

# Vade Mecum

Procedures manual for Diploma Programme coordinators and teachers  
May and November 2007 examination sessions

Diploma Programme





Diploma Programme

## Vade Mecum

Procedures manual for Diploma Programme coordinators and teachers

May and November 2007 examination sessions

**International Baccalaureate Organization**

Buenos Aires

Cardiff

Geneva

New York

Singapore

**Diploma Programme**  
**Vade Mecum**  
**May and November 2007 examination sessions**

Published September 2006

International Baccalaureate Organization  
Peterson House, Malthouse Avenue, Cardiff Gate  
Cardiff, Wales GB CF23 8GL  
United Kingdom  
Phone: + 44 29 2054 7777  
Fax: + 44 29 2054 7778  
Web site: <http://www.ibo.org>

© International Baccalaureate Organization 2006

The International Baccalaureate Organization (IBO) was established in 1968 and is a non-profit, international educational foundation registered in Switzerland.

The IBO is grateful for permission to reproduce and/or translate any copyright material used in this publication. Acknowledgments are included, where appropriate, and, if notified, the IBO will be pleased to rectify any errors or omissions at the earliest opportunity.

IBO merchandise and publications in its official and working languages can be purchased through the IB store at <http://store.ibo.org>. General ordering queries should be directed to the sales and marketing department in Cardiff.

Phone: +44 29 2054 7746  
Fax: +44 29 2054 7779  
E-mail: [sales@ibo.org](mailto:sales@ibo.org)

# Contents

## Introduction

1	The purpose of the <i>Vade Mecum</i> .....	1
2	Indicating dates for the May and November session .....	1
3	The IB information system (IBIS) .....	1
4	The candidate personal code and session number .....	1
5	The examination dates for May and November 2008.....	2
6	Reminders for coordinators and teachers.....	2
7	Changes to administration for 2007 .....	4

## Section A

### Important information

A1	IBO mission statement .....	A1
A2	Rules for Authorized Schools: Diploma Programme .....	A1
A3	General Regulations: Diploma Programme .....	A5
A4	Choosing subjects for a diploma in 2008.....	A16
A5	Breaches of regulations.....	A21
A6	Contact with IBO offices .....	A24
A7	Abbreviations used by the IBO.....	A28
A8	The completion of forms.....	A29
A9	May examination session calendar .....	A32
A10	November examination session calendar.....	A40

## Section B

### Services to schools

B1	The public web site .....	B1
B2	The online curriculum centre .....	B1
B3	IB store and publications .....	B1
B4	Coordinator help desk .....	B2
B5	Copyright in candidates' work.....	B3
B6	Issue of results.....	B3
B7	Feedback on the performance of candidates .....	B9
B8	Legalization of examination results .....	B9
B9	Enquiry upon results .....	B10
B10	Replacement diplomas, diploma results and certificates .....	B13

---

<b>Section C</b>	<b>Candidate registration</b>
------------------	-------------------------------

---

C1	Candidate registration .....	C1
C2	Early registration requirements .....	C2
C3	Subject authorization and forecast .....	C3
C4	Deadlines for the registration of candidates .....	C5
C5	Registering candidates on IBIS .....	C6
C6	Registration categories .....	C9
C7	Considerations during the registration procedure .....	C12
C8	Retake candidates .....	C13
C9	Split-session entries .....	C17
C10	Essential administration during the second year of the programme .....	C20
C11	Availability of subjects .....	C20
C12	May 2007: availability of subjects .....	C22
C13	May 2008: availability of subjects .....	C27
C14	November 2007: availability of subjects .....	C32
C15	November 2008: availability of subjects .....	C36

---

<b>Section D</b>	<b>Special arrangements</b>
------------------	-----------------------------

---

D1	Candidates with special assessment needs .....	D1
D2	Candidates affected by temporary circumstances .....	D2
D3	Adverse circumstances affecting all IB candidates in a school .....	D4
D4	Authorization to reschedule an examination .....	D6
D5	Taking examinations at an alternative venue .....	D8
D6	Non-regular diplomas .....	D9
D7	Transfer candidates .....	D9
D8	A school changing its main examination session .....	D10

---

<b>Section E</b>	<b>Diploma requirements</b>
------------------	-----------------------------

---

<b>E1</b>	<b>The extended essay .....</b>	<b>E1</b>
E1.1	Current guide .....	E1
E1.2	Summary of arrival dates .....	E1
E1.3	Regulations .....	E1
E1.4	Subject availability .....	E2
E1.5	Change of subject .....	E3

