
4/IAES	Internal assessment coversheet: environmental systems for use in 2009
4/PSOW	Internal assessment coversheet: group 4 (except design technology)
4/PSOW sample	Example of completed form
4/PSOWDT	Internal assessment coversheet: design technology
4/PSOWDT sample	Example of completed form
4/PSOWES	Internal assessment coversheet: environmental systems for use in 2009
4/PSOWES sample	Example of completed form

5/IA	Moderation of internal assessment: mathematical studies SL, mathematics SL, mathematics HL
5/PFCS	Individual portfolio coversheet: mathematics HL, mathematics SL
5/PJCS	Individual project coversheet: mathematical studies SL
5/IACS	Moderation of internal assessment: computer science
5/IACS for 2010 onwards	Moderation of internal assessment: computer science only for 2010 onwards
5/PDCS (HL)	Internal assessment coversheet: computer science HL only
5/PDCS (HL) for 2010 onwards	Internal assessment coversheet: computer science HL only for 2010 onwards
5/PDCS (SL)	Internal assessment coversheet: computer science SL only
5/PDCS (SL) for 2010 onwards	Internal assessment coversheet: computer science SL only for 2010 onwards
6/VAEA	Visual arts examiner application form—visiting examiners
6/VAEP	Visual arts visiting examiner proposal
6/VACS	Visual arts internal assessment coversheet
6/VATF	Visual arts teacher feedback: examiner visit
6/MCCS	Internal assessment coversheet: music composition portfolios
6/MRSS	Internal assessment coversheet: music solo performance, CD (audio cassette) recordings
6/MRGS	Internal assessment coversheet: music group performance, CD (audio cassette) recordings
6/MICS	Music coversheet: musical investigation
6/Tpresentation (HL)	Theatre performance and production presentation HL only
6/Tpresentation (SL)	Theatre performance and production presentation SL only

6/IATpresentation	Moderation of internal assessment: theatre performance and production presentation
6/Tportfolio (HL)	Moderation of internal assessment: independent project portfolio HL only
6/Tportfolio (SL)	Moderation of internal assessment: independent project portfolio SL only
6/IATportfolio	Moderation of internal assessment: independent project portfolio
6/Tproposal (HL)	Theatre coversheet: practical performance proposal HL only
6/Tproposal (SL)	Theatre coversheet: practical performance proposal SL only
6/TRI (HL)	Theatre coversheet: research investigation HL only
6/TRI (SL)	Theatre coversheet: research investigation SL only
SBS/TREP	School-based syllabus teacher's report
SBS/CS	School-based syllabus sample work coversheet
SSX	School-based syllabus assessment
6/FPS	Film coversheet: presentation
6/FPPHCS	Film coversheet: production portfolio (HL only)
6/FPPSCS	Film coversheet: production portfolio (SL only)
6/FISCS	Film coversheet: independent study
6/FPCS	Film coversheet: presentation
ES&SIA	Internal assessment coversheet: environmental systems and societies for use in 2010
ES&S/PSOW	Internal assessment coversheet: environmental systems and societies for use in 2010
ES&S/PSOW sample	Example of completed form

A1 The IB programme continuum

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

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

Each programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation. Although the three IB programmes have their own unique characteristics, the educational philosophy is consistent across all of the programmes. All three place strong emphasis on the ideals of international understanding and responsible citizenship. There are currently more than 573,000 IB students at 2,146 schools in 125 countries that offer one or more programme.

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

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

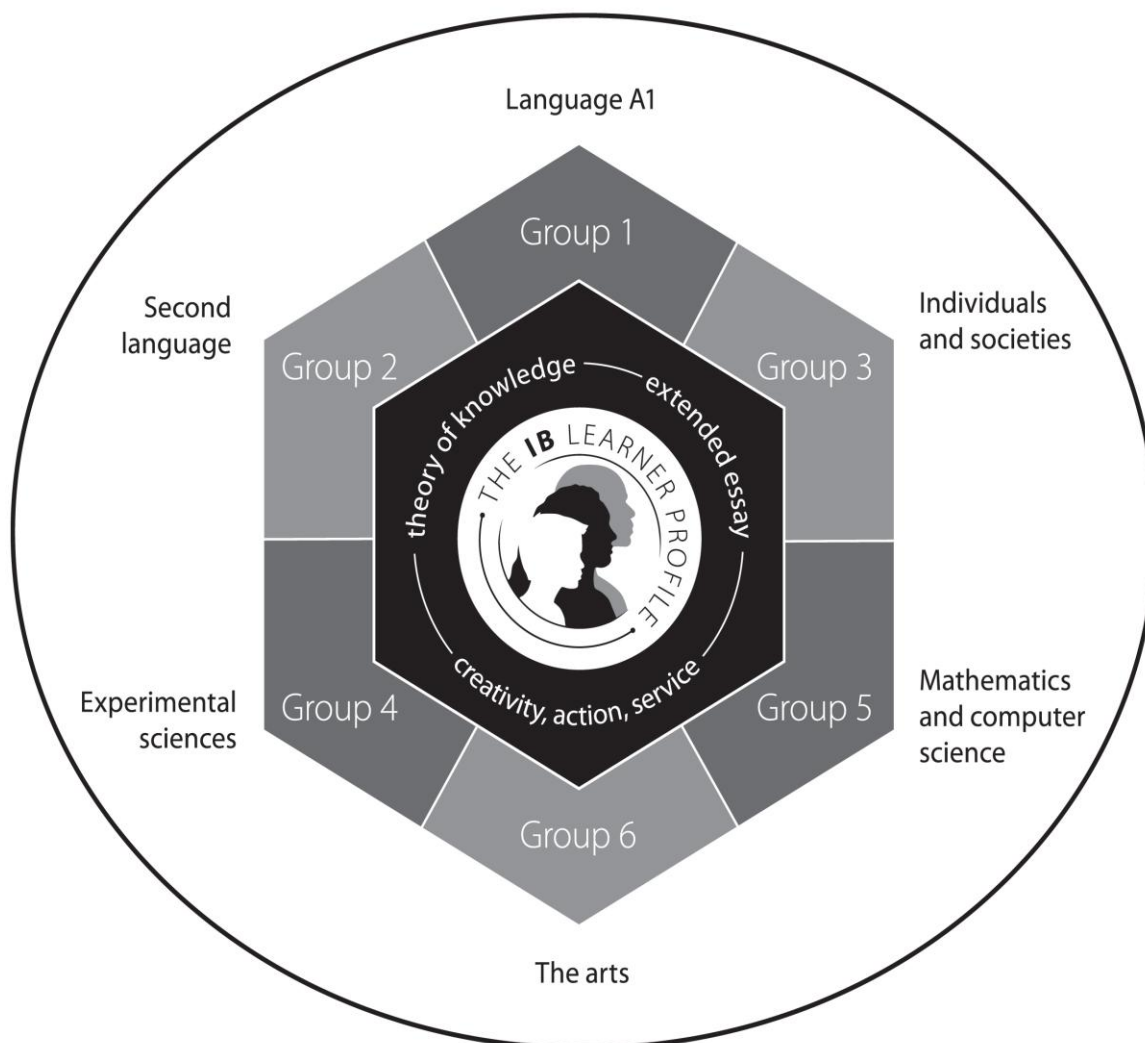
A2 The Diploma Programme

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

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

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

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



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

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

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

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

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

The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

A3 Choosing subjects for a diploma

A3.1 Selecting subjects from groups 1 to 6

Section A8 lists subjects that are automatically available for examinations in 2009 and 2010 and by special request for 2010. When selecting subjects for a diploma:

- at least three and not more than four subjects must be offered at higher level (HL) and the others at standard level (SL)
- one or two subjects at standard level (excluding languages *ab initio* and pilot subjects) can be completed at the end of the first year of the Diploma Programme
- one subject must be selected from each of the groups 1 to 5
- a mathematics subject must be selected from group 5 (computer science is a subject in group 5 but, if chosen, must be studied instead of a subject in group 6)
- the sixth subject can be selected from group 6 or from groups 1 to 5.

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

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

A3.2 Pilot subjects

The IB may develop new subjects on a pilot basis which schools may offer on the understanding that the syllabus content and assessment methods may change during the lifetime of the syllabus. Authorization to offer a pilot subject must be requested from IB Cardiff by writing to the Head of Diploma Programme Development, prior to the anticipated date of introducing the pilot subject. Some pilots may be offered as closed pilots; which means that a restricted number of schools will be allowed to offer the subject. For other pilots, known as open pilots, there is not restriction on the number of schools but authorization must still be obtained from IB Cardiff.

A pilot subject cannot be taken as an anticipated subject.

The following subjects are offered on a closed pilot basis for examinations in 2009:

- world religions—group 3 (May session only)

- dance HL and SL—group 6 (May and November)
- film HL and SL—group 6 (May and November)
- sports, exercise and health science SL—group 4 (May and November).

From first teaching September 2008, with first examinations in May 2010, film becomes a mainstream subject and is therefore no longer a pilot subject.

The following transdisciplinary subjects are offered on a closed pilot basis for examinations in 2009:

- text and performance—groups 1 and 6 (May and November)
- ecosystems and societies—groups 3 and 4 (May and November)
- world cultures—groups 3 and 6 (May and November).

A transdisciplinary standard level subject (TSL) meets the requirements of two groups through a single subject. A sixth subject must then be chosen to meet the requirements of the diploma. This additional subject may be chosen from any of the hexagon groups, including a group already covered by the TSL. Because all three subjects are currently pilot subjects no TSL can be taken as an anticipated subject.

Final examinations for world cultures as a transdisciplinary subject will be held in May 2009, after which it reverts to a school-based syllabus known as world arts and cultures for first examinations in May 2010.

A3.3 Transdisciplinary subjects

Final examinations for the mainstream subject environmental systems will be held in May and November 2009. This subject will be replaced by the new transdisciplinary subject, named environmental systems and societies, which will be open to all schools from September 2008. (This transdisciplinary subject is currently being run as the pilot course referred to above under the name ecosystems and societies with its last examinations in 2009.) Environmental systems and societies, which is a group 4 subject, will not be available as an anticipated subject during 2009.

Only one transdisciplinary subject may contribute to a candidate's diploma.

A3.4 School-based syllabuses

Only schools that have already entered candidates for two Diploma Programme examination sessions may offer a school-based syllabus (SBS). Read the section of this Handbook on school-based syllabuses ([SBS](#)) before considering whether a school-based syllabus subject can be offered to Diploma Programme candidates.

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

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

For details on the submission and procedures for school-based syllabuses refer to the school-based syllabus section of this Handbook.

A4 Exceptions and prohibitions

A4.1 Exceptions

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

Instead of a group 6 subject a candidate may offer:

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

A4.2 Prohibitions

The status codes below provide the definitive list of circumstances that are not accepted for candidate registration in 2009 and 2010. However, attention is drawn to the following subject prohibitions that are occasionally overlooked when registering diploma candidates. The prohibitions, such as not taking two pilots subjects, do not apply to certificate candidates.

No candidate may count towards the diploma:

- the same subject at higher level (HL) and standard level (SL)
- the same language for more than one group (for example, Spanish A1 and Spanish B)
- more than one language A1 SL as a school supported self-taught subject
- environmental systems SL and biology (applies to 2009 only)
- any two of mathematics HL, mathematics SL and mathematical studies SL
- more than one school-based syllabus or pilot subject (including transdisciplinary subjects)
- a school-based syllabus and a pilot subject (including transdisciplinary subjects)
- more than one transdisciplinary subject
- text and performance SL with theatre
- text and performance SL with any course from group 1 or 2 that corresponds with the language element of text and performance
- ecosystems and societies SL with environmental systems SL or biology HL/SL (applies to 2009 only).

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

A5 Core requirements of the diploma

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

A5.1 Theory of knowledge

A diploma candidate must follow a theory of knowledge (TOK) course, which is recommended to occupy at least 100 hours over the two-year period of the Diploma Programme, and must meet the theory of knowledge assessment requirements which include giving a presentation and submitting an essay on one of the ten prescribed titles for the examination session. A certificate candidate cannot be registered for theory of knowledge.

For further details refer to the section on theory of knowledge.

A5.2 Extended essay

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

For further details refer to the section on extended essays.

A5.3 Creativity, action, service

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

For further details refer to the section on creativity, action, service.

A6 The bilingual diploma

A bilingual diploma will be awarded to a successful candidate who fulfils one of the following criteria:

- two languages A1
- takes a language A1 and a language A2
- takes examinations in at least one of the subjects from group 3 or group 4 in a language that is not the same language as his or her language A1 nominated for group 1
- submits an extended essay in a group 3 or group 4 subject written in a language that is not the same language as his or her language A1 nominated for group 1.

A school-based syllabus (SBS) cannot contribute to a bilingual diploma either as a diploma subject in groups 3 or 4, or as an extended essay. Therefore, the following extended essay subjects cannot contribute to the award of a bilingual diploma: human rights, peace and conflict studies and politics. Similarly, neither a transdisciplinary subject nor a pilot subject can contribute to a bilingual diploma.

A7 A non-regular diploma

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

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

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

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

A8 Availability of subjects for 2009 and 2010

A8.1 Terminology

Some clarification of terminology may be necessary to understand the following sections on availability of subjects.

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

A8.2 Availability of language subjects in group 2

Examinations in the three language courses in group 2 (language A2, language B and language *ab initio*) will continue to be offered only if there is a minimum entry of 30 candidates. Where candidate numbers fall below this number in more than one session the subject will be withdrawn. Schools that have entered candidates for a group 2 language in this category will be given two years' notice of the withdrawal.

A8.3 Availability of subjects for May 2009

Group 1 languages A1: available

The following languages A1 are automatically available in May 2009 at higher level and standard level.

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

Afrikaans A1 HL/SL and Siswati A1 SL are only available in the November session, but may be taken by May session candidates as split-session entries.

Group 1 languages A1: special request

All special requests for May 2009 language A1 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Setswana A1 SL is a special request subject available only in the November session. May session candidates may take Setswana A1 SL as a split-session entry in 2009.

Group 2 languages A2: available

The following languages A2 are automatically available in May 2009 at higher level and standard level.

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

Group 2 languages B: available

The following languages B are automatically available in May 2009 at higher level and standard level.

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

Swahili B is only available in the November session, but may be taken by May session candidates as a split-session entry in 2009.

Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in May 2009 at standard level only.

Arabic *ab initio*
French *ab initio*
German *ab initio*
Indonesian *ab initio*

Italian *ab initio*
Japanese *ab initio*
Malay *ab initio*
Mandarin *ab initio*

Russian *ab initio*
Spanish *ab initio*
Swahili *ab initio*

Group 2 classical languages: available

The following classical languages are automatically available in May 2009 at higher level and standard level in the response language specified.

Classical Greek
Latin

English
English

Spanish

Group 2 classical languages: special request

All special requests for May 2009 classical languages have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 3: available

The following group 3 subjects are automatically available in May 2009 at the level and in the response language specified.

Business and management HL	English	French	Spanish
Business and management SL	English		Spanish
Economics HL	English	French	Spanish
Economics SL	English	French	Spanish
Geography HL	English	French	Spanish
Geography SL	English	French	Spanish
History SL	English	French	Spanish
History: Africa HL	English		
History: Americas HL	English	French	Spanish
History: E and SE Asia and Oceania HL	English		
History: Europe HL	English	French	Spanish
History: S Asia and the Middle East HL	English		
Islamic history HL	English		
Islamic history SL	English		
ITGS HL	English		
ITGS SL	English		Spanish
Philosophy HL	English	French	Spanish
Philosophy SL	English	French	Spanish
Psychology HL	English	French	Spanish
Psychology SL	English	French	Spanish
Social and cultural anthropology HL	English	French	Spanish
Social and cultural anthropology SL	English	French	Spanish

Group 3: special request

All special requests for May 2009 group 3 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization

Group 4: available

The following group 4 subjects are automatically available in May 2009 at the level and in the response language specified.

Biology HL	English	French	Spanish
Biology SL	English	French	Spanish
Chemistry HL	English	French	Spanish
Chemistry SL	English	French	Spanish
Design technology HL	English		
Design technology SL	English		
Environmental systems SL	English		Spanish
Physics HL	English	French	Spanish
Physics SL	English	French	Spanish

Group 4: special request

All special requests for May 2009 group 4 have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 5: available

The following group 5 subjects are automatically available in May 2009 at the level and in the response language specified.

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

Group 5: special request

All special requests for May 2009 group 5 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 6: available

The following group 6 subjects are automatically available in May 2009 at the level and in the response language specified.

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

Group 6: special request

All special requests for May 2009 group 6 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

A8.4 Availability of subjects for November 2009

Group 1 languages A1: available

The following languages A1 are automatically available in November 2009. Where no level is specified, the language is available at both levels.

Afrikaans A1
Chinese A1
English A1
French A1

German A1
Indonesian A1
Japanese A1
Korean A1

Portuguese A1
Siswati A1 SL
Spanish A1

Group 1 languages A1: special request

All special requests for November 2009 for language A1 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 2 languages A2: available

The following languages A2 are automatically available in November 2009 at both higher level and standard level.

English A2
French A2

German A2
Portuguese A2

Spanish A2

Group 2 languages B: available

The following languages B are automatically available in November 2009. Where no level is specified, the language is available at both levels.

Cantonese B
English B
French B
German B
Indonesian B

Italian B
Japanese B SL
Malay B SL
Mandarin B
Portuguese B SL

Spanish B
Swahili B
Tamil B SL

Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in November 2009 at standard level only.

French *ab initio*
Indonesian *ab initio*

Japanese *ab initio*
Mandarin *ab initio*

Spanish *ab initio*

Cantonese *ab initio* is not available.

Group 2 classical languages: available

The following group 2 subject is automatically available in November 2009 at higher level and standard level in the response language specified.

Latin

English

Group 2 classical languages: special request

All special requests for November 2009 classical languages have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 3: available

The following group 3 subjects are automatically available in November 2009 at the level and in the response language specified.

Business and management HL	English	Spanish
Business and management SL	English	Spanish
Economics HL	English	Spanish
Economics SL	English	Spanish
Geography HL	English	Spanish
Geography SL	English	Spanish
History SL	English	Spanish
History: Africa HL	English	
History: Americas HL	English	Spanish
History: E and SE Asia and Oceania HL	English	
History: Europe HL	English	Spanish
ITGS HL	English	Spanish
ITGS SL	English	Spanish
Philosophy HL	English	Spanish
Philosophy SL	English	Spanish
Psychology HL	English	Spanish
Psychology SL	English	Spanish
Social and cultural anthropology HL	English	Spanish
Social and cultural anthropology SL	English	Spanish

Group 3: special request

All special requests for November 2009 group 3 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 4: available

The following group 4 subjects are automatically available in November 2009 at the level and in the response language specified.

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

Group 4: special request

All special requests for November 2009 group 4 subjects have now been processed at IB Cardiff and the schools concerned have received a letter of authorization.

Group 5: available

The following group 5 subjects are automatically available in November 2009 at the level and in the response language specified.

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

Group 5: special request

There are no group 5 special request subjects for November 2009.

Group 6: available

The following group 6 subjects are automatically available in November 2009 at the level and in the response language specified.

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

A8.5 Availability of subjects for May 2010

Group 1 languages A1: available

The following languages A1 are automatically available in May 2010 at higher level and standard level.

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

Afrikaans A1 HL/SL and Siswati A1 SL are only available in the November session. With effect from September 2008 for candidates registering for the May 2010 session, the split-session arrangement no longer applies. Therefore, any May 2010 candidate wishing to take Afrikaans A1 HL/SL or Siswati A1 SL must take all assessment components (world literature, internal assessment, paper 1 and paper 2) in the November 2009 examination session. These candidates must be registered to take Afrikaans/Siswati in the November 2009 session.

Group 1 languages A1: special request

Examinations for languages A1 not listed above can sometimes be prepared, but a request and justification must be submitted to IB Cardiff on IBIS by **15 November 2008**. [Form C2](#) must only be used for languages that are not written in Roman script. (It may not be possible to enter the names of authors and texts on IBIS in such cases.)

Setswana A1 SL is available as a special request subject in the November session only. May 2010 candidates taking Setswana A1 SL must take all assessment components in the November 2009 session.

Group 2 languages A2: available

The following languages A2 are automatically available in May 2010 at higher level and standard level.

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

Group 2 languages B: available

The following languages B are automatically available in May 2010 at higher level and standard level.

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

Swahili B is only available in the November session. With effect from September 2008 for candidates registering for the May 2010 session, the split-session arrangement no longer applies. Therefore, any May

2010 candidate wishing to take Swahili B must take all assessment components (internal assessment, paper 1 and paper 2) in the November 2009 examination session. These candidates must be registered to take Swahili B in the November 2009 session.

Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in May 2010 at standard level only.

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

Group 2 classical languages: available

The following classical languages are automatically available in May 2010 at higher level and standard level in the response language specified.

Classical Greek	English	
Latin	English	Spanish

Group 2 classical languages: special request

The following classical languages are not automatically available in May 2010 at higher level and standard level in the response language specified. A special request must be submitted on IBIS no later than **15 November 2008**.

Classical Greek	French	Spanish
Latin	French	

Group 3: available

The following group 3 subjects are automatically available in May 2010 at the level and in the response language specified.

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

Group 3: special request

The following group 3 subjects are not automatically available in May 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2008**.

Business and management HL	French	
Business and management SL	French	
History Route 1 HL	French	Spanish
History Route 1 SL	French	Spanish
History Route 1: Africa HL	French	Spanish
History Route 2: Asia/Oceania	French	Spanish
ITGS HL	French	Spanish
ITGS SL	French	
Social and cultural anthropology HL	French	
Social and cultural anthropology SL	French	

Group 4: available

The following group 4 subjects are automatically available in May 2010 at the level and in the response language specified.

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

Group 4: special request

The following group 4 subjects are not automatically available in May 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2008**.

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

Group 5: available

The following group 5 subjects are automatically available in May 2010 at the level and in the response language specified.

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

Group 5: special request

The following group 5 subjects are not automatically available in May 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2008**.

Computer science HL	French	Spanish
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Group 6: available

The following group 6 subjects are automatically available in May 2010 at the level and in the response language specified.

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

Group 6: special request

The following group 6 subjects are not automatically available in May 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2008**.

Music HL	French	Spanish
Music SL composition	French	Spanish
Music SL group	French	Spanish
Music SL solo	French	Spanish

A8.6 Availability of subjects for November 2010

Group 1 languages A1: available

The following languages A1 are automatically available in November 2010. Where no level is specified, the language is available at both levels.

Afrikaans A1
Chinese A1
English A1
French A1

German A1
Indonesian A1
Japanese A1
Korean A1

Portuguese A1
Siswati A1 SL
Spanish A1

Group 1 languages A1: special request

Setswana A1 SL is not automatically available in November 2010. A special request must be submitted to IB Cardiff on IBIS by **15 May 2009**. No other languages A1 are available on special request in the November session.

Group 2 languages A2: available

The following languages A2 are automatically available in November 2010 at both higher level and standard level.

English A2
French A2

German A2
Portuguese A2

Spanish A2

Group 2 languages B: available

The following languages B are automatically available in November 2010. Where no level is specified, the language is available at both levels.

English B
Cantonese B
French B
German B

Indonesian B
Italian B
Japanese B SL
Malay B SL

Mandarin B
Portuguese B SL
Spanish B
Swahili B

Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in November 2010 at standard level only.

French *ab initio*
Indonesian *ab initio*

Japanese *ab initio*
Mandarin *ab initio*

Spanish *ab initio*

Cantonese *ab initio* is not available.

Group 2 classical languages: available

The following group 2 subject is automatically available in November 2010 at higher level and standard level in the response language specified.

Latin

English

Group 2 classical languages: special request

The following classical language is not automatically available in November 2010 at higher level and standard level in the response language specified. A special request must be submitted on IBIS no later than **15 May 2009**.

Latin

Spanish

Group 3: available

The following group 3 subjects are automatically available in November 2010 at the level and in the response language specified.

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

Group 3: special request

The following group 3 subjects are not automatically available in November 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2009**.

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

Group 4: available

The following group 4 subjects are automatically available in November 2010 at the level and in the response language specified.

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

Group 4: special request

The following group 4 subjects are not automatically available in November 2010 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2009**.

Design technology HL		Spanish
Design technology SL		Spanish

Group 5: available

The following group 5 subjects are automatically available in November 2010 at the level and in the response language specified.

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

Group 5: special request

There are no group 5 special request subjects for November 2010.

Group 6: available

The following group 6 subjects are automatically available in November 2010 at the level and in the response language specified.

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

Session:

0	0				
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School name:

- Level:

Self-taught (SL only):

[illegible]

Indicate the category of any candidates who are not diploma candidates.

[illegible]

School name:

Subject:A1

Proposed course of study**Part 1: World literature**

1. _____
2. _____
3. _____

Part 2: Detailed study

1. _____
2. _____
3. _____
4. _____

Part 3: Groups of works—including world literature text

1. _____
2. _____
3. _____
4. (World literature) _____

Part 4: School's free choice—including world literature text

1. _____
2. _____
3. _____
4. (World literature) _____

To be completed by the Diploma Programme coordinator or teacher

Name: Position:

Signature: Date:

B1 Role of the Diploma Programme coordinator

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

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

B2 Changes to administration for 2009 onwards

The information given below highlights changes to the administrative procedures described in sections A to K of the Handbook and, apart from reference to the language A1 SL self-taught oral examinations and school-based syllabus material, does not include the changes in the sections for groups 1 to 6 and the core requirements for the diploma.

Section C: Support and services

C2: Enquiry upon results

A formal procedure has been introduced for requesting a review of a category 1 re-mark.

A mark may be lowered or raised as a result of a category 1 re-mark.

C10: Replacement diploma, diploma results and certificate of results

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.

Section E: Special circumstances and arrangements

E1.2: Assessment arrangements requiring authorization

A request for special assessment arrangements must be submitted on form D1. The deadline for the receipt of this request and supporting medical documentation is now **1 May/1 November**, twelve months before the written examinations. It was previously eighteen months before the examinations.

Section F: Fees

F2: Billing offices

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

Section G: Registering candidates

G8.5: Re-ordering candidates

Candidate numbers may be re-ordered up to the final registration deadline, which is **15 January/15 May**. The facility to re-order candidates was previously up to the first registration deadline. However, coordinators must be careful not to provide candidates with a session number (for example, to write on their extended essay cover) and then re-order the session numbers at a later date. Doing so is likely to result in candidates being issued a wrong grade.

G12: Split-session entries

The current arrangement for a candidate to take a language A1, language A2 or language B that is neither automatically available or a special request subject for their school's designated examination session, is for the candidate to take the subject as a split-session entry. In other words, the written examinations are normally completed six months before other components. With effect from September 2008 for candidates registering for the May 2010 session, and March 2009 for candidates registering for the November 2010 session, this arrangement will no longer be applied. Instead, all assessment components must be taken in the same session as the written examinations.

G3.1: Language A1

It is now permitted submit a special request for a language A1 SL for a candidate taking the language as an anticipated subject. However, schools will be required to use an already authorized booklist that will be sent out by IB Cardiff.

Section I: Examination arrangements for May and November 2009

I2.1: The examination schedule

All schools must comply with the IB schedule for examinations; previously the schedule required schools to complete all morning examinations by 1300 hours and afternoon examinations by 1800 hours. The schedule now requires schools to start morning examinations no earlier than 0700 hours and afternoon examinations must obviously start no earlier than 12 noon. The schedule therefore states:

- Morning examinations must start after 0700 hours and finish before 1300 hours local time.
- Afternoon examinations must start after 1200 hours (noon) and finish by 1800 hours local time.

With effect from the May 2009 session, the IB designates the date on which the written examinations must be taken. This has been introduced because with the growing number of SBSs schools are finding it increasing difficult to agree on a mutually convenient date when the examination(s) should be taken for a particular syllabus. The dates of the examinations for 2009 are **30 April** for the May session and **30 October** for the November session.

Group I

Language A1 SL school supported self-taught oral examinations

The date by which schools should expect to receive language A1 SL self-taught oral examinations has been changed from 15 February to **15 March** for a May session, and from 15 August to **15 September** for a November session, about seven weeks before the start of the written examinations.

School-based syllabuses

The date by which schools should expect to receive school-based syllabus materials has been changed from 15 February to **15 March** for a May session, and from 15 August to **15 September** for a November session, about seven weeks before the start of the written examinations. With effect from May 2009 this material may be sent to coordinators in portable document format (pdf) as an attachment to an email. Alternatively, the mark sheets may be available as online forms on IBIS depending on whether this option has been developed in time for the May 2009 session. A news item will be placed on IBIS at an appropriate date to announce which method of delivery will be used.

B3 Changes to administration for 2010 onwards

Advance notice is included here because the changes for 2010 affect activities in 2008 and 2009.

B3.1 Language A1 SL school supported self-taught candidates

New assessment procedures for language A1 SL school supported self-taught candidates: first examinations May 2010

Commencing with the May 2010 examination session, there will be a fundamental change in the nature of the questions for the oral recording for language A1 SL self-taught candidates. The reason for the change is that the administrative process of having individual questions set for every candidate is no longer viable owing to the rapid increase in the number of self-taught candidates. Consequently, the change in the procedure is to have a system whereby the candidates themselves are the ones who choose the passages/poems and who prepare a presentation. The candidates will still receive individual instructions and their commentary and presentation will still be recorded in two sections and sent to an examiner for marking.

Outline of the new procedure

Assessing part 2 works: By **15 November/15 May**, about eighteen months before the written examinations, questions will be published by the IB for each broad genre grouping: drama, prose, fiction, prose non-fiction, poetry. There will be five questions for each genre and they will be published in English, French and Spanish in the Diploma Programme Coordinator Notes, on the OCC. The questions will give a framework for close study of two part 2 works. For each question, candidates will be asked to find a suitable forty line passage or poem that can be used as the basis for a commentary. Each of the questions will be framed to elicit a detailed, analytical response.

By **15 March/15 September**, about three months before the written examinations, IB Cardiff will send instructions for each candidate, stipulating the genre and a choice of two of the five questions for that genre. The invigilator hands the instructions to the candidate at the start of the oral examination.

Assessing part 4 works: Candidates give a prepared oral presentation based on two of the three part 4 works.

The oral recording

Section 1 (based on part 2 works)

- **20 minutes preparation time:** Candidates are given an instruction sheet that stipulates one of the two genres they have studied and gives them a choice of two questions from one genre. The preparation time is for choosing the question and related passage or poem, and for making final preparations for the commentary. They will take to the preparation room their chosen passages and notes on the questions.
- **Oral commentary:** Candidates deliver a 10-15 minute commentary that is recorded by the invigilator. The invigilator ensures that a copy of the passage or poem is included with the recording.

Section 2 (based on part 4 works)

- **Oral presentation:** Candidate deliver a 10 minute prepared oral presentation based on two of the three part 4 works. The choice of topics for the presentation is the same as for taught candidates and notes used by the candidates must accompany the recording. These must be notes and not a talk that is written out in full. The type of activity that is suited to this task is an oral exposé, or possibly a role play. Whatever the activity chosen, presentations must have a coherent structure.

B3.2 Film

Film becomes a mainstream subject for first teaching from September 2008 with first examinations in May 2010. Only schools that have been authorized to offer this subject on a pilot basis may register candidates for examinations in 2009. These schools are permitted to register diploma and certificate candidates in 2009, but are not permitted to register candidates for film as an anticipated subject. Coordinators are reminded that assessments for film in 2009 will be based on the current course of study, not the new course (which is first examined in 2010). Information about which response languages will be available for each examination session will be published as an IBIS news item.

B3.3 CAS: approval and programme monitoring

Each year the regional office asks a number of schools to submit a random sample of three diploma candidates' CAS records. Where a school is required to submit sample candidate CAS records to the regional office, as part of the regular monitoring process, the records required will be:

- the CAS progress form (see model form A in the CAS guide "Appendices" for a possible model)
- the CAS individual candidate completion form (see model form B in the CAS guide "Appendices" for a possible model)
- up to 10 sample pages from the candidate's ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the candidate learned from it.

Schools should retain other supporting material until **31 May/30 November** in case there are queries about the material supplied. As part of routine monitoring, or during five-year reviews, regional offices may request to see the complete documentation for individual candidates.

B4 The IB information system

B4.1 Security

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

B4.2 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, click on the **School** tab followed by **School person maintenance** on the left menu. This will allow you to add a person onto IBIS by creating a person code. This will automatically send an email to the person with instructions on how to set up their own IBIS login credentials.

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

B4.3 Support for IBIS users

The various options on IBIS are supported with help text, which can be accessed by clicking on the [Help](#) link at the top right of each screen. Work is currently being undertaken to provide users with a frequently asked questions (FAQs) section, which will focus on operational tasks and deadlines, rather than on how to use each option.

For any queries regarding access to IBIS, please send an email to IBISaccounts@ibo.org. For queries regarding the use of IBIS options or general administration, send your query to help@ibo.org.

B4.4 Changing the Diploma Programme coordinator

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

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

Select **Add**, enter the new personal details (title, name and gender) and then click **Continue**. Once the personal details have been entered, the next screen to appear will ask for the contact details (for example, address, telephone numbers and email address). Enter the relevant information and select **Submit** at the bottom of the page. A message will appear stating that your submission has been successful and that the record will be updated, normally within 24 hours.

Once the changes are made on IBIS, the relevant department at IB Cardiff will send two emails to the new coordinator, one giving the school code and username and the second displaying the password for access to IBIS.

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

B5 Changing a school's main examination session

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

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

B6 Communication with the IB

Contact details for the IB headquarters in Geneva, the IB in Cardiff, regional offices and regional representatives are available on the IB public website (<http://www.ibo.org>). Click on the tab **Who we are** followed by **IB offices** on the drop-down list

In summary, IB Cardiff is responsible for curriculum and assessment, and offers professional support services including finance and publications. The coordinator help desk at IB Cardiff provides Diploma Programme coordinators with advice on the administration of the Diploma Programme and on the use of IBIS. Each of the four regional offices provides a range of services for IB World Schools that include school authorization and evaluation, liaison with governments and universities, the provision of teacher workshops and an annual conference.

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

B7 Essential reading

The IB provides heads of school, coordinators and teachers with a wide variety of resource material, most of which is available on the IB public web site and/or the online curriculum centre. For the convenience of coordinators, the following documents are available from links at the bottom of each screen in the html version because they are so fundamental to the implementation of the Diploma Programme in IB World Schools.

- *Mission Statement*
- *Learner Profile*
- *General Regulations: Diploma Programme*
- *Rules for IB World Schools: Diploma Programme*
- *Programme standards and practices*
- *Language Policy*

It is stressed that these are not the only documents that a coordinator may need to refer to on a regular basis. Others include the many subject guides and the *Diploma Programme Coordinator Notes*, which are published four times each year. As mentioned previously, it is essential that the coordinator conveys information found in such documents to the appropriate subject teachers. For example, the coordinator notes always contain information about forthcoming changes to subject content and assessment.

Two new publications relating to language and learning in all three IB programmes have been published on the OCC. These are:

- *Learning in a Language other than a Mother Tongue in IB Programmes and*
- *Guidelines for developing a school language policy.*

These documents relate to the following sections of the *Standards and Practices* document: A2 9/10, B1 20, C1 14/15, C2 3/7 and C3 9.

They are intended to support the implementation and establishment of these standards and practices and will be linked with professional development courses.

B8 Common abbreviations used by the IB

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

G	Arbitration
HL	Higher level
SL	Standard level
D	Diploma
R	Retake
A	Anticipated
C	Certificate
H	Carry mark forward from previous examinations session
N	No grade issued for the subject and level (or other diploma requirement)
IA	Internal assessment
IMR	Internal assessment moderation report (enquiry upon results, category 3)
ITGS	Information technology in a global society
P	Pending (mark or grade not available)
PBL	Prescribed book list
PWL	Prescribed world literature list
PG	Predicted grade
EE	Extended essay
TOK	Theory of knowledge
CAS	Creativity, action, service
SEN	Special educational needs
ST	School supported self-taught (applies to language A1 SL only)
SBS	School-based syllabus
TSL	Transdisciplinary standard level subject

B9 May examination session calendar

September 2008			
Session	Event or action	Method	Date/Deadline
May 2009	Pay annual fee	Cheque to appropriate billing office or bank transfer	1 September
May 2008	IB Cardiff publishes subject reports on IBIS and the OCC when each report becomes available	IBIS and OCC	From 1 September
May 2008	Request enquiries upon results	IBIS	15 September
May 2008	Request return of design technology HL/SL design projects, if required	IBIS (enquiry upon results service)	15 September
May 2010	IB Cardiff notifies those schools that will be required to submit recordings of some or all of their theory of knowledge presentations	Email	30 September
October 2008			
Session	Event or action	Method	Date/deadline
May 2009	Visual arts: send visual arts visiting examiner proposal form to IB Cardiff	Form 6/VAEP	7 October
May 2009	Language A1 SL self-taught: send choice of authors and works for oral examination parts 2 and 4. (Form 1/A1ST is available in this Handbook for languages that do not use roman script.)	IBIS	7 October
May 2008	Send request for results service to universities in Australia and New Zealand	IBIS	15 October
November 2008			
Session	Event or action	Method	Date/deadline
May 2009	Register candidates for all subjects (including theory of knowledge and the extended essay for diploma candidates)	IBIS	15 November
May 2009	Music SL group performance: enter number of group performances to be assessed	IBIS	15 November
May 2010	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 November

May 2010	Language A1: send special requests for languages A1, with justification and proposed course of study. Form C2: special request language A1	IBIS	15 November
May 2010	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 November
May 2010	Non-regular diplomas: send requests for authorization	IBIS	15 November
May 2010	Language A1 SL self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and <i>Diploma Programme Coordinator Notes</i>	15 November
May 2009	Submit the edition being used for the prescribed work for music	IBIS	30 November
December 2008			
Session	Event or action	Method	Date/deadline
May 2009	IB Cardiff sends examination stationery to schools	Courier or express mail	1 December
May 2009	Language A1: send advance notice of works studied. (Send the information by fax or post to IB Cardiff if the language does not use roman script.)	IBIS	1 December
May 2010	IB Cardiff authorizes special requests for subjects in group 1, and groups 3 to 6	Letter from IB Cardiff	1 December
May 2009	School-based syllabuses: send proposed examination papers and mark schemes to IB Cardiff	Courier	14 December
May 2009	Pay the total of all registration and subject fees for candidates registered by 15 November 2008	Cheque to appropriate billing office or bank transfer	15 December
January 2009			
Session	Event or action	Method	Date/deadline
May 2008	A candidate may request replacement certification from the IB without involving the school at which he/she was registered	Candidate contacts the IB	From 1 January
May 2009	Final candidate registration deadline (last opportunity to re-order candidate session numbers)	IBIS	15 January
May 2009	IB Cardiff issues approval for or amendments to school-based syllabus examination papers and markschemes for appropriate schools	Hard copy sent to school	28 January

May 2009	Deadline for registration of candidates from November 2008 session taking one or more subjects in May 2009	IBIS	29 January
May 2010	New schools send CAS programme questionnaire to appropriate regional office	Form CAS/PQ	31 January
February 2009			
Session	Event or action	Method	Date/deadline
May 2009	IB Cardiff enables coordinators to create teacher access to predicted grade and internal assessment mark entry screens on IBIS (user names and passwords)	IBIS	1 February
May 2009	IB Cardiff opens predicted grade and internal assessment entry screens on IBIS	IBIS	1 February
May 2009	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> extended essays language A1 world literature language A2 written tasks theory of knowledge visual arts 	IBIS	20 February
May 2009	School-based syllabuses: send amended examination papers and/or mark schemes to IB Cardiff	Courier	21 February
March 2009			
Session	Event or action	Method	Date/deadline
May 2009	When available, IB Cardiff sends language A1 SL self-taught oral examinations and school-based syllabus materials to schools	Courier	March
May 2010	Submit forecast of candidate entries by subject/level in order to receive examination stationery	IBIS	1 March
May 2009	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits school
May 2009	Visual arts: first date for examiner visits	Not applicable	10 March
May 2009	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> internal assessment theatre (all components) musical investigations school-based syllabuses 	IBIS	15 March

May 2009	Send requests for rescheduling examinations	IBIS	15 March
May 2009	Extended essays: send to examiners for assessment, each with a completed cover	Preferably by courier	15 March
May 2009	Theory of knowledge essays: send to examiners for assessment, each with a completed Form TK/CS)	Preferably by courier	15 March
May 2009	Language A1 world literature: send to examiners for assessment, each with a completed cover	Preferably by courier	15 March
May 2009	Language A2 written tasks: send to examiners for assessment, each with a completed cover and Form 2/WTRF	Preferably by courier	15 March
May 2010	Confirm candidate entries for special request languages A1	IBIS	15 March
April 2009			
Session	Event or action	Method	Date/deadline
May 2009	School-based syllabuses: send final approved version of examination papers and markschemes to IB Cardiff	Courier	7 April
May 2009	Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge	IBIS	10 April
May 2009	IB Cardiff sends examination papers and other examination material to schools	Courier	April
May 2009	Examiner notifications available on IBIS for scripts	IBIS	15 April
May 2009	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 April
May 2009	Visual arts: final date for examiner's visit	Not applicable	25 April
May 2009	Theatre: send research investigations (each with Form 6/TRI (HL) or Form 6/TRI (SL) to the examiner	Preferably by courier	30 April
May 2009	Theatre: send practical performance proposal to examiner(s) (each with form 6/Tproposal (HL) or 6/Tproposal (SL))	Preferably by courier	30 April
May 2009	Music: send musical investigations (each with Form 6/MICS) to examiner	Preferably by courier	30 April
May 2009	Examination period	Not applicable	30 April–22 May

May 2009

Session	Event or action	Method	Date/deadline
May 2009	Report arrival of examination papers	IBIS	1 May
May 2009	Last opportunity for coordinators to withdraw retake, diploma or anticipated candidates from session, so May 2009 does not count towards their three diploma sessions	IBIS	1 May
May 2009	Visual arts: send candidate record booklets, portfolios, research workbooks and cassettes (if no visiting examiner) to IB Cardiff	Preferably by courier	1 May
May 2009	CAS: send programme completion form (Form CAS/PCF) to regional office	Fax or post	1 May
May 2009	Send requests for results service to universities and colleges in all countries, except Australia, New Zealand, Canada and USA.	IBIS	1 May
May 2009	Visual arts: send teacher's feedback on examiner's visit to school to IB Cardiff	Form 6/VATF	1 May
May 2010	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	1 May
May 2009	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2	Immediately
May 2009	Language A1 SL self-taught: send audio recordings and related material to examiner	Preferably by courier	7 May
May 2009	Teachers send their comments on written examination papers to IB Cardiff	OCC	Within 28 days after examination
May 2009	School-based syllabuses: send marked examination scripts, coursework, teacher's report, and copies of mark sheets and Form SSX to the assessor	Preferably by courier	30 May
May 2009	School-based syllabuses: send original mark sheets and Form SSX to IB Cardiff	Fax	30 May

June 2009

Session	Event or action	Method	Date/deadline
May 2009	Send requests for exclusive copyright on behalf of candidates to IB Cardiff	Form B11	1 June
May 2009	Send requests for legalization of examination results	IBIS	15 June

July 2009

Session	Event or action	Method	Date/deadline
May 2009	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 July
May 2009	IB Cardiff issues results to schools	IBIS	5 July
May 2009	Enquiry upon results: categories 1 and 2 requests can be submitted	IBIS	5 July
May 2009	Results available to candidates via the IB public web site	Internet	6 July
May 2009	Statistics on global and school results are made available on IBIS	IBIS	9 July
May 2009	IB Cardiff releases internal assessment feedback and profile of candidates' marks and grades	IBIS	12 July
May 2009	Enquiry upon results: category 3 requests can be submitted	IBIS	12 July

August 2009

Session	Event or action	Method	Date/deadline
May 2009	IB Cardiff sends diplomas, diploma results and certificates of results to schools (this mailing includes certificates for May 2008 anticipated candidates who did not register for the diploma)	Courier	31 August

September 2009

Session	Event or action	Method	Date/deadline
May 2010	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 September
May 2009	Last date for requesting enquiries upon results	IBIS	15 September
May 2009	Request return of design technology HL/SL design projects, if required	IBIS (enquiry upon results service)	15 September

BI0 November examination session calendar

March 2009

Session	Event or action	Method	Date/Deadline
November 2009	Pay the annual fee	Cheque to appropriate billing office or bank transfer	1 March
November 2008	IB Cardiff publishes subject reports on IBIS and the OCC when each report becomes available	IBIS and OCC	From 1 March
November 2008	Last date for requesting enquiries upon results	IBIS	15 March
November 2008	Request return of design technology HL/SL design projects, if required	IBIS (enquiry upon results)	15 March
November 2010	IB Cardiff notifies those schools that will be required to submit recordings of some or all of their theory of knowledge presentations	Email	30 March

April 2009

Session	Event or action	Method	Date/deadline
November 2009	Visual arts: send visual arts visiting examiner proposal form to IB Cardiff	Form 6/VAEP	7 April
November 2009	Language A1 SL self-taught: send choice of authors and works for oral examination parts 2 and 4. (Form 1/A1ST is available in this Handbook for languages that do not use roman script.)	IBIS	7 April

May 2009

Session	Event or action	Method	Date/deadline
November 2009	Register candidates for all subjects (including theory of knowledge and the extended essay for diploma candidates)	IBIS	15 May
November 2009	Music SL group performance: enter number of group performances to be assessed	IBIS	15 May
November 2010	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 May
November 2010	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 May

November 2010	Non-regular diplomas: send requests for authorization	IBIS	15 May
November 2010	Language A1: send special requests for languages A1, with justification and proposed course of study. (Form C2 is available in this Handbook for languages that do not use roman script.)	IBIS	15 May
November 2010	Language A1 SL self-taught candidates: IB makes available to schools questions for all genres	IBIS, OCC and <i>Diploma Programme Coordinator Notes</i>	15 May
November 2009	Submit the edition being used for prescribed work for music	IBIS	30 May
June 2009			
Session	Event or action	Method	Date/deadline
November 2009	IB Cardiff sends examination stationery to schools	Courier or express mail	1 June
November 2009	Language A1: send advance notice of works studied. (Send the information by fax to IB Cardiff if the language does not use roman script.)	IBIS	1 June
November 2010	IB Cardiff authorizes special requests for subjects in group 1, and groups 3 to 6	Letter from IB Cardiff	1 June
November 2009	School-based syllabuses: send proposed examination papers and mark schemes to IB Cardiff	Courier	14 June
November 2009	Pay the total of all registration and subject fees for candidates registered by 15 May 2009	Cheque to appropriate billing office or bank transfer	15 June
July 2009			
Session	Event or action	Method	Date/deadline
November 2008	A candidate may request replacement certification from the IB without involving the school at which he/she was registered	Candidate contacts the IB	From 1 July
November 2009	Final registration deadline (last opportunity to re-order candidate session numbers)	IBIS	15 July
November 2009	IB Cardiff issues approval for or amendments to school-based syllabus examination papers and markschemes for appropriate schools	Hard copy sent to school	28 July
November 2009	Deadline for the registration of candidates from May 2009 retaking one or more subjects in November 2009	IBIS	29 July

November 2010	New schools send CAS programme questionnaire to regional office	Form CAS/PQ	31 July
August 2009			
Session	Event or action	Method	Date/deadline
November 2009	IB Cardiff enables coordinators to create teacher access to predicted grade and internal assessment mark entry screens on IBIS (user names and passwords)	IBIS	1 August
November 2009	IB Cardiff opens predicted grade and internal assessment screens on IBIS	IBIS	1 August
November 2009	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> extended essays language A1 world literature language A2 written tasks theory of knowledge visual arts 	IBIS	20 August
November 2009	School-based syllabuses: send amended examination papers and/or mark schemes to IB Cardiff	Courier	21 August
September 2009			
Session	Event or action	Method	Date/deadline
November 2010	Submit forecast of subject entries in order to receive examination stationery	IBIS	1 September
November 2009	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits school
November 2009	Visual arts: first date for examiner visits	Not applicable	10 September
November 2009	IB Cardiff sends language A1 SL self-taught oral examinations and school-based syllabus materials to schools (where available)	Courier	15 September
November 2009	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> internal assessment theatre (all components) musical investigations school-based syllabuses 	IBIS	15 September
November 2009	Send requests for rescheduling examinations	IBIS	15 September

November 2009	Extended essays: send to examiners for assessment, each with a completed cover	Preferably by courier	15 September
November 2009	Theory of knowledge essays: send to examiners for assessment, each with a completed Form TK/CS)	Preferably by courier	15 September
November 2009	Language A1 world literature: send to examiners for assessment, each with a completed cover	Preferably by courier	15 September
November 2009	Language A2 written tasks: send to examiners for assessment, each with a completed cover and Form 2/WTRF	Preferably by courier	15 September
November 2010	Confirm candidate entries for special request languages A1	IBIS	15 September

October 2009

Session	Event or action	Method	Date/deadline
November 2009	School-based syllabuses: send final approved version of examination papers and mark schemes to IB Cardiff	Courier	7 October
November 2009	Enter marks for internal assessment and predicted grades, including predicted grades for extended essays and theory of knowledge	IBIS	10 October
November 2009	IB Cardiff sends examination papers and other examination materials to schools	Courier	October
November 2009	Examiner notifications available on IBIS for scripts	IBIS	15 October
November 2009	Send requests for results service to universities and colleges in Australia and New Zealand	IBIS	15 October
November 2009	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 October
November 2009	Visual arts: final date for examiner's visit	Not applicable	25 October
November 2009	Theatre: send research investigations (each with Form 6/TRI HL or Form 6/TRI SL) to the examiner	Preferably by courier	30 October
November 2009	Theatre: send practical performance proposal to examiner(s) (each with form Form 6/Tproposal (HL) or Form 6/Tproposal (SL))	Preferably by courier	30 October
November 2009	Music: send musical investigations (each with Form 6/MICS) to examiner	Preferably by courier	30 October

November 2009	Examination period	Not applicable	30 October–20 November
November 2009			
Session	Event or action	Method	Date/deadline
November 2009	Report arrival of examination papers	IBIS	1 November
November 2009	Last opportunity for coordinator to withdraw retake, diploma or anticipated candidates from session, so November 2009 does not count towards their three diploma sessions	IBIS	1 November
November 2009	Visual arts: send candidate record booklets, portfolios, research workbooks and cassettes (if no visiting examiner) to IB Cardiff	Preferably by courier	1 November
November 2009	Visual arts: send to IB Cardiff teacher's feedback on examiner's visit to school	Form 6/VATF	1 November
November 2009	CAS: send programme completion form (Form CAS/PCF) to regional office	Fax or post	1 November
November 2010	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	1 November
November 2009	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2	Immediately
November 2009	Teachers send comments on written examination papers to IB Cardiff	OCC	Within 28 days after the examination
November 2009	Language A1 SL self-taught: send audio recordings and related material to examiner	Preferably by courier	7 November
November 2009	School-based syllabuses: send marked examination scripts, coursework, teacher's report, and copies of mark sheets and Form SSX to assessor	Preferably by courier	30 November
November 2009	School-based syllabuses: send original mark sheets and Form SSX to IB Cardiff	Fax	30 November
December 2009			
Session	Event or action	Method	Date/deadline
November 2009	Send requests for exclusive copyright on behalf of candidates to IB Cardiff	Form B11	1 December
November 2009	Send requests for legalization of examination results	IBIS	15 December

January 2010

Session	Event or action	Method	Date/deadline
November 2009	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 January
November 2009	IB Cardiff issues results to schools	IBIS	5 January
November 2009	Enquiry upon results: categories 1 and 2 requests can be submitted	IBIS	5 January
November 2009	Results available to candidates by the IB public web site	Internet	6 January
November 2009	Statistics on global and school results are made available on IBIS	IBIS	9 January
November 2009	IB Cardiff releases internal assessment feedback and profile of candidates' grades and marks	IBIS	12 January
November 2009	Enquiry upon results: category 3 requests can be submitted	IBIS	12 January

February 2010

Session	Event or action	Method	Date/deadline
November 2009	IB Cardiff sends diplomas, diploma results and certificates of results to schools. This mailing includes certificates for November 2008 anticipated candidates who did not register for the diploma.	Courier	28 February

March 2010

Session	Event or action	Method	Date/deadline
November 2010	Pay annual fee	Cheque to appropriate billing office or bank transfer	1 March
November 2009	Request enquiries upon results	IBIS	15 March
November 2009	Request return of design technology HL/SL design projects, if required	IBIS (enquiry upon results service)	15 March

B11 The completion of forms

It is important that all forms are completed fully and correctly. Unless a form is being submitted electronically, it must be completed in legible handwriting using black ink. Ensure that sections relating to the session (for example, May 2009), school number and school name are completed. Retain a copy of each completed form.

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

Forms that must be completed and sent with candidates' assessment material to an examiner (or moderator in the case of internal assessment) are supplied in portable document format (PDF). The following forms are also available as PDFs. In addition, there are forms for theory of knowledge and creativity, action, service.

- *Exclusive copyright* ([Form B11](#)). This form is not available in electronic format because the candidate who is claiming exclusive copyright on selected items of their examination material must sign the form.
- *Special request language A1: justification and proposed course of study* ([Form C2](#)). This form is available in electronic format on IBIS for use with languages that use Roman characters. If the language A1 does not use Roman characters, use this PDF version of the form instead and send it to IB Cardiff by post or fax (+44 29 2054 7778).
- *Candidates with special assessment needs* ([Form D1](#)) and *Candidates affected by adverse circumstances and/or a temporary medical condition* ([Form D2](#)). These forms are not available in electronic format because they must be accompanied by supporting medical documentation.

The form *Language A1: advance notice of works studied* is available on IBIS in electronic format only, but if the information must be written in a language that does not use Roman characters, send the information to IB Cardiff in a fax, letter or as an e-mail attachment to help@ibo.org.

CI Services included within the annual fee

CI.1 Public website

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

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

CI.2 IB store and publications

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

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

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

IB materials

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

Examples of IB materials are:

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

IB materials produced under licence

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

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

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

Other products for IB programmes

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

If you have any queries concerning any materials, products or services offered by the IB, please contact the sales department at sales@ibo.org.

Also accessible through the IB store is a schools’ jobs service where schools may advertise their vacant positions to a global audience, and a subscription service for IB World magazine.

Diploma Programme materials

The IB Store offers a variety of Diploma Programme materials including the following:

- Diploma Programme starter pack—a collection of essential documents for new schools.
- IB Questionbank—a series of CD-Roms specifically targeted to IB Diploma Programme teachers and coordinators, allowing users to create customized tests and mark schemes, build candidate records and monitor candidate progress over time.
- Course companions—a series of books designed to support candidates with advice and guidance on the syllabus and assessment requirements. Each Course companion focuses strongly on the IB learner profile and international mindedness, and the IB theory of knowledge requirement is addressed throughout.
- Diploma Programme subject guides and teacher support materials.

For information about copyright restrictions on all formats of these materials, please refer to the document entitled [Rules and policies for use of IB intellectual property](#) (available from www.ibo.org/copyright)

Contacting the IB store

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

Phone: +44 29 2054 7746

Fax: +44 29 2054 7779

E-mail: sales@ibo.org

CI.3 Online curriculum centre

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

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

Any queries relating to the OCC should be sent to occ@ibo.org.

CI.4 Coordinator help desk

General inquiries

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

If you have a query about any of the above issues, contact the coordinator help desk by emailing help@ibo.org or by telephoning +44 29 2054 7740. However, before doing so, please ensure that your query cannot be answered by referring to information already provided by the IB, such as this handbook, the [Rules for IB World Schools: Diploma Programme](#) or the [General Regulations: Diploma Programme](#). Most queries about using IBIS can be answered by referring to the help text or frequently asked questions (FAQs) on IBIS.

Emergency helpline

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

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

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

CI.5 University recognition

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

The IB maintains information about university recognition on its public website; displayed on the **Country information** pages of the website and in a searchable **University recognition directory**. Coordinators are advised to read this information carefully and consult the admissions office of any university in which a candidate has a particular interest as this information can change.

CI.6 Unannounced inspections of examination arrangements

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

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

C2 By request services

C2.1 Enquiry upon results

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

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

In previous examination sessions a candidate's grade would only remain the same or be raised as a result of a category 1 re-mark. However, with effect from the May 2009 session a candidate's grade may also be lowered as a consequence of a re-mark.

Category 1

The externally assessed components of a candidate's work are re-marked by a senior examiner. A grade may be raised or lowered as a result of a category 1 enquiry.

The fee for each request covers a single subject entry for a single candidate. The re-marking does not include multiple choice components (MCQ) and internal assessment.

Five or more category 1 enquiries

Where five or more category 1 enquiries are requested within a single subject and level for a school, and these result in a mean overall percentage mark change of at least 4%, all the candidates for that subject

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

If the conditions are met for extending a category 1 to include all candidates within a single subject and level, IB Cardiff will contact the coordinator by email for approval to proceed. This would be on the understanding that any candidate's grade may be raised or lowered as a result of a re-mark, not just those candidates who comprised the original request for a category 1 enquiry.

Requesting a review of a re-mark

If a candidate or coordinator believes the process leading to the grade upon re-marking did not respect the procedures defined in the general regulations and/or this Handbook, the coordinator may request a review, for which a fee is payable to the IB. A review of a candidate's subject grade must be preceded by an enquiry upon results category 1 (re-mark). To request a review log on to IBIS and click on the **Candidate** tab followed by **Enquiry upon results (EuR)** on the left menu to display the home page for the enquiries service. This page has a link called **Review of category 1 individual candidate re-mark**.

If a coordinator submits a request for a review of a re-mark, the request must be supported with a justification that explains why, in the opinion of the coordinator, the process leading to the grade upon re-marking did not respect the correct procedures defined in the general regulations and/or Handbook. A review will not be implemented without this information. The request for a review must be submitted within three months of the school receiving the result of the category 1 enquiry upon results.

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

Category 2

Externally assessed examination material

All examination material will be returned to the school for a single externally assessed component from a given subject and level. In addition to examination scripts, externally assessed components include theory of knowledge essays, extended essays, language A1 world literature, language A2 written tasks, and musical investigations. A category 2 enquiry is for the purpose of returning externally assessed material only and does not constitute a candidate's claim on exclusive copyright over that material. If a candidate wishes to claim exclusive copyright, a separate request must be sent to IB Cardiff using [form B11](#).

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

In the near future coordinators will be able to request the return of examination material in electronic format as an alternative to photocopies. If this electronic service is available, the material will be returned at a lower cost than photocopies. An announcement will be made on IBIS when this service is available.

Internally assessed examination material

Sample material for internally assessed work is not returned to schools, although an exception is made for design technology HL/SL design projects because of their unique nature and possible importance for university entrance. The request for the return of this material must be made on IBIS, as for externally assessed material. However, if the option to request the return of design technology HL/SL design projects is not available on IBIS, send the request to IB Cardiff by email using the address eurcat2@ibo.org. The cost to the school is based on the actual cost of postage and administration, rather than the standard fee for category 2.

Visual arts

If it has been necessary for a school to send visual arts studio work to IB Cardiff as part of the alternative assessment arrangements for higher level or standard level option A, or the investigation workbooks for

visual arts higher level or standard level option B, the fee for the return of this material is based on the actual cost of postage and administration, rather than the standard fee for category 2. If the option to request the return of visual arts studio work is not available on IBIS, send the request to IB Cardiff by email using the address eurcat2@ibo.org.

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

Film

If a category 2 enquiry upon results is requested for the film HL/SL presentation, the coordinator will receive comments from the examiner on the performance of each candidate. It is emphasized that the comments will be brief as they are not intended to constitute a detailed report on any or all candidates. This feedback will only be provided for all candidates in the school who registered for film, not specified individual candidates. The audio recordings themselves will not be returned on the assumption that schools retain their own copies. The examiner's comments will be sent in electronic format only; they will not be sent as hard copy. If the option to request the return of film HL/SL film presentation is not available on IBIS, send the request to IB Cardiff by email using the address eurcat2@ibo.org.

Category 3

This category provides a report on the sample of candidates' internally assessed work submitted for moderation. It is not possible to request a category 3 internal assessment report for language A1 SL self-taught candidates, for the presentation component in theory of knowledge or for a subject with three or fewer candidates.

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

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

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

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

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

Procedure for requesting an enquiry upon results

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

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

Fees

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

C2.2 Legalization of examination results

Universities in certain countries require the IB diploma results document to be legalized by the appropriate authority in Geneva. Where this is the case, it is the responsibility of the coordinator to inform candidates about this requirement. The diploma document itself is only legalized in exceptional circumstances when required. The only country to date that has required legalization of both documents is Argentina.

Universities in Italy may require translation of the diploma results document into Italian by a registered translator. It is the responsibility of the candidate to comply with any such requirement.

The legalization is valid only if done by the relevant authorities in Geneva. If legalization is required, IB Cardiff will send the relevant diploma results to IB headquarters in Geneva. The corresponding diplomas are sent to schools for the attention of coordinators, who should retain them until they receive the legalized diploma results for mailing to individual candidates.

List of countries

Each year, usually in March, the IB provides a list of countries for which legalization is normally required. However, because countries sometimes change their requirements, the IB cannot guarantee the accuracy of this information.

Candidates failing to gain the diploma

Certificates for candidates who fail to gain the diploma will not be legalized unless this service is specifically requested when submitting the request by IBIS.

Procedure

Collect the fee in advance from candidates requiring the legalization service and retain it until the legalization procedure has been completed.

For each candidate requiring the legalization service, complete and submit a request on IBIS no later than **15 June/15 December**, one month after the examinations. However, to ensure a timely processing of legalization requests, coordinators are asked to submit such requests at the earliest opportunity.

Legalized diploma results should arrive in September or October for a May session and March or April for a November session. They will be sent by courier to schools, for the attention of the coordinator.

The schools concerned will receive an invoice for the amount owed to the IB. The cost of the courier service is met by the IB, provided that the deadline for submitting the legalization requests is met.

C2.3 Replacement diploma, diploma results and certificate of results

Replacement results documentation can be requested from IB Cardiff if the originals have been lost or damaged. If the candidate is still attending an IB school, the request must come from the coordinator on the candidate's behalf. If the candidate is no longer at a school offering the Diploma Programme, the request may come from the school that the candidate attended, or directly from the candidate. A diploma folder is not sent with the replacement documents.

Request from a coordinator

A request from a coordinator must state the examination session, the candidate's full name and their session number. Requests must be sent to the coordinator help desk at help@ibo.org. Schools will be invoiced, after the issue of the documents, according to the scale of fees in section F.

Request from a candidate

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

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

D1 The meaning of academic honesty

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

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

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

D2 Malpractice

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

- duplicate work to meet the requirements of more than one assessment component
- fabricate data for an assignment
- take unauthorized material into an examination room
- disrupt an examination by an act of misconduct, such as distracting another candidate
- exchange, support or attempt to support, the passing on of information that is or could be related to the examination
- fail to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonate another candidate
- steal examination papers
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use an unauthorized calculator during an examination.

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

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

D3 Authenticating candidates' work

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

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

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

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

D3.1 Work identified as not authentic before submission

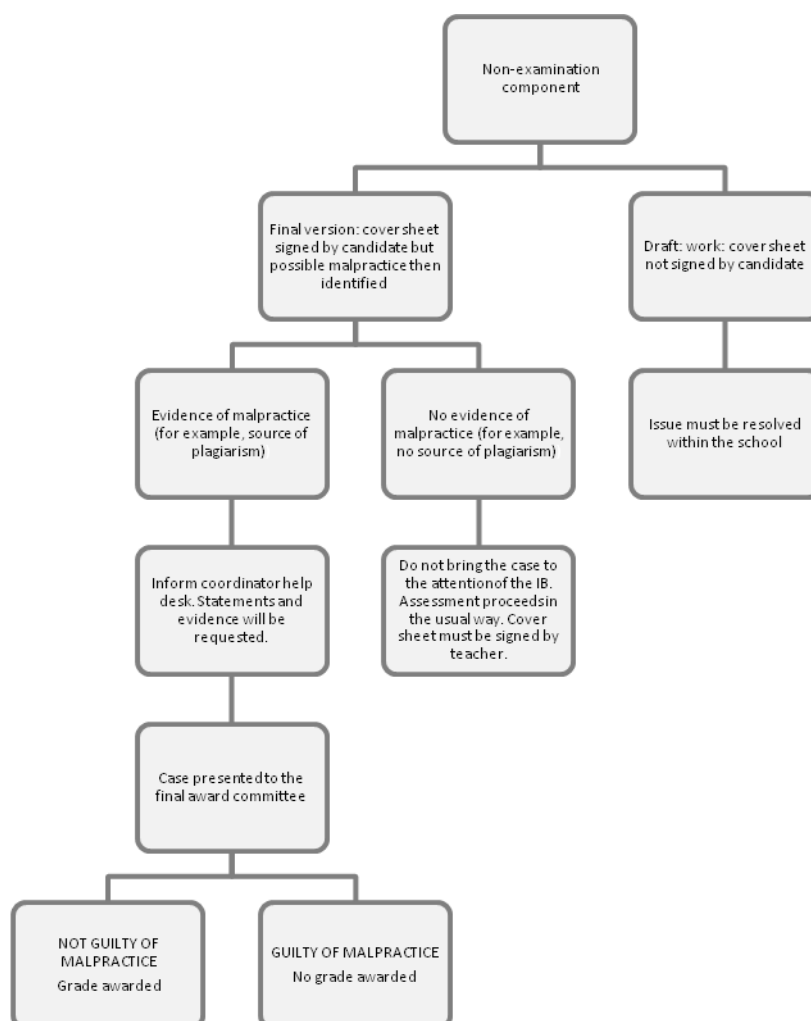
If the teacher has reason to believe that part or the whole of a candidate's draft work under discussion prior to submission for assessment might be deemed to be in violation of the principles of academic honesty and therefore constitute a case of malpractice, the teacher must draw the candidate's attention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

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

D3.2 Work identified as not authentic after submission

Occasionally, through an oversight while checking a candidate's work for authenticity, the teacher or coordinator may identify plagiarism (or other breach of regulations, such as fabricated data) after a candidate has signed the cover sheet. It may be the case that the cover sheet has also been signed by the teacher and been sent to an examiner for assessment or moderation. If evidence of plagiarism is

available the coordinator help desk at IB Cardiff (help@ibo.org) must be informed so that an investigation can be undertaken. If plagiarism is suspected, but there is no evidence in the form of a source that has been copied, the situation must not be brought to the attention of the coordinator help desk unless advice is required.



D4 Improper conduct by a coordinator or teacher

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

- The unauthorized rescheduling of an examination.
- Failing to keep the examination papers secure prior to an examination.
- Opening examination paper packets prior to an examination.
- Providing a candidate with undue assistance in the production of any work (whether written or oral) 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.

D5 Investigating a breach of regulations

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

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

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

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

For all cases of malpractice by a candidate the coordinator will be asked to provide IB Cardiff with a report after he or she has conducted an investigation. In the case of suspected plagiarism the coordinator's report, which must be prepared and handled in a manner which respects the need for confidentiality (such as referring to a candidate's session number rather than his or her name), will normally include:

- a statement from the candidate's teacher for the subject concerned (or supervisor in the case of an extended essay)
- the coordinator's own statement
- a statement from the candidate that directly addresses the allegation that his or her work is not entirely authentic
- a summary of an interview with the candidate about the allegation of plagiarism, if an interview is conducted.

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

- the guidance given to all candidates on issues such as how to acknowledge sources and avoid collusion (as appropriate to the nature of the case) in the subject and component concerned
- the nature and extent of supervision given to the candidate (or candidates) on the work under investigation
- the procedure followed for verifying that, to the best of his or her knowledge, a candidate's work submitted for assessment in the subject and component concerned is authentic.

The statement from the coordinator must include information on:

- the guidance given to all Diploma Programme candidates on issues such as how to acknowledge sources and avoid collusion
- the circumstances of the case, including details of any mitigating circumstances

- an opinion on the allegation of malpractice against the candidate (or candidates).

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

D6 Decisions of the final award committee

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

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

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

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

D7 Reconsideration, appeal and arbitration

Final award committee decisions are only open to reconsideration if the existence of facts is established that were unknown to the final award committee when making its original decision.

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

Appeals are permissible without a preceding reconsideration against a decision of the assessment director upon review of the re-marking of a candidate's externally assessed material.

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

For further details about reconsideration, appeal and arbitration, refer to the Regulations. Information about the procedure for reconsiderations and appeals can be obtained from the coordinator help desk on request.

EI Special assessment needs

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

For information about the IB's policy on candidates with special needs, refer to the IB publication *Candidates with special assessment needs*. Please study this publication before contacting IB Cardiff with an inquiry or submitting a request for special assessment arrangements. For inquiries concerning administration, contact the coordinator help desk (help@ibo.org), or for advice about a particular candidate's needs, contact the manager for special educational needs (sen@ibo.org).

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

EI.1 Assessment arrangements not requiring authorization

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

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

- For a candidate who is colour blind, the coordinator (or invigilator) is permitted to name colours in an examination paper (for example, on a map in a geography examination). However, no other form of assistance may be given without authorization.

E1.2 Assessment arrangements requiring authorization

All special assessment arrangements (that is, arrangements other than those listed in E1.1) must have prior authorization from the coordinator help desk at IB Cardiff.

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

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

For candidates who are visually impaired, include details about the modification of examination papers (for example, enlargement) including the Braille code required for candidates who are blind.

E1.3 Candidates registered under the anticipated category

For anticipated candidates who are taking one or two subjects at standard level after one year studying the Diploma Programme, it may not be feasible to submit a request for special arrangements twelve months before their written examinations. Please submit the request as soon as possible after the start of their first year. It may not be possible to authorize certain special arrangements for anticipated candidates (for example, modified examination papers) owing to the time taken to undertake this task.

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

E2 Temporary medical condition

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

E2.1 During the two-year course

If a candidate has a serious illness or accident during the two-year course that may have a significant effect on his or her performance, send a completed form for candidates affected by a temporary medical condition ([Form D2](#)) to IB Cardiff without delay. The form must indicate:

- the candidate's name and session number

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

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

E2.2 During the written examinations

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

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

E3 Adverse circumstances affecting individual candidates

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

E3.1 Circumstances the IB defines as adverse

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

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

E3.2 Circumstances that the IB does not define as adverse

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

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

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

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

E3.3 Procedure

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

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

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

E4 Adverse circumstances affecting all IB candidates in a school

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

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

E4.1 The responsibilities of the school

It is the responsibility of the school, normally through the coordinator, to bring to the attention of the coordinator help desk at IB Cardiff circumstances that may severely disrupt the preparation or assessment of candidates for the Diploma Programme. While the IB will constantly monitor global events for possible effects on IB schools, the organization is not responsible for identifying individual schools that may be in difficulty.

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

E4.2 Circumstances arising before the written examinations

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

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

E4.3 Circumstances arising immediately before or during the written examinations

To maintain the integrity and security of the examination session, the rescheduling of written examinations will not be permitted beyond what is already stated in section E5 of this handbook. It is important that candidates take their written examinations at the school where they are registered, unless an alternative venue has been agreed with both the coordinator help desk at IB Cardiff and the appropriate regional office.

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

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

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

E4.4 Change of examination session

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

E4.5 The transfer of candidates to another IB World School

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

E5.1 General

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

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

Rescheduling

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

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

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

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

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

Alternative venue

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

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

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

E5.2 Conflict between IB examinations

Check the Diploma Programme examination schedule in section I 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.

Three subjects in one day

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

Four subjects in one day

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

Two subjects, each with two examinations on the same day

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

Consecutive days of examinations

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

E5.3 Conflict with the examinations of other awarding bodies

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

E5.4 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 only be authorized for anticipated and diploma candidates; not for retake or certificate candidates.

Alternative venues are authorized only rarely and therefore no assumption should be made that authorization will be given. Aside from fulfilling the criteria mentioned above, authorization is also 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 (see section I) at the time and on the date scheduled by the IB.

Procedure

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

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

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

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

E5.5 Emergency situations

An emergency situation is one in which the health or safety of a candidate or group of candidates is threatened. This usually arises from natural disasters such as floods and hurricanes, or it may arise from events such as terrorist action or civil unrest. It does not include candidates who miss or seem likely to miss an examination owing to illness.

If an emergency arises at the time of the examinations, contact the coordinator help desk at IB Cardiff to request a rescheduling or to ask for advice on whether a rescheduling and/or alternative venue is appropriate in the particular circumstances. During the period of the examinations there is a 24 hour emergency help line (+44 29 2054 7740).

If it is not possible to contact the coordinator help desk, the examination must be taken at the earliest possible time after the scheduled time. The final award committee will agree to award grades in such circumstances only if it is satisfied that the security of the examination has been maintained. It will be necessary to submit a detailed report on the circumstances to the coordinator help desk.

E5.6 Accident or serious illness

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 the coordinator help desk at IB Cardiff (not the regional office). During the period of the examinations there is a 24 hour emergency help line (+44 29 2054 7740).

E6 Transfer candidates

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

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

A transfer candidate may only enter 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 final registration deadline of **15 January/15 July** the IB will normally agree to a registration change. However, depending on the actual date and circumstances of the transfer, the IB reserves the right not to accept a transfer after this date.

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

E6.1 Responsibilities of the original school

A transfer candidate’s original school must:

- be responsible for paying the registration and subject fees if the candidate transfers, or is intending to transfer, after the deadline for the payment of these fees
- provide the accepting school with the information and material (for example, marks awarded, work completed or partially completed, details of courses followed) required by that school.

Depending on when the candidate transfers to another school, the original school may be required to submit to IB Cardiff predicted grades and marks for internal assessment.

E6.2 Responsibilities of the accepting school

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform IB Cardiff of the transfer if the candidate has already registered for examinations
- 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 covered
- communicate with the candidate's previous school to obtain details of marks awarded and assignments completed.

E7 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. The IB, however, 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, teacher training and assessment 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 over their work and has created [Form B11](#) (Exclusive copyright) to enable them to exercise this right. However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs: in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate. An examination script is extremely unlikely to come into this category.

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

E8 Candidates with incomplete work for assessment

E8.1 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 a component in a given subject, no grade is normally awarded. An "N" will be issued for the subject and level. However, a candidate is still eligible for the award of a grade in certain circumstances.

- In subjects other than group 4, if a substantial part of a candidate's work for internal assessment is incomplete, reduce the mark for the whole body of work proportionately and make a note on the work to the effect that it has been marked down. (In addition, for group 4 subjects the work for internal assessment is only a part of a candidate's 60 hours (HL)/40 hours (SL) for practical work, so a teacher cannot reduce a candidate's mark for internal assessment for not attending the full 60/40 hours of practical work or for not completing write-ups of non-internal assessment practical work. Both of these are regarded as internal school matters.)
- If the candidate has attended a written examination, and submitted a script, but failed to gain any marks for the component
- If an acceptable reason is provided by the coordinator for the assessment being incomplete.

E8.2 Acceptable reasons for incomplete work

Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury
- unavoidable attendance at a hospital or law court
- administrative errors by the school or by the IB
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate
- work not being provided by a previous teacher
- work being genuinely lost or accidentally destroyed.

Regardless of the circumstances, including events such as illness or bereavement, a grade will not be issued for a subject unless at least 50% of the marks, including an external component, are available. No exceptions are made.

Externally assessed work

If no work has been submitted, enter an “F” on the checklist (attendance sheet) that is sent with the candidate’s work to an examiner. In the case of scripts, mark the absent box on the candidate’s answer cover sheet with a cross.

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.

E8.3 Request for special consideration

An application for special consideration in cases of incomplete assessment must be filed with the coordinator help desk at IB Cardiff using [Form D2](#). The application must be filed within ten days of the completion of the final assessment component for the subject concerned. A statement from the coordinator and appropriate evidence must support the application.

Regardless of the candidate’s circumstances and whether 50% of the marks and an external component are available, the predicted grade is not used to provide the candidate with a grade for the affected subject(s). Refer to section E3 for further details.

E8.4 No acceptable reason for incomplete work

Unacceptable reasons for work being incomplete include circumstances reasonably within the control of the candidate, such as:

- misreading or misunderstanding the examination timetable
- oversleeping and therefore being late for an examination
- holidays or vacations
- family moving house
- social and sporting commitments

- attendance at interviews
- participation in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence.

Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November. If a candidate is ill shortly before an internal school deadline for the submission of work, such as the extended essay or an internal assessment requirement, contact the coordinator help desk for advice. An extension to the deadline may be authorized.

In cases where it is not clear whether the circumstances were reasonably within the control of the candidate, IB Cardiff may rely on the judgment of the coordinator.

Note that a diploma candidate has a maximum of three examination sessions in which to obtain the diploma. This includes any examination session(s) in which the assessment was incomplete owing to an unacceptable reason and any subsequent retake session(s).

Candidates with special assessment needs

Submit to: **Coordinator help desk at IB Cardiff** Arrival date: **1 May / 1 November**

School number:

0	0			
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 Intended examination session(s):

Candidate name:

Registration category (A/D/R/C):

- *Write legibly using black ink and retain a copy of this form.*
- *Submit this form 12 months before the written examinations to the coordinator help desk at IB Cardiff to arrive by **1 May/1 November**.*
- *Include all affected subjects in the appropriate section below.*
- *Attach supporting documentation and where appropriate, a translation in English, French or Spanish.*

Documentation attached: Medical certificate ☐ Other ☐

Subject details

Subjects	HL	SL	Intended session
1			
2			
3			
4			
5			
6			
Additional subject(s):			

Special arrangements already made within the school for class work, tests, etc.:

School number:

0	0				
---	---	--	--	--	--

Candidate name:

Category for special arrangements

Please tick the appropriate box or boxes:

- | | |
|---|--|
| <input type="checkbox"/> Specific learning difficulties _____ | <input type="checkbox"/> Physical _____ |
| <input type="checkbox"/> Communication/speech disorders _____ | <input type="checkbox"/> Sensory _____ |
| <input type="checkbox"/> Medical _____ | <input type="checkbox"/> Mental health _____ |
| <input type="checkbox"/> Emotional and behavioural difficulties _____ | |

Requested special arrangements

Please tick the appropriate box or boxes:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Additional time (4.1) | <input type="checkbox"/> Rest periods (4.2) | <input type="checkbox"/> Word processor (4.3) | <input type="checkbox"/> Amanuensis (4.4) |
| <input type="checkbox"/> Reader (4.5) | <input type="checkbox"/> Modified papers (4.8) | <input type="checkbox"/> Other: please specify below | |

Additional information/requests:

Modified papers

- | | |
|--|---|
| <input type="checkbox"/> A3 enlargement | <input type="checkbox"/> Braille _____ |
| <input type="checkbox"/> Font size _____ | <input type="checkbox"/> Coloured paper _____ |

To be completed by the Diploma Programme coordinator or head of school:

I confirm that to the best of my knowledge the information provided in this form is accurate and I fully support the application for special arrangements.

Name:

Position:

Signature:

Date:

Candidates affected by adverse circumstances and/or a temporary medical condition

Submit to: **IB Cardiff** Arrival date: **See below** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- When attaching supporting documentation, provide the original and, where appropriate, a translation in English, French or Spanish.
- Send to IB Cardiff to arrive no later than 10 days after the candidate's final examination.

Candidate name:

Candidate session number:

0	0						
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Candidate personal code:

--	--	--	--	--	--

Documentation attached: Medical certificate ☐ Other ☐

Appropriate documentation must be attached if the candidate has a medical condition.

Circumstances/medical condition began on

and finished on

Components affected:

If all subjects are affected mark this box and do not complete the rest of this section

☐

Subject	Level	Component(s)	✓ written examinations taken		
			P1	P2	P3
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Candidate name: _____

Provide details of the circumstances or temporary medical condition. Where appropriate, state what special assessment arrangements or consideration might be required for the candidate. Please also indicate what special arrangements are being made within the school.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

I am satisfied that the information provided on this form is accurate and I fully support the application.

Position:

Date:

Exclusive copyright

Submit to: **IB Cardiff**

Arrival date: **1 June / 1 December**

Session:

School number:

0	0				
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School name:

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

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

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

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

Candidate's signature: Date:

Coordinator's name (*please print*):

Coordinator's signature: Date:

F1 Assigned currencies

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

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

F2 Billing offices

There are two billing offices. For schools in the IB North America region the billing office is the IB North America office in New York. For schools in other regions the billing office is the finance department at IB Cardiff, UK.

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

F2.1 Payment to IB Cardiff

Payment by cheque

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

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

Note that:

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

Payment by bank transfer

Payment by bank transfer is under review at the time of writing this section of the Handbook. Details will be available on IBIS.

F2.2 Payment to IB North America

For schools in the USA paying in US dollars

Please send a copy of the IBIS registration form with your payment to the following address:

International Baccalaureate North America
475 Riverside Drive, Suite 240
New York
New York 10115
USA

Or preferably pay by ACH payment to:

Payment by bank transfer is under review at the time of writing this section of the Handbook. Details will be available on IBIS.

For schools in Canada paying in Canadian dollars

Please send a copy of the IBIS registration form with your payment to the following address:

International Baccalaureate North America
PO Box 46118
Postal Station "A"
Toronto, Ontario M5W 4K9
CANADA

Or preferably pay by bank transfer to:

Payment by bank transfer is under review at the time of writing this section of the Handbook. Details will be available on IBIS.

F3 Fees for services for schools

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

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

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

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

This handbook does not cover these two services in any detail. Information about professional development and the IB store can be obtained from the IB public website.

F3.1 The annual school fee

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

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

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

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

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

Payment of the annual fee

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

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

For schools in the IB North America region the billing office is the IB North America office in New York. Payment of the annual fee can be made either by cheque or bank transfer as detailed above (F2.2).

For schools in other IB regions the billing office is the finance department at IB Cardiff, UK. For May session schools an invoice is sent on 1 August and is payable by **1 September**. For November session schools an invoice is sent on 1 February and is payable by **1 March**. Payment of the annual fee can be made either by cheque or bank transfer as detailed above (F2.1).

F3.2 Candidate assessment fees

There are two candidate assessment fees: the candidate registration fee and the candidate subject fee. (Candidates no longer pay a per capita fee.)

In return, schools receive the following services:

- this comprehensive handbook for coordinators and teachers
- access to a coordinators' help desk by email, telephone or mail

- access to the IB information system (IBIS) for tasks necessary to administer candidate assessment
- a 24-hour support line during the Diploma Programme examinations
- a range of teacher feedback, including selected subject reports for each examination session.

Candidates receive the following services:

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

Candidate registration fee

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

Six-month retake candidates, including certificate candidates who are registering to take the same certificate subject(s) again after six months, pay the standard registration fee. Candidates from a November session must be registered by **29 January** for the following May session. Candidates from a May session must be registered by **29 July** for the following November session. The registration of six-month retake candidates, regardless of whether they are diploma or certificate candidates, is not accepted under any circumstances after these deadlines, therefore higher registration fees do not apply.

Candidate subject fees

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

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

There is no registration amendment fee for:

- withdrawing a candidate from a subject
- withdrawing a candidate from an examination session
- amending a candidate's personal details

- changing a candidate's registration category before the first registration deadline.

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

F3.3 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 examination results
- replacement diploma, diploma results or certificate of results for candidate who have mislaid the original documentation
- sending results to a university or admission centre (in excess of the six free requests). See section K4 for further details.

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

Enquiry upon results

The fee is according to the category of enquiry requested. No fee is charged if the enquiry results in a change of grade. If a review of the process leading to the grade upon re-marking is requested on behalf of the candidate, a fee is payable. This fee is stated in the scale of fees. See section C2 for further details about the enquiry upon results service.

Legalization of diploma results

There is now one standard fee per candidate for the legalization of diploma results, which is listed among the scale of fees. The school concerned will receive an invoice for the amount owed to the IB. The cost of the courier service is at the IB's expense, provided that the deadline for submitting the legalization requests is met. See section K10 for further details.

Replacement diploma, diploma results or certificate of results

Requests for replacement diplomas or certificates must be sent to the coordinator help desk at IB Cardiff. The fees also apply if replacement diplomas or certificates are required because the school's legal name has changed. See section C9 for further details.

Results to universities and admission centres

For each candidate the first six issues of results to universities or admission 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 K4 for further details.

F4 Registration, subject and amendment fees

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

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

Any change to a candidate's subject details will incur an amendment fee if the amendment is made after the first registration deadline. Owing to the additional administration involved, amendments made after the

final 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 candidate's subject, level and response language, made at the same time, would also result in only one fee being payable.

There are no amendment fees for amendments to personal details. However, if personal details are changed after results documentation has been printed for a session and another document is requested, a replacement fee will be charged.

F4.I Payment of the registration, subject and amendment fees

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

For schools in the IB North America region the billing office is the IB North America office in New York. Payment for registration, subject and amendment fees can be made either by cheque or bank transfer as detailed above (see F2.1).

For schools in other regions, the billing office is the finance department at IB Cardiff, UK. Payment for registration and amendment fees can be made either by cheque or bank transfer as detailed above (see F2.1).

F5 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 non-reimbursable handling fee that must be paid before the appeal procedure begins. This fee is stated in the scale of fees. Invoices for appeal fees will be sent from the relevant office (IB North America or IB Cardiff), and payment must be submitted in accordance with sections F2.1 and F2.2.

F6 Refund of fees

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

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

F7 Reimbursement of costs

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

F8 Transfer candidates

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

F9 Special circumstances

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

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

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

F10 The scale of fees

Scale of fees (1 September 2008 to 31 August 2009)		Currency			
		US\$	SFr	UK£	C\$
1 Annual fee (per school)		9150	11895	5225	10980
2 Registration fee (per candidate)					
• Before the first registration deadline		129	167	73	154
• Between the first and final registration deadline		173	226	99	208
• After the final registration deadline		371	482	212	445
The fee for six-month retake candidates is the fee payable before the first registration deadline of 15 November/15 May.					
3 Subject fee (per candidate)					
• Fee for each subject (including theory of knowledge and extended essay when taken as retake subjects) a candidate is registered for		88	114	50	105
4 Registration amendments (per candidate)					
The fee is for the addition of a new subject, each amendment to a registration category, subject, level or response language, including theory of knowledge and the extended essay.					
• Between the first and final registration deadline		28	37	16	34
• After the final registration deadline		111	145	64	134
5 Enquiry upon results					
• Category 1: per candidate/subject/level		92	120	53	110
• Category 2: per subject component (photocopies)		66	86	38	79
• Category 2: per subject component (electronic format when available)		41	53	23	49
• Category 3: per moderation sample		140	182	80	168
• Review of a category 1 re-mark		157	204	90	188
6 Other by-request services					
• Legalization of diploma results (per candidate)		101	132	58	122
• Replacement diploma or certificate (per diploma or certificate)		61	79	35	73
• Results to universities (per candidate: no charge for first six universities)		13	17	8	15
7 Appeals (per candidate)					
• Fee for an appeal under article 29 of the <i>General Regulations: Diploma Programme</i>		209	272	119	251

GI Candidate registration

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

GI.1 The school's main session

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

- The anticipated category must be used in the session that is not the school's main session when registering diploma candidates for a subject that is not available or special request for the school's main session. This includes registering candidates for a language *ab initio* subject if the subject is not available for the school's main session.
- A school may register certificate candidates in the session that is not the school's main session for a subject that is not available or special request for the school's main session.
- A school may register certificate candidates in the session that is not the school's main session in order for candidates to retake one or more subjects after six months. The certificate (C) registration category is used for this purpose, not the retake (R) category. The candidate must have taken the same subject in a previous examination session.

GI.2 The personal code

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

GI.3 The session number

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

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

G2 Pre-registration: requirements

Before the first registration deadline of **15 November/15 May**, it may be necessary to provide IB Cardiff with information or requests in support of intended candidate registrations. This section refers to general requirements, while section G3 is subject specific.

G2.1 Requests for non-regular diplomas

If the conditions of entry into an institution of higher education require a candidate to offer a choice of subjects different 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, including those for candidates proposing to study medicine, veterinary science or engineering.

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

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

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

G2.2 Requests for special assessment arrangements

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

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

G3 Pre-registration: subject authorization

To achieve the IB diploma, candidates must choose six subjects from the wide selection of subjects available in groups 1 to 6, depending on what their school is able to offer. Not all subjects have a high candidate entry each examination session, and this is particularly the case for certain language subjects in groups 1 and 2. Similarly, in other groups some subjects are not regularly studied in one or two of the three response languages, which for the Diploma Programme are English, French and Spanish. To allow time to prepare examinations in subjects and response languages that are seldom chosen, authorization from

IB Cardiff to register candidates for particular subjects/response languages must be obtained at the start of the two year Diploma Programme. In addition to submitting these special requests early in the first year of the programme, a forecast of candidate entries by subject/level and choices of authors and works for language A1 SL school supported self-taught candidates must also be entered on IBIS.

All forms on IBIS for pre-registration requirements can be located under the **Subject** tab followed by **Pre-registration requirements** on the left menu, and then the option **Available forms**.

G3.1 Language A1

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

For languages that are not written in roman script and therefore the information cannot be entered on IBIS, print the form *Special request languages A1*, complete the form by hand and send it to IB Cardiff for the attention of Diploma Programme Special Requests.

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

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

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

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

School supported self-taught candidates

Special requests submitted for school supported self-taught candidates will be considered for approval only if the following additional conditions are met.

- The candidate(s) must need the language requested in order to fulfil the requirements for the IB diploma (for example, approval would not normally be granted to a school supported self-taught candidate to study a special request language A1 either as a second group 1 language or as a group 6 subject).
- Documentary evidence, for example, translated examination certificates, is required to show the candidate's linguistic/literary proficiency in the language requested. This evidence needs also to show that the candidate would be comfortable undertaking written literary analysis of texts, at the appropriate level, in the language requested.

Anticipated candidates

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

Coordinators must use the *Special request languages A1* form available on IBIS for their application, checking the box *Anticipated*. Because schools will be required to use an already authorized booklist that will be sent out by IB Cardiff, the only sections of the form that need to be completed are those which contain:

- the justification of the candidate's need to undertake a special request language A1
- for school supported self-taught candidates, evidence of the candidate's linguistic and literary proficiency such that they can benefit from the course.

When IB Cardiff receives the form an appropriate booklist will be sent to the coordinator.

Certificate candidates

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

G3.2 Language A1 SL school supported self-taught candidates

Choices of authors and works must be entered on IBIS by **7 October/7 April**, seven months before the written examinations. A version of this form *School supported self-taught candidates (1/A1ST)* is available for languages that use non-roman characters. For further details refer to the section for language A1.

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

G3.3 Group 1 extended essays in a special request language

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

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

G3.4 Classical Greek, Latin and groups 3 to 6

Special requests for response languages for Latin, classical Greek and subjects in groups 3 to 6 not automatically available in the May or November 2010 session must be entered on IBIS no later than **15 November/15 May**, eighteen months before the written examinations.

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

G3.5 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. For further details refer to section 6b.4.2.

G4 Forecast of candidate entries by subject/level

Coordinators are required to submit their forecast of candidate entries by subject/level, including extended essays, no later than **1 March/1 September**, fourteen months before the written examinations. The screen will be available from about three months before this deadline. For example, by 1 March 2009 coordinators must submit their forecast for the May 2010 examination session.

It is accepted that this data may change by the time candidates are registered, but coordinators must be as accurate as possible in their predictions and include their forecast for extended essay registrations. The submission of this information using IBIS will enable IB Cardiff to make detailed plans for the examination session, such as knowing how many more examiners to recruit. In particular, the data will enable IB Cardiff to provide each school with their examination stationery (for example, examination answer paper, graph paper, envelopes) at an earlier date than in previous examination sessions. A school will not receive its supply of examination stationery unless the forecast is submitted.

The screen for entering a forecast is located on IBIS under the **Subject** tab, followed by **School subjects offered** on the left menu, and then the option **Schools forecast of candidate entries**. The screen will provide the coordinator with his/her school's list of the candidate registration statistics for the previous examination session. For example, when entering a forecast for May 2010 the screen will show the school's candidate registration statistics for the May 2009 session. Coordinators must not simply enter the same statistics, otherwise the incorrect amount of stationery will be sent to the school and the IB will have inaccurate data on which to base examiner recruitment. When you have entered all or partial information for your forecast, click on the **Continue** button at the bottom of the screen. If some subjects/levels were left blank with no numerical value entered for the forecast, a window will appear that says your forecast is not complete. However, if a numerical value has been entered for each subject/level the data will be accepted and a window will appear to confirm this.

If necessary, additional subjects/levels can be added to the screen. To do so, go to the bottom of the screen and click on **Add**. This will open the screen on which the list of default subjects is maintained. Simply include the required subjects (and/or remove those not required for the forecast), click on **Continue** and complete the forecast. If a subject/level appears on the forecast list for which no candidates will be entered, it is essential to either remove the subject/level from the list or to add a numeric value of zero (0). Failing to do so prior to the deadline of **1 March/1 September**, will generate an automatic email informing the coordinator that the forecast is incomplete. If no candidates at all are being registered for the session in question, either all subjects must be removed from the screen (through the screen listing default subjects) or a numeric value of zero entered for all subjects/levels.

G5 Deadlines for the registration of candidates

The earliest date when candidates can be registered on IBIS is 20 months before the written examinations for the session.

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 final registration deadline
- after the 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.

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

G5.1 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 2009 session by 15 November 2008, and for the November 2009 session by 15 May 2009 to incur the lowest fees. After these respective dates there is a fee for making changes to subject details and a higher fee for registering new candidates.

G5.2 Between the first and final registration deadline

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

G5.3 After the final registration deadline

At the discretion of the IB, new candidates and changes to existing subject details may be accepted after the final registration deadline. However, significantly higher fees will be charged.

If a candidate takes one or more subjects again at least one year after his or her previous session, the above deadlines apply. However, if a candidate takes one or more subjects again six months after his or her previous session a later deadline applies. Candidates from a November session must be registered by **29 January** for the following May session. Candidates from a May session must be registered by **29 July** for the following November session. Registrations are not accepted after these dates. Requests for exceptions will be denied. The fees payable are those that apply to registrations up to the first registration deadline.

G6 Changing personal details

Changes to candidates' personal details (for example, the spelling of a name), can be made on IBIS at any time either before or after the issue of results. There is no fee for making changes to a candidate's personal details. However, if a replacement diploma, diploma results or certificate is requested, probably following a change to the spelling of a candidate's name, a fee is payable for the replacement documentation.

G7 Registration categories

All candidates must be registered using the correct category: anticipated (A), diploma (D), retake (R) or certificate (C). Candidates registering as anticipated, diploma or retake may register for one or more additional subjects.

G7.1 Anticipated (A)

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

This category must also be used for:

- diploma candidates registering for a split-session subject (refer to section G12)
- candidates taking a language *ab initio* (refer to section G11.3)
- November session candidates taking further mathematics SL in the preceding May session (refer to section G11.4).

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

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

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

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 was used for a split-session entry). An exception is normally possible when a candidate transfers to an alternative IB school during their two-year course of study if the new school enters candidates for a different examination session. See section E6 for further details.

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

When a new subject is introduced it is not possible to register candidates to be assessed in that subject after the first year of teaching. For example, film, which is offered for teaching as a mainstream subject from September 2008, will first be assessed in May 2010 and cannot be taken as an anticipated subject in 2009.

G7.2 Diploma (D)

The candidate is completing the diploma in the current session. For the regulations on the combination of subjects that constitutes a diploma, refer to the *General regulations: Diploma Programme* and section A4 of this handbook.

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

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

or

- first examination session: diploma category (D)

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

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

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

G7.3 Retake (R)

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

There are basically two kinds of retake candidate:

- a candidate who is retaking one or more diploma subjects six-months after his or her previous session
- a candidate who is retaking one or more diploma subjects twelve months or more after his or her previous 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 G10.

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

G7.4 Certificate (C)

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

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

G8 How to register candidates on IBIS

G8.1 Default subjects

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

G8.2 Default candidate

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

G8.3 The personal code

If a candidate already has a registration history with the IB Middle Years Programme or Diploma Programme, it is essential to identify and use their personal code. This alphanumeric code is a 'code for life' that enables coordinators and IB staff to track the academic record of a candidate throughout the two programmes. Failure to establish a link between the two programmes is an inconvenience, but failure to establish a link between examination sessions for the Diploma Programme will almost certainly result in a serious disadvantage for 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.

G8.4 Candidate details

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

G8.5 Re-ordering candidates

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

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

G8.6 Withdrawing candidates

If a candidate withdraws from a subject, display the candidate's registration screen on IBIS, click on the **Edit** button and make the appropriate withdrawal from the candidate's list of subjects. If the candidate is withdrawing the whole registration, again display the candidate's registration screen, click on the **Delete** button to remove the subjects then click the **Delete** button to remove the personal details. You will be asked each time to confirm the withdrawal.

If a candidate withdraws from submitting an extended essay and/or the essay for theory of knowledge, the candidate's category will be changed from diploma (D) to certificate (C) category prior to the issue of results.

If an anticipated, diploma or retake candidate is withdrawn from an examination session before **1 May/1 November**, just before the written examinations, the session will not count as one of the three sessions in which to obtain the diploma.

G9 Registration status codes

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

Errors to be checked

- S01 No subject details
- S02 All subjects: registration not accepted, previous session malpractice
- S50 Candidate registered out of the school’s main session

Prohibitions and non-authorizations

- S03 School not authorized to offer special request subject
- S04 School-based syllabus not authorized
- S05 Pilot subject not authorized
- S06 History HL: more than one regional option specified
- S07 Visual arts SL: more than one option specified
- S08 Music SL: more than one option specified
- S09 Groups 1 to 6: same subjects at HL and SL
- S10 Groups 1 and 2: same subjects for languages A1, A2, B or *ab initio*
- S11 Group 5: two group 5 subjects (exception: mathematics HL and further mathematics SL)
- S12 SBS/pilot subjects: prohibitions with groups 1–6 subjects
- S13 Group 4: environmental systems SL with biology HL or biology SL
- S14 Pilot subject or a school-based syllabus subject as a six-month retake
- S15 Transdisciplinary subject registered as a six-month retake
- S16 Same subject for language A1 and transdisciplinary text and performance
- S17 Same subject for language B, A2 or *ab initio* and transdisciplinary text and performance
- S18 Group 6: theatre arts HL or SL with text and performance SL
- S19 Group 6: more than one school-based syllabus subject (diploma candidates only)
- S20 Two pilot subjects
- S21 Pilot subject and a school-based syllabus subject

Diploma and retake

- S22 Candidate registered for more than three sessions
- S23 More than six subjects
- S24 Fewer than six subjects
- S25 Total of six subjects, but two or less HL subjects
- S26 Total of six subjects, but with five or six HL subjects
- S27 No extended essay subject
- S28 No group 1 or authorized equivalent school-based syllabus/pilot subject
- S29 No group 2, second group 1 or authorized equivalent school-based syllabus/pilot subject
- S30 No group 3 or authorized equivalent school-based syllabus/pilot subject
- S31 No group 4 or authorized equivalent school-based syllabus/pilot subject
- S32 No group 5 or authorized equivalent school-based syllabus/pilot subject
- S33 No theory of knowledge
- S34 Language B or language A2 cannot be retaken as a language *ab initio* SL
- S35 Group 2 extended essay cannot be offered in the candidate’s language A1
- S36 Extended essay cannot be offered in a candidate’s language A1 SL self-taught subject

- S43 More than one language A1 SL self-taught registration
- S44 More than one extended essay entry (a second EE cannot be included as an additional subject)
- S45 More than one theory of knowledge entry (a second TOK cannot be included as an additional subject)
- S46 Registration category not permitted this session (Check category in previous session.)
- S51 Six-month retake subject/level change not valid

Anticipated

- S37 More than two subjects
- S38 Registration at higher level
- S39 Language *ab initio* SL offered as an anticipated subject
- S40 Pilot subject registered as an anticipated subject
- S41 Theory of knowledge registration (also applies to certificate candidates)
- S42 Extended essay registration (also applies to certificate candidates)
- S47 Diploma to diploma is only permitted for split-session candidates.
- S48 Anticipated to anticipated is only permitted for split-session candidates.

Certificate

- S41 Theory of knowledge registration (also applies to anticipated candidates)
- S42 Extended essay registration (also applies to anticipated candidates)

G10 Candidates retaking one or more subjects

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

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

G10.1 Responsibilities of the school

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

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

- registering the candidate using his or her personal code
- checking the candidate's personal and subject registration details
- collecting and paying fees to the IB
- offering the candidate the opportunity to submit new or revised work for internal assessment and non-examination components
- confirming the authenticity of work submitted by the candidate
- communicating with the IB on behalf of the candidate and his or her legal guardians

- advising the coordinator help desk of any adverse circumstances affecting the candidate
- confirming the identity of the candidate
- communicating results to the candidate
- offering the opportunity for an enquiry upon results.

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

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

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

GI0.2 Registration

Under procedures that applied up to and including May and November 2007, coordinators could enter retake (R) candidates only in the session that is not their school's main session. In other words, only candidates trying to achieve the diploma or improve upon their diploma results could be entered in the alternative session. This has now been extended to include certificate candidates who wish to take one or more subjects again.

For example, a November session school registers a certificate candidate for geography SL for November 2009 and the candidate achieves a low grade. That candidate would now be able to register for geography SL in May 2010 in any school, regardless of the school's main session. The equivalent would apply to a certificate candidate first registered at a school with May designated as its main session.

The same arrangement applies to diploma candidates, who can retake one or more subjects in either May or November regardless of the school's main session. The only difference is that certificate candidates taking one or more subjects again must be registered as certificate (C) candidates, not retake (R) candidates.

GI0.3 Retaking a subject in the next examination session

Candidates have the opportunity to retake one or more subjects after six months if the subject, level and response language are available. (Such candidates are sometimes referred to as "six-month retake candidates".) For diploma candidates this includes the opportunity to resubmit theory of knowledge and the extended essay. The following restrictions apply.

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

The registration of a six-month retake candidate will not be accepted after the deadline of **29 January/29 July** even if the outcome of an enquiry upon results is pending. Coordinators must register the candidate before this deadline and then await the outcome of the enquiry upon results. If a grade is raised as a consequence of an enquiry upon results, the registration for the subject concerned will be withdrawn on request from coordinator. No fee will normally be charged, either for the registration or the withdrawal of the registration.

GI0.4 Carrying over marks for a non-examination component

Any candidate retaking a subject may carry over their mark for a non-examination component, assuming there have been no changes to the curriculum and/or assessment requirements. A mark cannot be carried over from a written examination (that is, paper 1, 2 or 3) or from the internal assessment for a school-based syllabus.

If a candidate wishes to carry over a mark, the coordinator must indicate this on IBIS when registering the candidate for the examination session. If IBIS does not indicate the opportunity to carry over marks, this is normally because a carry-over is not permitted because of changes to the subject's curriculum and/or assessment (see also section G11.2). Any queries should be directed to the coordinator help desk in an email.

GI0.5 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.

GI0.6 Changing subject level

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

GII Considerations during the registration procedure

GII.1 The same subject twice in a session

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

With regard to the group 5 mathematics subjects, only further mathematics SL can be taken in addition to another group 5 mathematics subject in the same examination session. For example, a candidate can register for mathematics HL for the diploma and take further mathematics SL as an additional diploma subject. Similarly, both subjects could be taken as certificate subjects in the same session. However, a candidate could not, for example, register for mathematics HL for the diploma and take mathematics SL as an additional diploma subject.

G11.2 Carrying over marks from certificates

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

G11.3 Confirming registration data

The coordinator must check all registration details and then ensure that each candidate checks his or her own personal and subject details. It is advisable for candidates to sign to the effect that their details are correct. Additionally, subject teachers should be given an appropriate registration report so they can check this information against their class lists.

G12 Split-session entries

G12.1 General arrangements

The current arrangement for a candidate to take a language A1, language A2 or language B that is neither automatically available or a special request subject for their school's designated examination session, is for the candidate to take the subject as a split-session entry. In other words, the written examinations are normally completed six months before other components. There is no split-session facility for languages *ab initio*.

However, with effect from September 2008 for candidates registering for the May 2010 session, and March 2009 for candidates registering for the November 2010 session, this arrangement will no longer be applied. Instead, all assessment components must be taken in the same session as the written examinations. Because of this change the arrangements described below are different for November 2009 and May 2010.

If a diploma candidate in a November session school is registered for a split-session entry in the preceding May session, this May session will not count as one of the three sessions allowed for the diploma. The equivalent applies for a candidate in a May session school registered in the preceding November session. When registering a candidate for the split-session arrangement, use the 'anticipated' registration category.

G12.2 November session schools

A coordinator in a November session school wishing to register a candidate for a subject not available in November 2009 must register the candidate as a split-session entry. The written papers will be taken in the May 2009 session and all other components will be completed by the deadlines for the November 2009 session. The marks awarded for the written papers of split-session subjects will be retained by IB Cardiff until the remaining components have been completed in November 2009.

The following table is intended to help coordinators in November session schools understand the split-session arrangement for November 2009. As mentioned above, the arrangement will change for 2010 so that all components must be taken in the preceding May 2010 session.

	Subject not available in November 2009	
	Diploma candidates	Certificate candidates
May 2009 registration	Register as an anticipated (A) candidate.	Register as a certificate (C) candidate.
May 2009 examinations	Take written examinations.	Take written examinations.
May 2009 issue of results	No grade or pending grade issued. Marks retained by IB Cardiff.	No grade or pending grade issued. Marks retained by IB Cardiff.
November 2009 registration	Register as a diploma (D) candidate for the remaining five subjects, indicating the May 2009 registration.	If candidate is only taking one certificate (that is, the split-session subject), do not register the candidate for November 2009. If candidate is taking other certificate subjects, register him/her as certificate (C) candidate. Establish link on IBIS with candidate's previous session using his or her personal code.
November 2009 examinations	Candidate completes remaining component(s) for the split-session subject and all components for the remaining five subjects.	Candidate completes remaining component(s) for the split-session subject and, if applicable, all components of other certificate subjects.
November 2009 issue of results	Candidate receives results for all subjects, including the split-session subject.	Candidate receives results for all subjects, including the split-session subject.

GI2.3 May session schools

Coordinators in May session schools must be aware that a number of subjects can be taken in the November session only and cannot be requested for a May session. Candidates in May session schools must take these subjects as split-session entries. For November 2008 and November 2009 these subjects are:

Afrikaans A1 HL/SL

Siswati A1 SL

Setswana A1 SL (special request)

Swahili B HL/SL

Afrikaans B HL/SL is not available.

The following table is intended to help coordinators in May session schools understand the split-session arrangements that take effect from May 2010.

	Subject not available in May 2010	
	Diploma candidates	Certificate candidates
November 2009 registration	Register as an anticipated (A) candidate.	Register as a certificate (C) candidate.
November 2009 examinations	Take all assessment components.	Take all assessment components.
November 2009 issue of results	Grade will be issued with the November 2009 results.	Grade will be issued with the November 2009 results.
May 2010 registration	Register as a diploma (D) candidate for the remaining five subjects, indicating the November 2009 registration	If candidate is only taking one certificate (that is, the split-session subject), do not register the candidate for May 2010. If candidate is taking other certificate subjects, register him/her as certificate (C) candidate. Establish link on IBIS with candidate's previous session using his or her personal code.
May 2010 issue of results	Candidate receives results for all subjects, including the split-session subject.	Candidate receives results for all subjects, including the split-session subject.

GI2.4 Language *ab initio*

If a language *ab initio* is not available for an examination session, but is available in the session six months earlier, diploma candidates may take all components of the language in the earlier session. For example, a November 2009 diploma candidate is able to take Italian *ab initio* in May 2009 and then complete his or her remaining diploma subjects in November 2009. All candidates must have received the recommended teaching time of 150 hours.

Candidates opting for this arrangement must be registered for the earlier session using the anticipated (A) category. However, this does not mean that languages *ab initio* can be anticipated: this category is used only because a category cannot be specially created for this arrangement. The registration will appear with the status code S39: this code should be ignored and will be removed by staff at IB Cardiff. Similarly, although all components including internal assessment must be completed in the previous session, the language *ab initio* entry is not regarded as a split-session registration.

GI2.5 Further mathematics SL

Further mathematics SL is not available for a November examination session and cannot be requested. However, diploma candidates may take all components of further mathematics SL in the previous May session. For example, a November 2009 diploma candidate is able to take further mathematics SL in May 2009 and then complete his or her remaining diploma subjects in November 2009. All candidates must have received the recommended teaching time of 150 hours.

Candidates opting for this arrangement must be registered for the May session using the anticipated (A) category. This category is used only because a category cannot be specially created for this arrangement. The registration will appear with registration status code S46. This must be ignored: it will be removed by staff at IB Cardiff.

G13 Administration during the second year

G13.1 Language A1 HL/SL advance notice of syllabus

Coordinators are required to submit their language A1 higher level and standard level courses of study to IB Cardiff using IBIS no later than **1 December/1 June**, six months before the written examinations. The appropriate form is located under the **Subject** tab, followed by **Pre-registration requirements** on the left menu, and then under the option **Available forms**. For languages A1 that do not use roman script, submit the information by fax or letter to the languages section at IB Cardiff. IB Cardiff will then forward this information to the relevant examiners/moderators for world literature, internal assessment and paper 2.

- If a candidate (or candidates) is following a different course from the rest of the teaching group (for example, a transfer candidate), complete a separate form on IBIS for each course being taught.
- The submission of this information for each language A1 course being studied is compulsory and not advisory. Coordinators must ensure that this information is received by IB Cardiff.
- No changes may be made to the course of study after the information has been submitted.

G13.2 Visual arts visiting examiner proposal

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

HI Assessment mailings sent from IB Cardiff

During the academic year coordinators will receive the following mailings from IB Cardiff that provide material to support the administration of assessment and examination papers for the written examinations in May and November.

HI.1 Examination stationery

In **November/May**, six months before the written examinations, schools receive a package of examination stationery. The mailing is based on a school's forecast of candidate entries by subject/level (including extended essays), described in section G4. As mentioned in section G4, a school will not receive its supply of examination stationery unless the forecast is submitted.

When the package of stationery arrives, check to see whether there is a sufficient quantity of each item. If the amount of stationery supplied by IB Cardiff is insufficient for the examination session, additional stationery should be requested by e-mail, using the address exam.stationery@ibo.org. A fee will be charged for any stationery beyond what is actually required for the session. Please do not ask your regional office for more stationery.

The package of stationery does not include the music CDs, personalized cover sheets and multiple choice answer sheets required for the written examinations. These are sent to schools in **April/October** with the examination papers (For further details refer to section H1.4). According to the requirements of each school this mailing includes:

- extended essay covers (in English, French and Spanish)
- visual arts record booklets (in English, French and Spanish)
- envelopes with the IB Cardiff address for mailing completed multiple choice (MCQ) answer sheets to IB Cardiff
- envelopes without an address for sending examination material to examiners
- examination answer sheets (This is the paper on which candidates write their answers to examination questions. For subjects where candidates will write their answers from right to left, for example, Arabic or Hebrew, special answer sheets are enclosed.)
- graph paper
- string tags for attaching the answer cover sheets to candidates' answer sheets, graph paper and/or examination paper booklet
- the poster *Conduct of the Examinations*, for displaying to IB candidates.

The following cover sheets must be downloaded from IBIS and then photocopied in sufficient quantities. They are double-sided and should be copied onto white paper.

- language A1 world literature cover sheets
- language A2 written tasks cover sheets.

If additional covers in English, French or Spanish are required for extended essays these should also be downloaded from IBIS.

HI.2 Language A1 SL school supported self-taught

In **March/September**, about two months before the written examinations, schools receive a package of materials required for the language A1 SL school supported self-taught oral examinations. This is for the oral examination based on part 2 and part 4 of the candidate's course of study in place of the internal assessment component for taught candidates. Occasionally there may be a delay in sending this material for the oral examination.

HI.3 School-based syllabuses

In **March/September**, about two months before the written examinations, schools receive the mark sheets required for school-based syllabuses offered by the school. With effect from May 2009 this material may be sent to coordinators in portable document format (pdf) as an attachment to an email. Alternatively, the mark sheets may be available as online forms on IBIS depending on whether this option has been developed in time for the May 2009 session. A news item will be placed on IBIS at an appropriate date to announce which method of delivery will be used.

HI.4 Examination papers

In **April/October**, the month before the written examinations, schools receive a consignment by courier containing the examination papers and other material required for the written examinations. When the consignment arrives, do not open the sealed packets containing the examination papers. (The subject, level, paper and response language of each paper can be read through the window of the packet.)

On receipt of the consignment, please seal any packets that have been opened or damaged during transit and then use the examination paper checklist (available on IBIS) to ensure that you have the correct examination papers and a sufficient number of each paper for your candidate entry in each subject, level and response language. There are five examination papers in each packet.

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

- All languages B and languages *ab initio* paper 1—five text booklets.
- History HL and SL paper 1 (common paper)—five source booklets.
- Music HL and SL paper 1 (common paper)—five music score booklets for section B (if required).

The following examination materials are not enclosed with the examination papers, they are packaged separately.

- Geography HL paper 2 and geography SL paper 2—five resource booklets.
- Music HL and SL paper 1 (common paper) —the invigilator's instructions and compact discs (CDs) for the common listening paper.

The invigilator's instructions for the music listening paper must be studied before the examination, but the packets containing the examination papers must not be opened, and the CDs must not be listened to until the start of the examination.