E1.6	Completion of the extended essay cover .....	E3
E1.7	Submission of extended essays.....	E3
E1.8	The submission of predicted grades.....	E4
<b>E2</b>	<b>Theory of knowledge (2007).....</b>	<b>E5</b>
E2.1	Current guide .....	E5
E2.2	Summary of arrival dates .....	E5
E2.3	Requirements .....	E5
E2.4	External assessment: the essay.....	E6
E2.5	Internal assessment: the presentation.....	E7
E2.6	The submission of predicted grades.....	E7
<b>E2</b>	<b>Theory of knowledge (2008).....</b>	<b>E17</b>
E2.1	Current guide .....	E17
E2.2	Summary of arrival dates .....	E17
E2.3	Requirements .....	E18
E2.4	External assessment: the essay.....	E18
E2.5	Internal assessment: the presentation.....	E19
E2.6	The submission of predicted grades.....	E20
<b>E3</b>	<b>Creativity, action, service (CAS) .....</b>	<b>E29</b>
E3.1	Current guide .....	E29
E3.2	Summary of arrival dates .....	E29
E3.3	Approval and programme monitoring .....	E29
E3.4	Programme evaluation and completion .....	E30

<b>Section F</b>	<b>Assessment</b>
F1	Assessment mailings sent from IBCA .....
F2	Examiner notifications .....
F3	A candidate's work is incomplete.....
F4	Mailing examination material .....
F5	Externally assessed examination material .....
F6	Introduction to internal assessment.....
F7	Requirements for internal assessment.....
F8	Recording and submitting IA/PG data.....
F9	The predicted grade.....
F10	Moderation samples .....

F11	Retake (R) candidates .....	F12
F12	The selection of sample work for moderators.....	F12
F13	Subject specific information .....	F12
F14	Forms submitted with the sample work .....	F14
F15	Atypical work.....	F17
F16	Sending the sample work to moderators .....	F18
F17	Assessment that requires an audio recording.....	F18

## **Section G**

---

### **Arrangements for the examinations in May and November 2007**

May 2007 examination schedule .....	G1
November 2007 examination schedule.....	G3
G1 Examination materials .....	G5
G2 The examination schedule.....	G5
G3 Candidates authorized to take the examinations.....	G6
G4 Special arrangements .....	G6
G5 Unannounced inspections .....	G6
G6 Preparation for invigilation.....	G7
G7 Preparation of the examination room.....	G7
G8 Conduct of the examinations .....	G8
G9 Seating arrangements for candidates .....	G11
G10 Before candidates arrive for an examination .....	G11
G11 Arrival of the candidates .....	G11
G12 Starting the examination .....	G13
G13 During the examination.....	G14
G14 Attendance .....	G15
G15 Ending the examination .....	G16
G16 What to say .....	G17
G17 Emergency help line .....	G22
G18 Interruptions to an examination .....	G22
G19 After candidates have left the examination room .....	G26
G20 Sending scripts to examiners .....	G27
G21 Teachers' comments on examination papers .....	G27



## **Electronic calculators**

1	Introduction.....	G35
2	Groups and subjects .....	G35
3	General restrictions applying to all calculators used in examinations .....	G36
4	Recommended models .....	G38
5	Prohibited calculators.....	G39
6	Responsibilities .....	G39

## **Section H**

## **Fees**

### **1 September 2006 to 31 August 2007**

H1	Assigned currencies .....	H1
H2	Payment to IBCA.....	H1
H3	Payment to IBNA.....	H2
H4	Non-refund of fees .....	H2
H5	List of fees payable to the IBO .....	H3
H6	Special circumstances .....	H5

## **Group 1**

## **Language A1**

1.1	Publications.....	1
1.2	Summary of pre-registration requirements .....	1
1.3	Summary of arrival dates .....	2
1.4	Languages A1 available and special request .....	2
1.5	School's courses of study.....	3
1.6	Languages A1 not offered as a course by the school.....	6
1.7	Language A1 SL school supported school supported self-taught candidates.....	6
1.8	World literature .....	9
1.9	Internal assessment: taught candidates .....	11
1.10	Individual oral commentary .....	11
1.11	Individual oral presentation .....	13
1.12	Use of descriptors and record forms during the course .....	14
1.13	Samples for moderation .....	15