After checking the sealed packets of examination papers, place the packets and any other confidential material in a very secure place on the school premises, preferably in a strong safe or purpose built room. Store the examination papers in chronological order according to the examination schedule. Ensure that the safe or room is kept locked, that access is strictly limited and that all key holders are known to you.

After checking the consignment and placing all examination material in secure place, complete and submit the reply form *arrival of examination papers*. Use this form on IBIS to report any missing packets of examination papers or any unauthorized opening or damage in transit of any sealed packets. IB Cardiff must receive this form from all schools with candidates registered for the session to ensure that all examination papers have been received prior to the start of the examinations in **May/November**. Do not use this reply form to report to issues concerning examination stationery; send an email to exam.stationery@ibo.org.

Do not remove any examination papers from their secure location until immediately before the relevant examination. Examination papers must always be securely stored or within the possession of the

coordinator (or his or her nominee). Inform IB Cardiff immediately if the security of the examination papers is compromised, or may have been compromised by fire, theft, unauthorized access or any other circumstances. Under no circumstances may an examination paper or its content be made available to any person, including the coordinator, before the start of the examination.

If you had to pay for customs clearance, delivery or airport charges to collect the package, provide details on the reply form and send all receipts to IB Cardiff to obtain credit on your account for the amount. Address your request for a refund to the examination paper production manager at IB Cardiff.

In addition to the examination papers in sealed plastic packets, the consignment will contain the additional items listed below. Check the contents of the consignment to ensure that you have these items, where appropriate for your school. If there are any issues concerning the answer cover sheets or multiple choice answer sheets, contact the coordinator help desk using the email address help@ibo.org.

Answer cover sheets

For each candidate in each examination there is a personalized blue answer cover sheet. A cover sheet will identify not only the candidate, but also the subject, level and paper (for example, paper 2) for an examination. Therefore, in each examination it is essential that each candidate has the correct cover sheet. For candidates without a personalized cover sheet, perhaps because of late registration, generic cover sheets can be printed from IBIS. IB Cardiff does not provide personalized cover sheets for candidates who are registered after the final registration deadline.

Multiple choice questionnaire (MCQ) answer sheets

For each candidate taking an examination with multiple choice questions for paper 1, the consignment will include yellow MCQ answer sheets. Like the answer cover sheets these are pre-printed with each candidate's name and session number, and other details particular to the examination. Generic MCQ answer sheets are provided with the consignment for candidates who were registered after the final registration deadline.

H2 Examiner notifications

IB Cardiff must allocate examiners to schools immediately after the final registration deadline, hence the importance of not making changes or adding new candidates after this date. The names and addresses of the examiners to whom candidates' work must be sent are released on IBIS in batches according to when the examination material must reach the examiner for marking (or moderation in the case of internal assessment).

20 February/20 August

Examiner notifications become available on IBIS for:

- extended essays
- language A1 world literature
- language A2 written tasks
- theory of knowledge
- visual arts (visiting examiner).

15 March/15 September

Examiner notifications become available on IBIS for:

- theatre (all components)
- musical investigations
- school-based syllabuses
- internal assessment (including visual arts).

15 April/15 October

Examiner notifications become available on IBIS for examination scripts.

H3 Mailing examination material to examiners

After the examiner allocations are complete it is sometimes necessary to change one or more examiners allocated to a school. Alternatively, an examiner's address may change. Such changes are kept to a minimum, but some changes will always be necessary owing to factors beyond the control of IB Cardiff, such as an examiner having to withdraw from marking owing to illness. For this reason it is essential to check the name and address details of examiners on IBIS at the latest possible opportunity before mailing examination material. When a change is necessary, IB Cardiff will normally inform the coordinator by email.

The examiner notifications include the telephone number of each examiner. Do not contact an examiner by telephone, even to enquire about the safe arrival of the examination material. The telephone number is included in case it is required by a courier company to deliver a package.

Some examiners have a post office box for an address; this cannot be avoided. Courier companies normally deliver to a post office box if they are given a telephone number for the person receiving the package. Before sending a package to an examiner who uses a post office box number, it would be wise to first check with the courier company that it can be delivered. If the company cannot deliver the package, contact the coordinator help desk at IB Cardiff by email to ask for advice.

All examination material for the same assessment component must be sent to an examiner in one batch on the same date. If examination material for two different assessment components must be sent to the same examiner the material must be sent separately, even if being sent by courier. This is to reduce the risk of examination material for two components for the same candidate(s) being mislaid in the post.

If a candidate fails to submit his or her work for assessment (for example, an extended essay) in time to send it to the examiner with the rest of the candidates' work, it must not be sent at all. Unless there are extenuating circumstances that justify submitting [Form D2](#), the candidate will receive an "F" for that assessment component resulting in no grade being awarded for the subject concerned.

Do not send correspondence to an examiner. Any unusual circumstances affecting a candidate or groups of candidates must be reported directly to the coordinator help desk. Under no circumstances may a candidate, a candidate's legal guardian(s) or representative be given the name and contact details of an examiner.

It is important to retain proof of postage, including the date when each package was sent to an examiner or to IB Cardiff. If the package is mislaid in the post, IB Cardiff will request proof of postage and a list of those candidates for whom work was or was not included. Unless this information can be produced, candidates will not be eligible for grades in the subjects and levels concerned.

Checklist

When mailing examination material to an examiner or IB Cardiff:

- use IBIS to check whether the examiner or his or her contact details have changed
- if an examiner's address includes a post office box number, check that the package can be delivered by the postal company
- use courier whenever possible, especially if the material is being sent to another country (Whatever method of postage is used, it must be swift and traceable.)
- if there is a requirement to declare the value of the package for customs, indicate a nominal value (for example, the equivalent of 1 UK pound sterling) so that the examiner who receives the package does not have to pay customs duty
- do not include any form of correspondence addressed to the examiner
- mail each package to arrive before the deadline
- mail examination scripts within 24 hours after the examination
- if more than one component is being sent to the same examiner, send them in separate packages in case a single package is mislaid in the post
- retain proof of postage and a record of which candidates' material was included in each package.

H4 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 the teacher is referred to as internally assessed.)

H4.1 Non-examination components

Candidates' examination scripts and multiple choice answer sheets are not the only assessment components that are externally assessed. The following table lists non-examination components and the dates by which the work must be received by the examiners.

Subject/component	Latest arrival date	Reference in the Handbook
Extended essay	15 March/15 September	Core: extended essay
Theory of knowledge essay	15 March/15 September	Core: theory of knowledge
Language A1 world literature	15 March/15 September	Group 1 section 1.8
Language A1 school supported self-taught oral examination audio recording	7 May/7 November	Group 1 section 1.7
Language A2 written task	15 March/15 September	Group 2 section 2a.4
Music: musical investigation	30 April/30 October	Group 6 section 6b.5
Theatre practical performance proposals and research investigations	30 April/30 October	Group 6 sections 6c.7 and 6c.8

H4.2 Candidate checklists

If no work is being sent to an examiner for a candidate in any of the components listed in the table above it is necessary to indicate this on the appropriate candidate checklist. This is to avoid the need for IB Cardiff to ask whether the candidate's work has or has not been submitted. From the May 2009 session onwards it may be possible to do this electronically on IBIS. If not, follow the "hard copy" procedure described below, which is the same procedure that was in place for 2007.

Hard copy procedure

For all externally assessed non-examination components, print each candidate checklist from IBIS and write a cross in the box against any candidate for whom work will not be sent to the appropriate examiner for assessment. Include the completed checklist with the work of the remaining candidates whose work is being sent to the examiner.

For all other components (such as scripts and multiple choice answer sheets) this checklist is for school use only and must not be sent to an examiner.

On IBIS

If development work has been completed by early 2009, the candidate checklists will be available in an electronic version on IBIS. If available, for each candidate the default indicates that work is being submitted. However, if no work is being submitted for a candidate, click on the button adjacent to the appropriate candidate to change the default. If no work is being submitted because of adverse circumstances, send a completed [Form D2](#) to IB Cardiff on behalf of the candidate.

H5 Predicted grades

The final grade awarded to a candidate in each subject is on a scale of 7 down to 1, with 7 being the highest grade. For theory of knowledge and the extended essay the grades are on a scale of A to E, with A being the highest grade. A predicted grade is not required for language A1 SL school supported self-taught candidates and school-based syllabuses.

The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Predicted grades are for the exclusive use of grade award meetings when considering a subject's grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant discrepancies, further reviews can be conducted. Predicted grades are not awarded to candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components.

The IB scales and, therefore, the only permitted predictions for subjects, are as follows.

Grade	7	Excellent performance
	6	Very good performance
	5	Good performance
	4	Satisfactory performance
	3	Mediocre performance
	2	Poor performance
	1	Very poor performance

The IB scale for theory of knowledge and the extended essay is as follows.

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

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

H6 Internal assessment

It is essential that teachers refer to this section and to the relevant subjects sections of this Handbook by accessing it on the online curriculum centre. This will enable teachers to familiarize themselves with requirements for internal assessment and predicted grades.

The purpose of section H6 and section H7 is to explain the administrative procedures for internal assessment (IA) and predicted grades (PG). Section H8 concerns the administration of audio recordings. 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 in a subject and level
- teachers predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.

Teachers are encouraged to write comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments are very helpful to the moderators who read this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation.

The process of moderation involves two stages. Firstly, a check is made that teachers in each school are applying the given assessment criteria for internal assessment in the standard way expected in all schools offering the Diploma Programme. This is done by a moderator (external examiner) who reviews the marking of a sample of candidates' work from each school. Secondly, in cases where a difference in interpretation or use of the criteria is identified, an adjustment is made to the teacher's marks for the relevant subject and level. This adjustment is carried out by IB Cardiff and is based on the differences between the marks awarded by the teacher(s) and the marks awarded by the moderator for the same pieces of work. As a result of moderation a teacher's marks may be lowered, raised or remain the same.

H6.1 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 material are retained until the issue of results.

H6.2 Submitting marks for internal assessment (IA) and predicted grades (PG)

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 by the abbreviation IA/PG.) If this deadline is not met IB Cardiff will normally inform the coordinator that this information has not been received. Failure to provide marks for internal assessment will normally result in no grades being awarded in the subject(s) and level(s) concerned. Failure to provide predicted grades may place candidates at a disadvantage.

If subject teachers have access to the World Wide Web they can use a restricted area of IBIS to enter internal assessment marks and predicted grades for the subjects they teach. IB Cardiff enables coordinators to create teacher access to predicted grade and internal assessment mark entry screens on IBIS from **1 February/1 July**, two months before the written examinations. Access to this web site is protected by usernames and temporary passwords created by the coordinator and issued to each teacher. It is possible to print a report that provides each subject teacher with instructions for entering their data. If teachers enter their marks and grades directly onto IBIS, rather than the data being entered by the coordinator, it is necessary to check and verify the data before it is submitted to IB Cardiff. The system provides a facility by which marks and grades can be verified by the coordinator.

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.

H6.3 Moderation samples

A list of forms that must accompany sample work for internal assessment is provided in section B. The subject-specific information in this Handbook also provides information on which forms must accompany sample work.

One teacher and response language

Where only one teacher is responsible for the internal assessment of a school's total candidate entry in a subject and level, submit to the moderator:

- one set of sample work for moderation
- the appropriate internal assessment form(s) signed by the teacher.

This applies whether there is one or more teaching groups.

More than one teacher and one response language

Where there is more than one teacher responsible for the internal assessment of the school's total candidate entry in a subject and level, but there is only one response language, all marks must be awarded according to a single agreed standard. This will necessitate discussion between the teachers and a joint review of the candidates' work within the school before the final assessment is made.

Similarly, there are some subjects where a single moderation sample is submitted to cover both higher level and standard level (see section H7.1). 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 in 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 in 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.

H6.4 The selection of sample work for moderators

Candidates' marks for internal assessment are entered on IBIS under the **Subject** tab, followed by **IAPG** on the left menu. After candidates' marks have been entered and verified and the **Complete** button has been clicked, the screen will enable the user to select **View sample** to display the candidates for each subject and level whose work must comprise the sample. The screen that displays the list of sample candidates for a subject and level must be printed and sent with the sample to the moderator.

In addition to selecting the candidates, IBIS also provides the name and address of the moderator for each subject and level to whom the sample work must be sent. In some cases, coordinators may be asked to send the samples to IB Cardiff.

The size of the sample will vary according to the number of candidates entered by the school for that subject and level:

- for 5 candidates or fewer the sample will comprise the work of all candidates
- for 6 to 20 candidates the sample will comprise the work of 5 candidates
- for 21 to 40 candidates the sample will comprise the work of 8 candidates
- for 41 candidates and above the sample will comprise the work of 10 candidates.

H6.5 Atypical work

It is important that the sample work received by a moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work that is atypical for a moderation sample, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

If it is necessary to include atypical work in a sample:

- annotate the candidate's internal assessment coversheet to indicate that it is atypical
- indicate briefly the nature of the difficulty and/or mark adjustment in each case.

Do not provide the moderator with any information about special circumstances (for example, illness, disability, family bereavement). Report this information to the coordinator help desk at IB Cardiff on [Form D2](#).

Categories of atypical work

The following paragraphs give examples of work that might be considered as “atypical”.

Additional assistance given by a teacher

If a teacher has given a candidate additional assistance during the completion of his/her work for internal assessment, reduce the mark(s) awarded. Make a note on the work to the effect that it has been marked down. This is necessary because the quality of the work may not reflect the standard normally produced by the candidate, nor the final mark awarded to it.

Incomplete work

A substantial part of a candidate's work is incomplete. The reason why the work is incomplete is not relevant.

Transfer candidates

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

Unreliable mark

The mark may not be reliable because the teacher is uncertain what mark to award for the candidate's work. The moderation process is not designed to assist the teacher in such cases, but to adjust the teacher's general standard of marking to that of the IB. In cases of serious doubt about how to award marks, contact IB Cardiff.

Inappropriate work

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

H6.6 Candidates retaking one or more subjects

At the time of registering a retake or certificate candidate who wishes to carry over a mark for internal assessment or other non-examination component from a previous session, the coordinator must indicate this requirement on IBIS. This will result in an “H” automatically appearing on the screen where the teacher or coordinator enters the candidate's internal assessment mark for the subject concerned. A letter “H” indicates that the mark will be carried over. However, the predicted grade will not have an “H” entered because the teacher or coordinator may wish to change the previous session's predicted grade to a higher or lower grade. Therefore, it is necessary to enter a grade, remembering that the grade is a prediction of the candidate's overall performance in the subject and level, not just for internal assessment.

If a carry over of the internal assessment mark is required, but no “H” already appears (perhaps because this requirement was not indicated at the time of registration), contact the coordinator help desk at IB Cardiff. However, before doing so the teacher or coordinator must be certain that there is a mark available that can be carried over.

H6.7 Forms submitted with sample work

As mentioned in section H6.4 above, with each set of sample work it is necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample. This screen is accessed from **Subject > IAPG > IA mark entry**, followed by **View sample** for the appropriate subjects. In addition to this printout it is necessary to include one or more subject specific forms, as detailed below.

For each sample the relevant form(s) must be completed and submitted to the moderator with the sample work, to arrive no later than **20 April/20 October**.

Subject/level	Type of work	Form(s)
Language A1 HL/SL	individual oral commentary	Form 1/IARF 1 per candidate
Language A2 HL/SL	individual oral	Form 2/IA 1 per candidate

Language B HL/SL	individual oral	Form 2/IA	1 per candidate
Language <i>ab initio</i> SL	individual oral	Form 2/IA	1 per candidate
Classical languages HL (Latin and classical Greek)	in-depth study	Form 2/IACL Form 2/CLCS	1 per sample set 1 per candidate
History HL/SL	written assignment	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Islamic history HL	historical study	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Islamic history SL	historical study	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Geography HL	fieldwork	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Geography SL	coursework	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Economics HL/SL	portfolio	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Philosophy HL/SL	coursework	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Psychology HL	experimental study	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Psychology SL	simple experiment	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Social and cultural anthropology HL	field research	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Social and cultural anthropology SL	observation and criticism exercise	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Business and management HL	research project	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Business and management SL	written assignment	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
ITGS HL	portfolio and portfolio extension	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
ITGS SL	project	Form 3/IA Form 3/CS	1 per sample set 1 per candidate
Biology HL/SL	experimental investigations	Form 4/IA Form 4/PSOW	1 per sample set 1 per candidate
Chemistry HL/SL	experimental investigations	Form 4/IA Form 4/PSOW	1 per sample set 1 per candidate
Physics HL/SL	experimental investigations	Form 4/IA Form 4/PSOW	1 per sample set 1 per candidate

Environmental systems SL	experimental investigations	Form 4/IAES Form 4/PSOWES	1 per sample set 1 per candidate
Design technology HL/SL	experimental investigations design project	Form 4/IADT Form 4/PSOWDT	1 per sample set 1 per candidate
Mathematics HL	portfolio	Form 5/IA Form 5/PFCS	1 per sample set 1 per candidate
Mathematics SL	portfolio	Form 5/IA Form 5/PFCS	1 per sample set 1 per candidate
Mathematical studies SL	project	Form 5/IA Form 5/PJCS	1 per sample set 1 per candidate
Computer science HL	dossier	Form 5/IACS Form 5/PDCS (HL)	1 per sample set 1 per candidate
Computer science SL	dossier	Form 5/IACS Form 5/PDCS (SL)	1 per sample set 1 per candidate
Music HL	solo performance composition	Form 6/MRSS Form 6/MCCS	1 per candidate 1 per candidate
Music SL	solo performance	Form 6/MRSS	1 per candidate
Music SL	group performance	Form 6/MRGS	1 per group
Music SL	composition	Form 6/MCCS	1 per candidate
Theatre HL	Theatre performance and production presentation	6/IATpresentation 6/Tpresentation(HL)	1 per sample set 1 per candidate
	Independent project portfolio	6/IATportfolio 6/Tportfolio(HL)	1 per sample set 1 per candidate
Theatre SL	Theatre performance and production presentation	6/IATpresentation 6/Tpresentation(SL)	1 per sample set 1 per candidate
	Independent project portfolio	6/IAT portfolio 6/Tportfolio(SL)	1 per sample set 1 per candidate
Visual arts HL option A	investigation workbook	Form 6/VACS	1 per candidate
Visual arts HL option B	studio work	Form 6/VACS	1 per candidate
Visual arts SL option A	investigation workbook	Form 6/VACS	1 per candidate
Visual arts SL option B	studio work	Form 6/VACS	1 per candidate
Film (for use in 2010)	presentation selection production portfolio (HL) production portfolio (SL) independent study presentation	6/FPS 6/FPPHCS 6/FPPSCS 6/FISCS 6/FPCS	1 per group 1 per sample set 1 per sample set 1 per candidate one per candidate
Environmental systems and societies (TSL) (for use in 2010)	experimental investigations	ES&S/PSOW ES&S/IS	1 per candidate 1 per sample set

H6.8 Sending sample work to moderators

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

Do not include videotapes or CDs with the sample work sent to a moderator, unless this is a specific requirement for the subject. If video or information technology applications have been produced, send only the written report and still photographs of the activity.

H7 Subject-specific information about moderation samples

H7.1 Subjects sampled across higher level and standard level

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

Biology	Design technology	History	Philosophy
Chemistry	Economics	Islamic history	Physics

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

H7.2 Language A1 (not school supported self-taught candidates)

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators should submit the audio recordings of only the individual oral commentary for these candidates.

H7.3 Language A2, language B and language *ab initio*

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators should submit the audio recordings of only the individual oral for these candidates.

H7.4 History

When IBIS selects the sample work for history at higher level, the region (for example, Africa, Americas, Europe) being studied by each candidate is disregarded.

H7.5 Information technology in a global society (ITGS)

ITGS at higher level (HL) has two components (portfolio and portfolio extension). These are considered one piece of work for sampling and moderation purposes.

H7.6 Mathematics HL

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

H7.7 Visual arts

This affects candidates entering investigation workbooks for HL or SL option A, or studio work for HL or SL option B.

All candidates are required to complete one candidate record booklet. In order to moderate the internal assessment component, a photocopy of the record booklet is required for those candidates who are identified on IBIS as comprising the schools higher level and standard level option A and/or higher level and standard level option B sample(s). A second printed record booklet must not be used.

A copy of the following HL/SL option A and/or HL/SL option B pages will be needed:

- the candidate statement
- the studio work photographs
- the investigation workbook photocopied pages.

This does not include page one of the candidate record booklet because this is for the visiting examiner to complete. The listed pages must be attached securely to the coversheet [form 6/VACS](#). Teachers are required to write their marks on both the coversheet and the inside cover of the record booklet.

Coordinators are required to send the HL/SL option A samples and the HL/SL option B samples to two different examiners, as indicated on IBIS.

These requirements for internal assessment also apply to those candidates whose external assessment work is being examined through the alternative arrangement procedure.

For further details on procedures for visual arts refer to section 6a.

H7.8 Music

Music at higher level has two components for internal assessment (solo performance and composition). Separate samples should be submitted for each component.

For standard level, all group performance recordings must be sent to the examiner.

For further details on the requirements for music, see section 6b.4.

H8 Assessment that requires an audio recording

H8.1 The media for audio recordings

The medium traditionally used by the IB for audio recordings is the standard audio cassette. However, a number of coordinators are now requesting that compact discs (CDs) be used in place of audio cassettes. For examinations in 2009 coordinators are encouraged to use CDs instead of audio cassettes, although cassettes will still be accepted. The IB is working towards the submission of online digital recordings without the need to send any material through the post to examiners. Moving towards CDs should help to facilitate this long term objective.

H8.2 The instructions for audio recordings

These instructions are for use, in conjunction with any subject specific guidelines, where a candidate's performance or interview has to be recorded in the following subjects:

- language A1 individual oral commentary
- language A1 SL school supported self-taught oral
- language A2, language B and language *ab initio* individual oral
- music solo, group performance and composition
- visual arts interview (where there is no visiting examiner)
- film presentation.

Not all of the instructions necessarily apply to the recording of the music group performance that is based on the assessment of a whole ensemble, rather than individual candidates. For example, it is unnecessary to start the recording by asking each candidate to state his or her name and session number. However, it would be advisable to start the recording with the teacher stating the examination session, the school name and number, and the name of each piece of music on the recording.

It is not permitted to edit the content of a cassette or CD. Doing so may be interpreted as malpractice and brought to the attention of the final award committee.

Coordinators are strongly advised to make a copy of each recording. When samples of recordings are sent to examiners for the purpose of moderation, occasionally a package is mislaid in the post. If a copy of each recording is available, the copies can then be sent as replacements.

H8.3 Using audio cassettes

Please follow the guidelines below when submitting audio cassettes.

- Use new, good quality cassette tapes. Do not use mini-cassette or dictaphone tapes as examiners may not have compatible equipment.
- Choose a cassette of running time appropriate to the length of the examination. Clean the tape heads before use and test the equipment immediately before starting to record candidates.
- Record one candidate on each side of a cassette. For music solo and composition, use one cassette per candidate. For group performance use one cassette per group.
- Each candidate must state his or her name and session number at the start of the recording, except in the case of a music group performance, as stated in H9.2.
- Play back the last few minutes of each candidate's recording to ensure that the cassette is not blank and that the candidate is audible. Ensure that each tape is wound back to the beginning before being submitted.

H8.4 Using compact discs

Please follow the guidelines below when submitting compact discs.

- When recording each candidate's performance, multiple candidates can be recorded on one CD. However, when sending sample recordings to an examiner for the purpose of moderation, the recordings must be restricted to two candidates per CD, even though this means sending up to five CDs to the examiner. (This is necessary in to accommodate the sampling process for moderating the marking of examiners and to ensure that examiners can write reports for category 3 enquiries upon results.) It is essential to indicate which candidates are on each CD, preferably by writing the candidates' session numbers on the CDs.
- Each candidate must state his or her name and session number at the start of the recording, except in the case of a music group performance, as stated in H9.2.
- Play back part of each candidate's entire recording on a CD player, and not on the CD function of a computer. This is to help ensure that the recording is audible and will be compatible with a standard CD player used by the examiner.

H8.5 The examination

- The recording should take place in a suitably quiet room, where possible, with any background noise eliminated. A small room usually gives a better quality recording.
- A notice should be placed outside the room:

EXAMINATION RECORDING IN PROGRESS

SILENCE PLEASE

- Use an external microphone for recording candidates—do not rely on the machine’s internal microphone as this will produce poor quality recordings.
- Position the microphone so that the candidate can be heard clearly. In an interview this will probably mean placing the microphone closer to the candidate than to the teacher or examiner.
- Each candidate must state his or her name and session number at the start of the recording.
- Where appropriate, introduce each section of the examination. Announce the end of the examination.
- Clearly label each cassette or CD with the examination session, year, subject, level, component, candidate name(s) and session number(s). For example:

M09, Swahili A1 SL internal oral, 000039-078, Maria Anderson

- Send the cassette(s) and/or CD(s) to the address shown on IBIS.

H8.6 Role of the interviewer

Record all your own interventions. Where appropriate to the subject, you may:

- ask the candidate to speak more clearly or loudly if necessary
- interrupt if the candidate panics and needs encouragement
- suggest that the candidate is spending too long on one part or is completely off target
- ask if the candidate has anything further to add.

You may not correct the candidate, teach, introduce leading questions or suggest replies.

H8.7 Problems

- Do not stop or edit the tape or CD. If the recording stops due to technical difficulties explain the reason on the recording itself after restarting.
- If the cassette or CD is discovered to be blank at the end of the recording, contact the coordinator help desk immediately for advice. It may be possible for the candidate to repeat the performance or to record a new interview.
- In all cases of problems beyond the candidate’s control, reassure them that they will not be penalized. Submit a full report to the coordinator help desk if any irregularities occur during the recording.

H9 Assessment that requires a video recording

The following information about video recording refers to text and performance. Separate guidance is given for film in the subject guide.

H9.1 Requirements

It is essential that video recordings sent to the examiner for moderation are in an appropriate format and provide the necessary information in order for fair judgment to be made. Appropriate format means full-size VHS video cassette, either PAL or NTSC, and necessary information would include the clear identification of each candidate, and adequate quality of sound and vision.

Note that these are recordings of live performance, not “mini-films”. Ideally, a single camera should be fixed on a tripod and allowed simply to record what happens in front of it. There should be no cutting between shots and no zooming in or out to emphasize details. If it is unavoidable, for example, in order to capture what is happening in a small space, the camera may pan from side to side. Such movement should be kept to an absolute minimum.

H9.2 Advice

Circumstances are different in every school. Video equipment is also evolving, mostly in a direction that makes it cheaper and easier to use. There are particular problems about obtaining reasonable quality in both drama studios and classrooms. Hence what is offered here are some basic hints on what has worked in various places. It is not definitive and will not be appropriate in every situation.

Identification of candidates

As a minimum, each candidate should announce his or her name and session number to the camera at the start of the recording. If there may still be difficulties in telling performers apart, consider using different clothing or costume, colour coding or numbering (as appropriate for the subject). There is an obvious tension here between the needs of assessment, and what may lead to a quality, committed performance, so teachers should exercise judgment and ingenuity.

Sound

Sound is often more difficult than vision. School spaces often have many hard, reflective surfaces that tend to encourage echoes. Floors can be noisy. Electrical equipment, such as air conditioning, can interfere. Some possible steps to consider might be:

- use a different, carpeted space, or use a temporary floor covering such as matting
- use curtains or drapes to cover hard vertical surfaces
- use a microphone external to the camera, as close as possible to the action
- turn off unnecessary electrical equipment if possible
- try to find a time when there is not much noisy activity in adjacent spaces such as corridors
- make sure that people “behind the camera” are quiet. Most microphones are “omni-directional” and pick up whatever sound is nearest. They also adjust themselves to overall sound levels (so becoming more sensitive to background noises in quiet parts of a performance).

Vision

Vision is often quite straightforward. Modern video cameras work reasonably well even in low light levels. However, they do not cope well with very high contrast levels, and auto-focus devices can play tricks. The following hints are worth noting.

- A tripod is essential. There needs to be enough room to place the camera far enough away to be able to “see” everything that is happening. This means that the internal microphone will be inclined to “hear” things nearer to it, rather than any dramatic action (hence the reason for recommending an external microphone).
- Theatrical spot lighting with dark backgrounds produces very high contrast. Consider using flatter lighting (for example, using floodlights to brighten the background).
- If the camera autofocus tends to “hunt” between the background distance and characters in the foreground, try reducing the distance between the two (for example by moving actors further back). Alternatively, many cameras allow this feature to be turned off, allowing a manual fixed focus on a point that allows maximum clarity for most of the action.
- If filming using natural light, for example in a classroom, be wary of bright backgrounds. These can cause the camera to “narrow its eye”, making the foreground (the performers) dark and difficult to see. Often this can be overcome by drawing blinds or curtains to exclude background brightness (such as windows). Alternatively, perhaps a different room can be used, so that the camera is looking away from the brightness (for example, away from a window, rather than towards it).



IB Diploma Programme

Handbook of procedures: Section I

Arrangements for the examinations in May and November 2009

This section of the Handbook of procedures for the Diploma Programme must be copied to all invigilators of IB examinations.

Section I: Arrangements for the written examinations in May and November 2009

It is essential that all invigilators of IB examinations have access to this section of the Handbook. In addition to providing each invigilator with a personal copy, coordinators are advised to place a copy of this section and the section on Electronic calculators in the examination room.

IB Diploma Programme

May 2009 examination schedule

Morning examinations must start after 0700 and finish by 1300 hours local time.
Afternoon examinations must start after 12 noon and finish by 1800 hours local time.

DATE	MORNING	TIME	AFTERNOON	TIME
Thursday 30 April	School-based syllabuses SL paper 1	–	School-based syllabuses SL paper 2 <i>Where required</i>	–
Monday 4 May	English A1 HL paper 1 English A1 SL paper 1 English A2 HL paper 1 English A2 SL paper 1 Text & performance SL paper 1	2h 1h 30m 2h 1h 30m 3h	Language A2 HL paper 1 Language A2 SL paper 1 Language A1 HL paper 1 Language A1 SL paper 1 (Except: English, French, German, Spanish)	2h 1h 30m 2h 1h 30m
Tuesday 5 May	Language A2 HL paper 2 Language A2 SL paper 2 Language A1 HL paper 2 Language A1 SL paper 2 (Except: English, French, German, Spanish)	2h 1h 30m 2h 1h 30m	History HL paper 1 History HL paper 2 History SL paper 1 History SL paper 2 Islamic history HL paper 1 Islamic history HL paper 2 Islamic history SL paper 1 Islamic history SL paper 2	1h 1h 30m 1h 1h 30m 1h 2h 1h 2h
Wednesday 6 May	History HL paper 3 Islamic history HL paper 3	2h 30m 1h 30m	Biology HL paper 1 Biology HL paper 2 Biology SL paper 1 Biology SL paper 2 Environmental systems SL paper 1 Environmental systems SL paper 2 Ecosystems & societies SL paper 1	1h 2h 15m 45m 1h 15m 45m 1h 15m 1h
Thursday 7 May	Biology HL paper 3 Biology SL paper 3 Environmental systems SL paper 3 Ecosystems & societies SL paper 2	1h 15m 1h 1h 2h	Mathematics HL paper 1 Mathematics SL paper 1 Mathematical studies SL paper 1	2h 1h 30m 1h 30m
Friday 8 May	Mathematics HL paper 2 Mathematics SL paper 2 Mathematical studies SL paper 2	2h 1h 30m 1h 30m	German A1 HL paper 1 German A1 SL paper 1 German A2 HL paper 1 German A2 SL paper 1	2h 1h 30m 2h 1h 30m
Monday 11 May	English A1 HL paper 2 English A1 SL paper 2 English A2 HL paper 2 English A2 SL paper 2 English B HL paper 1 English B HL paper 2 English B SL paper 1 English B SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Economics HL paper 1 Economics HL paper 2 Economics SL paper 1 World religions SL paper 1	1h 1h 1h 1h 15m
Tuesday 12 May	Economics SL paper 2 Economics HL paper 3 World religions SL paper 2	2h 2h 1h 30m	Physics HL paper 1 Physics HL paper 2 Physics SL paper 1 Physics SL paper 2 Sports and exercise science SL paper 1 Sports and exercise science SL paper 2	1h 2h 15m 45m 1h 15m 45m 1h 15m
Wednesday 13 May	Physics HL paper 3 Physics SL paper 3 Sports and exercise science SL paper 3	1h 15m 1h 1h	Spanish A1 HL paper 1 Spanish A1 SL paper 1 Spanish A2 HL paper 1 Spanish A2 SL paper 1	2h 1h 30m 2h 1h 30m

Thursday 14 May	Language B HL paper 1 Language B HL paper 2 Language B SL paper 1 Language B SL paper 2 Language <i>ab initio</i> SL paper 1 Language <i>ab initio</i> SL paper 2 (Except: English B, French B, German B, Spanish B; French <i>ab initio</i>, German <i>ab initio</i>, Spanish <i>ab initio</i>)	1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Mathematics HL paper 3 Further mathematics SL paper 1 Classical languages HL paper 1 Classical languages SL paper 1 ITGS HL paper 1 ITGS SL paper 1	1h 1h 2h 1h 1h 1h
Friday 15 May	Classical languages HL paper 2 Classical languages SL paper 2 Further mathematics SL paper 2 ITGS HL paper 2 ITGS HL paper 3 ITGS SL paper 2 Music HL paper 1 Music SL paper 1	2h 2h 2h 2h 1h 2h 2h 30m 2h 30m	German A1 HL paper 2 German A1 SL paper 2 German A2 HL paper 2 German A2 SL paper 2 German B HL paper 1 German B HL paper 2 German B SL paper 1 German B SL paper 2 German <i>ab initio</i> SL paper 1 German <i>ab initio</i> SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m
Monday 18 May	Spanish A1 HL paper 2 Spanish A1 SL paper 2 Spanish A2 HL paper 2 Spanish A2 SL paper 2 Spanish B HL paper 1 Spanish B HL paper 2 Spanish B SL paper 1 Spanish B SL paper 2 Spanish <i>ab initio</i> SL paper 1 Spanish <i>ab initio</i> SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Chemistry HL paper 1 Chemistry HL paper 2 Chemistry SL paper 1 Chemistry SL paper 2 Design technology HL paper 1 Design technology HL paper 2 Design technology SL paper 1 Design technology SL paper 2	1h 2h 15m 45m 1h 15m 1h 1h 45m 45m 1h
Tuesday 19 May	Chemistry HL paper 3 Chemistry SL paper 3 Design technology HL paper 3 Design technology SL paper 3	1h 15m 1h 1h 15m 1h	Geography HL paper 1 Geography SL paper 1 Social & cultural anthropology HL paper 1 Social & cultural anthropology SL paper 1 Computer science HL paper 1 Computer science SL paper 1 World cultures SL paper 1	1h 30m 1h 30m 1h 1h 2h 15m 1h 30m 2h
Wednesday 20 May	Geography HL paper 2 Geography SL paper 2 Social & cultural anthropology HL paper 2 Social & cultural anthropology HL paper 3 Social & cultural anthropology SL paper 2 Computer science HL paper 2 Computer science SL paper 2	2h 30m 1h 30m 2h 1h 2h 2h 15m 1h 30m	French A1 HL paper 1 French A1 SL paper 1 French A2 HL paper 1 French A2 SL paper 1	2h 1h 30m 2h 1h 30m
Thursday 21 May	French A1 HL paper 2 French A1 SL paper 2 French A2 HL paper 2 French A2 SL paper 2 French B HL paper 1 French B HL paper 2 French B SL paper 1 French B SL paper 2 French <i>ab initio</i> SL paper 1 French <i>ab initio</i> SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Business & management HL paper 1 Business & management SL paper 1 Philosophy HL paper 1 Philosophy SL paper 1 Psychology HL paper 1 Psychology SL paper 1	2h 15m 1h 15m 2h 30m 1h 45m 2h 2h
Friday 22 May	Business & management HL paper 2 Business & management SL paper 2 Philosophy HL paper 2 Philosophy HL paper 3 Philosophy SL paper 2 Psychology HL paper 2 Psychology HL paper 3 Psychology SL paper 2	2h 15m 1h 45m 1h 1h 30m 1h 2h 1h 1h		

IB Diploma Programme

November 2009 examination schedule

Morning examinations must start after 0700 hours and finish by 1300 hours local time.
Afternoon examinations must start after 12 noon and finish by 1800 hours local time.

DATE	MORNING	TIME	AFTERNOON	TIME
Friday 30 October	School-based syllabuses SL paper 1	–	School-based syllabuses SL paper 2 <i>Where required</i>	–
Tuesday 3 November	Language B HL paper 1 Language B HL paper 2 Language B SL paper 1 Language B SL paper 2 Language <i>ab initio</i> SL paper 1 Language <i>ab initio</i> SL paper 2 (Except: English B, French B, Spanish B, French <i>ab initio</i>, Spanish <i>ab initio</i>)	1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Chemistry HL paper 1 Chemistry HL paper 2 Chemistry SL paper 1 Chemistry SL paper 2 Design technology HL paper 1 Design technology HL paper 2 Design technology SL paper 1 Design technology SL paper 2	1h 2h 15m 45m 1h 15m 1h 1h 45m 45m 1h
Wednesday 4 November	Chemistry HL paper 3 Chemistry SL paper 3 Design technology HL paper 3 Design technology SL paper 3	1h 15m 1h 1h 15m 1h	Spanish A1 HL paper 1 Spanish A1 SL paper 1 Spanish A2 HL paper 1 Spanish A2 SL paper 1	2h 1h 30m 2h 1h 30m
Thursday 5 November	Spanish A1 HL paper 2 Spanish A1 SL paper 2 Spanish A2 HL paper 2 Spanish A2 SL paper 2 Spanish B HL paper 1 Spanish B HL paper 2 Spanish B SL paper 1 Spanish B SL paper 2 Spanish <i>ab initio</i> SL paper 1 Spanish <i>ab initio</i> SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Mathematics HL paper 1 Mathematics SL paper 1 Mathematical studies SL paper 1	2h 1h 30m 1h 30m
Friday 6 November	Mathematics HL paper 2 Mathematics SL paper 2 Mathematical studies SL paper 2	2h 1h 30m 1h 30m	Economics HL paper 1 Economics HL paper 2 Economics SL paper 1	1h 1h 1h
Monday 9 November	Economics SL paper 2 Economics HL paper 3	2h 2h	History HL paper 1 History HL paper 2 History SL paper 1 History SL paper 2 Islamic history HL paper 1 Islamic history HL paper 2 Islamic history SL paper 1 Islamic history SL paper 2	1h 1h 30m 1h 1h 30m 1h 2h 1h 2h
Tuesday 10 November	History HL paper 3 Islamic history HL paper 3	2h 30m 1h 30m	Biology HL paper 1 Biology HL paper 2 Biology SL paper 1 Biology SL paper 2 Environmental systems SL paper 1 Environmental systems SL paper 2 Ecosystems & societies SL paper 1	1h 2h 15m 45m 1h 15m 45m 1h 15m 1h
Wednesday 11 November	Biology HL paper 3 Biology SL paper 3 Environmental systems SL paper 3 Ecosystems & societies SL paper 2	1h 15m 1h 1h 2h	English A1 HL paper 1 English A1 SL paper 1 English A2 HL paper 1 English A2 SL paper 1 Text & performance SL paper 1	2h 1h 30m 2h 1h 30m 3h

Thursday 12 November	English A1 HL paper 2 English A1 SL paper 2 English A2 HL paper 2 English A2 SL paper 2 English B HL paper 1 English B HL paper 2 English B SL paper 1 English B SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m	Geography HL paper 1 Geography SL paper 1 Social & cultural anthropology HL paper 1 Social & cultural anthropology SL paper 1 Computer science HL paper 1 Computer science SL paper 1	1h 30m 1h 30m 1h 1h 2h 15m 1h 30m
Friday 13 November	Geography HL paper 2 Geography SL paper 2 Social & cultural anthropology HL paper 2 Social & cultural anthropology HL paper 3 Social & cultural anthropology SL paper 2 Computer science HL paper 2 Computer science SL paper 2	2h 30m 1h 30m 2h 1h 2h 2h 15m 1h 30m	Business & management HL paper 1 Business & management SL paper 1 Philosophy HL paper 1 Philosophy SL paper 1 Psychology HL paper 1 Psychology SL paper 1	2h 15m 1h 15m 2h 30m 1h 45m 2h 2h
Monday 16 November	Business & management HL paper 2 Business & management SL paper 2 Philosophy HL paper 2 Philosophy HL paper 3 Philosophy SL paper 2 Psychology HL paper 2 Psychology HL paper 3 Psychology SL paper 2	2h 15m 1h 45m 1h 1h 30m 1h 2h 1h 1h	Physics HL paper 1 Physics HL paper 2 Physics SL paper 1 Physics SL paper 2 Sports and exercise science SL paper 1 Sports and exercise science SL paper 2	1h 2h 15m 45m 1h 15m 45m 1h 15m
Tuesday 17 November	Physics HL paper 3 Physics SL paper 3 Sports and exercise science SL paper 3	1h 15m 1h 1h	Language A2 HL paper 1 Language A2 SL paper 1 Language A1 HL paper 1 Language A1 SL paper 1 (Except: English, French, Spanish)	2h 1h 30m 2h 1h 30m
Wednesday 18 November	Language A2 HL paper 2 Language A2 SL paper 2 Language A1 HL paper 2 Language A1 SL paper 2 (Except: English, French, Spanish)	2h 1h 30m 2h 1h 30m	Mathematics HL paper 3 Classical languages HL paper 1 Classical languages SL paper 1 ITGS HL paper 1 ITGS SL paper 1	1h 2h 1h 1h 1h
Thursday 19 November	Classical languages HL paper 2 Classical languages SL paper 2 ITGS HL paper 2 ITGS HL paper 3 ITGS SL paper 2 Music HL paper 1 Music SL paper 1	2h 2h 2h 1h 2h 2h 30m 2h 30m	French A1 HL paper 1 French A1 SL paper 1 French A2 HL paper 1 French A2 SL paper 1	2h 1h 30m 2h 1h 30m
Friday 20 November	French A1 HL paper 2 French A1 SL paper 2 French A2 HL paper 2 French A2 SL paper 2 French B HL paper 1 French B HL paper 2 French B SL paper 1 French B SL paper 2 French <i>ab initio</i> SL paper 1 French <i>ab initio</i> SL paper 2	2h 1h 30m 2h 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m 1h 30m		

II Examination materials

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

1.2 Coordinators must print the following items from IBIS and then produce copies in sufficient quantity for lessons and the examinations:

- *Business and Management Case Study*: HL/SL paper 1
- *Business and Management Formulae Sheet*: HL/SL paper 1 and paper 2 (published March 2007 and copied from the subject guide)
- *Business and Management Discount Tables*: HL only paper 1 and paper 2 (published March 2007 and copied from the subject guide)
- *ITGS HL Case Study*: HL only paper 3
- *Physics Data Booklet* (published September 2007)
- *Chemistry Data Booklet* (published September 2008)
- *Mathematical Studies SL Information Booklet* (published November 2004)
- *Mathematics SL Information Booklet* (published November 2004)
- *Mathematics HL and Further Mathematics SL Information Booklet* (published November 2004)
- *Computer Science Case Study*: HL/SL paper 2.

Booklets, case studies, tables etc used in examinations must be “clean” copies that have not been used in the classroom during lessons.

Note that the formulae sheet and discount tables for business and management (published March 2007) are copied from the subject guide.

1.3 Ensure that sufficient clean copies of the prescribed work score for music HL/SL paper 1 are available for the candidates’ examination. It is the responsibility of the coordinator to provide these scores, not the candidates.

Ensure that candidates know what they should bring to the examinations and any limitations, particularly restrictions on the type of calculator that can be used.

12 The examination schedule

2.1 The Diploma Programme schedule of examinations must be strictly observed. Each examination must be taken during the morning or afternoon as scheduled by the IB, unless the coordinator help desk (IB Cardiff) authorizes rescheduling. Coordinators may vary the starting times of the morning and afternoon sessions at their discretion. Previously the schedule required schools to complete all morning examinations by 1300 hours and afternoon examinations by 1800 hours. The schedule now requires schools to start morning examinations no earlier than 0700 hours and afternoon examinations must obviously start no earlier than 12 noon. The schedule therefore states:

- Morning examinations must start after 0700 hours and finish before 1300 hours local time.

- Afternoon examinations must start after 1200 hours (noon) and finish by 1800 hours local time.

2.1 At the discretion of the coordinator, candidates are permitted a short break between examination papers, including examinations for the same subject and level. Candidates may leave the examination room, consult notes and engage freely in discussion. This does not pose a threat to the security of any examination paper.

2.3 In adverse circumstances of an extreme nature (for example, civil unrest, natural disaster, hostile action) where rescheduling may be necessary, the coordinator should contact the coordinator help desk (IB Cardiff) for advice. Outside office hours the help desk can be contacted using the emergency help line. If for any reason the help desk cannot be contacted, the examination must be rescheduled to the next earliest possible date. A full report must be sent to the coordinator help desk immediately after the examination. The final award committee will determine whether grades will be issued to the candidates in the subject(s) and level(s) concerned.

13 Candidates authorized to take the examinations

3.1 Each candidate must be in good standing at the school at the time of the examinations. Candidates who are registered for an examination session, but are subsequently expelled or suspended from school, normally forfeit their right to be examined by the IB in the school at which they have registered.

3.2 Each candidate must be registered at the school where the examinations are taken, have attended an authorized IB school which offers the Diploma Programme and have followed courses in subjects of the IB Diploma Programme.

14 Special arrangements

4.1 The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized. This policy applies to candidates affected by a temporary, long-term or permanent disability or medical condition, including candidates with a learning difficulty. For further details about the IB's policy on special arrangements, refer to the publication *Candidates with Special Assessment Needs*. For details about the procedure for requesting special arrangements, refer to section E1.

4.2 Special arrangements must not be made for a candidate without authorization from the coordinator help desk (IB Cardiff). However, there are some arrangements that do not require authorization: these are described in section E1.

15 Unannounced examination inspections

5.1 The IB reserves the right to inspect a school's examination arrangements at any time during the session. Regional directors will arrange for representatives to visit a selection of schools during the written examinations with the aim of inspecting each school's examination arrangements. Heads of school, coordinators, teachers and other school representatives are expected to cooperate fully with an inspector by allowing the inspector access to any Diploma Programme examination, to storage facilities for examination papers and material, and by answering all questions about examination arrangements.

5.2 The IB reserves the right, if 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.

16 Preparation for invigilation

6.1 The term “invigilator” is used to indicate the person responsible for supervising an examination. In this context, the term invigilator is synonymous with proctor and supervisor.

6.2 There must be enough invigilators to ensure the adequate supervision of all examinations. The IB does not impose an exact ratio of invigilators to candidates, but as a guideline there should be about one invigilator for every 25 candidates. Invigilators may be changed during an examination, provided there is continuity and a sufficient number of invigilators at all times.

6.3 An invigilator will normally be a member of the school’s teaching faculty (staff) for the Diploma Programme. However, it is acceptable to recruit responsible adults who are not teachers, including relatives of candidates attending the school. Regardless of who is assigned the task of invigilating examinations, the school has responsibility for the training and conduct of all invigilators. If an invigilator is a relative of a candidate in an examination he or she is invigilating, at least one other person must also invigilate that examination.

6.4 An invigilation schedule must be devised showing when and where each invigilator will be supervising examinations. The duties of the invigilator may include the distribution and collection of examination material, so time must be allowed for this in the schedule. Also allow for the five minutes’ reading time before the start of each examination (except multiple choice examination papers).

6.5 With the exception of the oral examinations in groups 1 and 2 and music performances, teachers of the subject of the examination must not invigilate. An exception is made for a coordinator who is also a subject teacher, however in this case a second teacher must also act as an invigilator.

6.6 Ensure that invigilators do not supervise examinations for long periods without being replaced or given a break.

6.7 At least two weeks before the start of the written examinations make available to each invigilator a copy of the examination schedule and the invigilation schedule. It is the responsibility of the coordinator to ensure that all invigilators understand their responsibilities and know how IB examinations are conducted and supervised.

17 Preparation of the examination room

7.1 Make sure that invigilators can contact someone outside the examination room in cases of emergency. If only one invigilator is present, he or she must be able to summon assistance without leaving the examination room. (A mobile phone may be used for this purpose, but otherwise kept switched off during the examination.) Candidates may need to leave the room temporarily, so both male and female teachers should be available.

7.2 For all examinations, place in the room a large clock which all candidates can see, and a board or flip chart on which to write the start and finish times. Display in or outside the examination room a copy of *Conduct of the Examinations: notice to candidates*. Display outside the examination room a notice that reads:

EXAMINATION IN PROGRESS SILENCE PLEASE

7.3 This section from the Handbook must be available to the invigilators in the examination room.

7.4 Remove from the walls, notice boards and bookcases any information, such as posters, periodic tables, pictures, teaching aids and maps, which may be helpful to candidates during any examination. Particular care must be taken if an examination is being held in a library or similarly resourced room.

18 Conduct of the examinations

8.1 The school is responsible for providing a room that is suitable for the examinations and for informing each candidate of where the examinations will be held. Access to the examination room must be restricted to persons who are directly connected with the conduct of the examinations. No person is permitted to take any confidential examination material from the room while an examination is in progress.

8.2 IB examinations must be conducted according to the instructions given here. If candidates are present in the room for examinations other than IB examinations, all instructions concerning the conduct of IB examinations must still be observed without interference of any kind.

8.3 The document *Conduct of the Examinations: notice to candidates* must be read by all candidates and, if necessary, explained to them. Each candidate should be provided with his or her own copy which can be downloaded from IBIS. Note that the version on IBIS is in colour, so if possible use a colour printer. However, this is not essential; bitonal versions are perfectly acceptable.

8.4 At least one week before the start of the written examinations, a copy of *Conduct of the Examinations: notice to candidates* must be displayed at a suitable location within the school. A poster version of the notice to candidates is provided with the consignment of examination stationery for this purpose.

19 Seating arrangements for candidates

9.1 It is not a requirement of the IB to place a card with the candidate's session number on each desk or table. However, candidates must know their category and session number. A record of where each candidate sat in the examination room must be kept for each examination. In cases of alleged malpractice, which may be brought to the attention of the final award committee, IB Cardiff will request a copy of the seating plan. Retain the seating plans until after the issue of results. Do not send your seating plans to IB Cardiff unless you are requested to do so.

9.2 Candidates themselves (rather than their desks) must be seated a minimum of 1.5 metres apart and must not be able to overlook the work of other candidates (for example, when seated in an auditorium) or exchange information. If possible, arrange the seating so that candidates have individual desks or tables. Whether or not candidates have individual desks or tables, each candidate should have sufficient space to accommodate the authorized material, such as data booklets and maps, required for the examination. Do not arrange seats around a table or facing one another: candidates should be facing the same direction.

9.3 Candidates are not required to sit in the same place in all examinations. In fact, the security of the examinations can be improved by assigning candidates to a different place for each examination.

110 Before candidates arrive for an examination

10.1 It is expected that the coordinator will normally start and end each examination, although the coordinator may not be present for the full duration of every examination. If another person is starting an examination the coordinator must provide that person with the examination papers and materials required.

10.2 The coordinator must arrive at the examination room well before the scheduled start time to ensure that the room is correctly arranged.

10.3 The coordinator must ensure that during the examination candidates will not be distracted (for example, by noise outside the examination room, or by teachers or other persons seeking access to the room). Disruptive events, such as fire drills or building maintenance, should be scheduled for another time.

10.4 Examination stationery may be placed on desks/tables before the arrival of the candidates. Alternatively, the stationery may be given out once candidates are seated in the examination room.

III Arrival of the candidates

11.1 Before the candidates enter the examination room, inform them that only authorized materials required for the examination may be taken to their desk/table. All personal belongings, including any device for communication, must be left outside or placed at the back of the room. Also inform the candidates that once they have entered the examination room they are subject to the IB's regulations governing the conduct of examinations.

11.2 Admit candidates to the examination room at least ten minutes before the examination is due to begin. They must enter the room in a quiet and orderly manner.

11.3 Once the candidates have entered the examination room, the examination is in progress until all scripts and other examination materials have been collected.

11.4 The coordinator must decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator and remain seated until permission is given to leave the examination room.

11.5 Check the identity of each candidate against the answer coversheets or a checklist of candidates printed from IBIS. It is essential that the identity of each candidate can be confirmed. Retake candidates who do not normally attend the school must be asked to produce proof of their identity if the coordinator/invigilator is not certain of their identity.

11.6 Candidates for whom there is no answer coversheet must not be allowed to take an examination unless written authorization has been received from IB Cardiff. If authorization has been received, use one of the generic coversheets available on IBIS. Details on the front of the generic coversheet must be completed.

11.7 It is preferable that candidates do not take to their desk/table any form of container (for example, a pencil case) in which to hold their stationery. However, if the coordinator allows this, containers must be either transparent or checked by the coordinator/invigilator to ensure that they do not contain unauthorized material.

11.8 Candidates may take to their desk/table the following items only:

- general stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler)
- a translating dictionary for non-language examinations (the dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
- other materials specified by the IB as required for a particular examination (for example, an electronic calculator).

11.9 Candidates must not share stationery, dictionaries, calculators or other material required for an examination.

11.10 If unauthorized material is found in a candidate's possession, they are likely to be held in breach of regulations, regardless of whether they intended to use the material during the examination. Therefore, it is important to provide candidates with the opportunity to declare the possession of unauthorized material before the start of the examination.

11.11 Personal belongings not required for the examination must be removed from candidates. However, articles which a candidate may consider a "lucky charm" or similar may be placed on a candidate's desk/table at the discretion of the coordinator. The article must be thoroughly inspected to ensure that it does not provide unauthorized material.

11.12 The coordinator/invigilator must be particularly vigilant for any unauthorized electronic devices. Candidates are not permitted to bring such devices (for example, a mobile phone, a radio pager, a personal stereo/radio, a palmtop computer, an electronic watch or calculator of the kind that allows communication)

to their desk/table and must be instructed to switch off a watch alarm if set to go off during the examination. A personal clock, other than a wristwatch, is not permitted.

11.13 At the discretion of the coordinator, drinking water is permitted. Food, refreshments, and drinks other than water are only permitted for those candidates with a medical condition, such as diabetes.

11.14 With authorization from the coordinator prior to the examination, a candidate with a diagnosed illness may take necessary medication during the examination. If the nature of that medication may distract other candidates taking the examination, the candidate concerned should take his or her examination in a separate room. This can be arranged at the discretion of the coordinator.

11.15 Candidates are not permitted to use correcting fluid/pens. The candidate must neatly cross out any mistakes.

11.16 Candidates must write their answers in either blue or black ink (except for multiple choice examination papers, when pencil is used).

112 Starting the examination

12.1 Inform the candidates that they must remain silent until they have left the examination room.

12.2 Ensure that all candidates have the correct coversheet and sufficient stationery, such as answer sheets (if required), pencils, rough paper and/or graph paper.

12.3 Open the sealed packet(s) containing the examination papers in the presence of the candidates. Distribute the examination papers and any additional material issued for a particular paper. Place the examination papers on the desks/tables with the front cover uppermost so that candidates cannot read the questions. Care must be taken to ensure that each candidate receives the correct examination paper.

12.4 If the wrong packet of examination papers is opened by mistake, seal the packet and report the incident to the head of school immediately after the examination. If the wrong examination papers are distributed, collect the papers, seal them in the packet, and immediately after the examination send a written report on the incident to the coordinator help desk at IB Cardiff.

12.5 Section 116 provides the actual instructions that must be given verbally to candidates during the examination. (The coordinator/invigilator for each examination must have already familiarized himself or herself with the text.)

12.6 Remind candidates that any notes, such as working out, written on rough paper will not be submitted with their script for assessment, regardless of any failure to transfer the rough notes to their script. This includes any answers or working out that a candidate may have written on their examination paper (except for those examination papers in which candidates are required to write their answers). Candidates must not be allowed additional time at the end of an examination to transfer any notes or answers to their script.

12.7 Inform candidates that their handwriting must be legible. Poor handwriting will not be penalized, but if an examiner cannot read a script, then he or she cannot mark it.

12.8 Write the start and finish times of each examination paper on a board or flip chart in view of all candidates.

12.9 Provide the candidates with details of any error (*erratum*) notices provided with the examination papers. Where appropriate, details of a correction should be written on a board or flip chart so that candidates can refer to it during the examination. Candidates are permitted to write the information on their examination paper. No other correction or change may be announced or made to an examination paper without clear authorization from IB Cardiff.

12.10 Allow the candidates five minutes' reading time at the start of each examination (except for multiple choice examination papers). These five minutes are not counted as part of the time allowed for the examination, which is stated on the front cover of the examination paper. Candidates must not use calculators during the reading time.

113 During the examination

13.1 Each invigilator must give his or her whole attention to the supervision of the examination. It is not permitted for an invigilator to engage in an activity (for example, reading or marking candidates' work) other than supervising the examination. Any conversation between invigilators must be brief, quiet and confined to discussing matters relating to the examination in progress.

13.2 At least one invigilator must walk around the room at regular intervals, without disturbing the candidates, to ensure that no candidate is engaging in any form of malpractice. Invigilators must not remain in one place for a long period, but when moving about the examination room they must avoid distracting the candidates.

13.3 It is suggested that one invigilator be seated at the back of the room so that candidates cannot determine which part of the room that invigilator is observing.

13.4 During the examination the invigilator must keep an accurate record of any events.

13.5 The following are examples of the type of events that should be recorded.

- If a candidate is allowed a temporary absence (for example, because of illness), the session number or name of that candidate must be recorded, as well as the time when he or she left and returned to the room.
- If a candidate feels ill, but continues with the examination, record the name of the candidate and the time when the illness appeared to begin.
- If a candidate is cautioned for misconduct, record the name of the candidate and the nature of the misdemeanour.

13.6 Do not leave candidates unsupervised at any time. If an invigilator must leave the examination room, another invigilator must remain to supervise the candidates.

13.7 Other than candidates for the examination, only the head of school, coordinator and invigilators are allowed into the examination room. No other person should be given access, except in an emergency or with authorization from IB Cardiff.

114 Attendance

Completing the remaining answer cover sheets

14.1 Thirty minutes after the start of the examination, the absence of any candidate must be indicated on their answer coversheet. On the coversheet there is a box next to the heading "INVIGILATOR ONLY: Candidate absent" for this purpose. If a candidate is absent write a cross in this box. (There is no requirement to indicate this same information on IBIS about candidates who were absent from a written examination.) If a candidate is absent who would have received a generic coversheet, complete the coversheet on his or her behalf and write a cross in the box. If there are adverse circumstances to justify the absence of the candidate, submit a completed [Form D2](#) to IB Cardiff without delay.

Temporary absence

14.2 In cases of emergency (for example, a candidate requires the bathroom, a candidate feels ill) a candidate may be allowed to leave the examination room and return. In cases of illness only, at the discretion of the coordinator, the candidate may be allowed the full time for the examination.

14.3 A candidate must be supervised during a temporary absence from the examination room. There must be no communication with any person other than the person who is supervising the candidate.

14.4 During a temporary absence the candidate must not take any material out of the examination room, have access to material during the absence, or return with any material.

Early departures

14.5 Candidates must not be allowed to leave the examination room during the first hour or during the last 15 minutes of an examination. Consequently, candidates must not be allowed to leave the examination room if the duration of the examination is one hour or less. This ruling is intended to prevent any disruption during the close of an examination, so that candidates are not moving around the room while scripts, examination papers and other material are being collected and accounted for.

14.6 On the occasions when two or more examinations are scheduled for the same time of day, but end at different times, the coordinator may determine whether candidates are permitted to leave the examination room before the last 15 minutes of an examination. If candidates are permitted to leave, they must do so without disturbing those candidates who are continuing their examination. It is recommended, but not mandatory, that no candidates are allowed to leave the room during the last 15 minutes of any examination that is still in progress. This would apply to all candidates present, regardless of whether it is their examination that is ending within 15 minutes. If implemented, before the examinations it may be necessary to explain the purpose of this arrangement to all candidates.

14.7 If a candidate leaves the examination before the scheduled finishing time, the candidate must not be allowed to return.

115 Ending the examination

15.1 It is the responsibility of the candidate to ensure that the coversheet for each examination is correctly completed before leaving the examination room. Each candidate must attach all answer sheets and graph paper (if used) to his or her coversheet using the string tags provided by IB Cardiff.

15.2 Ask candidates to place their examination material on their table or desk so that it can be easily collected from them. Before the candidates leave the table or desk, collect all examination papers, coversheets with answer sheets and graph paper attached, multiple choice answer sheets and all unused material.

15.3 All rough notes must also be given to the coordinator/invigilator before leaving the room: rough notes must not be submitted to an examiner for assessment. This includes occasions when a candidate has failed to transfer notes or answers from rough paper to their answer sheets during the time allowed for the examination.

15.4 If a candidate attempts an examination paper, their script, no matter how limited in content, should be sent to the examiner. If the examiner receives no script for a candidate, the candidate will not be eligible for a grade in the subject concerned.

15.5 Candidates must leave the examination room in a quiet and orderly manner, taking only their personal belongings with them. Candidates must not take any examination paper, rough notes, answer sheets or graph paper out of the room.

Question papers that require answer sheets

Starting the examination

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notice to candidates displayed in the school?

Does anyone have any unauthorized material in his or her possession? This is your last opportunity to say so.

Are the subject, level and language of your examination paper correct?

Do you have everything you need for the examination?

Check the details on your coversheet. Please tell me if any of the details are not correct for this examination. (Allow time for the candidates to do this.)

Use only the rough paper provided by the school for notes.

Use blue or black ink for all written text. Pencil, including coloured pencils, may be used only for graphs, diagrams or charts.

The number of pages in the examination paper is on the front page. Turn the pages to check none is missing. (Allow time for the candidates to do this.) Is the examination paper complete?

Read all instructions very carefully. Do not answer more questions than required—if you answer extra questions they will not be marked.

Write as clearly as possible using both sides of each page. If you require more pages on which to write your answers, please ask for more.

Write your session number at the top right corner of every page you use (including graph paper if appropriate).

Write question numbers in the left-hand margin. Leave the right-hand margin blank.

After I finish this instruction, you will have five minutes to read the questions carefully. During this reading time you are not allowed to write (or use a calculator). You may now open your examination paper. Your reading time starts now.”

(Allow five minutes' reading time.)

“Your reading time is over. You have (state time allowed) for this examination paper. You may start to write.

The time is (give the precise start time).”

During the examination make these announcements at appropriate times.

“The time remaining is 30 minutes.

The time remaining is 5 minutes.”

Ending the examination

“The examination has ended. Please stop writing immediately and close your examination paper.

Do not make any additions or amendments to your answers.

Draw a line through any work that you do not wish to be marked.

Check that you have written the question numbers in the left-hand margin.

Complete all details on your coversheet if you have not done so already. Remember to indicate the number of answer sheets used and which questions you have answered.

Make sure that your coversheet and answer sheets are fastened together using a string tag. Do not staple the pages together. Make sure that your session number is written on every page. (If appropriate, advise candidates to attach any graph paper they have used.)

Place any rough notes and the examination paper separately on your desk/table ready for collection.”

Examination papers in which candidates write their answers

Starting the examination

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notice to candidates displayed in the school?

Does anyone have any unauthorized material in his or her possession? This is your last opportunity to say so.

Are the subject, level and language of your examination paper correct?

Do you have everything you need for the examination?

Check the details on your coversheet. Please tell me if any of the details are not correct for this examination. (Allow time for the candidates to do this.)

Use only the rough paper provided by the school for notes.

Use blue or black ink for all written text. Pencil, including coloured pencils, may be used only for graphs, diagrams or charts.

The number of pages in the examination paper is on the front page. Turn the pages to check none is missing. (Allow time for the candidates to do this.) Is the examination paper complete?

Read all instructions very carefully. Do not answer more questions than are required—if you answer extra questions they will not be marked.

Write your answers in the appropriate spaces on the examination paper. Answer sheets have been provided for answers that require more space than is available in the examination paper.

After I finish this instruction, you will have five minutes to read the questions carefully. During this reading time you are not allowed to write (or use a calculator). You may now open your examination paper. Your reading time starts now.”

(Allow five minutes’ reading time.)

“Your reading time is over. You have (state time allowed) for this examination paper. You may start to write.

The time is (give the precise start time).”

During the examination make these announcements at appropriate times.

“The time remaining is 30 minutes.

The time remaining is 5 minutes.”

Ending the examination

“The examination has ended. Please stop writing immediately and close your examination paper.

Do not make any additions or amendments to your answers.

Draw a line through any work that you do not wish to be marked.

Complete all details on your coversheet, if you have not already done so. Remember to indicate which questions you have answered and the number of additional answer sheets (including graph paper) you are attaching to the examination paper. Make sure that your session number is written on every additional answer sheet.

Make sure that your coversheet is attached to the front of the examination paper using the string tag. Attach any additional answer sheets to the back of the examination paper. Do not staple the pages together. (If appropriate, advise candidates to attach any graph paper they have used.)

Place your examination paper on your desk/table with the front page uppermost, ready for collection. Do not include any rough notes; these will be collected separately.”

Multiple choice examination papers

Starting the examination

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notice to candidates displayed in the school?

Does anyone have any unauthorized material in his or her possession? This is your last opportunity to say so.

Are the subject, level and language of your examination paper correct?

Do you have everything you need for the examination?

Read the instructions on the answer sheet. (Allow time for the candidates to do this and give guidance, as appropriate.)

Use only the pencils provided and the rough paper provided by the school for notes and calculations.

Note that calculators are not allowed in multiple choice examinations.

The number of pages in the examination paper is on the front page. Turn the pages to check none is missing. (Allow time for the candidates to do this.) Is the examination paper complete?

Read all instructions and the questions themselves very carefully. Do you have any questions?

You have (state time allowed) for this examination paper. You may now start the examination.

The time is (give the precise start time).”

During the examination make these announcements at appropriate times.

“The time remaining is 30 minutes.

The time remaining is 5 minutes.”

Ending the examination

“The examination has ended. Please stop writing immediately and close your examination paper.

Do not make any additions or amendments to your answers.

Place your answer sheet and examination paper on your table/desk with the front pages uppermost, ready for collection.”

117 Emergency helpline

17.1 During the examinations in May and November the coordinator help desk (IB Cardiff) can be contacted by telephone out of normal office hours, excluding all day Saturday, and Sundays up to 1800 hours (UK time). The telephone number is +44 29 2073 2491. This number must only be used in an emergency, when immediate advice is required.

17.2 The kinds of situation that constitute an emergency include:

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

17.3 It should not be necessary to contact IB Cardiff during the examinations in May or November to request any items missing from the examination paper package—coordinators must check the contents of the package when it is received in **April/October**.

118 Interruptions to an examination

There are occasions when an examination is interrupted by a predictable event (for example, a candidate arriving late, a candidate asking a question) or a completely unforeseen event (for example, a fire alert). The information below provides guidance on what action to take in various circumstances. If the event is not referred to below, contact the coordinator help desk (IB Cardiff) immediately using the emergency helpline to ask for advice on how to proceed.

Illness

18.1 At the discretion of the coordinator, time lost during the examination owing to unexpected illness may be compensated for up to the total time allowed for the examination. Using [Form D2](#), send a full report to the coordinator help desk (IB Cardiff) immediately after the examination.

Power failure

18.2 If there is insufficient light to continue, the examination should be stopped. If the power failure is likely to be for a short period, the candidates should remain in their seats, without talking, until the examination can resume. The full period should be given for the examination.

18.3 If the power failure is likely to be for a long or undetermined period, the examination should be suspended. Reschedule the examination for the earliest possible time and date and then inform the coordinator help desk (IB Cardiff) that you have done so. You will be required to send a report to the coordinator help desk about the circumstances of the rescheduling, indicating the time and date when the examination was taken.

Candidates' questions

18.4 If a candidate has difficulty understanding the information on the examination paper, suspects there is an error in the paper or has any subject-specific queries, advise the candidate to attempt the paper or question according to the instructions. Candidates must be left to interpret questions in examination papers for themselves.

Do not:

- provide what you consider to be the correct explanation
- suggest an alternative interpretation
- ask a candidate to ignore an instruction.

18.5 Report the query to the coordinator help desk (IB Cardiff) by fax or email immediately after the examination. Also ensure the query is reported to IB Cardiff on the form provided on the online curriculum centre (OCC) for teacher's comments on the examination paper. If an error on the examination paper is confirmed, the consequences for all candidates will be considered.

Evacuation of the examination room

18.6 In an emergency (for example, a fire alarm, bomb alert or natural disaster), it may be necessary to evacuate the examination room. The action taken will depend on the circumstances and is therefore left to the discretion of the coordinator. However, the following procedure is advised.

- Instruct the candidates not to communicate and then ask them to turn their scripts over so they cannot be read. Record the time when the examination was stopped.
- Evacuate the room and remind the candidates not to communicate with each other.
- If candidates return, record the time when the examination recommenced and allow the full time for the examination.

18.7 If there are a small number of candidates and the circumstances allow, the coordinator may take the examination material to an alternative location and continue the examination. Candidates must be instructed not to communicate with each other during this time.

18.8 If very little of the examination has been completed, and it is not possible to continue with the examination, reschedule the examination for the earliest possible time and date and then inform the coordinator help desk (IB Cardiff) that you have done so. You will be required to send a report to the coordinator help desk about the circumstances of the rescheduling, indicating the time and date when the examination was taken.

18.9 If a substantial part of the examination has been completed or the candidates are not able to return, after the evacuation collect the candidates' scripts and all other examination material. Using [Form D2](#), send a full report to the coordinator help desk (IB Cardiff) immediately after the examination.

Examination cannot be held at the scheduled time

18.10 If an examination cannot be held at the scheduled time, owing to unforeseen circumstances (for example, civil unrest, a natural disaster), contact the coordinator help desk (IB Cardiff) for advice on how to proceed. However, if the situation has arisen immediately prior to the examination, reschedule the examination for the earliest possible time and date and then inform the coordinator help desk that you have done so. You will be required to send a report to the coordinator help desk about the circumstances of the rescheduling, indicating the time and date when the examination was taken.

18.11 An examination may only be rescheduled without authorization from the coordinator help desk (IB Cardiff) in an extreme emergency. Circumstances that constitute an emergency are normally confined to situations that present a clear threat to the safety and well being of the candidates and teachers.

Candidates arriving late for an examination—no acceptable reason

18.12 During the first 30 minutes after the start of an examination, the coordinator/invigilator may allow late arrivals into the examination room. Direct such candidates to their seats with the minimum of disturbance to other candidates. Do not allow additional time for their examination.

18.13 Reasons that are not acceptable are circumstances reasonably within the control of the candidate. Examples include misreading or misunderstanding the examination timetable and oversleeping.

18.14 After 30 minutes, do not allow late arrivals into the examination. Do not contact the coordinator help desk to ask for an exception to be made.

18.15 A candidate who arrives for an examination after 30 minutes is considered absent from the examination. This must be recorded on their answer coversheet by writing a cross in the box for absence. The candidate will not be eligible for the award of a grade in the subject concerned.

Candidates arriving late for an examination—acceptable reason

18.16 During the first 30 minutes after the start of an examination, the coordinator/invigilator may allow late arrivals into the examination room. Direct such candidates to their seats with the minimum of disturbance to other candidates. Allow the full time for the examination.

18.17 Acceptable reasons are normally circumstances beyond the control of the candidate (for example, civil unrest, road accident). The IB reserves the right to ultimately determine what constitutes an acceptable reason, and may overrule the decision of the coordinator.

18.18 At the coordinator's discretion, a candidate arriving late for an acceptable reason may be allowed into the examination and given the full time for the examination. (This is not a contradiction of 18.14, which states that candidates arriving after 30 minutes must not be allowed into the examination.) The coordinator may exercise some discretion, depending on the circumstances.

18.19 If the candidate arrives after other candidates in the group have completed the examination, the examination must be taken as soon as possible on the scheduled date. It is likely that the candidate will be issued a grade for the subject and level concerned, provided there has been no compromise to the security of the examination. However, no assumption should be made either by the coordinator or candidate that a grade will necessarily be issued.

18.20 The session number and name of the candidate, time of arrival, and the exceptional circumstances causing the late arrival, must be reported to the coordinator help desk (IB Cardiff) by fax or email immediately after the examination. If there has been a possible breach in the security of the examination, this must also be reported to the coordinator help desk. A decision on whether or not to award a grade in such circumstances will be taken by the final award committee.

Misconduct

18.21 An act of misconduct by a candidate in relation to the examinations must be reported to the coordinator help desk (IB Cardiff) without delay. Misconduct constitutes malpractice that, if confirmed by the final award committee, will result in no grade being awarded in the subject and level concerned.

The following actions are examples of misconduct relating to the written examinations:

- stealing examination papers
- failing to obey the instructions of the coordinator/invigilator
- communicating with another candidate
- helping or receiving help from another candidate
- impersonating another candidate
- referring to unauthorized material
- consulting material outside the examination room during a period of absence
- attempting to influence the coordinator/invigilator
- behaving in a way that may disrupt the examination or distract other candidates
- submitting work for assessment that is not authentic
- removing or attempting to remove from the examination room examination material, such as answer sheets or examination papers
- leaving the examination room without permission
- continuing to answer an examination paper when told to stop by an invigilator or the coordinator

- disclosing or discussing the content of any examination paper with any person outside the immediate school community within 24 hours after an examination.

18.22 The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is interfering with the proper conduct of the examinations.

18.23 A candidate should not be expelled from the examination room solely on the basis of suspected misconduct. Whenever misconduct is suspected, if practical, the candidate should be formally cautioned but allowed to complete the examination. However, to avoid disturbing other candidates, it is acceptable to raise the matter with the candidate concerned at the end of the examination. This excludes disruptive behaviour, which must be stopped immediately.

18.24 When reporting a case of misconduct, or other form of malpractice, to the coordinator help desk (IB Cardiff), the coordinator must provide:

- a copy of the record of events kept during the examination
- a seating plan
- a statement from each of the invigilators of the examination and any other staff concerned
- a statement from the candidate(s) that addresses the allegation of misconduct
- any unauthorized material brought into the examination room.

The report must not offer an opinion on the likely penalty that should be imposed by the final award committee if malpractice is established.

18.25 Coordinators must inform the head of school that a case of misconduct is being reported to the coordinator help desk (IB Cardiff). The report should not be copied to the regional office unless a representative from the office was present at the time of the alleged misconduct.

18.26 A case of alleged misconduct must not be reported to an examiner. The candidate's script must be sent to the examiner with those of the other candidates without any reference to the incident.

119 After candidates have left the examination room

Multiple choice examination papers

19.1 Arrange the multiple choice answer sheets in numerical candidate order according to the session numbers, including any answer sheets for candidates who were absent. They must not be photocopied.

19.2 Before leaving the examination room:

- place the candidates' answer sheets in a plastic envelope with the IB Cardiff address (use separate envelopes for each subject, level and paper)
- protect the answer sheets with stiff card to guard against damage in the post
- seal the envelope.

All other scripts

19.3 Arrange the candidates' scripts (each with the answer coversheet attached to the front) in numerical candidate order according to the session numbers. Do not photocopy them. Check that there is an answer coversheet and script for each candidate who was present for the examination and include any coversheets for candidates who were absent, ensuring that a cross has been written in the absence box.

19.4 Before leaving the examination room:

- place the candidates' answer coversheets/scripts in an unaddressed plastic envelope provided by IB Cardiff (use separate envelopes for each subject, level and paper)
- enclose one copy of the examination paper (including a copy for those examinations where the candidates write their answers on the actual examination paper) and then seal the envelope.

Examination question papers

19.5 Lock up the examination papers in a secure place (except those papers on which candidates have written their answers as these will be sent to an examiner). Also ensure that candidates do not have access to examination stationery, such as answer sheets and graph paper, until the next examination.

19.6 No earlier than 24 hours after an examination, the paper for that examination must be available to the appropriate subject teacher(s). This is necessary so that the teacher(s) concerned can review the paper and submit their comments to IB Cardiff using the form on the online curriculum centre (OCC).

120 Sending scripts to examiners

20.1 The coordinator must refer to section H3 for general information about mailing examination material to IB Cardiff or to examiners. In addition to this information the following points refer specifically to scripts.

- Do not photocopy scripts before sending them to an examiner. Similarly, do not photocopy the completed multiple choice answer sheets before sending them to IB Cardiff.
- Ensure that each envelope is sealed and sent to the appropriate examiner within 24 hours after the examination.
- Use a separate envelope for each subject, level and paper. If two or more envelopes are being sent to the same location, even if the location is IB Cardiff, they must be mailed separately. This includes examination material sent by courier.
- Use a means of delivery that is fast, secure and traceable. The scripts must arrive with the examiner no later than seven days after the examination.

121 Teachers' comments on examination papers

21.1 Teachers must be encouraged to submit comments on the examination papers to IB Cardiff. All comments are carefully considered during the appropriate grade award meeting and are also useful for teams preparing future papers.

21.2 All comments must be submitted to IB Cardiff using the form on the online curriculum centre (OCC). All forms must be submitted no more than 28 days after the examination, otherwise they cannot be considered at the relevant grade award meeting.

21.3 A general response to teachers' comments is provided by the relevant subject report for the session. It is not possible for IB Cardiff to acknowledge receipt of the forms, or to respond to an individual teacher's comments.

IB Diploma Programme

Handbook of procedures: Section J

Electronic calculators

This section of the Handbook of procedures for the Diploma Programme must be copied to the teachers of all subjects for which electronic calculators are permitted in the IB examinations.

It is essential that all invigilators of IB examinations have access to this section of the Handbook. It is not a requirement to provide each invigilator with their own personal copy, but a copy of this section on Electronic calculators must be available in the examination room.

J1 Electronic calculators

J1.1 Introduction

A graphic display calculator (GDC) is capable of displaying tabular, matrix, list, geometrical and graphical representations, in addition to having all the functions found on scientific calculators. GDCs can run programs and flash ROM applications (Apps).

Not all programs or Apps are suitable for use in examinations (see list in 3.1). Not all GDCs are suitable for use in examinations that require GDCs (mathematical studies SL, mathematics SL, mathematics HL and further mathematics SL).

All candidates in the Diploma Programme will require a calculator for one or more subjects. It is strongly recommended that candidates have access throughout the subject course(s) to a single GDC from the list of recommended models.

A document entitled *Basic Terminology* related to the GDC containing descriptions of key terms and information for teachers can be found in the calculator forum of the online curriculum centre (OCC).

J1.2 Groups and subjects

Calculators, of the types indicated as suitable, are only allowed in the subjects listed in the table below.

Subjects	Calculators
Business and management	A four-function calculator, scientific calculator or GDC is required for all examinations.
Biology Chemistry Design technology Environmental systems Physics	<p>Calculators are not allowed on paper 1.</p> <p>On paper 2 and paper 3, a calculator with the following minimum functionalities is required (a <i>GDC is recommended</i>):</p> <ul style="list-style-type: none"> • decimal logarithms • values of x^y and $x^{1/y}$ • value of π (pi) • trigonometric functions • inverse trigonometric functions • natural logarithms • values of e^x • scientific notation.

Mathematical studies SL Further mathematics SL	<p>A GDC with the following minimum functionalities is required on all papers:</p> <ul style="list-style-type: none"> • draw graphs with any viewing window • solve equations numerically • add and multiply and find inverse matrices • find a numerical derivative at a point • find a numerical definite integral • find p values. <p>Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function or scientific calculators, or a less able GDC will be at a disadvantage.</p>
Mathematics SL Mathematics HL	<p>Calculators are not allowed for paper 1.</p> <p>A GDC with the following minimum functionalities is required on all other papers:</p> <ul style="list-style-type: none"> • draw graphs with any viewing window • solve equations numerically • add and multiply and find inverse matrices • find a numerical derivative at a point • find a numerical definite integral • find p values (not required for mathematics SL). <p>Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function or scientific calculators, or a less able GDC will be at a disadvantage.</p>

11.3 General restrictions applying to all calculators used in examinations

Restrictions in the use of certain technology are in place to discourage malpractice and maintain fair and reasonable access to technology that is generally required in the good practice of teaching and assessment.

- Telephones, pagers, calculator-watches, personal computers (PCs) and personal data assistants (PDAs) are not allowed in any subject examinations.
- Only the manufacturer's operating system may be used.
- **Computer Algebra Systems Enabled** (symbolic manipulation whether inbuilt or programmed) calculators are not allowed in any subject examinations.

- Candidates may not use or store data, programs or flash (ROM) applications (Apps) in their calculators that may assist them in an examination by removing the need to recall facts or formulae. In order to achieve these conditions:
 - the RAM memory must be reset or initialized on all calculators
 - the ROM memory must be reset, initialized or modified such that only approved Apps remain in the calculator memory. See table below for a list of approved Apps.

Further guidance may be found on the poster sent to schools in September 2007 and in the calculator forum on the OCC. There is also information in the section “Managing GDC memory” on page 64 of *Mathematics HL/SL: graphic display calculators—teacher support material*.

List of approved Flash (ROM) applications

“Flash” (ROM) applications (Apps) are sophisticated programs written by expert programmers. They are stored in the flash ROM memory of the GDC.

Menu Name	Full program/Apps name and version	Description
CBL/CBR	CBL™ v1.0 © Texas Instruments	Connectivity/set-up of CBL™ data collection system (Other connectivity Apps for USB-type probes are also acceptable and do not need to be removed.)
Chinese	Chinese Help v1.01 © Inventec 1999	Chinese version of Catalog Help
CtlgHelp	Catalog Help v1.0 © Texas Instruments 2000	Catalog Help provides easy access to calculator function information
Dansk	Dansk v1.02 © Texas Instruments 1999	Danish language localizer—this App will translate all prompts, error messages and most functions into Danish
Deutsch	Deutsch v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into German
Español	Español v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Spanish
Finance	Finance	Finance operations—part of the Operating System
Français	Français v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into French
Italiano	Italiano v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Italian
Magyar	Magyar v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Hungarian

Nederlan	Nederlan v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Dutch
Norsk	Norsk v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Norwegian
Polski	Polski v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Polish
PolySmlt	Polynomial Root Finder and Simultaneous Equation Solver v. 1.0 © Texas Instruments 2001	Combination of two programs, one that finds polynomial roots and one that finds solutions to systems of equations
PolySmlt2	Polynomial Root Finder and Simultaneous Equation Solver v. 2.0 © Texas Instruments 2001	Combination of two programs, one that finds polynomial roots and one that finds solutions to systems of equations
Portug	Portug v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Portuguese
Suomi	Suomi v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Finnish
Svenska	Svenska v1.02 © Texas Instruments 1999	Language localizer—this App will translate all prompts, error messages and most functions into Swedish

For particular models, please refer to the following conditions of use in examinations.

- Calculators with wireless/infrared communication are not allowed in any subject examinations.
- Examination questions must not be stored in or recorded into the memory of a calculator.
- Peripheral hardware must not be taken into the examination room (for example, keyboards, link cables etc).
- Calculators must not be shared or exchanged during examinations.
- Calculator manuals must not be taken into the examination room.
- More than one approved calculator per candidate may be brought into the examinations room. However, a spare set of batteries is a preferable alternative to several calculators.

JI.4 Recommended models

The following models meet the minimum requirements for mathematics subjects and have updated and time-saving functionalities not found on other models.

Texas Instruments	TI 84 Plus silver edition	TI 83 Plus silver edition
	TI 84 Plus	TI 83 Plus
	TI Nspire with 84 template	
Casio	CFX 9850 Plus	FX 9860 AU
	FX 9750 Plus	FX 9860 G
	CFX 9950 Plus	FX 9860 G SD
	Graph 65 Plus	Graph 35 Plus
	FX 1.0 Plus	Graph 85
	Graph 85 SD	

JI.5 Prohibited calculators

The following models are not allowed in examinations under any circumstances. This is not a definitive list.

Texas Instruments	TI Voyage 200 (all versions)	TI 89 (all versions)
	TI 92 (all versions)	TI Nspire with Nspire faceplate
Casio	Classpad 300	Graph 100
	FX 2.0 (all versions)	FX 9970 (all versions)
Hewlett Packard	HP 38–95 (all versions)	

JI.6 Responsibilities

Coordinator

The coordinator must ensure that these requirements are understood and are being followed by all candidates, teachers and invigilators. Schools are responsible for monitoring the use of calculators by candidates on a continuous basis. If a coordinator finds that a candidate has used inappropriate material or technology, the matter should be reported in the same way as any other breach of examination regulations. The coordinator should expect to show visiting representatives of the IB regional office that this checking procedure is being followed.

Teachers and candidates

Teachers of all Diploma Programme subjects that permit or require the use of calculators in examinations should discuss the requirements with their candidates. Candidates should be aware of both the requirements and restrictions of use. The potential consequences of breaches of these requirements by candidates would be similar to consequences of any other breaches of Diploma Programme examination regulations.

Teachers are responsible for monitoring the use of calculators by candidates on a continuous basis by informal conversation and by spot-checking calculators. Methods of monitoring individual calculators include manually checking, transferring memory to a PC, or using tools provided by the calculator manufacturer, such as Test Guard®.

K1 Introduction

Coordinators must inform candidates that the IB will not issue results to or discuss results with candidates, their legal guardian(s) or representative(s). The Diploma Programme coordinator is the intermediary for any communication with the IB. However, results are not given to coordinators by telephone.

It is expected that coordinators or their nominee will be available after the issue of results to counsel candidates and respond to any outstanding queries from IB Cardiff. Where a candidate's grade is lower than expected, the candidate must be made aware of the enquiry upon results service and, if offered by the school, the opportunity to retake examinations.

K2 To schools

K2.1 Results

Candidates' results are issued on IBIS from **5 July/5 January**. To ensure the reliability of IBIS, results are released over a period of several hours. Under the **Subject** tab, select the **Results** option to view the time at which the results for your school will be available. The **Results** option will also provide access to:

- subject results
- extended essay results
- theory of knowledge results
- subject results in a comma separated value (CSV) file that can be downloaded into a different format, such as a spreadsheet.

The subject component grade reports are also available from the results reports option, but not until **12 July/12 January**.

K2.2 Statistics

Statistics on global results and school results are available on **9 July/9 January**. This information is also accessed from the results option under the **Subject** tab. 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.

K3 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 re-issue personal identification numbers.

The results are available at <http://results.ibo.org> from 1200 hours GMT on **6 July/6 January**. This is one day later than the issue of results to schools; which gives coordinators advance notice of the results in order to prepare for counselling their candidates.

To access their results, a candidate must enter their alphanumeric personal code and their PIN. The personal code (for example, cbh768) is case-sensitive but the PIN (for example, TH34MPC4) is not case-sensitive. If a candidate enters the wrong personal code and/or PIN, his or her attempts to access the site will be blocked after five attempts.

The candidate results service has been developed for candidate use only. Under no circumstances should candidates reveal their PIN to universities or admission centres. If a university requires evidence of a candidate's results coordinators should complete the request for results service form (B2) on IBIS or, if the deadline for the submission of this form has passed, contact IB Cardiff using the appropriate e-mail address provided in section K4 below.

K4 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 using the request for results service form according to the deadlines below.

Universities in:	Deadline for May session	Deadline for November session
Australia and New Zealand	15 October (after May)	15 October (before November)
Canada and the United States of America (USA)	1 July	1 January*
All other countries	1 May	1 November

* For candidates applying to universities in Canada or the USA from a November examination session, the latest arrival date refers to the January following the session.

No more than six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format. An admissions centre counts as one request. Of this six, no more than three institutions can be selected from Canada and the USA (of which only one university from the USA can be selected).

To ensure that all requests have been logged correctly, make use of the summaries facility that enables you to check your entries by candidate or by institution.

Universities in Canada and the USA transcripts.ibna@ibo.org

Requests must be submitted on IBIS before the close of an examination session on **15 September** for a May session and **15 March** for a November session. (However, there is an exception for requests to universities in Australia and New Zealand, for which the deadline is **15 October**.) For each candidate the first six requests will be accepted without a charge. For any additional requests a fee will be charged according to the scale of fees in section F of this Handbook.

Results for split-session candidates from November schools completing the written components of a subject in the previous May session will appear as P (pending) on the May results listing. The final grade will be issued with the November results. The equivalent applies to split-session candidates from May schools completing the written components of a subject in the previous November session.

Grades for subjects taken by anticipated candidates normally appear on the diploma results on completion of the diploma. The only exception is when an anticipated subject does not contribute to the diploma and is converted to a certificate of results.

K6.1 Diploma awarded

All conditions have been met for the award of the diploma in compliance with the *General Regulations: Diploma Programme*.

K6.2 Bilingual diploma awarded

Bilingual diplomas are awarded for:

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

or

- an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.

K6.3 Diploma not awarded

The requirement code indicates the reason why no diploma has been awarded. Candidates not awarded the diploma receive a certificate of results.

K6.4 P: indicates a pending grade

IB Cardiff does not have sufficient information to issue a grade. The grade will be issued at the earliest possible date. Do not contact the coordinator help desk: pending grades will be resolved as quickly as possible.

Coordinators must check their emails to determine whether IB Cardiff has sent a request for information. For example, if a cover sheet has not been signed by the candidate and/or teacher, the grade for the subject concerned will be withheld.

K6.5 N: indicates that no grade is awarded

No grade has been awarded for one or more of the following reasons:

- withdrawal from the examination
- absence from one or all parts of the examination
- failure to meet one or more of the examination requirements
- breach of regulations.

Where an N is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school as soon as possible after the issue of results. The head of school is asked to acknowledge receipt of this letter.

K7 Diploma requirement codes

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the *General Regulations: Diploma Programme*.) The following codes indicate which requirements have not been met.

These codes apply to all diploma (and retake) candidates.

- 1 Candidate's total points are less than 24.
- 2 A grade N has been awarded for one or more subjects, theory of knowledge or the extended essay.
- 3 A grade E has been awarded for both theory of knowledge and the extended essay.
- 4 There is a grade 1 awarded in any subject and level.
- 5 CAS requirements have not been completed.
- 6 Candidate is guilty of malpractice.
- 7 There are four or more grades 3 or below awarded.

These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.

- 8 There is one or more grade 2 awarded at higher level.
- 9 There are two or more grades 2 awarded at standard level.
- 10 Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
- 11 Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
- 12 Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
- 13 Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.

These codes apply to diploma (and retake) candidates with 28 points or more.

- 14 There are two or more grades 2 awarded at higher level.
- 15 There are three grades 2 awarded at standard level.
- 16 Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
- 17 Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
- 18 Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
- 19 Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

K8 Candidates affected by special circumstances

K8.1 Candidates with special assessment needs

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of accommodation may be authorized. Candidates eligible for special assessment arrangements are those with individual needs such as a specific learning difficulty, an emotional or behavioural difficulty, physical, sensory or medical conditions, or mental health problems. For further details refer to section E1.

For a candidate with special assessment needs, the certification issued by the IB (which may include a transcript of grades for universities, the diploma, diploma results or certificate of results) will not indicate that special assessment arrangements were authorized by the IB. This information is regarded as strictly confidential.

K8.2 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 E2 and section E3.

As for candidates with special assessment needs, any form of accommodation, such as special assessment arrangements or the implementation of the missing mark procedure, will not be indicated on a candidate's certification. If the missing mark procedure was used for an assessment component that was not completed by the candidate for acceptable reasons, when the marks and component grades are issued to schools no mark or grade will not be shown for the component; there will be a blank in its place. (This is currently under review).

K8.3 Adverse circumstances affecting all candidates in a school

In this context, an adverse circumstance is defined as an exceptional event that presents a clear threat to the health and/or safety of candidates and teachers that may force a school to close, miss assessment arrival dates and/or cancel IB examinations. Exceptional events include natural disasters, hostile activities and serious communicable illnesses (but do not include industrial action by teachers or other staff within a school). In the event of a serious disruption to the assessment of candidates for the Diploma Programme, the IB will make every effort to provide support and practical advice. For further details refer to section E4.

If most or all candidates within a school have been affected by adverse circumstances, it is likely that considerable correspondence will have taken place between the coordinator/head of school and IB Cardiff. The situation will have been brought to the attention of the final award committee. Consequently, the coordinator will be fully informed about the issue of results for the affected candidates. As for temporary or adverse circumstances affecting an individual candidate, any accommodation or special arrangements will not be indicated on IB certification.

K9 Candidates suspected of malpractice

When the results are issued to schools on **5 July/5 January**, a candidate found guilty of malpractice will be issued an N in the subject or diploma requirement concerned. The candidate's results screen on IBIS will show this N for the subject and will also state that the candidate is guilty of malpractice. Similarly, when the candidate views his or her results on the Internet, the same information will appear. However, this will not

appear on any IB certification and will not be conveyed to universities or colleges either electronically or otherwise. This information is regarded as strictly confidential.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed in a letter, signed by the assessment director, of the decision reached by the committee. The letter will be copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board. If a breach of regulations is established, the head of school is required to acknowledge receipt of this letter. For further information refer to section D on academic honesty.

K10 Legalization of examination results

Universities in certain countries require the IB diploma results document to be legalized by the appropriate authority in Geneva. Where this is the case, it is the responsibility of the coordinator to inform candidates about this requirement. For further information refer to section C2.2.

K11 Diploma certification

The IB diplomas, diploma results and certificates of results are sent to schools in **August/February**. These documents constitute the official results. The mailing includes a folder in which each candidate can keep his or her diploma and diploma results. The folders are not provided for certificate candidates.

If an anticipated, diploma or retake candidate takes an additional subject, that candidate will receive a separate certificate of results showing the subject(s) taken and grade(s) awarded. For anticipated candidates who do not complete the diploma, certificates will be sent with the above mailing.

K12 Statistics on university entrance

Soon after the issue of results, coordinators are asked to provide details about university entrance for each of their candidates who were registered for the session. The IB uses this information for statistical purposes and to gain a better understanding of which universities IB candidates are entering.

To input this information on IBIS click on the **Candidate** tab, followed by **Results** on the left menu and then the option **Potential university entrants**.

K13 Feedback on the performance of candidates

K13.1 Moderated marks and grades

By **12 July/12 January** a profile of candidates' moderated 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. The scaled mark is not provided because this information is intended as feedback for teachers and coordinators, and not a means of judging whether to request an enquiry upon results.

K13.2 Internal assessment

By **12 July/12 January** all available internal assessment feedback forms will also be released on IBIS. Again, this information is intended as feedback for teachers and coordinators. However, if available, the relevant forms should first be consulted before considering whether to request an enquiry upon results (category 3). All examiners who moderate internally assessed work are required to complete feedback

forms and are encouraged to write clear and constructive comments. Owing to various issues it cannot be guaranteed that feedback forms will be available for all subjects.

KI3.3 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 only be produced if a subject and level has at least 50 candidates and 5 schools for the examination session. Furthermore, a report for theory of knowledge will not be produced for a November session. This is because the prescribed titles will be the same for the following May session; therefore a subject report may provide the following May session candidates with an unfair advantage.

KI3.4 Enquiry upon results

Additional information on the performance of candidates entered by a school is available through the enquiry upon results service. This includes the return of externally assessed examination material (category 2) and reports on the sample work for internal assessment (category 3). For further details refer to section C8.

I The extended essay

I.1 Current guide

The information given in this section of the Handbook must be read in conjunction with the *Extended essay guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Extended essay guide</i>	March 2007

I.2 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/forms
Submit requests for an extended essay in a language A1 not available for the session	May 2010/ November 2010	IB Cardiff	15 October 2008/ 15 April 2009	IBIS
Submit extended essays for assessment	May 2009/ November 2009	Examiner	15 March 2009/ 15 September 2009	Candidate checklist and coversheet
Submit predicted grades	May 2009/ November 2009	IB Cardiff	10 April 2009/ 10 October 2009	IBIS

I.3 Regulations

- Only candidates registered under the diploma or retake categories may submit an extended essay.
- Retake candidates wishing to improve the grade for their extended essay may submit either a revised or a new extended essay. A new extended essay can be registered in the same or in a different subject. However, a six-month retake candidate resubmitting an extended essay must register for the same subject.
- If a diploma candidate withdraws from the extended essay, but does not withdraw from all examinations, this results in a change of category from diploma to certificate.
- An extended essay submitted for assessment in a subject or response language for which it is not registered may not be assessed.
- It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate. A relative of the candidate or a person who is not a teacher at the school cannot undertake the role of the supervisor.
- Each supervisor must be familiar with the extended essay requirement for the Diploma Programme and their responsibilities for guiding candidates on the preparation and writing of an extended essay.

Both supervisors and diploma candidates must have access to the relevant sections from the *Extended essay guide*.

- Extended essays submitted in a group 1 or group 2 language must be written in that language, with the exception of Latin and classical Greek. Extended essays in all other subjects, including Latin and classical Greek, must be written in English, French or Spanish.
- A language A1 SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A1.
- A candidate is not permitted to submit a group 2 extended essay in a language A1 that is a subject for their diploma.
- An extended essay must be submitted in one of the subjects of the Diploma Programme available for the extended essay and must meet general and subject-specific criteria. A list of subjects in which extended essays can be submitted is available in the section on the extended essay.
- A candidate need not submit an extended essay in a subject that has been selected as one of that candidate's six diploma subjects, subject to the approval of the coordinator.
- A language A1 SL school supported self-taught candidate is not permitted to register for an extended essay in his or her language A1.
- A group 2 extended essay cannot be offered in a candidate's language A1, regardless of whether that language A1 fulfils a diploma requirement for groups 1, 2 or 6.

I.4 Subject availability

I.4.1 Group 1

Extended essays in group 1 are intended for candidates whose mother tongue is the language A1 chosen for the extended essay. Candidates should not be encouraged to write a group 1 extended essay in their group 2 language, with the exception of those candidates who wish to submit a group 1 extended essay in their language A2.

The list of languages available for group 1 extended essays matches the combined list of available languages A1 for May and November.

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain permission from IB Cardiff by **15 November/15 May**, eighteen months before the written examinations. All such requests for May and November 2009 have now been processed and the schools concerned have received authorization.

I.4.2 Group 2

Extended essays in a group 2 language are intended for second-language learners. A candidate is not permitted to submit a group 2 extended essay in a language A1 that is a subject for their diploma.

The list of languages available for group 2 extended essays matches the combined list of available languages A2, languages B and languages *ab initio* for May and November. There is no special request service for group 2 languages.

A candidate may be registered for an extended essay in Latin or classical Greek with English or Spanish as the response language for either the May or November session. French is not available as a response language in either session and cannot be requested.

1.4.3 Groups 3 to 6

The following subjects are available in English, French and Spanish for 2009 and 2010.

Biology	Information technology in a global society
Business and management	Mathematics
Chemistry	Music
Computer science	Peace and conflict studies
Dance	Philosophy
Design technology	Physics
Economics	Politics
Environmental systems and societies	Psychology
Film	Social and cultural anthropology
Geography	Theatre
History	Visual arts
Human rights	World religions

1.5 Change of subject

A change of subject for an extended essay will only be accepted before the final registration deadline of **15 January/15 July**. The change should be indicated on IBIS.

If a candidate submits an extended essay in a subject or response language that is not the subject/response language for which it was registered, contact the coordinator help desk by email for advice. Do not send the essay to an examiner for the “new” subject/response language, even if there appears to be an appropriate examiner on the examiner notification.

1.6 Completion of the extended essay cover

All extended essays must be submitted to the examiner with the cover completed and signed by the candidate and by the candidate’s supervisor. If either the candidate or the supervisor does not sign the extended essay cover it will not be accepted for assessment and may be returned to the school.

Both the candidate and the supervisor must complete the cover in the same language as the extended essay. This includes all languages for extended essays in group 1 and group 2.

1.7 Submission of extended essays

1.7.1 Examiner notification

The examiner notifications for extended essays are released on IBIS by **20 February/20 August**, about two months before the written examinations. The examiner notifications provide the name and address of each examiner allocated to the school for the marking of extended essays in each subject. (More than one examiner may be allocated to a subject if extended essays are being submitted in more than one response language.)

1.7.2 Candidates who fail to submit an extended essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. For each extended essay subject and response language, print the checklist. For any candidate who has not submitted an extended essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of available extended essays that you send to the examiner for the subject concerned.

If a candidate has not submitted an extended essay because of adverse circumstances, send a completed [Form D2](#) to IB Cardiff without delay.

I.7.3 Sending extended essays to an examiner

Send each extended essay (enclosed within its cover) to the examiner to arrive no later than **15 March/15 September**. If possible, mail the extended essays immediately after the examiner notifications have been received so that examiners receive their allocation of extended essays well before the deadline.

Please include the checklist mentioned in section 1.7.2 above, even if all candidates have submitted an extended essay.

Coordinators must retain at least one copy of each extended essay in case an extended essay becomes mislaid on the way to an examiner.

I.8 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's extended essay. These grades are submitted using IBIS. These grades must be entered on IBIS by **10 April/10 October**, about three weeks before the written examinations.

The IB scale and, therefore, the only permitted predictions for the extended essay, are as follows:

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance.

2 Theory of knowledge

2.1 Current guide

The information given in this section of the Handbook must be read in conjunction with the *Theory of knowledge guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Theory of knowledge guide</i>	March 2006

2.2 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/forms
Submit theory of knowledge essays for assessment	May 2009/ November 2009	Examiner	15 March 2009/ 15 September 2009	Candidate checklist and Form TK/CS
Submit theory of knowledge predicted grades and marks for the presentation	May 2009/ November 2009	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
(Notified schools only) Submit theory of knowledge presentation recordings for moderation	May 2009/ November 2009	Examiner	15 March 2009/ 15 September 2009	TK/PPD TK/PMF

2.3 Requirements

Diploma and retake candidates only may register for theory of knowledge. All candidates, including retake candidates, must submit for an examination session an essay that is written on one of the 10 prescribed titles for that session. A retake candidate may either carry forward their presentation mark or do a new presentation.

If a diploma candidate withdraws from theory of knowledge this results in a change of category from diploma to certificate.

2.4 External assessment: the essay

2.4.1 Requirement

Each candidate must submit for assessment one essay of at least 1200 words in length, but not exceeding 1600 words.

2.4.2 Topic choice

The essay must be on one of the 10 titles prescribed by the IB for the examination session. Essays on the prescribed titles will be assessed against the original title, so candidates must not modify the title. Essays that are not on a prescribed title for the examination session will receive no marks under criterion A.

Candidates must be aware of the assessment criteria that will be used to assess their essays.

2.4.3 Completion of form TK/CS

Each theory of knowledge essay must be submitted to the examiner with a completed [Form TK/CS](#). If the candidate and/or the theory of knowledge teacher do not sign the form the essay may not be accepted for assessment.

2.4.4 Submission of the essays

Examiner notification

The examiner notifications for theory of knowledge are released on IBIS by **20 February/20 August**, about two months before the written examinations. The examiner notifications provide the name and address of the examiner allocated to the school for the marking of the essays. More than one examiner may be allocated if the essays are being submitted in more than one response language.

Candidates who fail to submit a theory of knowledge essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. Print the checklist for theory of knowledge. For any candidate who has not submitted an essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of remaining essays that you send to the examiner for theory of knowledge.

If a candidate has not submitted an essay because of adverse circumstances, send a completed [Form D2](#) to IB Cardiff without delay.

Sending essays to an examiner

Send the essays, each with an attached [Form TK/CS](#) to the examiner, to arrive no later than **15 March/15 September**. Coordinators are strongly advised to retain at least one copy of each essay in case a package becomes mislaid on its way to an examiner.

Please include the checklist mentioned above, even if all candidates have submitted an essay.

2.5 Internal assessment: the presentation

The involvement of teachers is an important part of the assessment process for the Diploma Programme. This involvement includes the submission of marks for the theory of knowledge presentation made by each candidate. The teacher must assess each presentation according to the assessment criteria in the *Theory of knowledge guide*. A copy of these assessment criteria should be made available to candidates. Assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete.

2.5.1 Requirement

Each candidate must make one or more individual and/or small group oral presentations to the class during the course, and complete the presentation planning and marking forms ([Form TK/PPD](#) and [Form TK/PMF](#)). The teacher must also complete the relevant section of form TK/PMF. The presentation must be an integral part of the theory of knowledge course.

2.5.2 Completion of forms TK/PPD and TK/PMF

All theory of knowledge candidates must complete Form TK/PPD and Form TK/PMF. Teachers must complete their sections of the TK/PMF forms. The completed forms must not be sent to IB Cardiff (unless requested) or to the examiner, but must be retained by the coordinator until the close of session (**15 September/15 March**).

2.5.3 Submission of marks for the presentation

The total teacher's mark for each candidate's presentation must be entered on IBIS no later than **10 April/10 October**, about three weeks before the written examinations.

If a candidate fails to make a presentation for theory of knowledge, indicate this on IBIS when entering the marks for internal assessment. If a candidate has not submitted a presentation because of adverse circumstances, send a completed [Form D2](#) to the coordinator help desk at IB Cardiff without delay.

2.5.4 Verification of internal assessment

Some schools in each session will be required to record some or all of their presentations. Such schools will be notified by **30 September/30 March**, 20 months prior to the examination session (for example, 30 September 2008 for the May 2010 session). These schools may be randomly chosen, or may be ones where a possible problem has been identified, for example, by analysis of the marks awarded in previous sessions. It is not necessary for schools to record presentations unless they are asked to do so, although it can be a useful exercise in order to standardize internal marking where more than one teacher is involved.

Schools that are required to record presentations will be sent instructions with their initial notifications. They will need to submit recordings and accompanying Forms TK/PPD and TK/PMF to an examiner, whose details will be sent to them at the appropriate time, by **15 March/15 September** in the year of examination.

Any adjustment (moderation) of the schools' internal assessment marks will take place on the basis of the evidence provided.

2.6 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and the essay. These grades must be entered on IBIS by **10 April/10 October**, about three weeks before the written examinations.

The IB scale and, therefore, the only permitted grade predictions for theory of knowledge, are as follows:

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance.

Theory of knowledge prescribed titles

November 2008 and May 2009

Instructions to candidates

Your theory of knowledge essay for examination must be submitted to your teacher for authentication. It must be written on one of the ten titles (questions) provided below. You may choose any title, but are recommended to consult with your teacher. Your essay will be marked according to the assessment criteria published in the *Theory of knowledge guide*. Remember to centre your essay on knowledge issues and, where appropriate, refer to other parts of your IB programme and to your experiences as a knower. Always justify your statements and provide relevant examples to illustrate your arguments. Pay attention to the implications of your arguments, and remember to consider what can be said against them. If you use external sources, cite them according to a recognized convention.

Note that statements in quotations in these titles are not necessarily authentic: they present a real point of view but may not have been spoken or written by an actual person. It is appropriate to analyse them but it is unnecessary, even unwise, to spend time on researching a context for them.

Examiners mark essays against the title as set. Respond to the title exactly as given—do not alter it in any way.

Your essay must be between 1200 and 1600 words in length.

1. “Science is built of facts the way a house is built of bricks: but an accumulation of facts is no more science than a pile of bricks is a house.” (Henri Poincaré). Discuss in relation to science and at least one other area of knowledge.
2. When should we trust our senses to give us truth?
3. Evaluate the strengths and weaknesses of reason as a way of knowing.
4. “Seek simplicity, and distrust it” (Alfred North Whitehead). Is this always good advice for a knower?
5. “In expanding the field of knowledge we but increase the horizon of ignorance” (Henry Miller). Is this true?
6. Compare and contrast our approach to knowledge about the past with our approach to knowledge about the future.
7. “Moral wisdom seems to be as little connected to knowledge of ethical theory as playing good tennis is to knowledge of physics” (Emrys Westacott). To what extent should our actions be guided by our theories in ethics and elsewhere?
8. To understand something you need to rely on your own experience and culture. Does this mean that it is impossible to have objective knowledge?
9. “The knowledge that we value the most is the knowledge for which we can provide the strongest justifications.” To what extent would you agree with this claim?
10. “There can be no knowledge without emotion ... until we have felt the force of the knowledge, it is not ours” (adapted from Arnold Bennett). Discuss this vision of the relationship between knowledge and emotion.

Theory of knowledge prescribed titles

November 2009 and May 2010

Instructions to candidates

Your theory of knowledge essay for examination must be submitted to your teacher for authentication. It must be written on one of the ten titles (questions) provided below. You may choose any title, but are recommended to consult with your teacher. Your essay will be marked according to the assessment criteria published in the *Theory of knowledge guide*. Remember to centre your essay on knowledge issues and, where appropriate, refer to other parts of your IB programme and to your experiences as a knower. Always justify your statements and provide relevant examples to illustrate your arguments. Pay attention to the implications of your arguments, and remember to consider what can be said against them. If you use external sources, cite them according to a recognized convention.

Note that statements in quotations in these titles are not necessarily authentic: they present a real point of view but may not have been spoken or written by an actual person. It is appropriate to analyse them but it is unnecessary, even unwise, to spend time on researching a context for them.

Examiners mark essays against the title as set. Respond to the title exactly as given—do not alter it in any way.

Your essay must be between 1200 and 1600 words in length.

1. To what extent is truth different in mathematics, the arts and ethics?
2. Examine the ways empirical evidence should be used to make progress in different areas of knowledge.
3. Discuss the strengths and limitations of quantitative and qualitative data in supporting knowledge claims in the human sciences and at least one other area of knowledge.
4. How can the different ways of knowing help us to distinguish between something that is true and something that is believed to be true?
5. “What separates science from all other human activities is its belief in the provisional nature of all conclusions” (Michael Shermer, www.edge.com). Critically evaluate this way of distinguishing the sciences from other areas of knowledge?
6. All knowledge claims should be open to rational criticism. On what grounds and to what extent would you agree with this assertion?
7. “We see and understand things not as they are but as we are.” Discuss this claim in relation to at least two ways of knowing.
8. “People need to believe that order can be glimpsed in the chaos of events” (adapted from John Gray, *Heresies*, 2004). In what ways and to what extent would you say this claim is relevant in at least two areas of knowledge?
9. Discuss the claim that some areas of knowledge are discovered and others are invented.
10. What similarities and differences are there between historical and scientific explanations?

Theory of knowledge cover sheet

Submit to: **Examiner** Arrival date: **15 Mar / 15 Sep** Session:

School number:

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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each essay submitted.

Candidate name:

Candidate session number:

0	0								
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Prescribed title number:

Approximate number of words:
(1200 minimum–1600 maximum)

I confirm that this essay is my own work. It is the final version of my essay and the information given above is correct. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate and the word count is accurate.

Teacher's name: Date:

Teacher's signature:

Examiners' use only:

	A (0–10)	B (0–10)	C (0–10)	D (0–10)	Total (0–40)
Examiner:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior examiner:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grade award:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Examiner's name:

Examiner's signature: Date:

Submit to: **Tok teacher**

Arrival date: **See below**

Session:

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School name:

- Write legibly using black ink and retain a copy of this form.
- Do not send to IB Cardiff or to the moderator unless you have been instructed to do so. Retain the forms until after the publication of results

Candidate name: _____

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Please describe your planning for the presentation, either in the space below, or on an attached A4 word-processed page.

Your description must include:

- the knowledge issue that will be the focus of your presentation
- a summary in note form (for example, a bulleted list) of the way you plan to deal with knowledge issues during your presentation

[illegible]

Presentation marking form

Submit to: **Tok teacher**

Arrival date: **See below**

Session:

School number:

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School name:

- Write legibly using black ink and retain a copy of this form.
- Do not send to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.

Candidate name:

Candidate session number:

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Presenter's assessment

Each presenter should give themselves an achievement level for each of the four assessment criteria. Presenters should briefly justify the level they have given, in the "Comments/evidence" space provided.

Criterion	Comments/evidence	Achievement level (/5)
A		
B		
C		
D		
Total (/20)		

I certify that this presentation was the work of myself (and my co-presenters, if applicable).

Candidate's signature: Date:

Teacher's assessment

In the "Comments/evidence" box, please indicate briefly why you have given each level.

Criterion	Comments/evidence	Achievement level (/5)
A		
B		
C		
D		
Total (/20)		

I certify that this presentation was, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's signature: Date:

3 Creativity, action, service

3.1 Current guide

The information given in this section of the Handbook must be read in conjunction with the *Creativity, action, service guide*.

May and November 2009 examination session	
Title of publication	Date of issue
<i>Creativity, action, service guide</i>	August 2001

May and November 2010 examination session	
Title of publication	Date of issue
<i>Creativity, action, service guide</i>	March 2008

3.2 Summary of arrival dates

Action	Session	To	Arrival date	Form
New schools only: submit CAS programme questionnaire	May 2010/ November 2010	Regional office	31 January 2009/ 31 July 2009	Form CAS/PQ
Submit CAS programme completion form	May 2009/ November 2009	Regional office	1 May 2009/ 1 November 2009	Form CAS/PCF

Creativity, action, service (CAS) is a fundamental part of the Diploma Programme. Schools are required to offer a programme of activities/projects which meet agreed CAS aims and which the IB has approved. Full details about designing a CAS programme, programme submissions and the evaluation of candidates, can be found in the *Creativity, action, service guide*. All diploma candidates must engage in the programme of activities/projects known as creativity, action, service. Non-completion of CAS requirements will result in the diploma being withheld.

Candidates have up to one year to complete the creativity, action, service (CAS) requirement after the completion of their Diploma Programme. Candidates who fail to complete the CAS requirement by 1 May/1 November in their diploma year are allowed one further year only in which to complete it, as detailed in the CAS guide. This further year expires at 1 May/1 November of the year following the main diploma session.

3.3 Approval and programme monitoring: May and November 2009

The appropriate regional office is responsible for evaluating, approving and monitoring schools' programmes for CAS. Newly participating schools must complete a CAS programme questionnaire ([Form CAS/PQ](#)) and submit it to the regional office for approval by **31 January/31 July**, 15 months before the candidates complete the diploma. The regional office may request a supplementary written report and, if necessary, an updated questionnaire in subsequent years.

Each year the regional office asks a number of schools to submit a random sample of three diploma candidates' complete CAS records, including their activity/project self-evaluation forms ([Form CAS/AEF](#)) and a summary evaluation report on each candidate ([Form CAS/SFS](#)) written by the CAS supervisor. The deadline for receipt of these documents is **1 May/1 November** in the diploma year.

The regional director, or an authorized representative, may visit the school as part of the monitoring process. This may be at the regional office's initiative or following a request by the school. Schools are required to keep central CAS records; these must be made available to the regional office on request.

3.4 Approval and programme monitoring: May and November 2010

The appropriate regional office is responsible for evaluating, approving and monitoring schools' programmes for CAS. Newly participating schools must complete a CAS programme questionnaire ([Form CAS/PQ](#)) and submit it to the regional office for approval by **31 January/31 July**, 15 months before the candidates complete the diploma. The regional office may request a supplementary written report and, if necessary, an updated questionnaire in subsequent years.

Each year the regional office asks a number of schools to submit a random sample of three diploma candidates' CAS records. Where a school is required to submit sample candidate CAS records to the regional office as part of their regular monitoring process, the records required will be:

- the CAS progress form (see model form A in the CAS guide Appendices for a possible model)
- the CAS individual candidate completion form (see model form B in the CAS guide Appendices for a possible model)
- up to 10 sample pages from the candidate's ongoing documentation. These sample pages, which may, for example, be photocopied journal pages or printouts from electronic logs, must include a list of the principal activities undertaken and evidence of both planning and reflection. For one or more activities, it must be possible for the reader to tell what happened, why it happened, how it happened, what its value was and what the candidate learned from it.

Coordinators must retain other supporting material until **31 May/30 November** in case there are queries about the material supplied. As part of routine monitoring, or during five-year reviews, regional offices may request to see the complete documentation for individual candidates.

The regional director, or an authorized representative, may visit the school as part of the monitoring process. This may be at the regional office's initiative or following a request by the school. Schools are required to keep central CAS records; these must be made available to the regional office on request.

3.5 Programme evaluation and completion

Schools are responsible for evaluating candidates' CAS activities/projects and performance according to the performance criteria given in the *Creativity, action, service guide*. Coordinators must notify the regional office whether or not candidates have completed their CAS programme by submitting a CAS programme completion form ([Form CAS/PCF](#)) to arrive by **1 May/1 November** in the diploma year.

Candidates who fail to complete the CAS requirement by **1 May/1 November** in their diploma year are allowed one further year only in which to complete it, as detailed in the *Creativity, action, service guide*. This further year expires at **1 May/1 November** of the year following the main diploma session. This allowance of one year is available because there is no retake category for the CAS requirement.

CAS: activity/project self-evaluation form

Submit to: **Activity/project leader**

Session:

School number:

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School name:

- *The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions. Write legibly using black ink.*

Candidate self-evaluation

Candidate name:

Candidate session number:

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Name of activity/project:

No of hours (approx):

1. Summarize what you did in this activity/project and how you interacted with others.

2. Explain what you hoped to accomplish through this activity/project.

3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

International Baccalaureate

CAS/AEF (reverse)

School name:

5. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

6. How did this activity/project benefit others?

7. What might you do differently next time to improve?

8. How can you apply what you have learned in other life situations?

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

To be completed by the activity/project leader

Punctuality and attendance:

Effort and commitment:

Further comments:

The activity/project was (circle the desired response):

Satisfactorily completed

Not satisfactorily completed

Activity/project leader's name:

Activity/project leader's signature: Date:

Please give this form to the CAS coordinator when it has been completed.

CAS: programme completion form

Submit to: **Regional office** Arrival date: **1 May / 1 Nov** Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

All diploma candidates have completed their CAS programmes in accordance with the guidelines:

Yes ☐ No ☐
If No complete the section below.

The following candidates have not completed their CAS programmes satisfactorily

Attach an explanatory report on each candidate, describing the circumstances that have prevented satisfactory completion of the CAS programme and enclosing the CAS records for each candidate concerned.

Candidate session number	Candidate name									
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Name:

Position: **CAS coordinator**

Signature:

Date:

Name:

Position: **DP coordinator**

Signature:

Date:

CAS: programme questionnaire

Submit to: **Regional office**

Arrival date: **31 Jan / 31 Jul**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- This form must arrive fifteen months prior to completion of the diploma. Normally it is not necessary to resubmit the programme each year. The regional office will inform you if your original submission should be updated.

1. Number of Diploma Programme candidates entered for the above session:

2. Type of school

International ☐

National (USA and Canada public) ☐

Private ☐

Boarding ☐

Day ☐

Mixed ☐

Boys ☐

Girls ☐

Other:

3. Environment: (Social and physical environment of the community in which the school is located)

4. Name of CAS coordinator: (Please print)

Signature:

Date:

School name:

5. Summary of current CAS programme

5.1 CAS policy:

5.2 Organization of CAS:

5.3 Comments on the current programme: *Describe its scope, strengths, weaknesses and problems.*

6. Time allocation for CAS: *Indicate how the required time allocation of 3–4 hours per week is organized.*

6.1 Time allocation within the school's normal timetable/schedule:

6.2 Time allocation outside the school's normal timetable/schedule:

6.3 Additional information: (if necessary)

School name:

- 7. CAS activities/projects:** *List the current CAS activities/projects undertaken by your Diploma Programme candidates. Where necessary briefly describe the activity/project, continuing on further sheets as required. Indicate which CAS components are involved in each activity/project.*

Activity/ project	C	A	S

School name:

8. Evaluation methods:

8.1 School's evaluation: *Briefly describe the methods used to evaluate CAS performance*

8.2 Student's self-evaluation: *Briefly describe the methods used by students to evaluate their CAS performance*

CAS: student final summary

Submit to: **CAS teacher** School deadline:

Session:

School number:

0	0				
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School name:

- Write legibly using black ink.
- This form is to be retained by the school. Do not send to the regional office unless requested.

Candidate name:

Candidate session number:

0	0						
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Indicate below the CAS activities/projects in which you have been involved and the hours dedicated to each one with a total number of hours for the whole CAS course.

Number of CAS activities/projects which you have undertaken Total hours dedicated

Activities/projects	Approximate no of hours
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>
6	<input type="text"/>
7	<input type="text"/>
8	<input type="text"/>
9	<input type="text"/>
10	<input type="text"/>
11	<input type="text"/>
12	<input type="text"/>
13	<input type="text"/>
14	<input type="text"/>
15	<input type="text"/>
16	<input type="text"/>

International Baccalaureate

CAS/SFS (reverse)

Candidate name:

Candidate session number:

0	0							
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Write a clear and complete critical reflection on your entire CAS experience, following the same performance criteria as indicated on the activity/project self-evaluation form CAS/AEF.

[illegible]

Candidate's signature: Date:

CAS coordinator's name:

I guarantee the information given is correct.

CAS coordinator's signature: Date:

I Language A1

I.1 Publications

The information given in this section of the handbook must be read in conjunction with the following publications for language A1.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Language A1 guide</i>	April 1999
Prescribed Book Lists (PBLs)	September 2000 (see 1.5.2)
<i>Language A1 Prescribed World Literature List (PWL)</i>	April 1999

I.2 Summary of requirements

Available or special request subject	Action
Available: With a PBL and taught With a PBL and school supported self-taught (SL only)	No pre-registration requirement Submit form <i>school supported self-taught candidates</i> on IBIS by 7 October/7 April , seven months before the written examinations.
Special request: Without a PBL and taught Without a PBL and school supported self-taught (SL only) Anticipated registration and taught Anticipated registration, school supported self-taught (SL only)	Submit form <i>Special request language A1</i> on IBIS, with the course of study, by 15 November/15 May , eighteen months before the written examinations. Above, and submit form <i>school supported self-taught candidates</i> on IBIS by 7 October/7 April , seven months before the written examinations. Submit form <i>Special request language A1</i> on IBIS, without course of study and checking the box 'Anticipated', by 7 October , seven months before the written examinations (not applicable to November session). Above, and submit form <i>school supported self-taught candidates</i> on IBIS by 7 October seven months before the written examinations (not applicable to November session).

I.3 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/form
Confirm candidate entries for special request languages A1	May 2009 November 2009	IB Cardiff	15 March 2008 15 September 2008	Form on IBIS: <i>Confirm entry for special request language A1</i>
Submit advance notice of works studied (part 2 and part 4) for all school supported self-taught candidates	May 2009 November 2009	IB Cardiff	7 October 2008 7 April 2009	Form on IBIS: <i>School supported self-taught candidates</i>
Submit advance notice of works studied (all parts) for all candidates (including school supported self-taught)	May 2009 November 2009	IB Cardiff	1 December 2008 1 June 2009	Form on IBIS: <i>Advance notice of works studied</i>
Submit world literature assignments with coversheets	May 2009 November 2009	Examiner	15 March 2009 15 September 2009	With candidate checklist. Preferably courier
Submit predicted grades and marks for internal assessment	May 2009 November 2009	IB Cardiff	10 April 2009 10 October 2009	IBIS
Submit sample internal assessment audio recordings (individual oral commentary)	May 2009 November 2009	Moderator	20 April 2009 20 October 2009	With Form 1/IARF preferably by courier
Send recordings and related material for school supported self-taught candidates	May 2009 November 2009	Examiner	7 May 2009 7 November 2009	Preferably courier

* This form is available in the handbook for languages that do not use roman script.

I.4 Languages A1: available and special request languages

I.4.1 Available languages A1

Refer to section A for a list of available languages A1. No prior authorization from IB Cardiff is required to register candidates for available languages A1.

I.4.2 Special request languages A1

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

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

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

For further details refer to section G3.1 and the information below.

School supported self-taught candidates

Special requests submitted for school supported self-taught candidates will be considered for approval only if the following additional conditions are met.

- The candidate(s) must need the language requested in order to fulfil the requirements for the IB diploma (for example, approval would not normally be granted to a school supported self-taught candidate to study a special request language A1 either as a second group 1 language or as a group 6 subject).
- Documentary evidence, for example, translated examination certificates, is required to show the candidate's linguistic/literary proficiency in the language requested. This evidence needs also to show that the candidate would be comfortable undertaking written literary analysis of texts, at the appropriate level, in the language requested.

Anticipated candidates

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

Coordinators must use the Special request languages A1 form available on IBIS for their application, checking the box *Anticipated*. Because schools will be required to use an already authorized booklist that will be sent out by IB Cardiff, the only sections of the form that need to be completed are those which contain:

- the justification of the candidate's need to undertake a special request language A1
- for school supported self-taught candidates, evidence of the candidate's linguistic and literary proficiency such that they can benefit from the course.

When IB Cardiff receives the form an appropriate booklist will be sent to the coordinator.

Certificate candidates

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

1.5 School's courses of study

1.5.1 Course choice

The selection of authors and works for language A1 is made by the school from the IB prescribed book list (PBL) for the language studied and from the IB prescribed world literature list (PWL).

It is the school's responsibility to ensure that all choices comply with the regulations and instructions in the *Language A1 guide*, the PBL for the language studied and the PWL.

1.5.2 Prescribed book lists (PBLs)

The PBLs listed below are available from the Online Curriculum centre and can be purchased from the IB store.

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

Ensure that you have the latest PBLs for the languages listed above. Most current PBLs, first published in April 1999 (Czech A1, April 2000), now bear an issue date of September 2000.

Revised prescribed book lists for Swedish A1, Dutch A1 and Welsh A1 are dated March 2005.

There are no PBLs for the languages A1 that appear in the list of special request languages A1 in section A.

1.5.3 School's free choices

All choices must be made from the specific PBL for the language A1 studied and the PWL, with the exception of:

- part 3 world literature work: HL = 1, SL = 1
- part 4 world literature work: HL = 1, SL = 1
- part 4 language A1 works: HL = 3, SL = 2 (or 3 if no world literature work is studied in part 4)

There is no free choice in the case of language A1 SL school supported self-taught candidates: all choices must be taken from the PBL for the language A1 studied and the PWL.

1.5.4 Choice of authors and works

Unless particular PBL specifications permit, authors must not be repeated within any part of the syllabus. However, the same author may be studied in two different parts of the syllabus.

Although the same author may be chosen more than once, a candidate may not study the same work in different parts of the course.

1.5.5 Submission of courses to IB Cardiff

Coordinators are required to send notice of works studied for their languages A1 higher level and standard level on IBIS no later than **1 December/1 June**, five months before the written examinations. For languages A1 that do not use the roman script, submit the information by fax or letter to the languages section at IB Cardiff. IB Cardiff will then forward this information to the relevant examiners/moderators for world literature, internal assessment and paper 2. (The form for sending this information was previously referred to as form 1/A1AP.)

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

The submission of this information for each language A1 course being studied is compulsory. Coordinators must ensure that this information is received by IB Cardiff.

No changes may be made to the course of study after the information has been submitted.

1.5.6 A candidate offering two languages A1

A diploma candidate offering two languages A1 is eligible for the award of a bilingual diploma.

- The candidate must study a different set of world literature works for each language A1 studied.
- The candidate may choose the same author more than once, provided a different work by that author is studied in each language A1.
- The candidate must meet in full the world literature assessment requirements for each language A1.

1.5.7 A candidate offering a language A1 and a language A2

It is not acceptable for a language A1 candidate to study for world literature a literary work that he or she may already be studying as part of a language A2 course.

1.5.8 A candidate offering a language A1 and a language B

It is acceptable for a language A1 candidate to study for world literature a literary work that he or she may already be studying as part of a language B course.

1.6 Languages A1 not offered as a course by the school

Where a language A1 is not offered by the school, an external teacher may teach a candidate provided that all regulations are adhered to.

- The externally assessed components (world literature, paper 1 and paper 2) remain the same as for other language A1 candidates.
- If the internal assessment is carried out by the external teacher the normal requirements and procedures also apply.

Where no external teacher is available, or if the external teacher is unable to carry out the internal assessment, the candidate must be registered as a school supported self-taught candidate. A language A1 may be school supported self-taught at standard level only.

1.7 Language A1 SL school supported self-taught candidates

A language A1, at standard level only, may be studied as a school supported self-taught language in the following circumstances:

- where no teacher of the language is available
- where an external teacher is unable to see the candidate(s) on a frequent and regular basis and is therefore unable to meet the internal assessment requirements of the language A1 course.

The school supported self-taught option is not considered appropriate for entries of more than five candidates in any language A1 SL.

1.7.1 Responsibilities of the school

Regardless of whether an external teacher is available, a full-time teacher of a language A1 in the school must be appointed to supervise and advise the candidate. The teacher must, in collaboration with the coordinator and external teacher (where available):

- advise the candidate on choosing a course of study which conforms to IB regulations
- ensure that the candidate has access to the works chosen before starting the course of study
- provide formal literacy training, giving general advice on the techniques required for such tasks as essay writing and the commentary
- give the candidate a clear idea of the course of study, the papers to be taken, their format and link to the course studied
- provide the candidate with past examination papers
- ensure that the candidate works regularly, is studying the works approved by the examiner and is preparing seriously for the examination
- supervise the work required for the world literature component
- ensure that the candidate has regular access to and is familiar with the assessment criteria and corresponding descriptors for all assessed components.

Wherever possible, the candidate should be taught with candidates offering other languages A1 in the school.

1.7.2 Course of study

All works must be chosen from the PBL, where one exists for the language A1 studied, and from the PWL. This includes all works studied in part 4 (school's free choice) and the world literature work studied in part 3 of the course.

Where no PBL exists for the language A1 studied, the candidate's course of study must be made up of:

- six works written originally in the language A1. These works are selected from the school's, teacher's or candidate's own resources and the list of works must be entered on IBIS for approval by the examiner responsible for the subject
- five works written originally in a language other than the language A1 studied and selected from the PWL list.

The eleven works must be put together in such a way that in part 2 each text is from a different genre category, and in part 3 all the texts are from the same genre category, in accordance with the syllabus requirements (see *Language A1 guide*, pages 14–19). Note also that a list of shorter texts (for example, poems or short stories) that make up a chosen work need to be provided as an attachment to the course of study submitted to IB Cardiff when the request to study the language is made. There are no other restrictions on choices. No reduction in the number of works studied is allowed.

1.7.3 External assessment

The format for the written examination papers and the requirements for the world literature assignment are the same as those for taught candidates.

Written examination paper I (commentary)

All language A1 candidates write a commentary on one of the two passages provided. At SL each passage for commentary will be accompanied by 3 or 4 guiding questions.

Of the two passages for commentary one will be a poem. The other will be a text to which the techniques of literary criticism can be applied and may be selected from works such as:

- a novel or short story
- an essay
- a biography or autobiography
- a journalistic piece of writing of literary merit
- a play.

Written examination paper 2 (essay)

Languages A1 with a PBL: The paper will consist of two essay questions for each of the PBL genre options prescribed for part 3 (groups of works) of the course and four essay questions of a general literary nature. Each candidate will answer one question only.

Languages A1 without a PBL (that is, special request languages A1): The paper will consist of five essay questions of a general literary nature. Each candidate will answer one question only.

1.7.4 Internal assessment

In place of the internal assessment component, IB Cardiff will provide an alternative oral examination based on part 2 and part 4 of the candidate's course of study. To enable IB Cardiff to prepare an oral, coordinators must:

- ensure that the school supported self-taught option is set to "yes" on IBIS when registering the candidate for the language A1 SL
- submit the choice of authors and works on IBIS by **7 October/7 April**, seven months before the written examinations, including the works and authors studied in part 2 and part 4. (If the language uses non-roman script, submit this information on form 1/A1ST.)

The oral questions will be based on the choice of authors and works. No changes should be made to the course of study after this form has been submitted to IB Cardiff. Sample questions in the three response languages, English, French and Spanish, are available on request from IB Cardiff.

The choice of authors and works must still be submitted for languages A1 SL without a PBL even if the full course of study has been submitted to IB Cardiff eighteen months before the written examinations.

1.7.5 Alternative oral assessment

The format of the oral examination is as follows.

Format of assessment The total recording time for the oral is 25 minutes.	Preparation time (minutes)	Maximum recording time (minutes)
Section I A guided commentary on an extract from one of the two works studied in part 2.	25	10–15
Section II Candidates will answer one of two questions. Each question will be based on a different part 4 work.		5–10

Preparation

Twenty-five minutes' preparation time is allowed before the beginning of the examination for the candidate to prepare both the guided commentary for section I and the response to the question chosen in section II.

The candidate is allowed to take brief working notes into the examination for reference, but may not read aloud a full commentary and response. These notes should be submitted to the examiner along with all other materials.

Sending material to the moderator

Submit to the moderator:

- the audio recordings
- all notes made by the candidate during the preparation time
- all copies of the examination papers for the oral examination.

The name and address of the moderator will be provided on the examiner notification that schools receive in **February/August** in the year of the examination. The moderator must receive the material listed above no later than the following **7 May/7 November**.

I.8 World literature

I.8.1 Choice of works

World literature is studied in parts 1, 3 and 4 of the language A1 course. If there are specific instructions for a particular language A1, these will be indicated on the PBL for that language.

Part 1

Part 1 works must have been originally written in a language other than the language A1 and are normally studied in translation. All part 1 works must be chosen from those specifically listed on the PWL. Works not specifically listed, but by authors who are included on the PWL, must not be studied in this part.

Parts 3 and 4

Schools are allowed a free choice of world literature works for parts 3 and 4. Instructions on the choice of these works are given in the *Language A1 guide*.

I.8.2 The language of teaching, study and assessment

Teaching

World literature will normally be taught in the language A1 of the examination as an integral part of the language A1 course. However, schools offering different languages A1 may organize a common world literature course in the working language of the school. Where this is done, there should be discussions in the different language A1 classes of the world literature works and of their links with the other works studied.

Study

Candidates may read world literature works in the original language if they wish.

Assessment

World literature assignments must be written in the language A1 studied. Where works have been read in a language other than the language A1, the candidate should translate into the language A1 any quotations for inclusion in the assignment. If the candidate wishes, the original version of the quotation may be included as a footnote and should not be included in the word count.

I.8.3 Retake candidates

Candidates retaking a language A1 may carry forward world literature marks from a previous examination session.

I.8.4 Assignments

Candidates may choose different aspects of the school's world literature course for independent study. If more than one candidate chooses the same aspect, the candidates must work independently from one another and the assignments must be different. Teachers should discuss possible aspects with each candidate before the candidate starts writing the first draft (see *Language A1 guide*).

The world literature assignment should be produced during the course at a time decided by the teacher. Drafts and/or the final version must not be corrected or marked by a teacher. However, the teacher must read the final version of the assignment in order to verify that, to the best of his or her knowledge, it is the authentic work of the candidate. Teachers are required to sign the world literature coversheet to this effect. If a coversheet is not signed, the assignment(s) will not be accepted for assessment. Supervisors of school supported self-taught candidates are also required to sign the world literature coversheet for the same reason.

1.8.5 Procedure

A coversheet for world literature is available on IBIS in portable document format (PDF). A copy must be downloaded and copied in a sufficient quantity for the following May/November session.

On a date determined by the teacher and coordinator, each candidate must complete one world literature coversheet, regardless of whether the candidate is submitting two assignments (higher level), or one assignment (standard level). The coversheet must then be attached to the assignment(s).

If a higher level candidate has submitted only one of the two required assignments, the candidate is still eligible for the award of a grade.

Send the assignments, with the coversheets, to the appropriate examiner indicated on the examiner notification, to arrive no later than **15 March/15 September**. Retain a copy of each assignment and its coversheet.

1.9 Internal assessment: taught candidates

With the exception of school supported self-taught candidates, for whom IB Cardiff provides an alternative examination, the internal assessment of candidates' oral work by the teacher is a requirement for all taught candidates. All candidates must complete two compulsory oral activities that will be assessed by the teacher during the course. Each activity will involve four skill areas for which there are four corresponding assessment criteria.

The two compulsory oral activities are:

- an individual oral commentary based on an extract from a part 2 work
- an individual oral presentation based on a part 4 work or works.

1.10 Individual oral commentary

This internally assessed activity is based on part 2 of the course (detailed study) and forms the basis for the moderation of the teacher's assessment. The teacher must conduct the individual oral commentary, under examination conditions, at a time when at least two works at higher level or both works at standard level have been studied. At higher level it is expected that all four part 2 works studied 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.

1.10.1 Format and length of the individual oral commentary

All part 2 works studied may be used for the individual oral commentary. Individual candidates must not know in advance from which work their particular extracts will be taken. However, where appropriate the candidates may be told in advance (as a teaching group within a larger class) which two, or more, of the four works studied in part 2 will be used for the individual oral commentary.

Format of assessment	Preparation time (minutes)	Assessment time (minutes)
Higher level and standard level Commentary on an extract with guiding questions from one of the works studied in part 2.	20	15 (approx.)

1.10.2 Teacher preparation for the individual oral commentary

The teacher must prepare extracts and guiding questions before the commentary. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the extracts or guiding questions.

The teacher is entirely responsible for the choice of extracts and guiding questions for the individual oral commentary. Candidates are not allowed to choose the works on which they wish to be assessed.

When assessing several candidates on the same day, or within a few days, any repetition must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment.

Number of candidates	Number of different extracts
1–5	1 per candidate
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Each extract must be accompanied by no more than two guiding questions. Guidelines on the choice of extracts, and guiding questions, are provided in the *Language A1 guide*.

1.10.3 Conduct of the individual oral commentary

The individual oral commentary must be conducted in the language that is being assessed.

The recordings

Refer to section H8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, you must record all candidates: you may be asked to send additional samples at a later date.

Practical arrangements

Allocate a second room, close to the room where the assessment is taking place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper provided by the school into the preparation room. Any notes made during the preparation period may be taken into the examination room and used during the oral examination.

Before the candidate's preparation period

- Give the candidate a copy of the extract for commentary.
- Give the candidate a copy of the written guiding questions.

During the preparation period

- The candidate must prepare the commentary under supervision.
- The candidate may make notes for reference, but not for reading as a prepared speech.

Following the preparation period (delivery and subsequent discussion)

- If the candidate is very nervous, allow him/her to read a short part of the extract aloud before starting the assessment. If this initial reading aloud by the candidate is also recorded, it should be included in the 15 minutes allowed for the commentary.
- Ask the candidate to give his/her prepared commentary on the extract. Unless it is absolutely necessary, do not interrupt the candidate at this stage (see 1.10.4). Allow 9–12 minutes for the commentary. Allow even nervous candidates at least 7–9 minutes of uninterrupted delivery, where possible.

- Engage the candidate in a discussion about the extract at the end of his/her uninterrupted delivery (3–6 minutes maximum).

Assess the candidate's performance using the internal assessment descriptors in the *Language A1 guide*. Enter the achievement level for each criterion on the [Form 1/IARF](#). Also provide brief comments in the space provided on the form to explain why those achievement levels have been awarded. Teachers who do not provide this information place their candidates at a disadvantage. Internal assessment moderators are instructed to consult teachers' marks and comments whenever they are in doubt about their own borderline assessments.

1.10.4 Role of the teacher during the assessment

During the candidate's delivery (9–12 minutes):

- do not attempt to rearrange the candidate's prepared commentary
- act as no more than a sympathetic listener and intervene only to provide encouragement and re-direction if a candidate panics, goes completely off course, or finds it difficult to continue
- explain the guiding questions further if necessary, but do not introduce completely new ones.

At the end of the candidate's delivery (remaining 3–6 minutes):

- where appropriate, remind the candidate if he or she has not treated one of the guiding questions or request further clarification or explanation of relevant issues raised in the candidate's commentary
- enter into a discussion to satisfy yourself that the candidate has understood all aspects of the extract
- bring the commentary to a close at the end of the allotted time (15 minutes).

1.11 Individual oral presentation

The individual oral presentation is based on a work or works studied in part 4 of the course of study. Each candidate chooses a topic for this activity in consultation with the teacher. It is the teacher's responsibility to ensure that the topic chosen by the candidate can be effectively assessed using the language A1 internal assessment descriptors (see *Language A1 guide*).

Teachers are required to:

- assess each candidate's presentation using the internal assessment descriptors in the *Language A1 guide*
- record the achievement levels awarded per criterion to each candidate on [Form 1/IARF](#) (a separate [Form 1/IARF](#) must be completed for each candidate)
- write a brief comment for each candidate in the space provided on [Form 1/IARF](#) to explain the achievement levels awarded.

Teachers are not required to record the individual oral presentation for any candidate.

1.12 Use of descriptors and record forms during the course

The internal assessment criteria in the *Language A1 guide* (the oral descriptors) apply to all languages A1 and must be used by teachers to assess the performance of each candidate for each oral activity.

The record [Form 1/IARF](#) is designed for keeping a brief record of the assessment of each candidate.

1.12.1 Final assessment

The final internal assessment mark submitted to IB Cardiff using IBIS must be the arithmetic mean of the marks entered on the [Form 1/IARF](#) for each activity.

Use the information on the record form as follows.

- For each activity, add up the marks awarded per criterion to obtain a total mark. The minimum possible mark is 0 and the maximum possible mark is 30.
- Add up the total marks for the two activities to obtain an aggregate mark. The minimum possible aggregate mark is 0 and the maximum is 60.
- Divide the aggregate mark by 2 to obtain a final mean mark. The minimum possible mean mark is 0 and the maximum is 30.

Submit by IBIS the final mean mark for each candidate. Use whole numbers—do not use decimals, fractions or estimates. Any half marks should be rounded up.

Example A: Candidate X

	Criterion A	Criterion B	Criterion C	Criterion D
Individual oral presentation	3	6	5	4
Individual oral commentary	4	7	8	5

Step 1: Add up the marks awarded per criterion to obtain a total mark out of 30 for each activity.

Individual oral presentation: $3 + 6 + 5 + 4 = 18$

Individual oral commentary: $4 + 7 + 8 + 5 = 24$

Step 2: Add up the total marks of the two activities to obtain an aggregate mark out of 60.

$18 + 24 = 42$

Step 3: Divide the aggregate mark by 2 to obtain a final mean mark.

$42 \div 2 = 21$

Step 4: Enter the final mean mark of 21 on IBIS.

Example B: Candidate Y

	Criterion A	Criterion B	Criterion C	Criterion D
Individual oral presentation	4	5	5	3
Individual oral commentary	4	5	5	4

Step 1: Add up the marks awarded per criterion to obtain a total mark out of 30 for each activity.

Individual oral presentation: $4 + 5 + 5 + 3 = 17$

Individual oral commentary: $4 + 5 + 5 + 4 = 18$

Step 2: Add up the total marks of the two activities to obtain an aggregate mark out of 60.

$17 + 18 = 35$

Step 3: Divide the aggregate mark by 2 to obtain a final mean mark.

$35 \div 2 = 17.5$ (round this upwards to the nearest whole number, 18)

Step 4: Enter the final mean mark of 18 on IBIS.

It is important to note that the final mean mark is not necessarily the sum of the achievement levels for the individual oral commentary (entered on [Form 1/IARF](#) and sent to the moderator with sample recordings).

I.13 Samples for moderation

The moderation of the internal assessment marks awarded by the teacher is based on recordings of one activity, the individual oral commentary. Samples of the individual oral presentation will not be required.

The samples from the selection of recordings of the individual oral commentary must be those identified by IBIS. The number of recordings that make up the sample will depend on the number of candidates entered for the language A1 and the level.

When you know the sample candidates for each language A1 and level, complete a separate [Form 1/IARF](#) for each sample candidate. By any internal school deadlines, give the coordinator:

- the predicted grades and internal assessment marks for each language A1 candidate
- the recording of the individual oral commentary and a completed copy of [Form 1/IARF](#) for each sample candidate
- copies of the extracts and guiding questions used for each sample candidate.

Although a separate copy of [Form 1/IARF](#) must be completed for each language A1 candidate, do not send the remaining forms to IB Cardiff or the moderator unless instructed to do so.

Internal assessment record form: language A1

Submit to: **See below** Arrival date: **See below** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate teacher(s) sign and date the form when entering achievement levels.
- Do not send forms (with the exception of those accompanying samples) to IB Cardiff unless instructed to do so. Retain the remaining forms until after the publication of results.
- Select samples as directed by IBIS. Include the corresponding copies of the extract and guiding questions for each candidate in the sample.

Subject: _____ A1 LEVEL: _____

Candidate name: _____

Candidate session number:

0	0						
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Part 2: works studied (4 at higher level, 2 at standard level)

Tick/check (✓) the particular work on which the candidate's individual oral commentary is based.

Work	Author	
1 _____		<input type="checkbox"/>
2 _____		<input type="checkbox"/>
3 _____		<input type="checkbox"/>
4 _____		<input type="checkbox"/>

Part 4: works studied (4 at higher level, 3 at standard level)

Tick/check (✓) the particular work(s) on which the candidate's individual oral presentation is based.

Work	Author	
1 _____		<input type="checkbox"/>
2 _____		<input type="checkbox"/>
3 _____		<input type="checkbox"/>
4 (World literature) _____		<input type="checkbox"/>

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Teacher declaration: To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of teacher: Date:

School name:

Subject:A1

Level:

Candidate name:

Candidate session number:

0	0							
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Teacher's comments	Individual oral presentation																														
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Senior moderator	A 0-5	B 0-10	C 0-10	D 0-5																											
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Internal assessment record form: language A1

Submit to: See below Arrival date: See below Session: .. **May 2009**

School number:

0	0	0	0	0	1
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School name:**CARDIFF..AMERICAN..SCHOOL**.....

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate teacher(s) sign and date the form when entering achievement levels.
- Do not send forms (with the exception of those accompanying samples) to IB Cardiff unless instructed to do so. Retain the remaining forms until after the publication of results.
- Select samples as directed by IBIS. Include the corresponding copies of the extract and guiding questions for each candidate in the sample.

Subject: ENGLISH A1 Level: HIGHER

Candidate name: NICKOLA ELIZABETH HUGHES

Candidate session number:

0	0	0	0	0	1	0	3	7
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Part 2: works studied (4 at higher level, 2 at standard level)

Tick/check (✓) the particular work on which the candidate's individual oral commentary is based.

	WORK	AUTHOR	
1	<u>HAMLET</u>	<u>SHAKESPEARE</u>	<input checked="" type="checkbox"/>
2	<u>SELECTED POEMS</u>	<u>BRUTUS / KEATS / FROST</u>	<input type="checkbox"/>
3	<u>ARROW OF GOD</u>	<u>CHINUA ACHEBE</u>	<input type="checkbox"/>
4	<u>RUNNING IN THE FAMILY</u>	<u>MICHAEL ONDAATJE</u>	<input type="checkbox"/>

Part 4: works studied (4 at higher level, 3 at standard level)

Tick/check (✓) the particular work(s) on which the candidate's individual oral presentation is based.

	WORK	AUTHOR	
1	<u>THE TRIAL OF MALLAM ILYA</u>	<u>MOHAMMED BEN ABDALLAH</u>	<input type="checkbox"/>
2	<u>THE CRUCIBLE</u>	<u>ARTHUR MILLER</u>	<input checked="" type="checkbox"/>
3	<u>A MAN FOR ALL SEASONS</u>	<u>ROBERT BOLT</u>	<input checked="" type="checkbox"/>
4(WL)	<u>AN ENEMY OF THE PEOPLE</u>	<u>HENRIK IBSEN</u>	<input type="checkbox"/>

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:N. E. Hughes..... Date:20 January 2009.....

Teacher declaration: To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of teacher:A. N Other..... Date: ...20..January 2009.....

International Baccalaureate

1/IARF (reverse)

School name:.....**CARDIFF . AMERICAN . SCHOOL**.....

Subject: **ENGLISH** A1 Level: **HIGHER**

Candidate name: **NICKOLA ELIZABETH HUGHES**

Candidate session number:

0	0	0	0	0	1	0	3	7
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Teacher's comments	Individual oral presentation																														
<p>VERY GOOD KNOWLEDGE AND UNDERSTANDING OF WORKS. CONVINCING INTERPRETATION OF AND PERSONAL ENGAGEMENT WITH ISSUES. MORE COULD HAVE BEEN DONE TOWARDS AN EFFECTIVE PRESENTATION THOUGH.</p> <p>Teacher's name:A. N. OTHER.....</p> <p>Signature:A. N. Other.....</p> <p>Date:15.03.09.....</p>	<table style="width: 100%; text-align: center;"> <tr> <td>Teacher</td> <td>A 0-5</td> <td>B 0-</td> <td>C 0-</td> <td>D 0-</td> </tr> <tr> <td></td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">4</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">9</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">6</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">5</td> </tr> </table>	Teacher	A 0-5	B 0-	C 0-	D 0-		4	9	6	5																				
Teacher	A 0-5	B 0-	C 0-	D 0-																											
	4	9	6	5																											
Teacher's comments	Individual oral commentary																														
<p>EXCELLENT USE OF LANGUAGE AND EFFECTIVE PRESENTATION HAVE ENHANCED COMMENDABLE UNDERSTANDING, KNOWLEDGE AND INTERPRETATION OF THE EXTRACT. A GOOD COMMENTARY.</p> <p>Teacher's name:A. N. OTHER.....</p> <p>Signature:A. N. Other.....</p> <p>Date:20.01.09.....</p>	<table style="width: 100%; text-align: center;"> <tr> <td>Teacher</td> <td>A 0-5</td> <td>B 0-</td> <td>C 0-</td> <td>D 0-</td> </tr> <tr> <td></td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">4</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">7</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">8</td> <td style="border: 1px solid black; width: 40px; height: 30px; line-height: 30px;">5</td> </tr> <tr> <td>Moderator</td> <td>A 0-5</td> <td>B 0-</td> <td>C 0-</td> <td>D 0-</td> </tr> <tr> <td></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> <tr> <td>Senior moderator</td> <td>A 0-5</td> <td>B 0-</td> <td>C 0-</td> <td>D 0-</td> </tr> <tr> <td></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> <td style="border: 1px solid black; width: 40px; height: 30px;"></td> </tr> </table>	Teacher	A 0-5	B 0-	C 0-	D 0-		4	7	8	5	Moderator	A 0-5	B 0-	C 0-	D 0-						Senior moderator	A 0-5	B 0-	C 0-	D 0-					
Teacher	A 0-5	B 0-	C 0-	D 0-																											
	4	7	8	5																											
Moderator	A 0-5	B 0-	C 0-	D 0-																											
Senior moderator	A 0-5	B 0-	C 0-	D 0-																											

School supported self-taught candidates—choice of authors and works: language A1 SL

Submit to: **IB Cardiff** Arrival date: **7 October / 7 April** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form. Use this form for languages with non-Roman script. For all other languages submit the information on IBIS.
- Complete one copy of this form for each language A1 SL for which you will be registering school supported self-taught candidates. Where more than one candidate is studying the same self-taught language in a school, all the candidates taking that language must study the same works.
- List all the school supported self-taught candidates studying the authors and works listed below.
- All choices must be taken from the prescribed book list/prescribed world literature list.
- This form must arrive at IB Cardiff by 7 October / 7 April, seven months before the written examinations.

Subject: _____ A1 Level: Standard

	Candidate name:	Session number:								
1	_____	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0						
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2	_____	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0						
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3	_____	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0						
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4	_____	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0						
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5	_____	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0						
0	0									

Part 2 works studied (detailed study) Please provide a list for poems and/or short stories.

Work in language A1

Author:		Accompanying list
Work:		Yes <input style="width: 50px;" type="checkbox"/>
Edition:		No <input style="width: 50px;" type="checkbox"/>

Work in language A1

Author:		Accompanying list
Work:		Yes <input style="width: 50px;" type="checkbox"/>
Edition:		No <input style="width: 50px;" type="checkbox"/>

International Baccalaureate

1/A1ST (reverse)

School name:

Subject:A1

Part 4 works *Please provide a list for poems and/or short stories.*

Work in language A1

Author:

Work:

Edition:

Accompanying list

Yes ☐

No ☐

Work in language A1

Author:

Work:

Edition:

Accompanying list

Yes ☐

No ☐

World literature work

Author:

Work:

Edition:

Accompanying list

Yes ☐

No ☐

To be completed by coordinator/teacher

Name:

Position:

Signature:

Date:

2a Language A2

2a.1 Publications

The information given in this section of the handbook must be read in conjunction with the following publications for language A2.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Language A2 guide</i>	February 2002

2a.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit written tasks with coversheets	Examiner	15 March 2009/ 15 September 2009	Candidate checklist 2/WTRF
Submit predicted grades and marks for internal assessment	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit internal assessment sample recordings	Moderator	20 April 2009/ 20 October 2009	Form 2/IA

2a.3 Availability of languages A2

Lists of languages A2 offered by the IB can be found in section A. The list of languages on offer will be reviewed periodically.

2a.4 Written tasks

2a.4.1 Language requirements

The written tasks must be written in the language A2 being studied. If referring to a text written in a language other than the language A2, the candidate must translate into the language A2 any quotations for inclusion in the task. If the candidate wishes, the original version of the quotation may be included as a footnote, but must not be included in the word count.

2a.4.2 Retake candidates

Candidates retaking a language A2 may carry forward their mark for the written tasks from a previous examination session.

2a.4.3 Teacher supervision

The written tasks must be the independent work of candidates. Although the teacher should not assign written tasks to candidates, he/she should help them choose sufficiently focused tasks. When choosing particular aspects of the course, consideration should be given to the content and style of the written tasks.

Candidates should define the purpose of their task and choose the type of text that best suits their objectives. Having established the purpose and the type of text, candidates should then consider the appropriate register and style.

The teacher may make general comments about the first draft of each task, but must neither mark nor write comments on the drafts themselves. After making general comments about the first draft, the teacher should not provide any further assistance.

If a candidate chooses not to complete a proposed task and to begin a new one, the teacher should provide guidance for the new task in the same manner as in the former one; the teacher should encourage the candidate to choose an appropriate type of text, and should make general comments on the first draft.

If there is doubt about the authenticity of a candidate's work, the teacher should discuss with the candidate the content of each task. It should be made clear to candidates that they will be required to sign a declaration when submitting the written tasks to confirm that each task is their own work and is the final version of that work. In addition, candidates must be made aware that their teacher must also sign a declaration that to the best of his/her knowledge, the tasks are the authentic work of the candidate.

2a.4.4 Procedures

A coversheet for the written tasks is available on IBIS in portable document format (PDF). A copy must be downloaded and copied in sufficient quantity for the following May/November session.

On a date determined by the teacher and coordinator, each candidate must complete the following documents:

- a written tasks coversheet (ensure that both sides have been completed)
- two written tasks rationale forms (a form must precede each of the two tasks).

Send these documents to the appropriate examiner indicated on the examiner notification, to arrive no later than **15 March/15 September**. Retain a copy of all of these documents.

2a.5 Internal assessment

The internal assessment of candidates' oral work is a requirement for all languages A2. Thirty percent of the total mark is allocated to internal assessment. This component for higher level and standard level consists of two oral activities: the individual oral and the interactive oral activity. The teacher assesses both activities. The individual oral and the interactive oral activity may take place at any time during the course. The IB uses the individual oral to moderate the marks awarded by the teacher for internal assessment. The mark for internal assessment submitted to IB Cardiff must be based on these two activities.

2a.5.1 Use of descriptors and record forms during the course

In the *Language A2 guide* the IB publishes criteria for the assessment of candidates' oral work. Levels of achievement with descriptors are given for each criterion. The descriptors for each criterion should be used to assess the performance of each candidate throughout the course. Use [Form 2/RFA2](#) to record the interactive oral activities.

2a.5.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities (the compulsory individual oral and the interactive oral activity).

How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises 30% of the total mark for language A2. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by 2 to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

Example:

Selected interactive oral activity (30 maximum)		19	
Compulsory individual oral (30 maximum)	+	23	
Addition of the two marks (60 maximum)	=	42	÷2
Average (30 maximum) Final assessment mark	=	21	

Example A: Student X

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 6 + 8 = 21$
 Selected interactive oral activity (30 max): $8 + 9 + 8 = 25$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$21 + 25 = 46$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$46 \div 2 = 23$$

Step 4: Enter the final mark of 23 on IBIS.

Example B: Student Y

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 7 + 8 = 22$
 Selected interactive oral activity (30 max): $8 + 9 + 10 = 27$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$22 + 27 = 49$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$49 \div 2 = 24.5$$

(round up 0.5 to the next integer, in this case, 25)

Step 4: Enter the final mark of 25 on IBIS.

2a.6 Individual oral

To prepare for the audio recording of each candidate's individual oral, it is essential to read section H8 on audio recordings.

2a.6.1 Format and length of the assessment

The individual oral is based on a text or extract studied as part of the language A2 course.

Format of assessment	Preparation time (minutes)	Assessment time (minutes)
Individual oral	20	15

2a.6.2 Teacher preparation for the individual oral

The teacher is entirely responsible for the choice of extracts and guiding questions. Candidates are not allowed to choose the works/texts/topics on which they will be questioned.

The texts or extracts for the individual oral must be selected from at least two literary works or at least two topics from the cultural options. Students can be told in advance the two literary works or the two topics on which the individual oral will be based. However, they must not know the text or extract that will be used. For example, candidates can be told in advance that the individual oral will be based on the two works, *1984* and *Of Mice and Men*, but must not be told which extracts will be used. Similarly, if the individual oral is based on the cultural options, they can be told that the individual oral will be based on, for example, bilingualism and advertising. However, they must not be told which texts will be used (for instance, a particular article from *The Guardian* newspaper and a particular advertisement from *Time* magazine).

When assessing candidates on the same day, or within a short period of time, any repetition of texts must be at random to ensure variety and to ensure that candidates cannot determine the content of the assessment.

Number of candidates	Number of different extracts
1–5	1 per candidate
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

2a.6.3 Conduct of the individual oral

The individual oral must be conducted in the language that is being assessed.

The recordings

Refer to section H8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, record all candidates: you may be asked to send additional samples at a later date.

Practical arrangements

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper (provided by the school) into the preparation room. Any notes made during the preparation period may be taken into the examination room and used during the oral examination.

Before the candidate's preparation period

- Give the candidate a copy of the text or extract for commentary/analysis.
- Give the candidate a copy of the guiding questions.

During the preparation period

- The candidate must prepare the individual oral under supervision.
- The candidate may make notes for reference, but must not read them as a prepared speech.

During the individual oral

- Ask the candidate to give his/her prepared commentary/analysis.
- Do not attempt to rearrange or interrupt the candidate's prepared commentary/analysis.
- Once the commentary/analysis is finished, engage the candidate in a discussion about the text or extract.
- Bring the discussion to a close at the end of the allotted time.

2a.6.4 Role of the teacher during the individual oral

- During the candidate's commentary/analysis, act as no more than a sympathetic listener.
- In the subsequent discussion, do not limit yourself to a question and answer format. In other words, try to generate an authentic discussion.

2a.6.5 Samples for moderation

The moderation of the internal assessment by the teacher is based on recordings of one activity: the individual oral. Samples of the interactive oral activity are not required.

The samples of the individual oral must be those identified by IBIS. Complete a [Form 2/IA](#) for each of the sample candidates.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of [Form 2/IA](#) for each of the sample recordings
- the texts or extracts and guiding questions used for each sample recording.

2a.7 Interactive oral activity

The guidelines for the interactive oral activity are different from those of the individual oral. All language A2 candidates are required to take part in a minimum of three oral activities that enable appropriate assessment of their listening and speaking skills. The mark for one of these interactive oral activities (normally the best one) will be included as 50% of the candidate's internal assessment mark. Teachers should use the language A2 [Form 2/RFA2](#). The purpose of this form is to keep a written record of the three assessed interactive oral activities for each candidate. The form should include the following information:

- the types of activities
- areas of the course of study assessed
- the achievement levels (for each criterion) for each assessed activity
- comments on the candidate's performance.

Written tasks rationale form: Language A2Submit to: **Examiner**Arrival date: **15 Mar / 15 Sep**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each task.
- Complete this form in the target language.
- The rationale will not be included in the word count.
- To complete this form, refer to the assessment details for written tasks in the Language A2 guide.

Subject:

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Option to which the task is linked. *If literary option, the text title(s) should be included (for example, George Orwell, 1984). If cultural option, the topic should be included (for example, propaganda).*

Title (if appropriate):

Area of communication and type of text:

Subject:

Purpose:

Audience:

Context (where appropriate):

Turn over

School name:

In the space below provide the following information:

- your objectives and how you have attempted to achieve them
- specific examples showing how this was done
- comments on how the task demonstrates an understanding of the cultural or literary option on which it is based.

Internal assessment record form: Language A2Submit to: **See below**Arrival date: **See below**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- *Write legibly in black ink.*
- *Complete one copy of this form for each candidate.*
- *Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.*
- *Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.*

Subject: _____ A2/B/ab initio*
Circle as appropriate*

Level: HL/SL *

Candidate name: _____

Candidate session number:

0	0								
---	---	--	--	--	--	--	--	--	--

Teacher's name:

Date:

Signature:

School name:

Subject:

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment	
1	Month/Year			Teacher: _____	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
2	Month/Year			Teacher: _____	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
3	Month/Year			Teacher: _____	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
IA score	Month/Year	Selected interactive oral activity (from one of the above)		Teacher: _____	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	Total
	Month/Year	Individual oral		Teacher: _____	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	Total
=	Final Assessment	Comments:			Total interactive oral + Total individual oral ÷ 2 =	Total

Internal assessment record form: Language A2

Submit to: See below

Arrival date: See below

Session: **MAY 2009**...

School number:

0	0	0	0	0	1
---	---	---	---	---	---

School name: ...**CARDIFF INTERNATIONAL SCHOOL**.....

- Write legibly in black ink.
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: **English**
Circle as appropriate*

A2/B/ab initio*

Level: HL/SL*

Candidate name: **Marta Banderas**

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

Teacher's name:**ANDREA BOWEN**.....Date: .. **18 February 2009**..Signature:*Andrea Bowen*.....

International Baccalaureate

2/RFA2 (reverse)

School name: ..CARDIFF..INTERNATIONAL..SCHOOL.....

Subject: English A2

Level: Standard

Candidate name: Marta Banderas

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment			
1	Month/Year <u>April</u> <u>2008</u>	ROLE PLAY (TV presenter interviewing individuals on links between British and American culture and the role of English as a world language)	—Language and culture option	Very good appreciation of language issues. The structure was coherent and effective. A high degree of accuracy and a convincing use of language appropriate to a televised interview. Teacher: <u>A. Bowen</u>	A <div>9</div>	B <div>9</div>	C <div>9</div>	
2	Month/Year <u>September</u> <u>2008</u>	GUEST SPEAKER FROM A LOCAL UNIVERSITY AND FOLLOW-UP DISCUSSION (Topic: effects of global warming)	—Global issues option	Good understanding of the speaker's topic. Very good appreciation of how the speaker presents her ideas. The language is fluent and the register is appropriate. Teacher: <u>A. Bowen</u>	A <div>9</div>	B <div>8</div>	C <div>9</div>	
3	Month/Year <u>January</u> <u>2009</u>	DIALOGUE (between Rodolpho and Catherine on emigrating to America)	—Literary option. Arthur Miller's <i>A View from the Bridge</i>	Good understanding of the characters and the themes of the play. The task is well organized and the language is appropriate to the context of the play. Teacher: <u>A. Bowen</u>	A <div>9</div>	B <div>9</div>	C <div>10</div>	
IA score	Month/Year <u>January</u> <u>2009</u>	Selected interactive oral activity (from one of the above) DIALOGUE	—As above.	As above. Teacher: <u>A. Bowen</u>	A <div>9</div>	B <div>9</div>	C <div>10</div>	Total <div>28</div>
	Month/Year <u>March</u> <u>2009</u>	Individual oral	—Language and culture option. Based on article in British newspaper. Topic: benefits of bilingual education.	Very good comments on the topic and the writer's style. Well able to structure the commentary. The discussion is fluent. Teacher: <u>A. Bowen</u>	A <div>10</div>	B <div>9</div>	C <div>9</div>	Total <div>28</div>
=	Final Assessment	Comments: MARTA IS ABLE TO DISCUSS COMPLEX ISSUES WITH CONFIDENCE. IN THE LAST YEAR SHE HAS GREATLY IMPROVED HER ABILITY TO STRUCTURE ORAL WORK. SHE KNOWS WELL THE VOCABULARY ASSOCIATED WITH PARTICULAR TOPICS. SHE ALSO KNOWS HOW TO USE THE REGISTER APPROPRIATE TO PARTICULAR SITUATIONS.			Total interactive oral + Total individual oral ÷ 2 =			Total <div>28</div>

2b Language B

2b.1 Publications

The information given in this section of the handbook must be read in conjunction with the following publications for language B.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Language B guide</i>	February 2002

2b.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment.	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit sample internal assessment recordings.	Moderator	20 April 2009/ 20 October 2009	Form 2/IA

2b.3 General information

Lists of languages B offered by the IB can be found in section A. The list of languages on offer will be reviewed periodically.

2b.4 Internal assessment

Language B internal assessment consists of oral work that comprises both listening and speaking. Of the total marks for a language B, 30% are allocated to the internal assessment. The assessment of oral work must take place during the final year of the course. The mark for the internal assessment submitted to IB Cardiff consists of two activities: an individual oral and an interactive oral activity. The IB uses the individual oral to moderate the marks awarded by the teacher for internal assessment. For this purpose, teachers are required to record the individual oral for each candidate. Teachers must also keep a written record of three of the interactive oral activities undertaken by each candidate. [Form 2/RFB](#) must be used for this purpose (see 2b.6).

2b.4.1 Use of descriptors and record forms

The *Language B guide* contains the criteria used for the assessment of candidates' oral work. These criteria apply to all languages B and must be used to assess the performance of each candidate against each criterion both for the individual oral and the interactive oral activity. Use [Form 2/RFB](#) to record the interactive oral activities.

2 b.4.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities (the compulsory individual oral and the interactive oral activity).

How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises thirty per cent (30%) of the total mark for language B. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by 2 to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

Example:

Selected interactive oral activity (30 maximum)		19
Compulsory individual oral (30 maximum)	+	23
Addition of the two marks (60 maximum)	=	42 ÷2
Average (30 maximum) Final assessment mark	=	21

Example A: Student X

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 6 + 8 = 21$
 Selected interactive oral activity (30 max): $8 + 9 + 8 = 25$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$21 + 25 = 46$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$46 \div 2 = 23$$

Step 4: Enter the final mark of 23 on IBIS.

Example B: Student Y

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 7 + 8 = 22$
 Selected interactive oral activity (30 max): $8 + 9 + 10 = 27$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$22 + 27 = 49$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$49 \div 2 = 24.5$$

(round up 0.5 to the next integer, in this case, 25)

Step 4: Enter the final mark of 25 on IBIS.

2b.5 Individual oral

To prepare for the audio recording of each candidate's individual oral, it is essential to read section H8 on audio recordings.

2b.5.1 Format and length of the assessment

The individual oral is approximately 10 minutes in length and consists of three sections.

Format of assessment	Preparation time	Assessment time
Part 1 Presentation by the candidate based on support material he or she has chosen	Prior to the day of the individual oral	3–4 minutes
Part 2 Follow-up questions and discussion with the teacher on issues arising from the presentation	No preparation time	3–4 minutes
Part 3 General discussion between the teacher and the candidate	No preparation time	3–4 minutes

2b.5.2 Conduct of the individual oral

The individual oral must be conducted in the language that is being assessed.

The recordings

Refer to section H8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, you must record all candidates: you may be asked to send additional samples at a later date.

Practical arrangements

- The candidate should choose his/her topic and prepare the presentation before the day of the assessment.
- No supervised preparation period will be necessary on the day itself.
- The candidate may take brief working notes into the individual oral; these should consist of no more than ten headings, and must not be read or memorized as a prepared speech.

During the oral

- Ask the candidate to give his/her prepared presentation based on the support material.
- Engage the candidate in a discussion about the chosen subject.
- Move on to a general discussion.
- Bring the oral to a close at the end of the allotted time.

2b.5.3 Role of the teacher during the individual oral

- During the candidate's presentation act as no more than a sympathetic listener.
- In the subsequent discussion, do not limit yourself to a question and answer format, but try to generate an authentic discussion.
- For further information, see the *Language B guide*.

2b.5.4 Samples for moderation

The moderation of the internal assessment by the teacher is based on recordings of one activity: the individual oral. Samples of the interactive oral activities will not be required.

The samples of the individual oral submitted for moderation must be those identified by IBIS. Complete a [Form 2/IA](#) for each of the sample candidates.

The inclusion of support material with the samples is not compulsory—given the nature of the support material, this might be impractical in some cases. Teachers must indicate on the [Form 2/IA](#) for each sample recording whether the support material has been included.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of [Form 2/IA](#) for each of the sample recordings
- a copy of the support material used for each sample recording (in the cases where this support material will be attached to the sample).

2b.6 Interactive oral activity

The guidelines for the interactive oral activity are different from those of the individual oral. All language B candidates are required to take part in a minimum of three oral activities that enable appropriate assessment of their listening and speaking skills. The mark of one of these interactive oral activities (normally the best one) will be included as 50% of the candidate's internal assessment mark. Teachers should use [Form 2/RFB](#) to keep a written record of the three assessed interactive oral activities for each candidate.

To ensure the assessment of listening skills, at least one of the three interactive oral activities recorded on [Form 2/RFB](#) must be an oral response to a listening stimulus such as a film, a speech, a radio broadcast, an interview, a taped extract or a song.

Internal assessment record form: Language BSubmit to: **See below**Arrival date: **See below**

Session:

School number:

0	0				
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School name:

-
- *Write legibly in black ink.*
 - *Complete one copy of this form for each candidate.*
 - *Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.*
 - *Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.*

Subject: _____ A2/B/*ab initio**

Level: HL/SL*

*Circle as appropriate**

Candidate name: _____

Candidate session number:

0	0						
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Teacher's name:

Date:

Signature:

School name:

Subject:

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment	
1	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3	Month/Year			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
IA score	Month/Year	Selected interactive oral activity (from one of the above)		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total <input type="checkbox"/>
	Month/Year	Individual oral		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Total <input type="checkbox"/>
=	Final Assessment	Comments:			Total interactive oral + Total individual oral ÷ 2 =	Total <input type="checkbox"/>

Internal assessment record form: Language B

Submit to: See below

Arrival date: See below

Session: ..MAY 2009..

School number:

0	0	0	0	0	1
---	---	---	---	---	---

School name: ...CARDIFF..INTERNATIONAL...SCHOOL.....

- Write legibly in black ink.
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: English
Circle as appropriate*

AL/B/ab initio*

Level: HL/SL*

Candidate name: Miguel Sanz

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

:

Teacher's name:ANDREA NON.....

Date: 8 February 2009..

Signature:A. Non.....

International Baccalaureate

2/RFB (reverse)

School name: CARDIFF INTERNATIONAL SCHOOL

Subject: English B

Level: Higher

Candidate name: Miguel Sanz

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment			
1	Month/Year <u>March</u> <u>2008</u>	PANEL OF EXPERTS	—euthanasia in the UK	Language mostly correct but at a fairly basic level. Some initiative taken in the discussion – contributions relevant and spontaneous with a good attempt to use language appropriate to a doctor. Teacher: <u>A. Non</u>	A 5	B 8	C 7	
	Month/Year <u>November</u> <u>2008</u>	ROLE PLAY (between Scott Fitzgerald and a candidate)	—The Great Gatsby	Quite accurate and mostly fluent. A convincing Fitzgerald with interesting and relevant contributions and some good detail and complex ideas. Teacher: <u>A. Non</u>	A 7	B 8	C 8	
	Month/Year <u>February</u> <u>2009</u>	VIDEO followed by paired debate. (listening task)	—the space programme in the U.S.	Opinions shared were mostly simple though relevant, showing adequate understanding of the video. The debate flowed coherently with some spontaneity. Teacher: <u>A. Non</u>	A 6	B 7	C 7	
IA score	Month/Year <u>November</u> <u>2008</u>	Selected interactive oral activity (from one of the above) ROLE PLAY	—As above.	As above. Teacher: <u>A. Non</u>	A 7	B 8	C 8	Total 23
	Month/Year <u>March</u> <u>2009</u>	Individual oral	—American culture and The Simpsons (based on article in The Times).	Presentation well structured with some interesting details. Fairly lively interaction when language was not too complex. Adequate language use. Teacher: <u>A. Non</u>	A 6	B 8	C 8	Total 22
=	Final Assessment	Comments: Miguel has made some improvement in language use though he still has trouble with grammar when under pressure. His listening skills are sound when the subject is not too complex and he is active and often spontaneous in interactive situations.			Total interactive oral + Total individual oral ÷ 2 =			Total 23

2c Language *ab initio*

2c.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Language ab initio* guide.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Language ab initio</i> guide	February 2002
<i>Ab initio</i> language-specific syllabuses	April 2002–November 2002

2c.2 Summary of latest arrival dates: May and November 2009 sessions

Action	Session	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment.	May 2009/ November 2009	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit sample internal assessment recordings.	May 2009/ November 2009	Moderator	20 April 2009/ 20 October 2009	Form 2/IA

2c.3 General information

The list of languages *ab initio* offered by the IB can be found in section A. 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.

2c.4 Internal assessment

The internal assessment of candidates' oral work by the teacher constitutes 30% of the total mark of a language *ab initio*. This internal assessment mark is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one). The final internal assessment mark submitted to IB Cardiff using IBIS is the average of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

At least one of the three interactive oral activities recorded on [Form 2/RFAI](#) must be a response to a listening stimulus such as a film, a speech, a radio broadcast, an interview, a taped extract or a song. This task, however, does not have to be the selected interactive activity.

The individual oral and the interactive oral activities are assessed using the same criteria, hence the mark the teacher awards for the individual oral can be used to verify his/her overall assessment of a candidate's oral work. Moderation of the individual oral is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by IB Cardiff. The candidates whose work is to make up the sample will be indicated on IBIS.

2c.4.1 Use of descriptors and record forms during the course

Candidates' oral work is internally assessed according to the three assessment criteria (language, communication skills and interaction) on pages 44–46 of the *Language ab initio guide*. Levels of achievement with detailed descriptors are given for each criterion.

Teachers should use the [Form 2/RFAI](#) to keep a written record of the three assessed interactive oral activities and the mark for the individual oral for each candidate. This form is for school use only and is not to be sent either to IB Cardiff or the moderator. The record for each candidate should include:

- the types of activities
- areas of the course of study assessed
- the achievement levels (for each criterion) for each assessed activity
- comments on the candidate's performance.

2c.4.2 Final assessment

The final assessment mark submitted to IB Cardiff using IBIS must be the average (arithmetic mean) of the marks for the two internal assessment activities: the compulsory individual oral and the interactive oral activity.

How to calculate the final assessment score for the internal assessment

The internal assessment of candidates' oral work by the teacher comprises 30% of the total mark for language *ab initio*. This internal assessment score is derived from two marks: the mark for the compulsory individual oral and the mark for one of the three mandatory interactive oral activities (normally the best one).

The final internal assessment score submitted to IB Cardiff via IBIS is the average (arithmetic mean) of the marks awarded for these two internal assessment activities (the compulsory individual oral and the selected interactive oral activity).

The teacher adds up the total marks for the two activities and then divides by 2 to obtain a final mark (between 0 and 30).

The teacher submits via IBIS the final mark for each candidate. The teacher must use whole numbers, not decimals, fractions or estimates. Any half marks should be rounded up to the next integer.

Example:

Selected interactive oral activity (30 maximum)		19	
Compulsory individual oral (30 maximum)	+	23	
Addition of the two marks (60 maximum)	=	42	÷2
Average (30 maximum) Final assessment mark	=	21	

Example A: Student X

	Criterion A	Criterion B	Criterion C
Individual oral	7	6	8
Interactive oral activity	8	9	8

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 6 + 8 = 21$

Selected interactive oral activity (30 max): $8 + 9 + 8 = 25$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$21 + 25 = 46$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$46 \div 2 = 23$$

Step 4: Enter the final mark of 23 on IBIS.

Example B: Student Y

	Criterion A	Criterion B	Criterion C
Individual oral	7	7	8
Interactive oral activity	8	9	10

Step 1: Add up the total marks for each of the two internal assessment activities (30 max for each activity).

Compulsory individual oral (30 max): $7 + 7 + 8 = 22$

Selected interactive oral activity (30 max): $8 + 9 + 10 = 27$

Step 2: Add up the total marks of the two activities to obtain a mark out of 60 (60 max for the two activities).

$$22 + 27 = 49$$

Step 3: Divide this mark out of 60 by 2 to obtain a final mark (between 0 and 30).

$$49 \div 2 = 24.5$$

(round up 0.5 to the next integer, in this case, 25)

Step 4: Enter the final mark of 25 on IBIS.

2c.5 Individual oral

In order to prepare for the audio recording of each candidate's individual oral, it is essential to read section H8 on audio recordings.

2c.5.1 Format and length of the assessment

The individual oral is approximately 10 minutes long, with 10 minutes preparation time immediately before the assessment. Teachers must endeavour to engage candidates in discussion: it is essential that all recordings contain evidence of interaction. The individual oral consists of two parts, each of which should be approximately five minutes in length, depending on the flow of the conversation. Both parts of this oral assessment must be covered.

Format of assessment	Preparation time	Assessment time
Part 1 Candidates select a previously unseen visual stimulus linked to one of the topics in the core syllabus then prepare and deliver a presentation based on the stimulus. Candidates will be expected to answer questions on the stimulus and issues arising from it after their presentation.	10 minutes	Approximately 5 minutes: <ul style="list-style-type: none">• presentation 2–3 minutes• follow up questions 2 minutes.
Part 2 General conversation between the teacher and the candidate covering a variety of themes related to further <i>ab initio</i> topics from the core syllabus.	Not prepared	Approximately 5 minutes

2c.5.2 Teacher preparation for the individual oral

The teacher is responsible for the selection of the visual stimuli (two per candidate). The teacher should take care to choose stimuli that are relevant to the topics prescribed in the core syllabus and that are culturally related to the language. He/she should use as wide a range of visual stimuli as possible. The visual stimuli should be reviewed each year so that they remain up to date and unknown to the candidates. The visual stimuli pack issued in 1996 should therefore no longer be used. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the stimuli that will be used. The candidate chooses one stimulus from a choice of two at the beginning of the ten minute preparation time.

When assessing several candidates on the same day, or within a few days, any repetition of the visual stimuli must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment, including the questions on the stimulus and issues arising from it.

The instructions regarding the ratio of candidates and visual stimuli are listed below:

Number of candidates	Number of different visual stimuli
1	2
2	3
3	4
4	5
5–10	6
11–15	7
16–20	8
21–25	9
26–30	10

2c.5.3 Conduct of the individual oral

The assessment must be conducted in the language that is being assessed.

The recordings

Refer to section H8 for general advice on audio recordings. Although you are required to send only five, eight or ten samples to a moderator for the purpose of moderation, it is necessary to record all candidates because you may be asked to send additional samples at a later date.

Practical arrangements

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Make arrangements for the supervision of candidates in this preparation room.

Candidates may take only rough paper provided by the school into the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination.

Before the candidate's preparation period

- For each candidate, choose two stimuli related to two different topics.
- Give the candidate a copy of the two different, previously unseen visual stimuli.
- The candidate chooses one stimulus.

During the preparation time (10 minutes)

- The candidate should prepare a short presentation on one of the visual stimuli.
- The candidate may make brief notes for reference but must not read them as a prepared speech. These notes should consist of no more than 10 headings.

During the oral

- Ask the candidate to give a prepared presentation on the visual stimulus chosen (2–3 minutes).
- Engage the candidate in a discussion about the visual stimulus (2 minutes).
- Move on to a general discussion on further *ab initio* topics from the core syllabus (5 minutes).
- Bring the oral to a close at the end of the allotted time.
- After the candidate has finished, enter the marks awarded on the record *Form 2/RFAL*.

2c.5.4 Role of the teacher during the individual oral

- During the candidate's presentation, act as no more than a sympathetic listener.
- In the subsequent conversation, do not limit yourself to a question and answer format. In other words, try to generate an authentic discussion.

For further information, see the *Language ab initio guide*, page 31.

2c.5.5 Samples for moderation

The moderation of the internal assessment is based on recordings of one activity: the individual oral. Samples of other oral activities will not be required.

The samples of the individual oral to be submitted for moderation must be those identified by IBIS.

Please take care to send in the correct form. Complete a *Form 2/IA* for each candidate. The *Form 2/RFAI* is for your own records and should be kept by the teacher/school.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the sample recordings of the individual oral
- one completed copy of [Form 2/IA](#) for each of the sample recordings
- copies of the visual stimuli used by the sample candidates.

The above should all be sent to the moderator appointed by IB Cardiff. Do not send the 2/RFAI record forms to IB Cardiff unless instructed to do so. Retain these forms until after the issue of results. It is advisable to keep a photocopy of all forms sent to the moderator.

Internal assessment record form: Language *ab initio*

Submit to: **See below**

Arrival date: **See below**

Session:

School number:

0	0				
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School name:

- Write legibly in black ink.
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: _____ A2/B/*ab initio**
Circle as appropriate*

Level: HL/SL*

Candidate name:

Candidate session number:

0	0								
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Teacher's name:

Date:

Signature:

International Baccalaureate

2/RFAI (reverse)

School name:

Subject:

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment	
1	Month/Year			Teacher:	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
2	Month/Year			Teacher:	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
3	Month/Year			Teacher:	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	
IA score	* Month/Year	Selected interactive oral activity (from one of the above)		Teacher:	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	Total <div></div>
	* Month/Year	Individual oral (recorded)	Visual stimulus: General conversation:	Teacher:	<div>A</div> <div>B</div> <div>C</div> <div></div> <div></div> <div></div>	Total <div></div>
=	Final Assessment	Comments:			Total interactive oral + Total individual oral÷ 2 =	Total <div></div>

Internal assessment record form: Language *ab initio*Submit to: **See below**Arrival date: **See below**Session: **..MAY 2009...**

School number:

0	0	0	0	0	1
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School name: **...CARDIFF..INTERNATIONAL...SCHOOL.....**

- Write legibly in black ink.
- Complete one copy of this form for each candidate.
- Do not send this form to IB Cardiff or to the moderator unless instructed to do so. Retain the forms until after the publication of results.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total.

Subject: **Spanish** A2/B *ab initio**

Circle as appropriate*

Level: HL/SL*

Candidate name: **DAVID BECK**

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

Teacher's name: **.....A. MAESTRO.....**Date: **....27 FEBRUARY 2009..**Signature: **.....A. Maestro.....**

International Baccalaureate

2/RFAI (reverse)

School name: CARDIFF INTERNATIONAL SCHOOL

Subject: SPANISH AB INITIO

Level: Standard

Candidate name: DAVID BECK

Candidate session number:

0	0	0	0	0	1	1	5	2
---	---	---	---	---	---	---	---	---

	Date	Interactive oral activities	Based on text/topic/theme	Additional comments & teacher's name	Assessment	
1	Month/Year <u>OCTOBER</u> <u>2008</u>	ROLE PLAY [UNPREPARED]	—LEISURE —VIDEO PROGRAMMES [INTERVIEWS OF YOUNG SPANISH PEOPLE]	Repeated grammatical errors. Responses generally relevant but very brief. Needs frequent prompting. Teacher: <u>A. MAESTRO</u>	A B C <div>4</div> <div>5</div> <div>4</div>	
2	Month/Year <u>DECEMBER</u> <u>2008</u>	CLASS PRESENTATION FOLLOWING AN EXCHANGE VISIT (PREPARED)	—LEISURE AND TRAVEL —INDIVIDUAL —FOOD AND DRINK	Uses basic grammatical structures well. Responses generally relevant. Difficulty communicating more complex ideas. Conversation flows most of the time although needs some prompting. Teacher: <u>A. MAESTRO</u>	A B C <div>6</div> <div>6</div> <div>7</div>	
3	Month/Year <u>JANUARY</u> <u>2009</u>	GROUP SURVEY	—THE INDIVIDUAL —SPECIAL OCCASIONS	Good pronunciation. Use of a limited range of vocabulary is effective. Majority of responses relevant. Conversation flows. Does not need prompting. Teacher: <u>A. MAESTRO</u>	A B C <div>9</div> <div>8</div> <div>9</div>	
IA score	Month/Year <u>DECEMBER</u> <u>2008</u>	Selected interactive oral activity (from one of the above) GROUP SURVEY	—THE INDIVIDUAL —SPECIAL OCCASIONS	As above. Teacher: <u>A. MAESTRO</u>	A B C <div>9</div> <div>8</div> <div>9</div>	Total <div>26</div>
	Month/Year <u>MARCH</u> <u>2009</u>	Individual oral (recorded)	Visual stimulus: ENVIRONMENT General conversation: EDUCATION, TRANSPORT	Use of limited range of vocabulary is good. Information generally relevant to visual stimulus. Some gaps though. Good use of register. Keeps flow of conversation going. Some personal input. Teacher: <u>A. MAESTRO</u>	A B C <div>7</div> <div>6</div> <div>9</div>	Total <div>22</div>
=	Final Assessment	Comments: Pronunciation much improved. Has acquired a wider vocabulary, especially in the latter part of the year. Appropriate use of register.			Total interactive oral + Total individual oral ÷ 2 =	Total <div>24</div>

Moderation of internal assessment: group 2

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly in black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total, which will be entered on the marksheet.
- Select samples as directed by IBIS.
- Attach to the CD/cassette for each candidate in the sample the corresponding copy of this form, the relevant text/extract and guiding questions, or support material or visual stimulus as appropriate. This form must be sent to the moderator allocated by IB Cardiff.
- Retain the remaining forms until after the publication of results. Do not send forms to IB Cardiff unless instructed to do so.

Subject: A2/B/*ab initio**

Level:

*Circle as appropriate.

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

The following are to be completed by the teacher:

- | | | |
|---|------------------------------|-----------------------------|
| • Language A2: A copy of the text or extract and the guiding questions is attached. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Language B: A copy of the support material is attached. <i>Not compulsory</i> . | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Language <i>ab initio</i> : A copy of the visual stimulus is attached. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Comments/marks have been provided on reverse. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:

Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

Date:

2/1A (reverse)

School name:

Subject: _____ A2/B/*ab initio** Level: _____

**Circle as appropriate*

Candidate name: _____

Candidate session number:

0	0							
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Teacher's comments	<p align="center">Individual oral</p> <table border="1"> <tr> <td></td><td align="center">A</td><td align="center">B</td><td align="center">C</td><td></td></tr> <tr> <td></td><td align="center">0–10</td><td align="center">0–10</td><td align="center">0–10</td><td align="center">Total</td></tr> <tr> <td>Teacher</td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td></tr> <tr> <td>Moderator</td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td></tr> <tr> <td>Senior moderator</td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td></tr> </table> <p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>		A	B	C			0–10	0–10	0–10	Total	Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	A	B	C																							
	0–10	0–10	0–10	Total																						
Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																						
Moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																						
Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																						
Teacher's comments	<p align="center">Interactive oral activity</p> <table border="1"> <tr> <td></td><td align="center">A</td><td align="center">B</td><td align="center">C</td><td></td></tr> <tr> <td></td><td align="center">0–10</td><td align="center">0–10</td><td align="center">0–10</td><td align="center">Total</td></tr> <tr> <td>Teacher</td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td><td align="center"><input type="text"/></td></tr> </table> <p>Activity:</p> <p>Rationale for marks awarded:</p> <p>Description of activity.....</p> <p>.....</p> <p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>		A	B	C			0–10	0–10	0–10	Total	Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>										
	A	B	C																							
	0–10	0–10	0–10	Total																						
Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>																						
<p>Final assessment</p> <p>Individual oral + interactive oral activity ÷ 2</p> <p>Total mark to be submitted to IB Cardiff <input type="text"/></p>																										

Moderation of internal assessment: group 2

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session: **MAY 2009.**

School number:

0	0	0	0	0	1
---	---	---	---	---	---

School name: ...**CARDIFF..AMERICAN...SCHOOL**.....

- Write legibly in black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.
- Ensure that the appropriate individual(s) sign and date the form when entering the final achievement levels and total, which will be entered on the marksheet.
- Select samples as directed by IBIS.
- Attach to the CD/cassette for each candidate in the sample the corresponding copy of this form, the relevant text/extract and guiding questions, or support material or visual stimulus as appropriate. This form must be sent to the moderator allocated by IB Cardiff.
- Retain the remaining forms until after the publication of results. Do not send forms to IB Cardiff unless instructed to do so.

Subject: **ENGLISH**

(A2/B/ab initio*)

Level: **HIGHER**

*Circle as appropriate.

Candidate name: **JULIE DUFOURT**

Candidate session number:

0	0	0	0	0	1	0	9	8
---	---	---	---	---	---	---	---	---

The following are to be completed by the teacher:

- | | | |
|---|---|-----------------------------|
| • Language A2: A copy of the text or extract and the guiding questions is attached. | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| • Language B: A copy of the support material is attached. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Language <i>ab initio</i> : A copy of the visual stimulus is attached. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Comments/marks have been provided on reverse. | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:**A. N. OTHER**.....

Date:**28.02.09**.....

Teacher's signature: ...**A. N. Other**.....

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:**Julie Dufourt**.....

Date:**28.02.09**.....

School name: ...CARDIFF..AMERICAN...SCHOOL.....

Subject: ENGLISHA2/B/ab initio* Level: HIGHER

*Circle as appropriate

Candidate name: JULIE DUFOURT

Candidate session number:

0 0 0 0 0 1 0 9 8

Teacher's comments	Individual oral																				
<p>A GOOD DEGREE OF CRITICAL THINKING IS SHOWN. THE COMMENTARY IS MOSTLY COHERENT. THE EXCHANGE FLOWS FREELY.</p>	<table border="1"> <thead> <tr> <th></th> <th>A 0-10</th> <th>B 0-10</th> <th>C 0-10</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td>7</td> <td>6</td> <td>9</td> <td>22</td> </tr> <tr> <td>Moderator</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Senior moderator</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Teacher's name.....A. N. OTHER.....</p> <p>Signature.....<i>A. N. Other</i>.....</p> <p>Date.....28.02.09.....</p>		A 0-10	B 0-10	C 0-10	Total	Teacher	7	6	9	22	Moderator					Senior moderator				
	A 0-10	B 0-10	C 0-10	Total																	
Teacher	7	6	9	22																	
Moderator																					
Senior moderator																					
Teacher's comments	Interactive oral activity																				
<p>Activity:</p> <p>DIALOGUE</p> <p>Rationale for marks awarded:</p> <p>IDEAS ARE RELEVANT AND FOCUSED. THE TASK IS WELL ORGANIZED. THE REGISTER IS CONSISTENTLY APPROPRIATE TO THE TASK.</p>	<table border="1"> <thead> <tr> <th></th> <th>A 0-10</th> <th>B 0-10</th> <th>C 0-10</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td>9</td> <td>8</td> <td>9</td> <td>26</td> </tr> </tbody> </table> <p>Description of activity...A DIALOGUE BETWEEN TWO CHARACTERS IN <u>ANIMAL FARM</u>....</p> <p>Teacher's nameA. N. OTHER.....</p> <p>Signature<i>A. N. Other</i>.....</p> <p>Date.....28.02.09.....</p>		A 0-10	B 0-10	C 0-10	Total	Teacher	9	8	9	26										
	A 0-10	B 0-10	C 0-10	Total																	
Teacher	9	8	9	26																	
<p align="center">Final assessment</p> <p align="center">Individual oral + interactive oral activity ÷ 2</p> <p align="center">Total mark to be submitted to IB Cardiff</p> <p align="center">24</p>																					

2d Classical languages

Classical languages may be offered as a group 2 subject.

2d.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Classical languages guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Classical languages guide</i>	February 2001

May and November 2010 examination sessions	
Title of publication	Date of issue
<i>Classical languages guide</i>	January 2008

2d.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit marks for internal assessment and predicted grades for higher level	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit predicted grades for standard level	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit higher level internal assessment sample work	Moderator	20 April 2009/ 20 October 2009	Form 2/IACL Form 2/CLCS

2d.3 Internal assessment

The internal assessment of candidates' work by the teacher is a requirement for Latin and classical Greek at higher level only. Of the total marks at higher level, 20% of the total mark is allocated to the internal assessment.

2d.3.1 Internal assessment requirements

Each higher level candidate is required to produce an in-depth individual study based on one of three options:

- option A: research dossier
- option B: oral presentation
- option C: Latin composition.

Further information regarding these three options can be found in the syllabus and assessment outline of the *Classical languages guide*. The *Classical languages guide* includes criteria for the assessment of the candidate's individual study. Each criterion has levels of achievement with descriptors.

2d.3.2 Samples for moderation

The samples should be chosen after making the final assessment. The samples chosen must be those identified by IBIS. After selecting the samples, complete a *Form 2/IACL*.

Give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- one completed copy of *Form 2/IACL*
- one completed coversheet 2/CLCS for each individual study
- the sample work of the five, eight or ten candidates entered on the *Form 2/IACL*.

If the candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms.

2d.4 Use of dictionaries in the examination

2d.4.1 Higher level and standard level paper 1

The use of a simple translating dictionary is allowed for candidates not working in their best language. In addition, a simple Latin or classical Greek dictionary (English or 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.

2d.4.2 Higher level and standard level paper 2

The use of a simple translating dictionary is allowed for candidates not working in their best language.

For example: the candidate's best language is Italian and the classical Greek SL paper 2 is written in English (and therefore the candidate's response language is English). The candidate is allowed a simple English/Italian dictionary.

2d.4.3 Latin and classical Greek dictionaries

Any simple Latin/classical Greek dictionary is allowed. Dictionaries with declensions and conjugations may be used at the discretion of the school.

Classical languages prescribed authors and topics— Latin

For examinations in May and November 2009

Higher level	Part 1	
Prescribed author:	Livy	
Higher level	Part 2	
Prescribed topics	In Latin	In translation
Roman epic	Virgil <i>Aeneid</i> 2, 1–566 and 589–633	Virgil <i>Aeneid</i> 1, 2 634–end, 4 and 6
Tacitus’ presentation of imperial policy	Tacitus <i>Annals</i> XV 18–23 and 32–74	Tacitus <i>Annals</i> XIII, XIV, XVI and remainder of XV
Cicero’s political speeches	Cicero <i>Pro Caelio</i> sections 1–50	Cicero <i>Pro Caelio</i> sections 51–end and <i>Pro Milone</i>
Love poetry	Horace <i>Odes</i> I.5, I.11, I.22, I.23, I.25, II.4, II.12, III.9, III.10, III.26 and IV.11 and Catullus <i>Poems</i> 2, 5, 7, 8, 45, 51, 62, 70, 72, 83, 85, 86, 87, 92 and 109 and Ovid <i>Amores</i> I.1, I.3, I.9, I.11, I.12 and III.15	Propertius Books 1, 2 and 3
Roman satire	Juvenal <i>Satires</i> 4, 5 and 11	Juvenal <i>Satires</i> 1 and 3 and Petronius <i>Satyricon</i> , “Cena Trimalchionis”

Standard level **Part 1**

Prescribed author: Ovid

Standard level **Part 2**

Prescribed topics	In Latin	In translation
Roman epic	Virgil <i>Aeneid</i> 2, 1–401	Virgil <i>Aeneid</i> 2, 402–end
Tacitus' presentation of imperial policy	Tacitus <i>Annals</i> XV chapters 38–65	Tacitus <i>Annals</i> XIV and remainder of XV
Cicero's political speeches	Cicero <i>Pro Caelio</i> sections 1–30	Cicero <i>Pro Caelio</i> sections 31–end
Love poetry	Horace <i>Odes</i> I.5, I.11, I.22, I.23, I.25, II.4, II.12, III.9, III.10, III.26 and IV.11 and Catullus <i>Poems</i> 2, 5, 7, 8, 45, 51, 62, 70, 72, 83, 85, 86, 87, 92 and 109	Ovid <i>Amores</i> I
Roman satire	Juvenal <i>Satires</i> 4 and 5	Juvenal <i>Satires</i> 1 and 11

Classical languages prescribed authors and topics— classical Greek

For examinations in May and November 2009

Higher level

Part 1

Prescribed author:

Xenophon

Higher level

Part 2

Prescribed topics

In Greek

In translation

The Homeric epic

Homer
Odyssey 21 and 22 1–380

Homer
Odyssey 1, 2 and 22 381–end
and
Iliad 22

Greek tragedy

Euripides
Medea 1–823

Euripides
Medea 824–end
and
Hecuba
and
Sophocles
Electra

Aristophanes' comedy

Aristophanes
Wasps 54–229 and 512–1008

Aristophanes
Wasps 1–53, 230–511 and 1009–end
and
Acharnians
and
Lysistrata

Herodotus and the
beginnings of history

Herodotus
Book 1 chapters 26–58, 71, 76,
79–80 and 84–92

Herodotus
Book 1 chapters 1–25, 59–70, 72–75,
77–78, 81–83 and 93–94
and
Thucydides
Book 7

Socrates portrayed by
Plato

Plato
Apology

Plato
Euthyphro
Crito
Phaedo

Standard level**Part 1****Prescribed author:**

Xenophon
(*Anabasis* and *Hellenica* only)

Standard level**Part 2****Prescribed topics****In Greek****In translation**

The Homeric epic

Homer
Odyssey 21 101–434

Homer
Odyssey 22 and 21, 1–100

Greek tragedy

Euripides
Medea 1–95, 214–409, 446–626
and 764–823

Euripides
Medea remainder of play

Aristophanes' comedy

Aristophanes
Wasps 54–229 and 750–1008

Aristophanes
Wasps remainder of play
and
Acharnians

Herodotus and the beginnings
of history

Herodotus
Book 1 chapters 28–54

Herodotus
Book 1 chapters 1–27

Socrates portrayed by his
contemporaries

Plato
Apology 17a1–28a1

Plato
Apology 28a2–end
Euthyphro
Phaedo 57a1–69e3, 114d5–end

Classical languages prescribed authors and genres— Latin

For examinations in May and November 2010

Higher level

Part 1 Study of the language

These are the prescribed authors to be used for classical languages part 1, study of the language. In Latin SL and HL paper 1, students choose an extract from **either** Ovid **or** Cicero

Prescribed author:

Ovid *Metamorphoses*

Cicero (speeches)

Higher level

Part 2

Genre study

Prescribed readings and genres

Latin genre

Elegiac and lyric poetry

Catullus: 1, 4, 7, 10, 12, 14, 40, 41, 42, 44, 46, 50, 58, 70, 75, 84, 87, 96, 109

Horace *Odes* 3: 1, 7, 9, 13, 15, 26, 29

Epic

Virgil *Aeneid* 6: 154–476, 679–901

Historiography

Livy 1: 1–8, 55–60

Letters

Pliny the Younger *Letters*: 1.6, 3.5, 3.14, 3.16, 4.13, 4.19, 5.19, 6.16, 8.16, 9.6, 9.23, 9.33, 10.96, 10.97

Satire

Juvenal: 1, 3, 16

Philosophy

Genre not offered

Standard level**Part 1 Study of the language**

These are the prescribed authors to be used for classical languages part 1, study of the language. In Latin SL and HL paper 1, students choose an extract from **either** Ovid **or** Cicero

Prescribed author:Ovid *Metamorphoses*

Cicero (speeches)

Standard level**Part 2****Genre study****Prescribed readings and genres****Latin genre**

Elegiac and lyric poetry

Catullus: 1, 4, 10, 12, 14, 42, 46, 70, 75, 87, 96, 109

Horace *Odes* 3: 1, 9, 15, 29

Epic

Virgil *Aeneid* 6: 154–476

Historiography

Livy 1: 1–8, 55–56.3

Letters

Pliny the Younger *Letters*: 3.5, 3.16, 4.19, 6.16, 9.33, 10.96, 10.97

Satire

Juvenal: 3

Philosophy

Genre not offered

Classical languages prescribed authors and genres— classical Greek

For examinations in May and November 2010

Higher level

Part 1 Study of the language

This is the prescribed author to be used for classical languages part 1, study of the language.

Prescribed author:

Xenophon

Higher level

Part 2

Genre study

Prescribed readings and genres

Greek genre

Epic

Homer *Iliad* 6

Historiography

Thucydides 2: 36–54

Tragedy

Sophocles *Oedipus the King*: 1–150, 216–462, 1047–1185

Comedy

Aristophanes *Frogs*: 1–208, 1201–1527

Philosophy

Plato *Crito*: Whole dialogue

Standard level **Part 1 Study of the language**

This is the prescribed author to be used for classical languages part 1, study of the language.

Prescribed author: Xenophon

Standard level **Part 2 Genre study**

Prescribed readings and genres

Greek genre

Epic	Homer <i>Iliad</i> : 6.12–358
Historiography	Thucydides 2: 36–46
Tragedy	Sophocles <i>Oedipus the King</i> : 1–57, 300–462, 1047–1185
Comedy	Aristophanes <i>Frogs</i> : 1–208, 1378–1527
Philosophy	Plato <i>Crito</i> : 43a1–45a5, 49a4–54e2

Internal assessment cover sheet: classical languages HL

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each piece of work submitted.

Subject: Level: Higher

Candidate name:

Candidate session number:

0	0						
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Title of work:

Option: Please tick as appropriate

A: Research dossier ☐ B: Oral presentation ☐ C: Latin composition ☐

Number of words (options A and C only):

Assessment criteria:		A 0-5	B 0-5	C 0-5	D 0-5	Total 0-20
<i>Please insert marks using whole numbers only:</i>	Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

General comments:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person.

Candidate's signature: Date:

Moderation of internal assessment: classical languages

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

• Write legibly using black ink and retain a copy of this form.

Subject:

Level: Higher

Details of candidates whose work is submitted: Copy from 2/CLCS forms.

If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates.

	Candidate session number	Candidate name	Assessment criteria													
			A 0-5	B 0-5	C 0-5	D 0-5	Total 0-20									
1	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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5	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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If the entry for this subject and level is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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7	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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8	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
0	0															

If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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10	<table border="1"><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
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I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name:

Date:

Teacher's signature:

3 Individuals and societies

3.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide for each subject.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>History guide</i>	February 2001
<i>History teacher support material</i>	March 2004
<i>Geography guide</i>	February 2005 (1st published 2001, corrected 2005)
<i>Geography HL teacher support material</i>	September 2004
<i>Geography SL teacher support material</i>	September 2004
<i>Economics guide</i>	February 2003
<i>Economics teacher support material</i>	November 2003
<i>Philosophy guide</i>	March 2007
<i>Philosophy teacher support material</i>	September 2007
<i>Philosophy specimen papers</i>	March 2007
<i>Psychology guide</i>	May 2004
<i>Psychology teacher support material</i>	August 2002
<i>Ethical Guidelines for Internal Assessment</i>	November 2001
<i>Social and cultural anthropology guide</i>	February 2000 (Reprinted June 2000, second edition March 2003)
<i>Social and cultural anthropology teacher support material</i>	August 2003
<i>Business and management guide</i>	March 2007
<i>Business and management teacher support material</i>	September 2007
<i>Business and management specimen papers</i>	September 2007
<i>Islamic history guide</i>	February 2001
<i>Islamic history teacher support material</i>	October 2003
<i>Information technology in a global society guide</i>	March 2006
<i>Information technology in a global society teacher support material</i>	November 2004

May and November 2010 examination sessions	
Title of publication	Date of issue
<i>Social and cultural anthropology guide</i>	February 2008
<i>Social and cultural anthropology teacher support material</i>	September 2008
<i>Social and cultural anthropology specimen papers</i>	September 2008
<i>History guide</i>	March 2008
<i>History teacher support material</i>	November 2008
<i>History specimen papers</i>	September 2008

3.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/forms
Submit predicted grades and marks for internal assessment	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit sample internal assessment work	Moderator	20 April 2009/ 20 October 2009	Form 3/IA Form 3/CS

3.3 Business and management HL and SL: case study

In November, IB Cardiff will make available to schools a copy of the case study for higher level and standard level paper 1 for use in the written examinations the following year. For example, in November 2008, schools will be able to access the case study to be used in the May and November 2009 examinations. An online copy of the case study will be posted on the online curriculum centre and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 1 examination.

3.4 Information technology in a global society HL: case study

In May, IB Cardiff will make available to schools a copy of the case study for higher level paper 3 for use in the written examinations the following year. For example, in May 2008 schools will be able to access the case study to be used in the May and November 2009 examinations. An online copy of the case study will be posted on the online curriculum centre and IBIS. Schools are responsible for providing candidates with a clean copy of the case study in the paper 3 examination.

3.5 Internal assessment

Internal assessment, based on work completed by candidates during the course, is a requirement for all group 3 subjects at both higher level and standard level. The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

3.5.1 Samples for moderation

The samples for moderation must be those identified by IBIS. Complete one [Form 3/IA](#) for the complete sample. For each sample candidate also complete a coversheet ([Form 3/CS](#)). If the candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms. The work submitted must be securely bound together. Do not use plastic pockets and ring binder files.

If the work of any of the sample candidates is "atypical", this should be noted on the *Form 3/IA* and the work of another candidate, with a similar score, added to the sample.

For geography, do not submit soil or vegetation specimens.

Give to the coordinator, by any internal school deadlines:

- candidates' predicted grades and marks for internal assessment
- one completed copy of [Form 3/IA](#)
- the coversheet [Form 3/CS](#) for each sample candidate
- the work of the sample candidates.

3.5.2 Internal assessment requirements

The following table summarizes the nature of the work that is required for each group 3 subject.

Subject and level	Nature of work
History HL and SL A historical investigation of 1500–2000 words	Written assignment
Geography HL One fieldwork report of 2500 words based on a theme in the syllabus Geography SL One piece of coursework of 1500 words selected from either a fieldwork exercise or a research assignment based on a theme in the syllabus	Fieldwork Coursework
Economics HL and SL Portfolio of four commentaries of 650–750 words each	Portfolio
Philosophy HL and SL A philosophical analysis of non-philosophical material of 1600–2000 words	Coursework
Psychology HL An experimental study of 1500–2000 words Psychology SL An experimental study of 1000–1500 words	Experimental study Experimental study
Social and cultural anthropology HL One field research report of 2000 words Social and cultural anthropology SL Two activities: A one-hour observation followed by a written report of 500–600 words A critique (criticism and analysis) of the initial report of 600–700 words	Field research Observation and criticism exercise

Business and management HL A research project (maximum of 2000 words) composed of a research proposal and action plan, and a report that addresses an issue facing an organization, or analyses a decision to be made by an organization Business and management SL A written commentary (maximum of 1500 words) based on three to five supporting documents about a real issue or problem facing a particular organization	Research project Commentary
Islamic history HL and SL A historical study, relating the past to the present, of 1200–1500 words.	Historical study
Information technology in a global society HL Portfolio: three pieces of written work, each of 800–1000 words that address different categories of social issues in information technology. Portfolio extension: a report of 800–1000 words on an interview that investigates an issue raised in one of the portfolio pieces. Information technology in a global society SL Project: a product, a report of 2000–2500 words and a log book that records the development of the product.	Portfolio Extension Project

3.6 Psychology—ethical guidelines for internal assessment

The IB acknowledges that individual cultures have different interpretations of how ethical issues should be resolved in relation to experimental study. Based on feedback from examiners, both teachers and candidates need clear guidelines when they are considering possible topics for experimental study.

The following guidelines should be applied to all experimental studies.

- Any experimental study that creates anxiety, stress, pain or discomfort for participants must not be permitted.
- Any experimental study that involves unjustified deception, involuntary participation or invasion of privacy, including the inappropriate use of information technology (IT), email and the Internet, must be avoided. There may be rare occasions when such infringements cannot be avoided, in which case the approval of other experienced psychologists should be sought before proceeding. (See the online curriculum centre for further guidance.)
- All participants must be informed before commencing the experimental study that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and must be shown the results of the research.
- Experimental studies involving children need the written consent of parent(s) or guardian(s). Candidates must ensure that parents are fully informed about the implications for children who take part in such research. Where an experimental study is conducted with children in a school, the written consent of the teacher(s) concerned must also be obtained.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- Teachers and candidates must exercise the greatest sensitivity to local and international cultures.

- Candidates must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of an experimental study, the investigation must finish immediately, and the participant must be allowed to withdraw.
- Non-human animals must not be used for experimental study.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Candidates must regard it as their duty to monitor the ways in which their peers conduct research, and to encourage public re-evaluation of any research that contravenes these guidelines.
- Experimental studies that are conducted online, using IT methods, are subject to the same guidelines. Any data collected online must be deleted once the research is complete. Such data must not be used for any purpose other than the conduct of the experimental study.

Internal assessment: group 3

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Select the samples identified by IBIS and include one completed copy of this form with the sample of work for each group 3 subject submitted by your school

Subject: _____ Level(s): _____

Details of candidates whose work is submitted:

Copy the details from 3/CS forms.

The marks listed below must be the same as the internal assessment marks entered on IBIS.

Candidate session number

Candidate name

Total

If the entry for this subject and level or combined levels is 1 to 20 candidates, the sample size is 5 candidates.

1	0 0										
2	0 0										
3	0 0										
4	0 0										
5	0 0										

If the entry for this subject and level or combined levels is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6	0 0										
7	0 0										
8	0 0										

If the entry for this subject and level or combined levels is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9	0 0										
10	0 0										

If group work has been undertaken please indicate the nature and extent of teacher direction and the proportion of group and individual work.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Teacher's name: Signature: Date:

Internal assessment: group 3 individual candidate cover sheet

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Attach one completed copy of this form to the work of each candidate represented in the sample.

Subject: _____ Level: _____

Candidate name: _____

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Title(s) and dates of work: (complete if appropriate)

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Teacher declaration

To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of teacher: Date:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Types of work undertaken (to be completed by teacher)

(for example, written assignment/essay/case study/fieldwork/portfolio/photography/video/computer)

Geography SL: note whether the one piece is *fieldwork* or a *research assignment* and to which theme it is linked.

Business and management SL: the issue or problem selected for the commentary must relate to the SL syllabus and refer directly to a single business organization (*Business and management guide, March 2007, page 52*).

Other relevant information (where appropriate)

Teacher support (where a candidate could not have completed the work without substantial support, please indicate)

School name:

Subject:

Level:

Candidate name:

Assessment criteria: Complete the boxes for the appropriate subject

	A	B	C	D	E	F	Total	
History HL and SL:	0–2	0–5	0–4	0–5	0–2	0–2	0–20	
Geography HL:	0–5	0–5	0–5	0–10	0–5		0–30	
Geography SL: (Note: Criterion B has two alternatives—fieldwork or research assignment)	0–5	0–5	0–5	0–10	0–5		0–30	
Economics HL and SL:	0–2	0–4	0–5	0–5	0–4		0–20	
	A	B	C	D			Total	
Philosophy HL and SL:	0–5	0–5	0–10	0–10			0–30	
	A	B	C	D	E	F	G	Total
Psychology HL:	0–5	0–2	0–2	0–2	0–4	0–8	0–2	0–25
Psychology SL:	0–2	0–2	0–2	0–2	0–4	0–6	0–2	0–20
Social and cultural anthropology HL:	0–2	0–5	0–3	0–5	0–3	0–2		0–20
Social and cultural anthropology SL:	0–4	0–4	0–4	0–4	0–4			0–20
Business and management HL:	0–4	0–5	0–7	0–5	0–4			0–25
Business and management SL:	0–4	0–6	0–6	0–3	0–3	0–3		0–25
Islamic history HL and SL:	0–6	0–4	0–8	0–5	0–2			0–25
ITGS HL portfolio piece 1: ITGS HL portfolio piece 2: ITGS HL portfolio piece 3: ITGS HL portfolio overall marks	0–4	0–5	0–5	0–5	0–2	0–4		0–25
	G	H	I	J	K	L	M	Total
ITGS SL project:	0–3	0–4	0–10	0–6	0–3	0–6	0–3	0–35
	N	O	P	Q	R			Total
ITGS HL portfolio extension	0–3	0–4	0–4	0–7	0–2			0–20
Moderator								
Senior moderator								

4 Experimental sciences

4.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Environmental systems guide</i>	February 2001
<i>Biology guide</i>	March 2007
<i>Design technology guide</i>	March 2007
<i>Physics guide</i>	March 2007
<i>Chemistry guide</i>	March 2007
<i>Experimental sciences internal assessment teacher support material</i> (available on the online curriculum centre and sent to schools as a CD-Rom)	November 2007

4.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment.	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit sample internal assessment work	Moderator	20 April 2009/ 20 October 2009	Form 4/PSOW Form 4/IA
Submit sample internal assessment work for environmental systems	Moderator	20 April 2009/ 20 October 2009	Form 4/PSOWES Form 4/IAES

4.3 Internal assessment requirements

As this is the final year of assessment for the environmental systems course the requirements for internal assessment is identical to the year 2008 and **not** as for the new course requirements for the other group 4 subjects.

Environmental systems candidates will take part in the new group 4 project but any assessment of the project should be carried out using the criteria found in the *Environmental Systems guide* (2001).

There is a common model of internal assessment for all group 4 subjects that consists of an interdisciplinary group project and a mixture of short-term and/or long-term investigations (such as laboratory work or practicals, and projects). Design technology has the additional requirement of a design project. Internal assessment contributes 24% of the total mark in all group 4 subjects except design technology, where it is 36%. Refer to section 4.6.

At least 25% of the teaching programme must be devoted to practical activities, excluding the time spent writing up work. This equates to 60 hours for higher level and 40 hours for standard level, including the 10 hours that candidates spend on the group 4 project. Ideally, this time should be spread throughout most of the course and not condensed into just a few weeks at the beginning, middle or end of the course. Only 2–3 hours of investigative work can be carried out after the deadline for submission of work to the moderator and still be counted as part of the total hours for the practical programme.

The activities should ideally include a spread of content material from the course as a whole, including the core, options, and where relevant, additional higher level (AHL) material. The range of investigations carried out should reflect the breadth and depth of the subject syllabus at each level, but it is not necessary to carry out an investigation for every syllabus topic.

Teachers are free to choose investigations based on the needs of their students, available resources, teaching style, subject and topics being taught. A minimum number of investigations to carry out is not specified.

4.4 Documentation relating to internal assessment

4.4.1 Practical scheme of work

The practical scheme of work (PSOW) is the practical course planned by the teacher and it acts as a summary of all the investigative activities carried out by a student. Details are recorded on [Form 4/PSOW](#). Each candidate must have a [Form 4/PSOW](#).

It is acceptable for higher level and standard level candidates in the same subject to carry out a number of common investigations. Where more than one group of students is taught in a subject and level, common investigations are acceptable.

Completion of form 4/PSOW

Date(s):	When each investigation was carried out
Outline:	A brief description of the investigation
ICT:	The numbers 1–5
Topic/option:	The number/letter of the topic/option most relevant (for example, 7 or C)
Time:	An estimate of the time, in hours, spent by the candidate on the investigation, excluding any write-up time
Levels:	The numerical value (0–6) awarded for each criterion
Total:	The sum of the two highest levels achieved in each of the criteria D, DCP and CE and the level for MS and PS

The group 4 project must also be listed on [Form 4/PSOW](#).

Each of the three following criterion must have been assessed on at least two occasions.

- Design (D)
- Data collection and processing (DCP)
- Conclusion and evaluation (CE)

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

Manipulative skills (MS) will be assessed summatively over the whole course.

The two highest levels achieved for each of D, DCP and CE must be circled or highlighted on [Form 4/PSOW](#) for each candidate in the sample set (see 4.5.2). A copy of [Form 4/PSOW](#) can be found at the back of this section. A sample form is also included, but the investigations listed are not to be taken as exemplars for these criteria.

Completion of the Form 4/IA internal assessment coversheet: group 4 (for design technology use Form 4/IADT)

Please complete [Form 4/IA](#) (or [Form 4/IADT](#) for design technology) and enclose it as the first page with your sample of internal assessment work.

4.4.2 Assessment

Teachers must assess the work to be re-marked by the moderator using the criteria in the section on internal assessment in part 1 of all group 4 subject guides.

4.4.3 The group 4 project

The group 4 project must be listed on [Form 4/PSOW](#). The group 4 project mark (0–6) for personal skills (PS) must be entered on [Form 4/PSOW](#).

The same mark must be given for students doing two group 4 subjects.

No evidence of participation in the group 4 project is required.

Assessment

The group 4 project forms one part of a candidate's overall practical experience and is assessed for personal skills (PS) only. Assessment is carried out using the PS criterion found in the section on the group 4 project in each group 4 subject guide.

Candidates taking two (or three) sciences

Candidates doing two group 4 subjects are **not** required to do two action phases. They do the same work as every other candidate undertaking the group 4 project. They should be awarded the same PS mark for all group 4 subjects.

4.5 Samples for moderation

Teachers must read section H6 and section H7 for general information on internal assessment. The samples chosen must be those identified by IBIS.

4.5.1 The purpose of moderation

For each group 4 subject, teachers are required to submit a sample set of candidates' work for the purpose of moderation. The moderator will re-mark this work to ensure an equivalent standard between schools. All schools will receive feedback on the suitability of the investigations for assessment against the criteria, and on the practical scheme(s) of work. The feedback form cannot be used to comment on how well the school's marking agreed with the external IB standard, because the moderator completing the form is also subject to moderation.

The [Form 4/IA](#) (internal assessment coversheet: group 4) should be at the head of the sample work sent to the moderator from the school.

For each candidate in the sample set, the following materials must be sent to the moderator:

- a [Form 4/PSOW](#)
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on [Form 4/PSOW](#). This includes any verbal instructions given to students.

No written evidence is required for personal skills and manipulative skills.

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

4.5.2 Indicating pieces of work to be re-marked

For each of the criteria D, DCP and CE, the two highest levels must be circled or highlighted on [Form 4/PSOW](#) for each candidate in the sample set. The corresponding write-ups, together with teacher instruction sheets and/or summaries of verbal instructions, must be clearly identified. The moderator will re-mark this work to check the levels (0–6) awarded by the teacher.

4.5.3 The final mark for internal assessment

The final mark out of 48 must be recorded on the internal assessment option on IBIS.

4.6 Internal assessment checklist for all subjects (except design technology)

4.6.1 Before the completion of internal assessment activities

Ensure that:

- you have read the section on internal assessment, which can be found in the group 4 section of each of the group 4 subject guides
- the minimum number of hours has been spent on practical activities spread throughout most of the course (60 hours for higher level and 40 hours for standard level)
- all candidates have carried out a group 4 project of ten hours
- internal assessment activities include a spread of content material from the core, the options studied and, where relevant, additional higher level (AHL) material.

4.6.2 Before the submission of the sample work

Ensure that:

- you have read section H6 and section H7 in this handbook
- internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates
- a [Form 4/PSOW](#) is included for each candidate in the sample set

- photocopied material is legible (ideally, original work should be sent to the moderator)
- the criteria D, DCP and CE have all been assessed on at least two occasions
- the two highest levels for each of the criteria D, DCP and CE have been clearly circled or highlighted on each candidate's Form 4/PSOW
- the group 4 project mark for PS has been entered on each candidate's [Form 4/PSOW](#)
- the summative mark for MS has been entered on each candidate's [Form 4/PSOW](#)
- the corresponding write-ups and teacher instruction sheets are clearly identified
- the [Form 4/IA](#) (internal assessment coversheet: group 4) has been completed and included at the head of the sample work sent to the moderator for the school.

4.7 Design technology

4.7.1 Requirements

In design technology, 36% of the total mark is allocated to internal assessment. At least 36% of the teaching programme must be devoted to practical activities. This equates to 81 hours for higher level and 55 hours for standard level, which includes the 10 hours that candidates spend on the group 4 project.

All candidates must carry out a design project as part of the internal assessment. This will form part of their portfolio and be accompanied by several investigations. These may be mini-projects or laboratory practicals of 1–2 hours, or a combination. The design project must occupy at least 41 hours of class time for higher level and 28 hours for standard level.

4.7.2 Final assessment

The following four criterion are each assessed twice, once during investigations and once in the design project.

- Planning (P)
- Research (R)
- Development (D)
- Evaluation (E)

Manipulative skills (MS) will be assessed once only and this is during the design project.

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

The project summary report must appear in the portfolio. The highest level attained in each criterion in investigations and the level attained in each criterion for the design project should be entered on IBIS.

4.7.3 Samples for moderation

As for other experimental science subjects, the sample work should be submitted to the moderator allocated by IB Cardiff.

The [Form 4/IADT](#) (internal assessment coversheet: design technology) should be at the head of the sample work sent to the moderator from the school.

For each candidate in the sample set, the following materials must be sent to the moderator:

- a [Form 4/PSOWDT](#)
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on [Form 4/PSOWDT](#)
- the design project.

4.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of experimental science.

	Material required by internal school deadline
Higher level and standard level combined	<p>For each experimental science, for submission to IB Cardiff:</p> <ul style="list-style-type: none">• The predicted grades and final mark for internal assessment for each candidate. <p>For each experimental science, for submission to the moderator:</p> <ul style="list-style-type: none">• A Form 4/IA• A Form 4/PSOW for each candidate in the sample.• The write-ups and teacher instructions corresponding to the levels circled or highlighted on each Form 4/PSOW.

4.9 IB data booklets

Master copies of the data booklets for physics and chemistry will be available to coordinators on IBIS. (They will not be sent as hard copies with the examination papers.) Candidates must be provided with a clean copy of the relevant booklet in the examinations. Physics candidates require the data booklet for papers 1, 2 and 3. Chemistry candidates require the data booklet for papers 2 and 3 only.

Internal assessment cover sheet: group 4 (except design technology)

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session: **.May/Nov 2009..**

School number:

0	0				
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School name:

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- ☐ I have read section H6 to H9 and section 4 in the handbook.
- ☐ Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- ☐ A form 4/PSOW is included for each candidate in the sample set.
- ☐ Photocopied material is legible (ideally, original work should be sent to the moderator).
- ☐ The criteria D, DCP and CE, have all been assessed on at least two occasions.
- ☐ The two highest levels for each of the criteria D, DCP and CE, have been clearly circled or highlighted on each candidate's 4/PSOW.
- ☐ The corresponding write-ups/reports and teacher instruction sheets for each candidate in the sample set are clearly identified.
- ☐ The title of the group 4 project is included in the outline of experiments in the 4/PSOW and the level achieved for PS in the group 4 project has been noted. (Students doing two subjects must have the same mark in both.)
- ☐ The summative mark for MS has been noted.
- ☐ The experiments/dates on which the students experienced specific ICT applications have been flagged.

No written evidence is required for PS and MS.

The final mark out of 48 for internal assessment must be recorded on the internal assessment option on IBIS.

Atypical candidates

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups/reports submitted are the authentic work of each candidate.

Teacher's name:

Date:

Teacher's signature:

Internal assessment cover sheet: design technology

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session: **.May/Nov 2009.**

School number:

0	0				
---	---	--	--	--	--

School name:

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- ☐ I have read section H6 to H9 and section 4 in the handbook.
- ☐ Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- ☐ A form 4/PSOWDT is included for each candidate in the sample set.
- ☐ Photocopied material is legible (ideally, original work should be sent to the moderator).
- ☐ The highest level attained in each criterion, P, R, D and E in investigations and the level attained in each criterion, P, R, D and E for the design project have been clearly circled or highlighted on each candidate's 4/PSOWDT.
- ☐ The write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOWDT from each candidate in the sample set are clearly identified.
- ☐ The design project mark for MS has been noted.
- ☐ The design project is included.
- ☐ The title of the group 4 project is included in the outline of experiments in the 4/PSOWDT and the level achieved for PS in the group 4 project has been noted. (Students doing two subjects must have the same mark in both.

No written evidence is required for PS and MS.

A mark out of 30 for the major design project (four criteria and MS) and a mark out of 30 for other investigations (four criteria and PS mark for the group 4 project) must be recorded on the internal assessment option on IBIS.

Atypical candidates

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups /reports submitted are the authentic work of each candidate.

Teacher's name:

Date:

Teacher's signature:

Internal assessment cover sheet: environmental systemsSubmit to: **moderator**Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- ☐ I have read section H6 to H9 and section 4 in the handbook.
- ☐ Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- ☐ A form 4/PSOW is included for each candidate in the sample set.
- ☐ Evidence of participation in the group 4 project is included for each candidate in the sample set.
- ☐ Photocopied material is legible (ideally, original work should be sent to the moderator).
- ☐ The criteria P1 (a), P1 (b), DC, DPP, CE, MS, PS (a) and PS (b) have all been assessed on at least two occasions.
- ☐ The two highest levels for each of the criteria P1 (a), P1 (b), DC, DPP and CE, have been clearly circled or highlighted on each candidate's 4/PSOW.
- ☐ The corresponding write-ups/reports and teacher instruction sheets for each candidate in the sample set are clearly identified.

No written evidence is required for PS (a) and (b) and MS.

The final mark out of 48 for internal assessment must be recorded on the internal assessment option on IBIS.

Atypical candidates

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups/reports submitted are the authentic work of each candidate.

Teacher's name: Date:

Teacher's signature:

Internal assessment cover sheet: group 4 (except design technology)

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session: ...**May/November 2009**

School number:

0	0				
---	---	--	--	--	--

School name:

• Write legibly using black ink and retain a copy of this form.

Subject: _____ Level: _____ Candidate name: _____

Session number:

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Datalogging
- 2 – Graph plotting software
- 3 – Spreadsheet
- 4 – Database
- 5 – Computer model/simulation

Group 4 project mark for PS
(Same mark for students doing two subjects)

/6

Summative mark for MS

/6

Two highest
levels
achieved

/6

/6

/6

/6

/6

/6

Total

/48

This total must also
be entered on IBIS

<i>For completion by the examiners</i>							
Moderator	/6	/6	/6	Senior moderator	/6	/6	/6
	/6	/6	/6		/6	/6	/6

To be completed by teacher Name: _____ Signature: _____ Date: _____

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: _____ Date: _____

School name:

Subject: _____ Level: _____ Candidate name: _____

Session number:

0	0								
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE

Internal assessment cover sheet: group 4 (except design technology)

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session: ...**May/November 2009**.....

School number:

0	0	0	0	0	1
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School name: **CARDIFF..AMERICAN...SCHOOL**.....

• Write legibly using black ink and retain a copy of this form.

Subject: **BIOLOGY** Level: **STANDARD** Candidate name: **HELEN MAY WRIGHT**

Session number:

0	0	0	0	0	1	0	2	3
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE
05/09/07	IDENTIFYING AND MEASURING ORGANELLES		T2	1		3	
25/09/07	OSMOSIS IN POTATO CELLS		T2	2		3	
18/10/07	PLASMOLYSIS IN ELODEA LEAF CELLS		T2	1	2		4
03/11/07	IDENTIFICATION OF CARBOHYDRATES, LIPIDS & PROTEINS FROM UNKNOWN SAMPLES		T3	2		1	

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Datalogging
- 2 – Graph plotting software
- 3 – Spreadsheet
- 4 – Database
- 5 – Computer model/simulation

Group 4 project mark for PS
(Same mark for students doing two subjects)

4/6

Two highest
levels
achieved

4/6

4/6

6/6

Summative mark for MS

3/6

5/6

4/6

5/6

Total

35/48

This total must also be
also be entered on IBIS

For completion by the examiners

Moderator	/6	/6	/6
	/6	/6	/6
Senior moderator	/6	/6	/6
	/6	/6	/6

To be completed by teacher Name: ... **PATRICIA DOWD**..... Signature: ... *Patricia Dowd*..... Date: **18 March 2009**.....

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: *Helen M Wright*..... Date: **18 March 2009**.....

International Baccalaureate

4/PSOW (reverse)

School name:CARDIFF..AMERICAN..SCHOOL

Subject: BIOLOGY Level: STANDARD Candidate name: HELEN MAY WRIGHT

Session number:

0 0 0 0 0 1 0 2 3

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded		
					D	DCP	CE
29/11/07	IDENTIFICATION OF MITOSIS PHASES IN ALLIUM	5	T2	1			
09/12/07	HUMAN KARYOTYPE		T4	1			
19/12/07	ESTIMATING POPULATION SIZES USING DIFFERENT METHODS		Opt G	2			
03/02/08	SPIROMETRY	1, 2	T 6		④		
10/03/08	PRESENCE OF VITAMIN C IN "CHUPACHUPA" LOLLIPOPS		Opt A	1		④	⑥
30/03/08	HORMONAL PROFILES OF PREGNANT WOMEN: DATA ANALYSIS	4	T 6	1			
03/04/08	FIELDWORK IN TAMOPATA (TROPICAL RAINFOREST BIOLOGY)		T5, Opt G				
04/04/08	-MEASURING DIVERSITY (INSECTS AT NIGHT)		Opt G	1			
06/04/08	-HORIZONTAL AND VERTICAL GROWTH IN <u>PIPER</u> TREES (MEASURING THE EFFECT OF COMPETITION FOR LIGHT)		Opt G	2	⑤		
08/04/08	-HERBIVORY BY LEAF CUTTER ANTS (MEASURING GROSS SECONDARY PRODUCTIVITY)	3	Opt G	2			
10/04/08	-LEAF FALL IN DIFFERENT HABITATS (MEASURING NET PRIMARY PRODUCTIVITY IN DIFFERENT HABITATS)		Opt G	4			
14/04/08	-ABIOTIC PROPERTIES OF A FRESHWATER ECOSYSTEM (COMPARISON OF A STREAM AND OXBOW LAKE)		Opt G	4		④	
20/04/08	-INDIVIDUAL PROJECT: MEASURING TANNIN LEVELS IN <u>PIPER</u> LEAVES		Opt G	2			
03/09/08	GROUP 4 PROJECT: WHAT IS THE EFFECT OF PEDESTRIAN ACTIVITY ON THE DIVERSITY OF GRASS SPECIES GROWING ON SCHOOL GROUNDS?			10			
11/10/08	FACTORS AFFECTING ENZYME ACTIVITY	2	T 3	2			⑤
13/10/08	PHOTOSYNTHETIC PIGMENTS: ABSORPTION SPECTRUM		T 3	2			
02/11/08	SEA URCHIN GAMETES		T 4	1			
13/11/08	TRANSECT OF ROCKY SEA SHORE		Opt G	5			
18/11/08	MEASURING VARIANCE IN PLANT AND ANIMAL CELLS		T 5	1			

Internal assessment cover sheet: design technology

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Level: Candidate name: Session number:

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1** – Graph plotting software
2 – Computer model/simulation
3 – CAD
4 – Internet and CD ROMS
5 – Spreadsheet

Group 4 project mark for PS
(same mark for students doing two subjects)

/6

Design project mark for MS

/6

Highest level in
investigations

/6

/6

/6

/6

Design project
mark

/6

/6

/6

/6

Total

/30

/30

This total must also
be entered on IBIS

For completion by the examiners

Moderator

/6	/6	/6	/6
/6	/6	/6	/6

Senior
Moderator

/6	/6	/6	/6
/6	/6	/6	/6

To be completed by teacher Name: Signature: Date:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

School name:

Subject: _____ Level: _____ Candidate name: _____ Session number:

0	0								
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E

Internal assessment cover sheet: design technology

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session: ...**MAY 2009**.....

School number:

0	0	0	0	0	1
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School name: **CARDIFF AMERICAN SCHOOL**

• Write legibly using black ink and retain a copy of this form.

Subject: **DESIGN TECHNOLOGY** Level: **SL** Candidate name: **SAMANTHA MOLSON**

Session number:

0	0	0	0	0	1	1	2	3
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E
03/10/07	Design and manufacture a child's toy		T 1, 2, 6, 7	8		3	2	2
05/12/07	Testing a range of plastics to distinguish properties	1	T 4	1	3			3
13/02/08	Investigation and designing a recycling aid for use at school	2	T 1, 2, 3	3	3	4		⑤
06/04/08	Product analysis - testing range of toasters	5	T 3, 7	1	④			4

Please fill in the ICT column using the numbers below to show when the student experienced each of these applications:

- 1 – Graph plotting software
2 – Computer model/simulation
3 – CAD
4 – Internet and CD ROMS
5 – Spreadsheet

Group 4 project mark for PS
(same mark for students doing two subjects)

3/6

Design project mark for MS

4/6

Highest level in
investigations

4/6
5/6
5/6
5/6

Design project
mark

4/6
5/6
3/6
4/6

Total

22/30
20/30

This total must also
be entered on IBIS

For completion by the examiners

Moderator

/6	/6	/6	/6
/6	/6	/6	/6

Senior
Moderator

/6	/6	/6	/6
/6	/6	/6	/6

To be completed by teacher Name: **PATRICIA DOWD**..... Signature: *Patricia Dowd*..... Date:**12 March 2009**.....

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: *Samantha Molson*.....

Date:**12 March 2009**.....

School name: **CARDIFF AMERICAN SCHOOL**Subject: **DESIGN TECHNOLOGY** Level: **SL** Candidate name: **SAMANTHA MOLSON**

Session number:

0 0 0 0 0 1 1 2 3

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	ICT	Topic/ option	Time (hrs)	Levels awarded			
					P	R	D	E
03/03/09	CAD/CAM - designing furniture for disassembly	3	T 1, 2, 5, Opt C	4		⑤	⑤	
21/06/08	Group 4 project - aerosol cans			10				
04/12/08	Design technology project - context: lighting		T 1 - 7, Opt C	28	④	⑤	③	④

Internal assessment cover sheet: environmental systems

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject:

Level:

Candidate name:

Session number:

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded							
				PI (a)	PI (b)	DC	DPP	CE	MS	PS (a)	PS (b)

Two highest levels achieved:

Total

This total must also
be entered on IBIS

<i>For completion by the examiners</i>										
Moderator						Senior moderator				

To be completed by teacher Name: Signature: Date:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

School name:

Subject: _____

Level: _____

Candidate name: _____

Session number:

0	0								
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded							
				PI (a)	PI (b)	DC	DPP	CE	MS	PS (a)	PS (b)

Internal assessment cover sheet: environmental systems

 Submit to: **moderator**

 Arrival date: **20 Apr / 20 Oct**

 Session: ...**May 2009**.....

School number:

0	0	0	0	0	1
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 School name: **CARDIFF..AMERICAN...SCHOOL**

• Write legibly using black ink and retain a copy of this form.

 Subject: **BIOLOGY**

 Level: **STANDARD**

 Candidate name: **SARAH BOWEN**

Session number:

0	0	0	0	0	1	0	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded							
				PI (a)	PI (b)	DC	DPP	CE	MS	PS (a)	PS (b)
21/09	USE OF THE MICROSCOPE	1.3	1			1			2		
01/10	OBSERVING ANIMAL AND PLANT CELLS IN TEMPORARY AND PERMANENT MOUNTS	1.3	2			2					
18/10	FACTORS AFFECTING CYTOPLASMIC STREAMING IN <i>ELODEA</i> LEAF CELLS	1	2		1			1			
12/03	DIALYSIS OF STARCH, GLUCOSE, SODIUM CHLORIDE MIXTURE	1.4/ 2.2	1.5			1					

Two highest levels achieved:

3	2	2	2	2	2	1	2
2	2	3	2	3	3	2	2

Total
35

 This total must also
be entered on IBIS

For completion by the examiners

Moderator

 Senior
moderator

 To be completed by teacher Name:**PATRICIA DOWD**..... Signature:*Patricia Dowd*..... Date:**18 March 2009**.....

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

 Candidate's signature:*Sarah Bowen*..... Date:**18 March 2009**.....

International Baccalaureate

4/PSOWES (reverse)

School name:**CARDIFF..AMERICAN...SCHOOL**.....

Subject: **BIOLOGY** Level: **STANDARD** Candidate name: **SARAH BOWEN**

Session number:

0	0	0	0	0	1	0	2	3
---	---	---	---	---	---	---	---	---

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded							
				Pl (a)	Pl (b)	DC	DPP	CE	MS	PS (a)	PS (b)
15/04	THE EFFECT OF SUCROSE CONCENTRATION ON RED ONION EPITHELIAL CELLS— COMPUTER SIMULATION	1	2	1			2				
15/05	INVESTIGATING THE EFFECT OF LIGHT INTENSITY ON PHOTOSYNTHESIS	5.5	2			1					
20/09	INVESTIGATING PHENOTYPIC VARIATIONS OF SMOOTH AND WRINKLED MAIZE SEEDS USING PHOTOGRAPHS	3.1	2				1	2			
03/10 4/10	LOCOMOTIONS: OBSERVING CAPTIVE PROSIMIANS, OLD WORLD MONKEYS AND APES	D.4	3				2	1			
02/11	THE CHARACTERISTICS OF ENZYMES AS DEMONSTRATED BY CATALASE	2.3	1								
23/11	THE EFFECTS OF TEMPERATURE AND pH ON ENZYME ACTIVITY	2.3	2	1	②	2	2	③	2		
18/12	QUADRATS AND SAMPLING PLANT POPULATIONS	4.5	2						3	1	2
28/01	MARK AND RECAPTURE OF AN INVERTEBRATE POPULATION	4.5/ 6.1	2			②	②	2			2
15/02	USING TRANSECTS TO STUDY VEGETATION CHANGES	4.5/ 6.2	2								
01/03– 28/03	THE EFFECT ON FITNESS OF FOLLOWING A FIXED TRAINING SCHEDULE OVER A 3 WEEK PERIOD	B.4	3	③	②		②	②			
02/04	INVESTIGATING TACTILE SENSITIVITY OF THE SKIN	5.5	2.5		2	③					
01/06– 08/06	GROUP 4 PROJECT: SURFACE TENSION IN WATER—THE USE OF THE SURFACE FILM FOR INSECT LOCOMOTION		11	②	1					2	2

5a Mathematics

5a.1 Publications

The information given in this section of the handbook should be read in conjunction with the appropriate guide.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Mathematical studies SL guide</i>	April 2004
<i>Mathematics SL guide</i>	September 2006
<i>Mathematics HL guide</i>	September 2006
<i>Further mathematics SL guide</i>	September 2004
<i>Mathematical studies SL information booklet</i>	November 2004
<i>Mathematics SL information booklet</i>	November 2004
<i>Mathematics HL, Further mathematics SL information booklet</i>	November 2004

5a.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/forms
Submit predicted grades and marks for internal assessment for all mathematics subjects.	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit sample internal assessment work for all mathematics subjects.	Moderator	20 April 2009/ 20 October 2009	Form 5/IA Form 5/PFCS Form 5/PJCS

5a.3 Mathematics information booklets

A master copy of the IB's information booklets (November 2004) for each subject, for use by candidates during all group 5 mathematics courses and in the examinations, will be available on IBIS. Clean copies must be available for the examinations in May/November.

5a.4 Internal assessment

Internal assessment based upon work completed by candidates during the course is a requirement for all mathematics subjects except further mathematics SL. Of the total marks, 20% is allocated for this component. The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools. The samples are chosen from the available work after the final assessment.

5a.5 Subject-specific information

5a.5.1 Mathematical studies SL: the project

Internal assessment requirements

The projects submitted for mathematical studies SL are each assessed against seven assessment criteria related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the *Mathematical studies SL guide*.

Samples for moderation

The sample projects must be those identified by IBIS. After compiling the sample projects, complete a copy of [Form 5/IA](#). For each sample project complete a coversheet, [Form 5/PJCS](#).

Where there are two or more teachers of a subject within a school, they must agree on standards before arriving at the final mark for each student. That is, internal standardization of marks must take place within the school.

Give to the coordinator, by the internal school deadline:

- the marks for internal assessment (and predicted grades)
- one completed copy of [Form 5/IA](#)
- the individual project coversheets ([Form 5/PJCS](#))
- the sample projects (originals not photocopies).

You are advised to retain copies of the projects.

5a.5.2 Mathematics HL and mathematics SL

Internal assessment requirements

The two pieces of work submitted for the portfolio are assessed against six assessment criteria, each related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the appropriate guide.

Samples for moderation

The sample portfolios must be those identified by IBIS. After compiling the sample portfolios, complete a [Form 5/IA](#). For each candidate complete a portfolio coversheet ([Form 5/PFCS](#)).

Where there are two or more teachers of a subject within a school, they must agree on standards before arriving at the final mark for each student. That is, internal standardization of marks must take place within the school.

Give to the coordinator, by the internal school deadlines:

- the marks for internal assessment (and predicted grades)
- one completed copy of [Form 5/IA](#)
- the completed portfolio coversheets ([Form 5/PFCS](#))
- the portfolios, each containing two pieces of work of the respective candidate (originals, not photocopies), including copies of the tasks, and solution keys for the tasks.

Moderation of internal assessment: mathematical studies SL*, mathematics SL, mathematics HL

Submit to: **moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Select the samples identified by IBIS.

Subject: _____ Level: _____

Details of candidates whose work is submitted: Copy from each candidate's cover sheet.
If the entry for this subject is 1 to 20 candidates, the sample size is 5 candidates.
**Range of marks for mathematical studies SL is 0–20.*

Candidate session number	Candidate name	Final mark 0–40 0–20*											
1	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <div></div>	0	0									<table><tr><td></td></tr></table>	
0	0												
2	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <div></div>	0	0									<table><tr><td></td></tr></table>	
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3	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <div></div>	0	0									<table><tr><td></td></tr></table>	
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4	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <div></div>	0	0									<table><tr><td></td></tr></table>	
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5	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <div></div>	0	0									<table><tr><td></td></tr></table>	
0	0												

If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								<hr/>	<table><tr><td></td></tr></table>	
0	0												
7	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								<hr/>	<table><tr><td></td></tr></table>	
0	0												
8	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								<hr/>	<table><tr><td></td></tr></table>	
0	0												

If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								<hr/>	<table><tr><td></td></tr></table>	
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10	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0									<table><tr><td></td></tr></table>	
0	0												

I/We confirm that the sample work submitted is, to the best of my/our knowledge, the authentic work of the candidates

Date:

Teacher's name:

Signature:

Teacher's name:

Signature:

Teacher's name:

Signature:

Individual portfolio coversheet: mathematics HL, mathematics SL

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Attach one completed copy of this form to each portfolio submitted.
- Each portfolio should consist of two pieces of work. Include a copy of each task, and a solution key for tasks not taken from the TSM.

Subject: Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Type I task title:

Type II task title:

Teacher

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
I							
II							
Final total (out of 40)							

Moderator

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
I							
II							
Final total (out of 40)							

Senior moderator

Type	Criterion marks awarded						Total
	A (0–2)	B (0–3)	C (0–5)	D (0–5)	E (0–3)	F (0–2)	
I							
II							
Final total (out of 40)							

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Candidate name: _____

Candidate session number:

0	0								
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(Note: Comments that have been written on another form do not need to be written again—please attach the other form.)

Assessment criteria: *All tasks must be assessed against all criteria.*

Type I	Criterion		Comments
	A	Use of notation and terminology	
	B	Communication	
	C	Mathematical process	
	D	Results	
	E	Use of technology	
	F	Quality of work	

Type II	Criterion		Comments
	A	Use of notation and terminology	
	B	Communication	
	C	Mathematical process	
	D	Results	
	E	Use of technology	
	F	Quality of work	

Individual project coversheet: mathematical studies SL

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each project submitted.

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Title of project:

Assessment criteria:

Criterion	Comments	Achievement level		
		Teacher	Moderator	Senior moderator
A Introduction		0-2		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Information/ measurement		0-3		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Mathematical processes		0-5		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Interpretation of results		0-3		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Validity		0-2		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Structure and communication		0-3		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Commitment		0-2		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		0-20		
		Total	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that, to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name:

Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

Date:

International Baccalaureate

5/PJCS (reverse)

School number:

0	0				
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School name:

Candidate name: _____

Candidate session number:

0	0							
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General comments: _____

[illegible]

5b Computer science

5b.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Computer science guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Computer science guide</i>	April 2004

5b.2 Summary of latest arrival dates: May and November 2009 sessions

Action	Session	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment.	May 2009/ November 2009	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit internal assessment sample work.	May 2009/ November 2009	Moderator	20 April 2009/ 20 October 2009	Form 5/IACS Form 5/PDCS (HL) Form 5/PDCS (SL)

5b.3 Computer science case study

The case study to be used in the May and November 2009 written examinations will be the same as that used for the examinations in 2007 and 2008. A copy of this case study, *Computers and disability*, is available on IBIS and the online curriculum centre. Candidates must be provided with a clean copy of the case study in the paper 2 examination.

5b.4 Internal assessment

Internal assessment, based on a program dossier completed by candidates during the course, is a requirement for computer science. Of the total marks for computer science, 35% is allocated to this component at both higher level and standard level. The submission of sample work from candidates at each level allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

5b.4.1 Assessing the program dossier

In the *Computer science guide*, the IB publishes criteria for the assessment of each candidate's program dossier. Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the program dossiers against each of the 14 criteria.

A candidate's program dossier must consist of one program.

Only the code designed and written by the candidate must be taken into account when applying the assessment criteria.

After assessing a program dossier, apply the mastery factor as instructed in the *Computer science guide*.

5b.4.2 Forms

For each program dossier, complete a copy of [Form 5/PDCS \(HL\)](#) or [Form 5/PDCS \(SL\)](#), according to the level. Each completed form is a coversheet which must be attached to the front of the relevant program dossier.

Enter the fourteen achievement levels awarded for each of the candidates in the sample on [Form 5/IACS](#). Apply the mastery factor and enter the final mark on the same form. A separate [Form 5/IACS](#) is required for higher level and standard level.

Note that forms for the modified internal assessment that applies from May 2010 onwards are available under the forms tab in the navigation menu. The forms for 2010 contain a box at the top of the first page which says: For 2010 onwards. Please ensure that the correct forms are used for each session.

5b.4.3 Samples for moderation

The samples must be those identified by IBIS. Separate samples are required for higher level and standard level.

For each level, give to the coordinator, by any internal school deadlines:

- the predicted grades and marks for internal assessment
- one completed copy of [Form 5/IACS](#)
- the program dossiers of the sample candidates with the completed program dossier coversheets [5/PDCS](#) for the candidates.

If the candidates' original work is submitted for moderation, you are advised to retain copies of the work and forms.

Do not send the actual program(s) on disk with the sample program dossiers.

Moderation of internal assessment: computer science

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:.....

School number:

0	0				
---	---	--	--	--	--

School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Computer science Level:

Details of candidates whose work is submitted: *Copy from 5/PDCS forms.*

Candidate session number

Candidate name

Assessment criteria

If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates.

If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates.															A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	E	Total	Mastery factor	Final mark	
															0-4	0-4	0-4	0-4	0-4	0-4	0-3	0-3	0-3	0-3	0-4	0-4	0-3	0-3	0-50	0.1-1	0-50	
1	0	0																														
2	0	0																														
3	0	0																														
4	0	0																														
5	0	0																														

I confirm that, to the best of my knowledge, each sample submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:.....

School name: _____

Candidate session number	Candidate name	Assessment criteria																												
If the entry for this subject and level is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.																														
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If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

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Comments

Please comment on each of the dossiers included in the sample _____

Moderation of internal assessment: computer science

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:.....

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Computer science

Level: _____

Details of candidates whose work is submitted: Copy from 5/PDCS forms

Candidate session number		Candidate name		Assessment criteria																																						
If the entry for this subject and level is 1 to 20 candidates, the sample size is 5 candidates				A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	E	Total	Mastery Factor	Final Mark																								
				0-3	0-3	0-3	0-3	0-2	0-2	0-3	0-3	0-3	0-4	0-4	0-2	0-35	0.2-1	0-35																								
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0	0																																									

I confirm that, to the best of my knowledge, each sample submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:.....

School name:

Candidate session number		Candidate name	Assessment criteria													Total	Mastery Factor	Final Mark
			A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	E		0-35	0.2-1	0-35
			0-3	0-3	0-3	0-3	0-2	0-2	0-3	0-3	0-3	0-4	0-4	0-2				
6	0 0																	
7	0 0																	
8	0 0																	

If the entry for this subject and level is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included

9	0 0																	
10	0 0																	

Comments

Please comment on each of the dossiers included in the sample

Internal assessment coversheet: computer science HL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each piece of work in the dossier. (A maximum of two documented programs is permitted.)

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Problem:

Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

International Baccalaureate

5/PDCS (HL) (reverse)

School number:

0	0				
---	---	--	--	--	--

School name:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Mastery of HL aspects (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Adding data to an instance of the RandomAccessFile class by direct manipulation of the file pointer using the seek method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from an instance of the RandomAccessFile class by direct manipulation of the file pointer using the seek method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching for specified data in an instance of the RandomAccessFile class	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recursion	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merging two or more sorted data structures	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polymorphism	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inheritance	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encapsulation	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parsing a text file or other data stream	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing a hierarchical composite data structure	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of any five standard level mastery factors (this can only be applied once)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery factor			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Internal assessment coversheet: computer science HL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each piece of work in the dossier. (Only one documented program must be submitted.)

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Problem:

Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

International Baccalaureate

5/PDCS (HL) (reverse)

School number:

0	0				
---	---	--	--	--	--

For 2010 onwards

School name:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Mastery of HL aspects (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Adding data to an instance of the RandomAccessFile class by direct manipulation of the file pointer using the seek method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from an instance of the RandomAccessFile class by direct manipulation of the file pointer using the seek method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching for specified data in a file	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recursion	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Merging two or more sorted data structures	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polymorphism	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inheritance	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encapsulation	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parsing a text file or other data stream	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing a hierarchical composite data structure	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of any five standard level mastery factors (this can only be applied once)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of additional libraries (such as utilities and graphical libraries not included in appendix 2 Java Examination Tools Subset)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inserting data into an ordered sequential file without reading the entire file into RAM	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from a sequential file without reading the entire file into RAM	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Array of 2 or more dimensions	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery factor			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Internal assessment coversheet: computer science SL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany the work in the dossier. (Only one documented program must be submitted.)

Candidate name:

Candidate session number:

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Problem:

Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of analysis and design:

Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of dossier:

International Baccalaureate

5/PDCS (SL) (reverse)

School number:

0	0					
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School name:

Candidate name:

Candidate session number:

0	0							
---	---	--	--	--	--	--	--	--

Mastery of SL aspects (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Arrays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objects as data records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nested loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with parameters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with appropriate return values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
File i/o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of additional libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of sentinels or flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Mastery factor	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that, to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Teachers may wish to make comments on the candidate's work to assist the moderation process.

Internal assessment coversheet: computer science SL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany the work in the dossier. (Only one documented program must be submitted.)

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Problem:

Program/dossier checklist:

- To be completed by the candidate, teacher, moderator and senior moderator
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator	Senior moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of analysis and design:

Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of dossier:

International Baccalaureate

5/PDCS (SL) (reverse)

School number:

0	0					
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For 2010 onwards

School name:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Mastery of SL aspects (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator	Senior moderator
Arrays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objects as data records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nested loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with parameters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User-defined methods with appropriate return values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sorting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
File i/o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of additional libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of sentinels or flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Mastery factor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I confirm that, to the best of my knowledge, the material submitted is the candidate's own work.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Teachers may wish to make comments on the candidate's work to assist the moderation process.

6a Visual arts

6a.1 Publications

The information given in this section of the Handbook must be read in conjunction with the current *Visual arts* guide.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Visual arts guide</i>	March 2007
<i>Visual arts teacher support material</i> (available on the online curriculum centre)	November 2007

6a.2 Summary of latest arrival dates: May and November 2009 sessions

Action	Level	To	Latest arrival date	Method/form
Submit the visiting examiner proposal.	HL option A HL option B SL option A SL option B	IB Cardiff	7 October 2008/ 7 April 2009	Form 6/VAEP
Visiting examiner allocated Submit the candidate record booklets to arrive before examiner's visit to the school.	HL option A HL option B SL option A SL option B	Visiting examiner	Before visit	Not applicable
First date for examiner visits	HL option A HL option B SL option A SL option B	Not applicable	10 March 2009/ 10 September 2009	Not applicable
Submit the predicted grades and marks for internal assessment.	HL option A HL option B SL option A SL option B	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Submit the sample internal assessment work for investigation workbooks.	HL option A SL option A	Examiner	20 April 2009/ 20 October 2009	Form 6/VACS
Submit the sample internal assessment work for studio work.	HL option B SL option B	Examiner	20 April 2009/ 20 October 2009	Form 6/VACS

Last date for examiner visits	HL option A HL option B SL option A SL option B	Not applicable	25 April 2009/ 25 October 2009	Not applicable
No visiting examiner allocated Submit all candidate record booklets, portfolios and CDs (audio cassettes).	HL option A SL option A	IB Cardiff	28 April 2009/ 28 October 2009	Not applicable
No visiting examiner allocated Submit all candidate record booklets, investigation workbooks and CDs (audio cassettes).	HL option B SL option B	IB Cardiff	28 April 2009/ 28 October 2009	Not applicable
Visiting examiner allocated Submit the teacher feedback on examiner visit.	HL option A HL option B SL option A SL option B	IB Cardiff	1 May 2009/ 1 November 2009	Form 6/VATF

6a.3 Methods of assessment

Higher level	Standard level	Higher level	Standard level	
Option A	Option A	Option B	Option B	
Studio (60%)	Studio (60%)	Investigation (60%)	Investigation (60%)	External assessment
Investigation (40%)	Investigation (40%)	Studio (40%)	Studio (40%)	Internal assessment
All candidates must complete a visual arts candidate record booklet. The booklet serves as a record of the candidate's studio and investigation and is used in the moderation process of the visual arts assessment.				Candidate record booklet

It is essential that in reading the following, and in conjunction with section H6, the *Visual arts guide* (March 2007) and candidate record booklet are referred to for further detail.

6a.4 Candidate record booklet

IB Cardiff will send candidate record booklets to schools, for completion by candidates, with the package of examination stationery. Each completed record booklet must contain:

- a statement by the student (in no more than 300 words)
- a short written comment by the teacher
- a photographic record of the selected studio work
- A4/letter-size copies of the selected investigation workbook pages.

The candidate record booklets include instructions for candidates and their teachers on how the booklet should be completed. It is essential that these are referred to. Refer also to the detail in the *Visual arts guide*, including the table 'Quantity of work' (page 19).

The reproduction needs to be of sufficient quality to enable ease of moderation.

The candidate record booklets must be sent to the examiner indicated on IBIS to arrive before his/her visit to the school. The school is responsible for paying the cost of postage and any additional expenses (for example, for customs clearance).

6a.5 Internal assessment

Internal assessment is a requirement for visual arts at both higher and standard level and in both option A and B. Of the total marks for visual arts, 40% is allocated to the internal assessment component at both higher and standard level. In option A the internal assessment is the investigation, in option B, studio. The submission of work from five, eight or ten candidates from each option allows the IB to moderate teachers' marks for the internal assessment component in order to achieve a common standard across schools.

The criteria for the assessment of the studio and investigation components are published in the *Visual arts guide*. The criteria must be applied according to whether the candidate is HL or SL, option A or B. Ensure that the appropriate differentiated markbands for the level and option are used. Where there is more than one visual arts teacher teaching the course, internal standardization must take place.

On form [Form 6/VACS](#), the visual arts cover sheet, enter the candidate's total mark out of 20. Remember to use whole numbers; do not use decimals, fractions or estimates. Ensure that the total internal assessment mark as given in the candidate record booklet and on IBIS (and in the case of candidates in the sample/s, on the cover sheet [Form 6/VACS](#)) is the same.

The assessment of the IA component/s must be conducted in time to submit marks to IB Cardiff (via IBIS) to arrive by **10 April/10 October**.

After making your final assessment on all candidates, identify the sample/s chosen by IBIS.

The coordinator should send the photocopies of the candidate record booklets in the sample accompanied by cover sheet [Form 6/VACS](#) to the examiner allocated by IB Cardiff to arrive by **20 April/20 October**. The school is advised to retain copies of the work and cover sheets.

For those candidates in the sample/s note that page 1 of the candidate record booklet is for the visiting examiner's comments and must not be included. Copies of the sample/s must be made before the visiting examiner writes in and takes the candidate record booklets. The reproduction needs to be clear.

The copies of the studio work for those candidates in the sample may be submitted as photographs (two per page and including captions) or as photocopies. In the case of option A, it is strongly recommended that these are in colour. In the case of option B, copies of the studio work must be in colour.

The copies of the representative investigation workbook pages for those candidates in the sample may be submitted in black and white; it is strongly recommended however that these are in colour, particularly for option A investigation work. This is particularly important when the work on the pages is clearly referring to colour and/or media experiments relating to the use of colour.

6a.6 External assessment

The assessment of higher level part A and standard level option A (studio) and of higher level option B and standard level option B (investigation), is normally conducted by a visiting examiner. Although the school proposes a visiting examiner, the allocation of a visiting examiner is determined by IB Cardiff, not the school. If an appropriate visiting examiner cannot be appointed by IB Cardiff, refer to the alternative arrangements in 6a.6.8/9.

6a.6.1 Visiting examiner

Proposals and appointment

Submit to IB Cardiff, to arrive no later than **7 October/7 April**, seven months before the written examinations, the visiting examiner proposal [Form 6/VAEP](#), irrespective of whether an examiner or alternative arrangements are to be requested.

If proposing a new examiner, please provide the applicant with an application form, [Form 6/VAEA](#). (Existing IB visual arts examiners do not need to reapply.) If the school has a large candidature in the visual arts you may wish to propose more than one examiner.

The examiner must not have had contact with the visual arts candidates, nor be personally know to them before the official visit for the interview.

The submission of a visiting examiner proposal does not guarantee that the proposed examiner/s will be appointed.

In **February/August** IB Cardiff will provide a visiting examiner notification, which will indicate if a visiting examiner has been allocated.

Practical arrangements

Contact examiners to make practical arrangements only after receiving the examiner notification, unless otherwise instructed by IB Cardiff.

It is the responsibility of the school to make the appropriate arrangements for the examinations described in these guidelines. IB Cardiff is not responsible for the practical arrangements for the visits.

The examinations must be arranged for any dates between **10 March/10 September** and **25 April/25 October** that are mutually convenient to the school and the examiner. Obtain permission from IB Cardiff well in advance if dates outside this period are being considered. Permission will only be given if the examination cannot, for exceptional reasons or emergencies, be held between the specified dates.

If you cannot contact a visiting examiner, or the examiner is no longer willing to conduct the examination, contact IB Cardiff without delay.

Expenses

IB Cardiff reimburses the examiner for the travel expenses incurred for the school visit to conduct the examinations (that is, one return trip). Obtain permission from IB Cardiff well in advance if any additional travel expenses are likely to be incurred. Any general expenses incurred by the examiner in carrying out the assessment will also be reimbursed by IB Cardiff, but the school is responsible for paying for any necessary food and accommodation.

6a.6.2 Examination schedule

Allow 30 to 40 minutes for each HL candidate to present his/her work, and 20 to 30 minutes for each SL candidate. There should be a short break between the assessment of each candidate.

Prepare a detailed schedule for the examiner, showing the order in which the candidates will be seen and interviewed.

6a.6.3 Selection of studio work: HL option A and SL option A

Candidates must prepare an exhibition of their studio work, made during their IB Diploma Programme visual arts course, to be viewed and discussed with the visiting examiner. The investigation workbooks must be available for the examiner to see. (Refer to the Visual arts guide for further details).

6a.6.4 Presentation of work: HL option B and SL option B

The interview with the examiner is based on the investigation workbooks completed by the candidates during their IB Diploma Programme visual arts course. It is not necessary for studio explorations to be exhibited, but the work done in the studio must be available for the examiner to see. (Refer to the Visual arts guide for further details.)

6a.6.5 Start of the examination

The viewing and discussion of the candidates' work must be in a room where no other activities are taking place. The examiner will ask to see the space before the examination begins and may request changes if the arrangements are not satisfactory.

Give the examiner on arrival:

- a detailed schedule for candidate interviews
- investigation workbooks.

Candidates must identify themselves by name and candidate session number. If a candidate is absent, give the examiner a brief explanation for the absence. Do not report to the examiner any details of special circumstances affecting a candidate.

6a.6.6 Interview by the visiting examiner

The examiner will have studied the candidate record booklets before the interview and will be responsible for leading the interview with each candidate. Candidates are not expected to prepare a discourse on their work.

The interview is not expected to be a formal occasion and the examiner will try to help the candidate relax. Every attempt will be made to draw candidates out, to encourage them and give them confidence to talk about their work. (Refer to the Visual arts guide for further detail.)

The examiner will expect visual rather than verbal articulation. If the language of the interview is not the candidate's best language, he/she will not be penalized.

Supervised interview with candidates

In certain countries there are now restrictions on the circumstances in which adults have access to students in a school. For example, criminal vetting procedures for teachers and school support staff may impose limitations. Coordinators are therefore expected to comply with any local or national requirements that impose restrictions on visiting examiners having unsupervised access to candidates. In fact, it is recommended that throughout the visit of the examiner, including each candidate's examination, a teacher accompany the examiner.

6a.6.7 After completion of the assessment

Sending material to IB Cardiff

The visiting examiner, not the school, is responsible for sending the candidate record booklets to IB Cardiff.

Performance of the candidates

The marks awarded by the visiting examiner and the performance of the candidates must not be revealed to the candidates or teachers. There may be a general discussion about the school's entry as a whole and future teaching policy for visual arts in the school, but the assessment of individual candidates must not be discussed at any point. The school and visiting examiner must not be in contact with one another after the visit/release of results except to discuss a forthcoming examination visit. All questions must be referred to IB Cardiff.

Compliance with subject requirements

The examiner conducts the assessment on the basis of the programme in the Visual arts guide. Failure by the school to comply with the requirements in the current guide may result in no grade being awarded to the candidate(s) concerned.

Cases of emergency

In cases of emergency, contact IB Cardiff for advice. Any irregularities or anomalies that occur during the examination must be reported immediately to IB Cardiff in writing.

Teacher feedback

To assist in making recommendations for future examiner appointments, the visual arts teacher is asked to submit a report on the visit of the examiner. Send [Form 6/VATF](#) to IB Cardiff, to arrive as soon as possible after the visit and no later than **1 May/1 November**.

6a.6.8 Alternative arrangements: visiting examiner not allocated (HL option A and SL option A)

If a visiting examiner is not allocated:

- each candidate must prepare a portfolio of original studio work
- the teacher of visual arts records an interview with the candidate.

Portfolios

Identify each piece of work clearly, then arrange and present each piece of work to the best advantage in the portfolio.

Ensure that the candidate name and session number is clearly marked on each piece.

Include, where possible, the original studio works discussed during the recorded interview.

The following should not be sent:

- studio works that are too large
- three-dimensional works, such as ceramics and sculpture
- CD-Roms, DVDs and videos.

Recorded interviews

Refer to section H8 on audio recordings for advice on the interviewing room, equipment and recording. Record each interview on CD (audio cassette), using one CD (cassette) for each candidate. (Rewind each cassette to the beginning.) The interview should be a discussion of the candidate's studio work and not merely a discourse on the candidate's own work. Make every effort to discuss:

- the technical aspects of the studio works
- the candidate's aims or intentions
- the relationship between the studio works and the investigation workbooks.

Identify clearly any work discussed and, where possible, ensure that such works form part of the portfolio or are represented by colour photographs.

Taking into consideration any internal school deadlines, the coordinator should be provided with:

- the recordings and portfolios
- the candidate record booklets.

The coordinator must then send the above items, clearly presented and packaged to ensure ease of return if requested, to IB Cardiff to arrive by **28 April/28 October**.

Should the return of the material be requested, then it is the school that is responsible for paying the cost of postage and any additional expenses (for example, for customs clearance).

6a.6.9 Alternative arrangements: visiting examiner not allocated (HL option B and SL option B)

If a visiting examiner is not allocated:

- each candidate must collate all investigation workbooks developed during the course
- the visual arts teacher records an interview with the candidate.

Investigation workbooks

Collate all investigation workbooks developed during the course for despatch to IB Cardiff. Please ensure that the candidate name and session number are clearly marked on each workbook.

Recorded interviews

Refer to the section on audio recordings (section H8) for advice on the interviewing room, equipment and recording. Record each interview on CD (audio cassette), using one CD (cassette) for each candidate. (Rewind each cassette to the beginning.) The emphasis of the discussion should be on issues of art criticism and cultural understanding. Make every effort to discuss:

- the contextual, visual and critical investigation
- the relationship between the investigation workbooks and the studio works.

Identify clearly any work discussed.

Taking into consideration any internal school deadlines, the coordinator should be provided with:

- the recordings and investigation workbooks
- the candidate record booklets.

The coordinator must then send the above items, clearly presented and packaged to ensure ease of return if requested, to IB Cardiff to arrive by **28 April/28 October**.

Should the return of the material be requested, then it is the school that is responsible for paying the cost of postage and any additional expenses (for example, for customs clearance).

6a.7 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the visual arts teacher(s).

	Material required by internal school deadline
Higher level and standard level option A	<ul style="list-style-type: none"> • Visiting examiner proposal Form 6/VAEP • Predicted grades and marks for internal assessment • Copies of candidate record booklets attached to coversheet Form 6/VACS for candidates in internal assessment sample • Candidate record booklets (all candidates) • Teacher feedback on the examiner visit, Form 6/VATF <p>Alternative arrangements: no visiting examiner allocated</p> <ul style="list-style-type: none"> • Predicted grades and marks for internal assessment • Candidate record booklets (all candidates) • Portfolios (all candidates) • CDs (audio cassettes) (all candidates)
Higher level and standard level option B	<ul style="list-style-type: none"> • Visiting examiner proposal Form 6/VAEP • Predicted grades and marks for internal assessment • Copies of candidate record booklets attached to coversheet 6/VACS for candidates in internal assessment sample • Candidate record booklets (all candidates) • Teacher feedback on the examiner visit, Form 6/VATF <p>Alternative arrangements: no visiting examiner allocated</p> <ul style="list-style-type: none"> • Predicted grades and marks for internal assessment • Candidate record booklets (all candidates) • Investigation workbooks (all candidates) • CDs (audio cassettes) (all candidates)

Visual arts examiner application form—visiting examiners

• Write legibly using black ink and return this form to:

Examinations administration department
International Baccalaureate
Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff, Wales, GB CF23 8GL
Tel: +44 29 2054 7777
Fax: +44 29 2054 7778

Personal details

Family name:	Address:
Given name(s):
Title: (Prof/Dr/Mr/Mrs/Ms)
Nationality:
Name and number of the school that has proposed you as their visual arts visiting examiner:
If you have a connection with candidates in any IB Diploma Programme school(s) as a relative, teacher (past or present), member of the school board etc please indicate the type of connection and the schools concerned below: Telephone numbers (including country and area codes) Daytime: Evening/weekend: Fax: Email:

Qualifications

Please enter details of your degree, any further degrees, technical or other qualifications, indicating where possible the main and subsidiary subjects studied.

Dates (from-to)	University or other institution of further education	Qualification

Main subject(s):

Subsidiary subject(s):

Employment

Dates (from-to)	Employer (school, college, etc)	Position held	Subjects taught and ages of students

Any other relevant experience (apart from examining):

.....

.....

Examining experience with the International Baccalaureate

Dates (from-to)	Subject	Level	Position held

Other examining experience

Dates (from-to)	Subject	Level	Position held

Working languages

Native/first language(s):.....

All other languages—please indicate your level of competence in the table below.

Language(s)	Able to read documents (yes/no)	Able to mark (yes/no)	Able to write reports (yes/no)

References

Please give the names and addresses of two referees. If possible, one referee should cover examining experience, the other teaching or related experience. If you are a teacher in an IB Diploma Programme school please inform the coordinator/principal that you are applying to become an assistant examiner for the International Baccalaureate.

(1)

(2)

Family name:

Family name:

Given name(s):

Given name(s):

Title:

Title:

(Prof/Dr/Mr/Mrs/Ms)

(Mr/Mrs/Ms)

Address:

Address:

.....

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Telephone numbers

(including country and area codes)

Telephone numbers

(including country and area codes)

Daytime:

Daytime:

Fax:

Fax:

Email:

Email:

Signature:

Date:

Visual arts visiting examiner proposal

Submit to: **IB Cardiff**

Arrival date: **7 Oct / 7 Apr**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.

Subject: Visual arts

Number of candidates:

English

☐

French

☐

Spanish

☐

To be completed by schools which presented candidates in the previous session:

Assessment was conducted by: Alternative arrangements:

☐

Visiting examiner:

☐

Name of visiting examiner:

(Title) (Family name)

(Given names)

Examiner proposal: to be completed by all schools:

We wish:

- last year's examiner be re-appointed, and have checked the availability of the examiner
(10 March/10 September–25 April/25 October)

Yes

☐

No

☐

(Please provide reason and alternative choice below)

- the prospective examiner we have contacted be appointed by the IB

☐

- a list of possible examiners be provided by the IB

☐

Prospective new examiner proposals:

- we have provided _____ (name)

with an examiner application form (6/VAEA)

Yes

☐

No

☐

- we will ensure that the form 6/VAEA is forwarded to examiner recruitment at IB Cardiff

Visiting examiner's previous personal contacts with IB visual arts candidates:

None

☐

Some

☐

(Please provide details below)

To be completed by coordinator/teacher

Name: _____ Position: _____

Signature: _____ Date: _____

PLEASE RETURN TO EXAMINATIONS ADMINISTRATION DEPARTMENT, IB CARDIFF

Visual arts teacher feedback: examiner visit

Submit to: **IB Cardiff**

Arrival date: **1 May / 1 Nov**

Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Visual arts

Number of candidates:

HLA

SLA

HLB

SLB

Total

Name of visiting examiner:

(Title) (Family name)

(Given names)

Questionnaire:

	Yes	No
Were any difficulties encountered in making practical arrangements for the visit?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner express to you any difficulties in understanding his/her duties?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner spend time before the evaluation with the visual arts teacher or coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
Did the examiner spend time after the evaluation with the visual arts teacher or coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
In general, did the examiner have a good working relationship with the candidates?	<input type="checkbox"/>	<input type="checkbox"/>
How long, approximately, did the examiner spend with each candidate?	HL (30–40 minutes) <input type="text"/>	
	SL (20–30 minutes) <input type="text"/>	

Please comment further on any of the above items or on any other issues which you wish to bring to the attention of the IB in connection with the visit of the examiner.

Teacher's name:

Date:

Teacher's signature:

PLEASE RETURN TO ACADEMIC ADMINISTRATIVE OFFICER, GROUP 6, DIPLOMA, IB CARDIFF

Visual arts internal assessment cover sheet

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- The moderated sample should be sent to the designated moderator.
- Complete one copy of this form to accompany each candidate's work.

Subject: Visual Arts Level: _____ Option: _____

Candidate name: _____

Candidate session number:

0	0						
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Internal assessment for completion by teacher and moderator.

Complete either:

HL and SL option A only, investigation marks

	Code	Mark/20
Teacher		
Moderator		
Senior moderator		
IB Cardiff		

HL and SL option B only, studio marks

	Code	Mark/20
Teacher		
Moderator		
Senior moderator		
IB Cardiff		

For completion by teacher

A copy of the following is attached:

The candidate statement, a short written statement by the teacher, studio work photographs and investigation workbook (A4/letter-size) pages.

Yes ☐ No ☐

Teacher declaration

To the best of my knowledge, the material presented is the authentic work of the candidate.

Teacher's name: _____

Teacher's signature: _____ Date: _____

6b.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Music guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Music guide</i>	February 2000
<i>Musical investigation: additional clarification</i>	September 2004

6b.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit the number of group performances.	IB Cardiff	15 November 2008/ 15 May 2009	IBIS
Submit predicted grades and marks for internal assessment.	IB Cardiff	10 April 2009/ 10 October 2009	IBIS
Higher level Submit sample internal assessment work for the components: <ul style="list-style-type: none"> • solo performance (CDs/audio cassettes) • composition (portfolios, consisting of music scores, CDs/audio cassettes and written statements). 	Examiner	20 April 2009/ 20 October 2009	Form 6/MRSS Form 6/MCCS
Standard level Submit sample internal assessment work for one of the following components: <ul style="list-style-type: none"> • solo performance (CDs/audio cassettes) • group performance (CDs/audio cassettes) • composition (portfolios, consisting of music scores, CDs/audio cassettes and written statements). 	Examiner	20 April 2009/ 20 October 2009	Form 6/MRSS Form 6/MRGS Form 6/MCCS
Higher level and standard level Submit all musical investigations.	Examiner	30 April 2009/ 30 October 2009	Candidate checklist Form 6/MICS
Submit the edition being used for the listening paper prescribed work.	IB Cardiff	30 November 2008/ 30 May 2009	IBIS

6b.3 Internal assessment

Internal assessment is a requirement for music at both higher level and standard level.

At higher level it is based on the assessment of a solo performance component and a composition component, which together account for 50% of the total marks. At standard level it is based on a solo performance component, or a group performance component, or a composition component, and also accounts for 50% of the total marks. The submission of work from each ensemble for group performance, or from five, eight or ten candidates at each level for solo performance and composition, allows the IB to moderate teachers' marks for each of these components in order to achieve a common standard across schools.

6b.4 Internal assessment requirements

The criteria for the assessment of the solo performance and composition components are published in the *Music guide*. Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the achievement of each candidate on each criterion. Group performance is assessed using the holistic markband descriptors published in the *Music guide*. Each member of the group receives the same mark. The assessment should be made by the person responsible for teaching the Diploma Programme music course, not by an instrumental or vocal teacher.

6b.4.1 Time requirement

When a candidate's submission falls short of the time requirement teachers are to use the following criteria/markband descriptors to adjust the mark proportionately for the work that has been submitted.

Composition HL/SL: criterion A overall impression

Solo performance HL/SL: criterion D repertoire

Group performance SL: refer to the final part of each markband descriptor

Please indicate clearly on the cover sheet that this adjustment has been carried out.

6b.4.2 Solo performance component

Each higher level candidate, and each standard level candidate opting for the performance component, performs music of their own choice. At higher level the performance should last for approximately 20 minutes, and at standard level approximately 15 minutes. Each performance must be recorded. The recordings must be on compact disc (CD) or audio cassette.

The assessment of the solo performance component should be conducted in time to submit marks to IB Cardiff to arrive by **10 April/10 October**. On [Form 6/MRSS](#) enter the candidate's achievement level for each of the four criteria and the total mark out of 20. Use whole numbers; do not use decimals or fractions. Use one *Form 6/MRSS* for each candidate.

6b.4.3 Group performance component (SL only)

A selection from two public performances by each group containing IB music candidates must be recorded. The selection must be between 15 and 30 minutes long. The recordings must be on CD or audio cassette.

The assessment of the group performance component must be conducted in time to submit marks to IB Cardiff to arrive by **10 April/10 October**. On [Form 6/MRGS](#) enter the candidates' total mark out of 25. Use whole numbers; do not use decimals or fractions. Use one *Form 6/MRGS* for each group, unless more forms are necessary to detail the membership of large groups.

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.

Examples

- One student, a bass guitarist, plays in two groups. A choice has to be made as to which group performance to use for assessment. A candidate may not be assessed on work in more than one group. For assessment purposes, recordings from one group will be submitted.
- A school registers five candidates: two are in the school band, two are in the school choir and one is in a folk group. For assessment purposes, recordings from three groups will be submitted.

6b.4.4 Composition component

Each higher level candidate, and each standard level candidate opting for the composition component, must produce original compositions, scores and recordings, together with a written statement. Three compositions are required at higher level and two at standard level. The assessment of each candidate must be based on the compositions and on the candidate's written statement. The recordings must be on CD or audio cassette.

The assessment of the composition component should be conducted in time to submit marks to IB Cardiff to arrive by **10 April/10 October**. Enter the candidate's achievement level for each of the five criteria and the total mark out of 25 on [Form 6/MCCS](#). Use whole numbers; do not use decimals or fractions. Use one *Form 6/MCCS* for each candidate.

The candidate's name and session number must be announced at the beginning of the CD or audio cassette. Content order must be the same on both the recording and the coversheet. (Ensure that each cassette is wound back to the beginning before being submitted and is clearly labelled.) Please refer to section H8.

6b.4.5 Samples for moderation: solo performance component

After making your final assessment on all candidates, identify the samples chosen by IBIS.

Give to the coordinator, by any internal school deadlines:

- one completed copy of [Form 6/MRSS](#) for each of the sample candidates
- the CD/audio cassette recordings of the performance for each of the sample candidates.

The coordinator should send the sample recordings accompanied by [Form 6/MRSS](#) to the examiner allocated by IB Cardiff to arrive by **20 April/20 October**. You are advised to retain copies of the CD/audio cassettes and forms.

Each candidate at higher level must submit two CDs/audio cassettes, one for composition and one for solo performance.

6b.4.6 Moderation of the group performance component

All group performance recordings must be sent to the examiner. Give to the coordinator, by any internal school deadlines:

- one completed copy of [Form 6/MRGS](#) for each group
- one CD/audio cassette recording per group.

The coordinator should send the sample recordings accompanied by [Form 6/MRGS](#) to the examiner allocated by IB Cardiff to arrive by **20 April/20 October**. You are advised to retain copies of the CDs/audio cassettes and forms.

6b.4.7 Samples for moderation: composition component

After making your final assessment on all candidates, identify the samples chosen by IBIS.

Give to the coordinator, by any internal school deadlines:

- one completed copy of [Form 6/MCCS](#) for each of the sample candidates
- the composition portfolios consisting of the music scores, recordings and written statements for each of the sample candidates.

The coordinator should send the sample portfolios accompanied by [Forms 6/MCCS](#) to the examiner allocated by IB Cardiff. You are advised to retain copies of the compositions and forms.

6b.5 External assessment: musical investigation

6b.5.1 Procedure prior to the submission of the musical investigations

Ensure that all candidates' musical investigations are clearly labelled on the front cover with:

- the candidate session number
- the subject, level and component of the examination
- the session and year of the examination.

Each candidate must complete a copy of the musical investigation coversheet ([Form 6/MICS](#)), which must accompany his or her work when submitted for assessment. Each candidate's work must be enclosed in a separate folder.

6b.5.2 Submission of the candidates' musical investigations

Package the investigations securely. The coordinator should send the package to the examiner, to arrive by **30 April/30 October**.

6b.6 External paper: listening paper HL/SL

The invigilator instructions and compact discs (CDs) for the music higher level and standard level listening paper are packed together in a "CD pack" that accompanies your examination papers package.

On receipt of this package the CD pack must be opened, the invigilator instructions studied and the CDs counted. The package must then be securely locked away.

The pack containing the examination papers must not be opened until the start of the examination. It is the school's responsibility to provide candidates with clean copies of the prescribed work. The CDs must not be played before the examination starts.

6b.7 Prescribed work

6b.7.1 Examinations in 2009 and 2010

Dido and Aeneas (Purcell)

Submit the edition being used for the prescribed work using the form "Music Prescribed Work", available on IBIS, by **30 November/30 May**.

Please ensure that candidates take a score of the appropriate prescribed work into the examination room with them. The score must be a clean one that is not marked in any way. However, if the edition of the score being used does not have bar/measure numbers included, candidates may write these into the score before the day of the examination. If this is done, numbers must be entered either every five or ten bars/measures. Irrespective of which edition is used, schools must ensure that all pages other than the music score are fastened together in such a way that during the listening paper examination candidates are not able to look at them.

6b.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the music teacher(s).

	Material required by internal school deadline
Higher level internal assessment	<p>Samples for moderation: solo performance component</p> <ul style="list-style-type: none"> One completed copy of Form 6/MRSS for each of the sample candidates The CD/audio cassette recording of the performance for each of the sample candidates <p>Submission to IB Cardiff: solo performance component</p> <ul style="list-style-type: none"> Predicted grades and marks for internal assessment <p>Samples for moderation: composition component</p> <ul style="list-style-type: none"> One completed copy of Form 6/MCCS for each of the sample candidates The composition portfolio for each of the sample candidates <p>Submission to IB Cardiff: composition component</p> <ul style="list-style-type: none"> Predicted grades and marks for internal assessment
Standard level internal assessment	<p>Samples for moderation: solo performance component</p> <ul style="list-style-type: none"> One completed copy of Form 6/MRSS for each of the sample candidates The CD/audio cassette recording of the performance for each of the sample candidates <p>Submission to IB Cardiff: solo performance component</p> <ul style="list-style-type: none"> Predicted grades and marks for internal assessment <p>Samples for moderation: group performance component</p> <ul style="list-style-type: none"> One completed copy of Form 6/MRGS for each group The CD/audio cassette recording for each group <p>Submission to IB Cardiff: group performance component</p> <ul style="list-style-type: none"> Predicted grades and marks for internal assessment Number of group performances <p>Samples for moderation: composition component</p> <ul style="list-style-type: none"> One completed copy of Form 6/MCCS for each of the sample candidates The composition portfolio for each of the sample candidates <p>Submission to IB Cardiff: composition component</p> <ul style="list-style-type: none"> Predicted grades and marks for internal assessment
Higher level and standard level external assessment	<p>For submission to the examiner: musical investigation</p> <ul style="list-style-type: none"> One musical investigation coversheet (6/MICS) for each candidate Each candidate's musical investigation

Internal assessment cover sheet—music composition portfolios

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- The moderation sample should be sent to the designated moderator.
- Complete one copy of this form to accompany each candidate's work.

Subject: Music Level: _____

Candidate name: _____

Candidate session number:

0	0						
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Composition component:

Number of compositions (3 at HL, 2 at SL)

Title: _____ Length: _____

Title: _____ Length: _____

Title: _____ Length: _____

Total length of submission: _____

(The total length of submission must be between 5 and 15 minutes in length for HL and SL.)

Assessment criteria:

	A 0–5	B 0–5	C 0–5	D 0–5	E 0–5	Total 0–25	
Teacher:	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	
Moderator:	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	Moderator code: _____
Senior moderator	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>	Senior moderator code: _____

The following are to be completed by the teacher:

- | | | |
|--|---|--|
| • A music score for each composition is attached | Yes <table border="1" style="width: 30px; height: 20px;"></table> | No <table border="1" style="width: 30px; height: 20px;"></table> |
| • A CD (audio cassette) recording is attached | Yes <table border="1" style="width: 30px; height: 20px;"></table> | No <table border="1" style="width: 30px; height: 20px;"></table> |
| • A written statement is attached | Yes <table border="1" style="width: 30px; height: 20px;"></table> | No <table border="1" style="width: 30px; height: 20px;"></table> |
| • Each of the compositions is clearly labelled | Yes <table border="1" style="width: 30px; height: 20px;"></table> | No <table border="1" style="width: 30px; height: 20px;"></table> |

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

**Internal assessment coversheet: music solo performance
CD (audio cassette) recordings**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- The person responsible for teaching the IB music course (not an instrumental/vocal teacher) should assess the performance.
- The moderation sample should be sent to the designated moderator.
- Complete one copy of this form to accompany each CD (audio cassette) recording submitted.

Subject: Music

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Performance component:

Number of pieces performed:

For each piece performed, indicate what instrument the candidate is playing or, if the candidate is singing, the vocal pitch (alto, tenor etc). If necessary continue overleaf.

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Total length of submission:

(The total length of submission must be: HL 20 minutes, approximately; SL 15 minutes, approximately.)

Assessment criteria:

	A 0-5	B 0-5	C 0-5	D 0-5	Total 0-20	
Teacher:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Moderator code:
Senior moderator	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Senior moderator code:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

School name:

Performance component:

[illegible]

**Internal assessment cover sheet: music group performance
CD (audio cassette) recordings**

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- The person responsible for teaching the IB music course (not an instrumental/vocal teacher) should assess the performance.
- All work should be sent to the designated moderator.
- Submit one CD (audio cassette) recording per group.
- Complete one copy of this form to accompany each CD (audio cassette) recording submitted. Use more than one form if necessary for large groups. Complete 1–3 overleaf.

Subject: Music

Level: Standard

Type of group and name:

For each participant, indicate what instrument the candidate is playing or, if the candidate is singing, the vocal pitch (alto, tenor etc).

Candidate name	Candidate session number:	Instrument/voice									
	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								
0	0										
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	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								
0	0										
	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								
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	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								
0	0										

Total length of submission: (This must be between 15 and 30 minutes in length.)

Assessment criteria:

Total mark 0–25

Teacher:

--

Moderator:

--

Moderator code:

Senior moderator:

--

Senior moderator code:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of each candidate.

Teacher's name: Date:

Teacher's signature:

School name:

Group name:

1. Please give a brief description of the nature of the group and its work.

2. Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

Title: Length:

Composer: Instrument/Voice:

3. Give reasons for the mark awarded. Please refer to the markband descriptors.

Music cover sheet: musical investigation

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.

Complete one Music Level: HL ☐ SL S ☐ SL G ☐ SL C ☐

Candidate name:

Candidate session number:

0	0						
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Instructions to candidates

Candidates are reminded that they are required to submit a paper copy of the mass media script, regardless of the medium chosen. Check that your candidate session number is on each sheet of paper used in your musical investigation and attach this cover sheet to the front of the work.

Outline below the nature of your musical investigation.

For which mass medium has the script been prepared?

Which two musical cultures are investigated?

Which pieces of music are discussed in detail? Give your main musical reason for linking these examples.

Number of words (This must be no more than 2,000 words)

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the examiners

	A 0-3	B 0-6	C 0-4	D 0-3	E 0-4	Total 0-20	
Examiner:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Examiner code:
Moderator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moderator code:
Senior moderator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Senior moderator code:

6c Theatre

6c.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Theatre guide*.

May and November 2009 examination sessions	
Title of publication	Date of issue
<i>Theatre guide</i>	March 2007
<i>Theatre teacher support material</i>	March 2007

6c.2 Summary of latest arrival dates: May and November 2009 sessions

Action	To	Latest arrival date	Method/form
Submit marks for: Higher level <ul style="list-style-type: none"> Theatre performance and production presentation Independent project portfolio Standard level <ul style="list-style-type: none"> Theatre performance and production presentation Independent project portfolio 	IB Cardiff	10 April 2009/ 10 October 2009	By IBIS
Submit sample theatre internal assessments: Higher level <ul style="list-style-type: none"> Theatre performance and production presentation Independent project portfolio Standard level <ul style="list-style-type: none"> Theatre performance and production presentation Independent project portfolio 	Moderator	20 April 2009/ 20 October 2009	6/Tpresentation(HL) 6/IATpresentation 6/Tportfolio(HL) 6/IATportfolio 6/Tpresentation(SL) 6/IATpresentation 6/Tportfolio(SL) 6/IATportfolio
Submit all practical performance proposals.	Examiner	30 April 2009/ 30 October 2009	6/Tproposal(HL) 6/Tproposal(SL) Candidate checklist
Submit all research investigations.	Examiner	30 April 2009/ 30 October 2009	Form 6/TRI(HL) Form 6/TRI(SL) Candidate checklist

6c.3 Internal assessment

Internal assessment is a requirement for theatre at both higher level and standard level. At higher level internal assessment is based on the following components, which together account for 50% of the total marks:

- theatre performance and production presentation
- independent project portfolio.

At standard level, internal assessment is based on the following components, which together also account for 50% of the total marks:

- theatre performance and production presentation
- independent project portfolio.

The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for these components in order to achieve a common standard across schools.

6c.4 Internal assessment requirements

Section H8: audio recordings

In order to prepare for the audio recording of each candidate's theatre performance and production presentation, it is essential to read section H8.

The criteria for internal assessment are published in the *Theatre guide* (March 2007). Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching theatre.

6c.4.1 Theatre performance and production presentation

Higher level and standard level

The theatre performance and production presentation consists of a presentation—using speech and image— of the learning journey in performance and production that the student has undergone over the two years of the course. The materials for the content of the presentation will be drawn from the journal.

Using the assessment criteria and descriptors, the teacher should evaluate the candidates' involvement in the performance and production aspects of all areas of the core syllabus with a focus on one or two performances in which the student has been involved. The total mark for SL students is out of 30. The total mark for HL students is out of 40. All marks should be submitted using IBIS.

For each candidate whose work is part of the sample submitted for moderation, the teacher should provide a profile of the candidate's contribution using a copy of Form 6/Tpresentation.

6c.4.2 Practical arrangements on the examination day

It is recommended that a timetable/schedule be prepared showing the order in which the candidates will make their presentations. There should be a short break between each candidate. A maximum of 30 minutes should be allowed for each higher level candidate, with 7 to 10 supporting images (each not exceeding A4 size). A maximum of 20 minutes should be allowed for each standard level candidate, with 5 to 7 supporting images (each not exceeding A4 size).

6c.4.3 Conduct of the presentation

The candidate's presentation must be in the response language in which he/she has registered for theatre.

The presentation must be recorded on CD. All CDs must be clearly labelled with candidate numbers and level. Presentations by higher level students and standard level students should not appear on the same CD.

Audio cassettes and video cassettes must not be used.

Candidates may refer to notes, but the presentation must not be a simple reading of them.

The candidate must make the presentation on his/her own, that is, the candidate may not be supported by anyone.

6c.4.4 Independent project portfolio

Higher level and standard level

The teacher should evaluate the candidates' theatre portfolios towards the end of the course using the appropriate higher level or standard level assessment criteria and descriptors. This portfolio will show the development of the student's independent project and its connection to his/her experiences in the core syllabus. For higher level candidates the total mark is out of 50. For standard level candidates the total mark is out of 40. The marks should be submitted using IBIS.

Ownership of theatre portfolios

If candidates anticipate that they may require their portfolios (for example, for the purpose of university admission), it is recommended that a photocopied version be submitted to the examiner.

6c.5 The marks for internal assessment

Ensure that you have used the correct assessment criteria and descriptors for each level and component for internal assessment. Remember to use whole numbers; do not use decimals, fractions or estimates.

Carry out an arithmetical check. Add up the achievement levels and check that the total marks for each component are correctly entered. If scaling is required in order that each mark corresponds with the percentage available for the component, this will be undertaken at IB Cardiff.

6c.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.

6c.6.1 Samples for moderation

Ensure that all candidates' work is clearly labelled on the front cover with:

- the session number of the candidate
- the subject, level and component of the examination
- the session and year of the examination.

The samples for each level must be those identified by IBIS.

For each level, give to the coordinator, by any internal school deadlines:

- one completed copy of Form 6/Tpresentation for each sample candidate
- one completed copy of Form 6/Tportfolio (for each level)
- the work of the five, eight or ten sample candidates per level
- the submission of IA/PG data and sample work.

The coordinator must submit internal assessment/predicted grade data by IBIS by **10 April/10 October**.

The coordinator must send to the moderator:

- the completed Form 6/Tpresentation and Form 6/Tportfolio (for each level)
- the sample work of five, eight or ten candidates per level

to arrive by **20 April/20 October**.

6c.6.2 Submission of the sample candidates' presentations

Package the CDs securely in CD holders and using a padded envelope. The coordinator should send the package to the examiner, to arrive by **20 April/20 October**.

6c.7 External assessment: practical performance proposal

The practical performance proposal is a two-part task in which the student initially presents a written 'pitch' which outlines a considered vision of performance based on a prescribed stimulus in a concise and pertinent manner. The second part includes a fuller descriptive outline of this vision using visuals. At both higher level and standard level the practical performance proposal accounts for 25% of the total marks.

IB Cardiff will notify schools of the choice of performance stimuli that will be the subject of the candidates' practical performance proposals by means of a list released in the November issue of the *Diploma Programme Coordinator notes* each year (published on the OCC). Candidates must be provided with the list no more than four weeks before the presentation.

Retake and anticipated candidates upgrading from standard level to higher level must work from the current year's stimuli list. They must not use a previous year's choice and they must be subject to the same four week notification and preparation period as all candidates.

6c.8 External assessment: research investigation

The research investigation is a formal academic theatre research exercise presented in the form of a written paper. At both higher level and standard level the research investigation accounts for 25% of the total marks.

6c.8.1 Procedure prior to submission of the research investigations

Ensure that all candidates' research investigations are clearly labelled on the front cover with:

- the candidate session number
- the subject, level and component of the examination
- the session and year of the examination.

Each candidate must complete a copy of the research investigation coversheet (Form 6/TRI), which must accompany his or her work when submitted for assessment. Each candidate's work must be enclosed in a separate folder.

6c.8.2 Submission of the candidates' research investigations

Package the research investigations securely. The coordinator should send the package to the examiner, to arrive by **30 April/30 October**.

6c.9 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the theatre teacher(s).

	Material required by internal school deadline
Higher level internal assessment	<p>For sending to moderator: internal assessment sample work</p> <ul style="list-style-type: none"> One Form 6/Tpresentation(HL) for each sample candidate One portfolio coversheet Form 6/Tportfolio(HL) One theatre performance and production presentation for each sample candidate One independent project portfolio for each sample candidate <p>For sending to IB Cardiff: IA/PG data</p> <ul style="list-style-type: none"> Predicted grades Marks out of 40 for the theatre performance and production presentation Marks out of 50 for HL candidates for the independent project portfolio
Standard level internal assessment	<p>For sending to moderator: internal assessment sample work</p> <ul style="list-style-type: none"> One Form 6/Tpresentation(SL) for each sample candidate One portfolio coversheet Form 6/Tportfolio(SL) One theatre performance and production presentation for each sample candidate One independent project portfolio for each sample candidate <p>For sending to IB Cardiff: IA/PG data</p> <ul style="list-style-type: none"> Predicted grades Marks out of 30 for the theatre performance and production presentation Marks out of 40 for the independent project portfolio
Higher level and standard level external assessment	<p>For sending to the examiner: practical performance proposal</p> <ul style="list-style-type: none"> One practical performance proposal cover sheet Form 6/Tproposal(HL) or Form 6/Tproposal(SL) for each candidate Each candidate's practical performance proposal <p>For sending to the examiner: research investigation</p> <ul style="list-style-type: none"> One research investigation coversheet Form 6/TRI(HL) or Form 6/TRI(SL) for each candidate Each candidate's research investigation

Theatre performance and production presentation HL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each portfolio submitted.

Subject: Theatre

Level: Higher

Candidate name:

Candidate session number :

0	0							
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Write/paste in here a concise account of the candidate's contribution to theatre production during the course. The teacher should include insightful and concise information about the candidate's contribution to theatre production over the last two years. For higher level candidates this should include at least three performances; for standard level candidates this should include at least two performances.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

For completion by the teacher

A
(0-10)

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B
(0-10)

--	--

C
(0-10)

--	--

D
(0-10)

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**Total
HL (0–40)**

Please turn over

School name:

For completion by the candidate

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the teacher

Teacher's name: Date:

Teacher's signature: Date:

For completion by the examiner

A (0–10)	B (0–10)	C (0–10)	D (0–10)	Total HL (0–40)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For completion by the senior examiner

A (0–10)	B (0–10)	C (0–10)	D (0–10)	Total HL (0–40)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Theatre performance and production presentation SL only

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each portfolio submitted.

Subject: Theatre

Level: Standard

Candidate name:

Candidate session number:

0	0							
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Write/paste in here a concise account of the candidate's contribution to theatre production during the course. The teacher should include insightful and concise information about the candidate's contribution to theatre production over the last two years. For higher level candidates this should include at least three performances; for standard level candidates this should include at least two performances.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

For completion by the teacher

A
(0-10)

B
(0-10)

C
(0-10)

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**Total
SL (0–30)**

Please turn over

School name:

For completion by the candidate

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the teacher

Teacher's name: Date:

Teacher's signature: Date:

For completion by the examiner**A**
(0–10)**B**
(0–10)**C**
(0–10)**Total**
SL (0–30)**For completion by the senior examiner****A**
(0–10)**B**
(0–10)**C**
(0–10)**Total**
SL (0–30)

Moderation of internal assessment: Theatre performance and production presentation

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Theatre

Level: _____

Number of candidates at this level: _____

Details of candidates whose work is submitted: *Copy from marksheet.*

Candidate session number

Candidate name

Choose SL or HL

If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.

SL mark
(A–C)
0–30

HL mark
(A–D)
0–40

1

0	0								
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2

0	0								
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3

0	0								
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4

0	0								
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5

0	0								
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If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6

0	0								
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7

0	0								
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8

0	0								
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If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9

0	0								
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10

0	0								
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I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name:

Date:

Teacher's signature:

Moderation of internal assessment: Independent project portfolio HL only

Submit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject: Theatre Level: Higher

Candidate name:

Candidate session number :

0	0						
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Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your independent project portfolio and attach this coversheet to the front of your work.

Please tick which option you have selected at HL:

Option A	
Option B	

What was your independent project?

Approximate number of words:

For completion by the candidate

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's name:

Candidate's signature: Date:

Please turn over

School name:

For completion by the teacher

Please put your mark and a brief comment to support each specific criterion

A (0–10)

Comment:

B (0–10)

Comment:

C (0–10)

Comment:

D (0–10)

Comment:

E (0–10)

Comment:

**Total
HL (0–50)**

Comment:

Teacher's name:

Teacher's signature:

Date:

For completion by the examiner

**A
(0–10)**

**B
(0–10)**

**C
(0–10)**

**D
(0–10)**

**E
(0–10)**

**Total
HL (0–50)**

For completion by the senior examiner

**A
(0–10)**

**B
(0–10)**

**C
(0–10)**

**D
(0–10)**

**E
(0–10)**

**Total
HL (0–50)**

**Moderation of internal assessment:
Independent project portfolio SL only**Submit to: **Moderator**Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.

Subject: TheatreLevel: Standard

Candidate name:

Candidate session number:

0	0						
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Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your independent project portfolio and attach this cover sheet to the front of your work.

What was your independent project?

.....

Approximate number of words:

.....

For completion by the candidate

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's name:

Candidate's signature:

Date:

Please turn over

School name:

For completion by the teacher

Please put your mark and a brief comment to support each specific criterion

A (0–10)

Comment:

B (0–10)

Comment:

C (0–10)

Comment:

D (0–10)

Comment:

**Total
SL (0–40)**

Comment:

Teacher's name:

Teacher's signature:

Date:

For completion by the examiner**A
(0–10)****B
(0–10)****C
(0–10)****D
(0–10)****Total
SL (0–40)****For completion by the senior examiner****A
(0–10)****B
(0–10)****C
(0–10)****D
(0–10)****Total
SL (0–40)**

Moderation of internal assessment: Independent project portfolio

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.

Subject: Theatre

Level: _____

Number of candidates at this level: _____

Details of candidates whose work is submitted: *Copy from marksheet.*

Candidate session number

Candidate name

Choose SL or HL

If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.

**SL mark
(A–D)
0–40**

**HL mark
(A–E)
0–50**

1

0	0						
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2

0	0						
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3

0	0						
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4

0	0						
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5

0	0						
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If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.

6

0	0						
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7

0	0						
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8

0	0						
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If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.

9

0	0						
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10

0	0						
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I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of each candidate.

Teacher's name:

Date:

Teacher's signature:

Theatre cover sheet: practical performance proposal HL only

Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each practical performance proposal submitted.

Subject: Theatre Level: Higher

Candidate name:

Candidate session number:

0	0						
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Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your practical performance proposal and attach this cover sheet to the front of your work.

Complete the following information:

What is the prescribed performance stimulus you have used?

Section 1—approximate number of words:

Section 3 (HL only)—approximate number of words:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the teacher: I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:

Teacher's signature: Date:

For completion by the examiners

Examiner's name and code: Examiner's total mark

Senior examiner's name and code: Senior examiner's total mark

**Total
0–25**

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Theatre cover sheet: practical performance proposal SL only

Submit to: **Examiner** Arrival date: **30 Apr / 30 Oct** Session:

School number:

0	0				
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School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each practical performance proposal submitted.

Subject: Theatre Level: Standard

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your practical performance proposal and attach this cover sheet to the front of your work.

Complete the following information:

What is the prescribed performance stimulus you have used?

.....

.....

.....

Section 1—approximate number of words:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the teacher: I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:

Teacher's signature: Date:

For completion by the examiners		Total 0–25
Examiner's name and code:	Examiner's total mark	<table border="1" style="width: 40px; height: 30px;"></table>
Senior examiner's name and code:	Senior examiner's total mark	<table border="1" style="width: 40px; height: 30px;"></table>

Theatre coversheet: research investigation HL only

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each research investigation submitted.

Subject: Theatre

Level: Higher

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your research investigation and attach this coversheet to the front of your work.

Outline below the nature of your research investigation.

What is the unfamiliar theatrical practice you are researching?

To which play/theatre piece from this theatrical practice is this research being applied?

What is your specific research question?

Approximate number of words:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

Date:

For completion by the teacher: I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:

Teacher's signature:

Date:

Please turn over

International Baccalaureate

6/TRI(HL) (reverse)

School name:

For completion by the examiner:

Examiner's name and code:

A (0–10)	B (0–10)	C (0–10)	D (0–10)	Total HL (0–40)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For completion by the senior examiner:

Senior examiner's name and code:

A (0–10)	B (0–10)	C (0–10)	D (0–10)	Total HL (0–40)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Theatre coversheet: research investigation SL only

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each research investigation submitted.

Subject: Theatre

Level: Standard

Candidate name:

Candidate session number:

0	0						
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Instructions to candidates

Check that your candidate session number is on each sheet of paper used in your research investigation and attach this coversheet to the front of your work.

Outline below the nature of your research investigation.

What is the unfamiliar theatrical practice you are researching?

To which play/theatre piece from this theatrical practice is this research being applied?

What is your specific research question?

Approximate number of words:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

Date:

For completion by the teacher: I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:

Teacher's signature:

Date:

Please turn over

School name:

For completion by the examiner:

Examiner’s name and code:

A (0–10)	B (0–10)	C (0–10)	Total SL (0–30)
<div></div>	<div></div>	<div></div>	<div></div>

For completion by the senior examiner:

Senior examiner’s name and code:

A (0–10)	B (0–10)	C (0–10)	Total SL (0–30)
<div></div>	<div></div>	<div></div>	<div></div>

7 School-based syllabuses

A school-based syllabus (SBS) is an optional sixth subject that is designed by the school according to its own needs and teaching resources. Schools develop these syllabuses in consultation with IB Cardiff. A school-based syllabus may only be offered at standard level, not higher level.

7.1 Summary of latest arrival dates: May and November 2009 sessions

Action	From	To	Latest arrival date
Examination paper(s) Send proposed examination paper(s) and markscheme(s)	School	IB Cardiff	14 December 2008/ 14 June 2009
Examination paper(s) Send proposed examination paper(s) and markscheme(s) for approval	IB Cardiff	Assessor	7 January 2009/ 7 July 2009
Examination paper(s) Send approval or amendments to examination paper(s) and markscheme(s)	Assessor	IB Cardiff	21 January 2009/ 21 July 2009
Examination paper(s) Send approval and/or amendments to the examination paper(s) and markscheme(s)	IB Cardiff	School	28 January 2009/ 28 July 2009
Examination paper(s) Send amended version(s) of the examination paper(s) and markscheme(s)	School	IB Cardiff	21 February 2009/ 21 August 2009
Examination paper(s) Send amended examination paper(s) and markscheme(s) for final approval	IB Cardiff	Assessor	7 March 2009/ 7 September 2009
Send teacher's marksheets	IB Cardiff	School	15 March 2009 15 September 2009
All components Send examiner instructions and assessor's marksheets B	IB Cardiff	Assessor	15 March 2009/ 15 September 2009
Examination paper(s) Send final approval of examination paper(s) and markscheme(s)	Assessor	IB Cardiff	21 March 2009/ 21 September 2009
Examination paper(s) Send final approval of examination paper(s) and markscheme(s)	IB Cardiff	School	7 April 2009/ 7 October 2009
Examination paper(s) Send copy of final, approved version(s)	School	IB Cardiff	14 April 2009/ 14 October 2009

Written examinations All SBS examinations must be taken on the date scheduled by the IB	Not applicable	Not applicable	30 April 2009 / 30 October 2009
Written examinations Send marked scripts, examination paper(s) and markscheme(s) Coursework Send coursework and coversheets Marksheet(s), Forms SSX and SBS/TREP Send copies	School	Assessor	30 May 2009/ 30 November 2009
Missing material Assessor contacts IB Cardiff to report any examination material not received	Assessor	IB Cardiff	30 May 2009/ 30 November 2009
Marksheet(s) and Form SSX Send original marksheets and the original completed Form SSX	School	IB Cardiff	30 May 2009/ 30 November 2009

7.2 Responsibilities

7.2.1 Assessment

The school is responsible for:

- ensuring that, in liaison with the assessor appointed by IB Cardiff, the assessment procedures are consistent with the aims and objectives of the syllabus
- ensuring that, for syllabuses where one or more written examinations form part of the assessment, the draft paper(s) and mark scheme(s) for each examination session are submitted to IB Cardiff for consideration by the assessor, who may require that the school makes amendments. Where more than one school is authorized to offer a subject, this is the responsibility of the coordinating school. See section 1.2.3
- providing the criteria of assessment and the weighting of each assessment component
- ensuring that the examination that has been duplicated in the school and given to candidates is that which has been approved by the assessor
- marking the candidates' examination scripts, according to the approved criteria and markscheme(s), before sending them to the assessor for moderation.

7.2.2 Requirements and procedures

The school is also responsible for:

- observing the summary of latest arrival dates provided in this section
- ensuring that the examination is conducted according to IB procedures and regulations, and that the examination question papers are kept under secure conditions at all times
- ensuring that the written examination(s) is taken on the **30 April/30 October**, as scheduled by the IB
- completing all forms and mark sheets according to IB instructions
- providing samples of assessed work according to IB instructions.

7.2.3 Joint school-based syllabuses: special requirements

- Where more than one school is offering the same syllabus, schools participating in the same session (May or November) should offer the same examination paper(s). However, where the syllabus is offered in different languages in different schools, the examination paper(s) may also be different.
- In the case of joint school-based syllabuses, for each examination session where more than one school enters candidates, IB Cardiff will normally designate one school to coordinate the production of the examination paper(s) and markscheme(s).
- IB Cardiff will pay the coordinating school, or with the agreement of the school the teacher responsible, a fee for the work of coordination. Details of the coordinating fees can be obtained from IB Cardiff.
- The coordinating school should prepare a first draft of the examination material and send it to the other schools for comments. These schools should send their comments back to the coordinating school and at the same time copy them to IB Cardiff. The coordinating school should amend the first draft appropriately and send the amended version to IB Cardiff, to arrive by **14 December/14 June**, for onward transmission to the assessor.

7.3 Regulations

- Only schools that have already entered candidates for two diploma sessions may offer school-based syllabuses.
- Subject to the appropriate group criteria being satisfied, a school-based syllabus may be authorized as an alternative to a subject in groups 2, 3, 4 or 5. On rare occasions a school-based syllabus may be authorized as an alternative to a subject in more than one group (for example, group 3 or group 4). In such circumstances an individual candidate may use the subject to fulfil the requirements of either group, but not both.
- A school-based syllabus in group 2 will only be accepted in exceptional circumstances. A school-based syllabus replacing a group 2 subject should be based on the study of a foreign language (not just civilization or culture) in order to fulfil group 2 requirements.
- School-based syllabuses may only be introduced after approval by IB Cardiff and will be subject to periodic review (see review policy for school-based syllabuses). Each syllabus offered by a school must be approved and authorized by IB Cardiff.
- A school that wishes to offer an existing school-based syllabus must seek authorization from IB Cardiff. Please contact the coordinator help desk.
- A syllabus must not be taught until it has been authorized by IB Cardiff.

7.4 Approval of a new school-based syllabus

7.4.1 Submission of outline proposals

- Before submitting a proposal, contact IB Cardiff for advice on possible overlap with existing Diploma Programme courses, including approved school-based syllabuses.
- An outline proposal should then be submitted to IB Cardiff for a decision as to whether or not a prima facie case has been established to justify further development.
- The IB collaborates with a school or schools on the development of a school-based syllabus and provides support in the writing of the guide. Once the syllabus has been authorized, for operational reasons the IB needs to hold copyright of the guide. Therefore, when submitting an outline proposal it must be accompanied by written confirmation that if authorized, the IB will hold copyright on the syllabus. Schools wishing to submit a proposal for a new school-based syllabus do so with this understanding.
- The proposal will then be considered by the diploma review committee, which meets twice a year.

- If the proposal is not approved for development, the school receives a report and may submit a revised proposal at a later date.
- If the proposal is approved, the school develops the syllabus in accordance with the guidelines provided below and then submits to IB Cardiff the full syllabus with sample examination question paper(s) and markscheme(s).
- The process of review and authorization can be quite lengthy, so schools should submit proposals well before the proposed commencement of teaching.

7.4.2 Guidelines for the submission of the full syllabus

The proposed syllabus must be submitted to IB Cardiff for consideration, under the headings listed below. Heading 1 should include a statement of the philosophy and rationale for the school's definition of the subject.

1. Nature of the subject
2. Aims and assessment objectives
3. Syllabus outline
4. Syllabus details
5. Assessment outline
6. Assessment details
7. Assessment criteria
8. Teaching personnel responsible for the course
9. Resource materials and bibliographies

7.4.3 Authorization

After submission of the full syllabus, IB Cardiff nominates a specialist consultant to review the proposed syllabus and submit a report to IB Cardiff. The consultant's report is then considered and IB Cardiff will then either refer the syllabus back to the school for further revision or will authorize it. A series of revisions may be necessary.

If the course is authorized, IB Cardiff will determine the group or groups of subjects in which the syllabus will be accepted as a school-based syllabus and whether any combinations with other Diploma Programme subjects should be prohibited.

Once authorization for the new school-based syllabus is given, IB Cardiff will:

- inform the school
- inform the school when the first examination may be taken
- appoint an assessor who will be responsible for the approval of the examinations and markschemes prepared by the school, and for the moderation of the school's assessment of the candidates.

7.4.4 Criteria for the authorization of a school-based syllabus

The following criteria must be satisfied before the authorization of a proposal for a school-based syllabus.

- The syllabus meets the educational or cultural needs of a particular school, but could also be taken up by others.
- The syllabus content does not overlap significantly with a mainstream diploma subject or another school-based syllabus.
- The syllabus can be covered at an appropriate depth in 150 hours.
- It is clear to which hexagon group or groups the syllabus relates and it presents a challenge comparable to other standard level subjects in the group(s).
- There is a clearly identifiable international dimension to the syllabus.
- The syllabus enables the development of critical and conceptual thinking.
- The assessment objectives are tested using appropriate assessment instruments and assessment criteria that conform to the IB Diploma Programme assessment policy.
- Any vocational elements are appropriate as part of a broad-based general education, rather than suitable only as preparation for a specific career.
- The syllabus has an intrinsic value in its own right for students who will not study in this curriculum area in the future, as applies to standard level subjects across the Diploma Programme.

7.4.5 Joint school-based syllabuses

In order to avoid the duplication of school-based syllabuses, where a school wishes to offer a syllabus similar to one which has already been approved, IB Cardiff may encourage the applicant school to offer the existing school-based syllabus, by agreement with the originating or “host” school. However, since a school-based syllabus is “school-based”, each participating school must still make an individual application for authorization.

7.5 Review of school-based syllabuses

- School-based syllabus subjects should be reviewed every 7 years, or as required by IB Cardiff. Schools should consult with IB Cardiff before beginning the review process.
- Schools should take account of any relevant changes in the group in which the subject is authorized.
- Where more than one school offers a school-based syllabus, the review should be carried out by the host school in conjunction with the other authorized schools.
- The review should begin at least a year in advance of the proposed commencement date, for example, **September 2009/February 2010** for teaching commencing in **September 2010/February 2011** with first exams in **May 2012/November 2012**.
- The school should send a draft of the revised syllabus containing any proposed changes to IB Cardiff for forwarding on to the assessor for his/her comments. A statement of justification for the proposed changes should accompany the draft, where appropriate.
- The school should then send a revised draft taking into account the assessor’s comments.
- The draft revised syllabus approved by the assessor will then be submitted to the diploma review committee (DRC) for final approval.

7.6 Instructions to teachers for marking examination material

7.6.1 Marking material for moderation

- Please exercise care and discretion in choosing where to undertake marking. Scripts and marksheets are confidential.
- Mark question by question. Do not use decimals or fractions for individual answers.
- Follow exactly the markscheme/assessment criteria approved by the assessor.
- If a candidate has attempted more than the prescribed number of questions within a paper or section of a paper, mark all answers and select the required number of answers with the highest mark. Ignore the excess material.
- Mark in red and no other colour.
- Record sub-totals (where applicable) in the right-hand margin against the part of the answer to which they refer. Do not ring sub-totals. Ring the question total in the right-hand margin opposite the last line of the answer.
- Record the mark awarded for each individual question and the total possible mark for each question on the front page of the script.
- Check the arithmetic and ensure that you have marked all answers and parts of answers. Every answer should have an indication that you have marked it, and you should put your initials in the bottom right-hand corner of every page. Check that you have correctly transferred all marks accurately onto the front page of the script.
- A candidate should be given zero marks (0) if one of the following applies:
 - the paper has been genuinely attempted but no marks have been scored
 - totally irrelevant material has been produced and no genuine attempt has been made to answer the questions set
 - nothing has been written or spoken other than the candidate's name and/or session number.

You should give a brief explanation for why zero has been given.

- Do not use a mark of zero for candidates who have failed to submit work. An F must be written instead. An F will result in no grade being awarded for the subject concerned.
- If you have any suspicion that malpractice may have occurred, you should process the scripts in the usual way, but send them with a note to the assessor detailing your suspicions. Send a copy of the note to the coordinator help desk at IB Cardiff.
- If you find any scripts present difficulties in marking, you should process the scripts in the normal way. Note any problems on the teacher's report ([Form SBS/TREP](#)).
- If information about illness or any adverse circumstances affecting a candidate's performance is reported to you, do not make any allowance for the circumstances. The coordinator must report such matters to the coordinator help desk on [Form D2](#).
- Teachers' marks are externally moderated by the assessor, who also determines the grade boundaries for each examination session.

It is anticipated that with effect from May 2009 coordinators will undertake most of the procedures described in sections 7.6.2 to 7.6.5 below on IBIS. If development work is completed in time for 2009, this will be announced on IBIS as a news item, in which case form SSX in this section will not be required.

7.6.2 The use of mark sheets

- At the head of each column print the title of the component to which it refers (for example, paper 1, paper 2, practical assessment). Also, at the head of each column indicate clearly the mark out of which the component is to be marked. These should correspond exactly with the weightings provided on Form SSX.
- Transfer the mark obtained by each candidate for each component to the relevant column. Enter the total of each candidate's marks in the final column. You are not required to provide IB grades 1 to 7. This is the responsibility of the assessor.
- Conduct the necessary clerical and arithmetical checks and complete the details required at the bottom of the marksheet.

7.6.3 Samples of SBS coursework

- In addition to all the examination scripts, the assessor requires the coursework of five candidates. (Place all marks in rank order and then choose five samples representing the range from top to bottom.)
- A completed sample work coversheet Form SBS/CS should be attached to the front of the coursework of each of the five candidates chosen.

7.6.4 Instructions for completing Form SSX

[Form SSX](#) should be completed as follows.

- Column 1: List all the assessment components (for example, coursework, projects, tests, examinations) contributing to the final mark.
- Column 2: Indicate the marks allocated to each part if an assessment component comprises a number of parts.
- Column 3: Indicate the proportion of marks awarded to each assessment component.
- Column 4: Indicate the criteria of assessment and provide a markscheme for each assessment component (use separate sheets if necessary).

7.6.5 Mailing instructions

Post the following to the assessor to arrive by **30 May/30 November**:

- all examination scripts in order of candidate session number, and a copy of the approved examination paper(s) and markscheme(s)
- the sample coursework with a coversheet [Form SBS/CS](#) attached to each candidate's work
- a copy of the completed marksheet
- a copy of the completed [Form SSX](#)
- a copy of the teacher's SBS report *Form* [SBS/TREP](#).

Mail the consignment to the assessor by a swift and traceable means (for example, by courier) to arrive as early as possible during the marking period.

Post the following to IB Cardiff, to arrive by **30 May/30 November**:

- the original completed marksheet
- the original completed [Form SSX](#).

School-based syllabus sample work cover sheet

Submit to: **Assessor** Arrival date: **30 May / 30 Nov** Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each of the candidates whose coursework is selected as part of the sample for the school-based syllabus moderation.
- Attach the completed copy of this form to each candidate's work.
- Do not select the work of candidates who have failed to complete all assessed assignments, or whose work is partially missing.
- Clearly label all work with the candidates' names and session numbers.

Subject:

Level:

Candidate name:

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Rank position of candidate (refer to marksheet):

Sample 1 (Top)

Sample 2

Sample 3

Sample 4

Sample 5 (Bottom)

Name:

Position:

Signature:

Date:

Candidate declaration:

I confirm that these productions are my own work and that this is the final version. I have acknowledged each use of the words or ideas of another person.

Candidate's signature:

Date:

School-based syllabus assessment

Submit to: **Assessor**

Arrival date: **30 May / 30 Nov**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

• *Write legibly in black ink.*

Subject:

Level:

1 ASSESSMENT COMPONENT	2 BREAKDOWN OF MARKS	3 WEIGHTING	4 CRITERIA OF ASSESSMENT for each component (use separate sheet if necessary)

Teacher's name:

Signature:Date:

8a Film

8a.1 Publications

The information given in this section of the handbook must be read in conjunction with the *Film guide*.

May and November 2010 examination sessions	
Title of publication	Date of issue
<i>Film guide</i>	March 2008
<i>Film teacher support material</i>	July 2008
<i>DVD film support material (pilot material available on request while stocks last)</i>	November 2005

8a.2 Summary of arrival dates: May and November 2010 sessions

Action	To	Latest arrival date	Method/form
Submit film presentation selection	IB Cardiff	15 January 2010/ 15 July 2010	Form 6/FPS
Submit predicted grades and marks for internal assessment	IB Cardiff	10 April 2010/ 10 October 2010	IBIS
Submit sample production portfolios	Moderator	20 April 2010/ 20 October 2010	Form 6/FPPHCS Form 6/FPPSCS
Submit all independent studies	Examiner	30 April 2010/ 30 October 2010	Marksheet Form 6/FISCS
Submit all presentations (CDs)	Examiner	30 April 2010/ 30 October 2010	Marksheet Form 6/FPCS

8a.3 Internal assessment

Internal assessment is a requirement for film at both higher level and standard level. Of the total marks for film, 50% is allocated to this component at both higher and standard level. The submission of sample work from candidates at each level allows the IB to moderate teachers' marks for these components in order to achieve a common standard across schools.

8a.4 Internal assessment requirements

The criteria for internal assessment are published in the *Film* guide (March 2008). Each criterion has levels of achievement with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching film.

8a.4.1 Production portfolio

Higher level and standard level

This section of the internal assessment is based on part 3 of the course of study.

In conducting the assessment the teacher is encouraged to take into account all aspects of a candidate's contribution to, and involvement in, production at whatever point in the course these have occurred.

There may be wide diversity in the nature of different candidates' contributions to production, and part 3 of the course is designed to be flexible and responsive to the needs, interests and aptitudes of the candidates. Teachers and candidates should, therefore, refer to the assessment criteria and descriptors for guidance during the course, in addition to the course details.

The candidates' involvement in, and contribution to, production should be evaluated by the teacher using the assessment criteria and descriptors. The total mark out of 50 should be submitted by IBIS by **10 April/10 October**.

Each candidate must complete a copy of the production portfolio cover sheet ([Form 6/FPPHCS](#) (higher level) or [Form 6/FPPSCS](#) (standard level)), which must accompany their work when submitted for assessment. Each candidate's work must be enclosed in a separate folder. The teacher should enter the marks for internal assessment onto the appropriate cover sheet. The purpose of the comments box on the cover sheet is to help moderators understand how teachers have arrived at their marks, so it is particularly important to mention strengths or weaknesses that may not be apparent from the production portfolios themselves.

Schools are required to submit productions on DVD only. DVDs must be clearly labelled with candidate numbers. DVD navigation must be clearly marked. Every film should be preceded by a production slate (a black screen with white lettering) stating the candidate's name and number, the school and school code, the title of the film and the student's designated role. Schools must check that all DVDs can be played on standard equipment (DVDs should be non-regional) and not through a PC only.

8a.5 The marks for internal assessment

Ensure that you have used the correct assessment criteria and descriptors for each level and component for internal assessment. Remember to use whole numbers only; do not use decimals, fractions or estimates.

Carry out an arithmetical check. Add up the achievement levels and check that the total marks for each component are correctly entered. If scaling is required in order that each mark corresponds with the percentage available for the component, this will be undertaken at IB Cardiff.

Please remember that the cover sheet has three sides at HL and two sides at SL to be completed.

8a.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.

8a.6.1 Samples for moderation

Ensure that all candidates' production portfolios are clearly labelled on the front cover with the:

- reference number of the candidate
- subject, level and component of the examination
- session and year of the examination.

For each level, give to the coordinator, by any internal school deadlines:

- one completed copy of [Form 6/FPPHCS](#) for each higher level sample candidate
- one completed copy of [Form 6/FPPSCS](#) for each standard level sample candidate
- the production portfolios of the sample candidates at both levels.

8a.6.2 The submission of IA/PG data and sample work

The coordinator must submit internal assessment/predicted grade data by IBIS to arrive by **10 April/10 October**.

The coordinator must send to the moderator the:

- production portfolios of the sample candidates at both levels
- completed forms [Form 6/FPPHCS](#) and [Form 6/FPPSCS](#)

to arrive by **20 April/20 October**.

8a.7 External assessment: independent study

The independent study section of the external assessment is based on part 2 of the syllabus but will also draw to some extent on part 1. At both higher level and standard level the independent study accounts for 25% of the total marks.

8a.7.1 Procedure prior to the submission of the independent studies

Ensure that all candidates' independent studies are clearly labelled on the front cover with the:

- reference number of the candidate
- subject, level and component of the examination
- session and year of the examination.

Each candidate must complete a copy of the independent study cover sheet ([Form 6/FISCS](#)), which must accompany their work when submitted for assessment. Each candidate's work must be enclosed in a separate folder.

Please remember that the cover sheet has two sides to be completed.

8a.7.2 Submission of the candidates' independent studies

The mark/attendance sheets have been withdrawn in favour of coordinators indicating on IBIS those candidates who have not submitted examination material for a particular component. The same screen can be printed off and used as a checklist for collecting candidates' work.

Include the candidate checklist with the independent studies. Package the studies and checklists securely. The coordinator should then send the package to the examiner, to arrive by **30 April/30 October**.

8a.8 External assessment: presentation

The presentation section of the external assessment is based on part 1 of the syllabus. At both higher level and standard level the presentation accounts for 25% of the total marks. The choice of films prescribed by the IB is included in the November issue of *Diploma Programme Coordinator Notes* each year. This is published online on the Online Curriculum Centre (OCC) and is also available via the film page of the OCC. Teachers will choose three films from this list provided by the IB. These films must not have been studied in class. Students should be provided with the name of the chosen films four weeks in advance of the presentation. They will select one film from the three and prepare the presentation within this four-week period.

The teacher conducts, but does not assess, this component of the examination. The CD of each candidate's presentation must be submitted to the examiner for the assessment of this component. Each candidate must complete a copy of the presentation cover sheet ([Form 6/FPCS](#)), which must accompany their work when submitted for assessment. Schools must check that all CDs can be played on a standard CD player and not through a computer. Schools must also keep a copy of all student work. Schools must notify IB Cardiff of the three films selected using [Form 6/FPS](#) by the deadline of **15 January/15 July**.

8a.8.1 Practical arrangements on the examination day

It is recommended that a timetable/schedule be prepared showing the order in which the candidates will make their presentations. There should be a short break between each candidate. A maximum of 15 minutes should be allowed for each higher level candidate. A maximum of 10 minutes should be allowed for each standard level candidate.

8a.8.2 Conduct of the presentations

The candidate's presentation must be in the response language in which he/she has registered for film.

The presentation must be recorded on CD for each candidate. Video cassettes must not be used.

Candidates may refer to notes, but the presentation must not be simply a reading of them.

The candidate must make the presentation on his/her own, that is, the candidate may not be supported by anyone other than the teacher.

8a.8.3 Submission of the candidates' presentations

The mark/attendance sheets have been withdrawn in favour of coordinators indicating on IBIS those candidates who have not submitted examination material for a particular component. The same screen can be printed off and used as a checklist for collecting candidates' work.

Include the candidate checklist with the labelled CDs. Package them securely, in CD holders and using a padded envelope. The coordinator should then send the package to the examiner, to arrive by **30 April/30 October**.

Please remember that the cover sheet has two sides to be completed.

8a.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
Higher level internal assessment	<p>For sending to moderator: internal assessment sample work</p> <ul style="list-style-type: none"> One production portfolio cover sheet Form 6/FPPHCS for each sample candidate One production portfolio for each sample candidate. <p>For sending to IB Cardiff: IA/PG data</p> <ul style="list-style-type: none"> Predicted grades Production portfolio marks out of 50
Standard level internal assessment	<p>For sending to moderator: internal assessment sample work</p> <ul style="list-style-type: none"> One production portfolio cover sheet Form 6/FPPSCS for each sample candidate One production portfolio for each sample candidate. <p>For sending to IB Cardiff: IA/PG data</p> <ul style="list-style-type: none"> Predicted grades Production portfolio marks out of 50
Higher level and standard level external assessment	<p>For sending to the examiner: independent study</p> <ul style="list-style-type: none"> One independent study cover sheet (Form 6/FISCS) for each candidate Each candidate's independent study Candidate checklist <p>For sending to the examiner: presentation</p> <ul style="list-style-type: none"> One presentation cover sheet (Form 6/FPCS) for each candidate Audio recording of each candidate's presentation Candidate checklist <p>For sending to IB Cardiff</p> <ul style="list-style-type: none"> One film presentation selection form (Form 6/FPS)

Film presentation selection formSubmit to: **IB Cardiff**Arrival date: **15 Jan / 15 July**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- *This form must be submitted by 15 January/15 July of the year in which the assessment will take place.*
- *Write legibly using black ink and retain a copy of this form.*
- *Once selected these films cannot be changed.*

Instructions to teachers

Please list the three films your school will use for the presentation assessment component:

1. _____
2. _____
3. _____

Teacher's name:

Date:

Teacher's signature:

Film cover sheet: production portfolio

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.

Subject: Film

Level: Higher

Candidate name:

Candidate session number:

--	--	--	--	--	--	--	--	--	--

Technology used:

Details of production

Production title:

<p>Principal role: (circle one role only)</p> <p>Director</p> <p>Writer</p> <p>Cinematographer</p> <p>Sound designer/recordingist/mixer</p> <p>Editor</p>	<p>Date of production:</p>
--	-----------------------------------

For completion by the candidate

Candidate's contribution to film production:

You may wish to mention such issues as analytical, technical, creative, communication/teamwork, interpersonal, organizational and decision-making skills.

Please turn over

School name:

Trailer

Date of production:

For completion by the candidate

Candidate's comment on production of trailer:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

For completion by the teacher

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments (please add further comments on a separate sheet, if necessary)

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Please turn over

School name:

For completion by the moderator

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For completion by the senior moderator

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For completion by the candidate

I confirm that I have informed everyone who has been involved in the production of this film that it may be used by the IB for assessment, educational, training and/or promotional purposes in relation to the IB's activities or those related activities of which it approves. I have also informed them that they and the school may be identified on the film and that, because of the nature of the material, it will not be possible for the IB to later remove identifiers.

I confirm that all involved in the production of this film took part in it on this understanding.

Candidate's signature: Date:

In the unlikely event that an individual's objection to this statement would have prevented the successful completion of this component of the course, the candidate may use [form B11](#) to claim exclusive copyright and so allow that individual to take part in the production.

If this is the case, please discuss it first with your teacher and note the nature of the individual's reservations below.

Film cover sheet: production portfolio

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.

Subject: Film

Level: Standard

Candidate name: _____

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Technology used: _____

Details of production

Production title: _____

Principal role: (circle one role only)

Director

Writer

Cinematographer

Sound designer/recordist/mixer

Editor

Date of production:

For completion by the candidate

Candidate's contribution to film production:

You may wish to mention such issues as analytical, technical, creative, communication/teamwork, interpersonal, organizational and decision-making skills.

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Please turn over

School name:

For completion by the teacher

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments (please add further comments on a separate sheet, if necessary)

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

For completion by the moderator

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

For completion by the senior moderator

A (0–10)	B (0–10)	C (0–10)	D (0–10)	D (0–10)	E (0–10)	Total (0–50)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please turn over

School name:

For completion by the candidate

I confirm that I have informed everyone who has been involved in the production of this film that it may be used by the IB for assessment, educational, training and/or promotional purposes in relation to the IB's activities or those related activities of which it approves. I have also informed them that they and the school may be identified on the film and that, because of the nature of the material, it will not be possible for the IB to later remove identifiers.

I confirm that all involved in the production of this film took part in it on this understanding.

Candidate's signature: Date:

In the unlikely event that an individual's objection to this statement would have prevented the successful completion of this component of the course, the candidate may use [form B11](#) to claim exclusive copyright and so allow that individual to take part in the production.

If this is the case, please discuss it first with your teacher and note the nature of the individual's reservations below.

Film coversheet: independent study

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.

Subject: Film

Level: _____

Candidate name: _____

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Instructions to candidates

Please tick/check to show you have included:

☐ Rationale

☐ Script

☐ List of sources

Number of script pages (HL 12–15, SL 8–10): _____

Title: _____

Cultures examined	Films studied

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature: Date:

Please turn over

School name:

For completion by the examiner

Mark awarded (0-25)

Examiner's name: Date:

Examiner's signature:

Film coversheet: presentation

Submit to: **Examiner**

Arrival date: **30 Apr / 30 Oct**

Session:

School number:

0	0				
---	---	--	--	--	--

School name:

- Write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each candidate.

Subject: Film

Level: _____

Candidate name: _____

Candidate session number:

0	0						
---	---	--	--	--	--	--	--

Title of film: _____

Identification of sequence

Brief description of initial shot of sequence: _____

Length of sequence: _____

Sources used: _____

Candidate declaration: I confirm that this presentation is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

I confirm that to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

Please turn over

School name:

For completion by the examiner

Mark awarded (0–25):

Examiner's name:

Date:

Examiner's signature:

8b Environmental systems and societies (TSL)

8b.1 Publications

The information given in this section of the handbook must be read in conjunction with the appropriate guide.

Environmental systems and societies is a transdisciplinary (groups 3 and 4), standard level only course. Teaching for the course begins in September 2008 with first examinations being held in May and November 2010. This course will replace the current environmental systems course and the pilot ecosystems and societies course, which will hold their final examinations in May and November 2009.

May and November 2010 examination sessions	
Title of publication	Date of issue
<i>Environmental systems and societies guide</i>	January 2008
<i>Environmental systems and societies teacher support material</i> (available on the online curriculum centre)	May 2008

8b.2 Summary of latest arrival dates: May and November 2010 sessions

Action	To	Latest arrival date	Method/form
Submit predicted grades and marks for internal assessment.	IB Cardiff	10 April 2010/ 10 October 2010	IBIS
Submit sample internal assessment work	Moderator	20 April 2010/ 20 October 2010	Form ES&S/PSOW

8b.3 Internal assessment requirements

Internal assessment (IA) is an integral part of the environmental systems and societies course, contributing 20% of the total mark. It is recommended that a total of approximately 30 hours should be allocated to practical work. It should be noted that only some of this time need to be allocated to practical work that is assessed using the IA criteria. Ideally, the allocated time should be spread throughout most of the course and not condensed into just a few weeks at the beginning, middle or end of the course. Only 2–3 hours of practical work can be carried out after the deadline for submission of work to the moderator and still be counted as part of the total hours for the practical programme.

The practical work should ideally include a wide range of activities:

- short laboratory practicals over one or two lessons and long-term practicals or projects extending over several weeks
- computer simulations

- data-gathering exercises such as questionnaires and surveys
- data-analysis exercises
- general laboratory work and fieldwork.

It is vital, however, that the range of activities undertaken by students reflects the transdisciplinary nature of this course. Through a balanced and varied practical scheme of work, students should be able to experience tasks that focus on laboratory work and/or fieldwork, as well as more value-based investigations.

Teachers are free to choose activities based on the needs of their students, available resources, teaching style, subject and topics being taught. A minimum number of activities to carry out is **not** specified.

8b.4 Documentation relating to internal assessment

8b.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 practical activities carried out by a student. Details are recorded on [Form ES&S/PSOW](#). Each candidate must have a [Form ES&S/PSOW](#). Teachers are free to make their own electronic version of the form provided that it includes all the necessary information.

Completion of [Form ES&S/PSOW](#)

Date(s):	When each investigation was carried out
Outline:	A brief description of the practical activity
Topic/option:	The number of the topic most relevant (for example,5)
Time:	An estimate of the time, in hours, spent by the candidate on the activity, excluding any write-up time
Levels:	The numerical value (0–3) awarded for each criterion
Total:	The maximum mark is 42 (the sum of the two highest levels achieved in each of the three criteria and the summative mark awarded for personal skills)

Each of the three following criteria must have been assessed on at least two occasions, indicated by levels 0–3 on [Form ES&S/PSOW](#).

Planning :	PI
Data collection and processing :	DCP
Discussion, evaluation and conclusion:	DEC

The two highest levels achieved for each of PI, DCP and DEC must be circled or highlighted on [Form ES&S/PSOW](#) for each candidate in the sample set.

Personal skills (PS) are assessed summatively, once only, at the end of the course.

8b.5 Samples for moderation

Teachers must read section H6 and section H7, which give general information on internal assessment. The samples chosen must be those identified by IBIS.

8b.5.1 The purpose of moderation

Teachers are required to submit a sample set of candidates' work for the purpose of moderation. This will consist of the write-ups corresponding to the two highest levels for each criteria which are circled or highlighted on the [Form ES&S/PSOW](#) for each candidate in the sample set. The moderator will re-mark these write-ups to check the levels (0–3) awarded by the teacher. This is done to ensure an equivalent standard between all schools. Feedback will be provided to all schools on the suitability of the practical activities for assessment against the IA criteria, and on the practical scheme(s) of work. The feedback form cannot be used to comment on how well the school's marking agreed with the external IB standard, because the moderator completing the form is also subject to moderation.

For each candidate in the sample set, the following materials must be sent to the moderator:

- [Form ES&S/IA](#) (internal assessment coversheet) should be at the head of the sample work sent to the moderator from the school
- [Form ES&S/PSOW](#)
- the write-ups and teacher instructions (verbal and written) corresponding to the levels circled or highlighted on [Form ES&S/PSOW](#).

No written evidence is required for personal skills.

Atypical candidates

Schools with small subject entries may have to include the work of atypical candidates in their sample. Teachers should annotate the work of such candidates to indicate that it is atypical and state the nature of the difficulty or problem.

8b.5.2 The final mark for internal assessment

The final mark out of 42 must be recorded on the internal assessment option on IBIS.

8b.6 Internal assessment checklist

8b.6.1 Before the candidates' completion of internal assessment activities

Ensure that:

- you have read the section on internal assessment, which can be found in the assessment section of the environmental systems and societies guide
- internal assessment activities reflect the range of topics
- approximately 30 hours of practical activities is planned for throughout the course.

8b.6.2 Before the submission of the sample work

Ensure that:

- you have read section H6 and section H7 in the handbook
- internal standardization has taken place when two or more teachers are responsible for the internal assessment of candidates
- a [Form ES&S/PSOW](#) is included for each candidate in the sample set
- photocopied material is legible (ideally, original work should be sent to the moderator)
- the criteria PI, DCP, DEC have all been assessed on at least two occasions
- the two highest levels for each of the criteria PI, DCP, DEC have been clearly circled or highlighted on each candidate's [Form ES&S/PSOW](#)
- the corresponding write-ups and teacher instruction sheets are clearly identified
- a summative mark assessing personal skills has been entered on the [ES&S/PSOW](#)
- the [Form ES&S/IA](#) (internal assessment coversheet) has been completed and included at the head of the sample work sent to the moderator from the school.

8b.7 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of environmental systems and societies.

Material required by internal school deadline
<p>For submission to IB Cardiff The predicted grades and final mark for internal assessment for each candidate.</p> <p>For submission to the moderator: A Form ES&S/PSOW for each candidate in the sample.</p> <p>The write-ups and teacher instructions corresponding to the levels circled or highlighted on each Form ES&S/PSOW.</p> <p>Form ES&S/IA.</p>

Internal assessment cover sheet: environmental systems and societiesSubmit to: **Moderator** Arrival date: **20 Apr / 20 Oct** Session:

School number:

0	0				
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School name:

Please check (✓) the boxes below to confirm that you have carried out the following requirements in preparing the sample.

- ☐ I have read section H7 and groups 3 and 4 in the handbook.
- ☐ Internal standardization has taken place where two or more teachers are responsible for the internal assessment of candidates.
- ☐ A form ES&S/PSOW is included for each candidate in the sample set.
- ☐ Photocopied material is legible (ideally, original work should be sent to the moderator).
- ☐ The criteria P1, DCP and DEC have all been assessed on at least two occasions.
- ☐ The two highest levels for each of the criteria P1, DCP and DEC, have been clearly circled or highlighted on each candidate's form ES&S/PSOW.
- ☐ The corresponding write-ups/reports and teacher instruction sheets for each candidate in the sample set are clearly identified.
- ☐ The summative mark for PS has been noted.

No written evidence is required for PS.

The final mark out of 42 for internal assessment must be recorded on the internal assessment option on IBIS.

Atypical candidates

It is important that the sample work received by the moderator is typical of the marking standards applied to the whole group of candidates. If IBIS selects a candidate's work for a moderation sample that is atypical, include the work of another candidate with the same or a similar mark in addition to that candidate's work.

I confirm that, to the best of my knowledge, the write-ups/reports submitted are the authentic work of each candidate.

Teacher's name: Date:

Teacher's signature:

Internal assessment coversheet: environmental systems and societies

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:

School number:

0	0				
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School name:

• Write legibly using black ink and retain a copy of this form.

Subject:

Level:

Candidate name:

Session number:

0	0						
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC

<i>For completion by the examiners</i>											
Moderator	/6	/6	/6	Senior moderator	/6	/6	/6				
	/6	/6	/6		/6	/6	/6				

Summative
mark for PS

/6

Two highest
levels

/6	/6	/6
/6	/6	/6

Total

/42

This total must also
be entered on IBIS

To be completed by teacher

Name:

Signature:

Date:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

Date:

School name:

Subject: _____ Level: _____ Candidate name: _____

Session number:

0	0								
---	---	--	--	--	--	--	--	--	--

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC

Internal assessment coversheet: environmental systems and societies

Submit to: **Moderator**

Arrival date: **20 Apr / 20 Oct**

Session:**MAY 2010**.....

School number:

0	0	0	0	0	1
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School name: **CARDIFF..AMERICAN...SCHOOL**

• Write legibly using black ink and retain a copy of this form.

Subject: **Environmental systems & societies** Level: **SL** Candidate name: **Janine Churchill** Session number:

0	0	0	0	0	1	0	2	3
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Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC
31/05/09	Yeast population lab	3.1	3		4	3
15/02/09	NPP planning lab	2.7	3	④		
28/09/09	Het Zwin ecology labs: salt marsh vegetation	2	2			4
28/09/09	Het Zwin ecology labs: bird identification	2	3		④	3
28/09/09	Het Zwin ecology labs: dune transect	2	3		④	④

<i>For completion by the examiners</i>					
Moderator	/6	/6	/6	Senior moderator	/6
	/6	/6	/6		/6

Summative
mark for PS

6/6

Two highest
levels

4/6	4/6	4/6
5/6	4/6	4/6

Total

31/42

This total must also
be entered on IBIS

To be completed by teacher Name:**JOHN SMITH**..... Signature:*John Smith*..... Date: ...**18 March 2010**.....

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: *Janine Churchill* Date:*18 March 2010*.....

International Baccalaureate

ES&S/PSOW (reverse)

School name: **CARDIFF..AMERICAN...SCHOOL**.....

Subject: **Environmental systems & societies** Level: **SL** Candidate name: **Janine Churchill** Session number:

0 0 0 0 0 1 0 2 3

Date(s)	Outline of experiments/investigations/projects (include title and a brief description)	Topic/ option	Time (hrs)	Levels awarded		
				PI	DCP	DEC
12/11/09	Measuring air and water pollution	5.2	3			④
12/12/09	Ozone attack	5.7	1.5		4	
06/01/10	Acid rain planning lab	5.8	2	⑤		
07/02/10	Global warming data processing	6	1			
20/02/10	Properties of water	3.6	1.5		4	3