## **Group 2**

## **Second language**

<b>2a</b>	<b>Language A2.....</b>	<b>1</b>
2a.1	Publications.....	1

2a.2	Summary of arrival dates: May and November 2007 sessions.....	1
2a.3	General information .....	1
2a.4	Written tasks .....	2
2a.5	Internal assessment .....	3
2a.6	Individual oral.....	5
2a.7	Interactive oral activity .....	7
<b>2b</b>	<b>Language B.....</b>	<b>15</b>
2b.1	Publications.....	15
2b.2	Summary of arrival dates: May and November 2007 sessions.....	15
2b.3	General information .....	15
2b.4	Internal assessment .....	15
2b.5	Individual oral.....	17
2b.6	Interactive oral activity .....	19
<b>2c</b>	<b>Language ab initio.....</b>	<b>25</b>
2c.1	Publications.....	25
2c.2	Summary of arrival dates: May and November 2007 sessions.....	25
2c.3	General information .....	25
2c.4	Internal assessment .....	26
2c.5	Individual oral.....	28
<b>2d</b>	<b>Classical languages.....</b>	<b>41</b>
2d.1	Publications.....	41
2d.2	Summary of arrival dates: May and November 2007 sessions.....	41
2d.3	Internal assessment .....	41
2d.4	Use of dictionaries in the examination.....	42

<b>Group 3</b>	<b>Individuals and societies</b>
----------------	----------------------------------

3.1	Publications.....	1
3.2	Summary of arrival dates: May and November 2007 sessions.....	2
3.3	Business and management: case study .....	2
3.4	Information technology in a global society HL: case study .....	2
3.5	Internal assessment .....	2
3.6	Psychology—ethical guidelines for internal assessment .....	4

---

<b>Group 4</b>	<b>Experimental sciences</b>
----------------	------------------------------

---

4.1	Publications.....	1
4.2	Summary of arrival dates: May and November 2007 sessions.....	1
4.3	Internal assessment requirements .....	1
4.4	Documentation relating to internal assessment.....	2
4.5	Samples for moderation .....	4
4.6	Design technology .....	5
4.7	Internal assessment checklist for all subjects (except design technology) .....	6
4.8	Summary of the coordinator's requirements.....	7
4.9	IB data booklets .....	7

---

<b>Group 5</b>	<b>Mathematics</b>
	<b>Computer science</b>

---

<b>5a</b>	<b>Mathematics .....</b>	<b>1</b>
5a.1	Publications.....	1
5a.2	Summary of arrival dates: May and November 2007 sessions.....	1
5a.3	Mathematics information booklets .....	1
5a.4	Internal assessment .....	2
5a.5	Subject-specific information.....	2
<b>5b</b>	<b>Computer science.....</b>	<b>11</b>
5b.1	Publications.....	11
5b.2	Summary of arrival dates: May and November 2007 sessions.....	11
5b.3	Computer science case study .....	11
5b.4	Internal assessment .....	11

---

<b>Group 6</b>	<b>The arts</b>
----------------	-----------------

---

<b>6a</b>	<b>Visual arts .....</b>	<b>1</b>
6a.1	Publications.....	1
6a.2	Summary of arrival dates: May and November 2007 sessions.....	1
6a.3	Methods of assessment .....	2
6a.4	Candidate record booklet .....	2
6a.5	Internal assessment .....	4
6a.6	External assessment .....	6
6a.7	Summary of the coordinator's requirements.....	11

<b>6b</b>	<b>Music .....</b>	<b>23</b>
6b.1	Publications.....	23
6b.2	Summary of arrival dates: May and November 2007 sessions.....	23
6b.3	Internal assessment .....	24
6b.4	Internal assessment requirements .....	24
6b.5	External assessment: musical investigation .....	27
6b.6	External paper: listening paper HL/SL .....	27
6b.7	Summary of the coordinator's requirements.....	28
6b.8	Prescribed work .....	29
<b>6c</b>	<b>Theatre arts .....</b>	<b>39</b>
6c.1	Publications.....	39
6c.2	Summary of arrival dates: May and November 2007 sessions.....	39
6c.3	Internal assessment .....	40
6c.4	Internal assessment requirements .....	40
6c.5	The marks for internal assessment.....	41
6c.6	Moderation of internal assessment.....	42
6c.7	External assessment: practical play analysis.....	43
6c.8	External assessment: research commission .....	44
6c.9	Summary of the coordinator's requirements.....	44
<b>School-based syllabuses</b>		
<b>7</b>	<b>School-based syllabuses .....</b>	<b>55</b>
7.1	Summary of arrival dates: May and November 2007 sessions.....	55
7.2	Responsibilities .....	56
7.3	Regulations .....	58
7.4	Approval of a new school-based syllabus.....	58
7.5	Review of school-based syllabuses.....	60
7.6	Instructions to teachers for marking examination material.....	60

# Introduction

---

## Contents

1	The purpose of the <i>Vade Mecum</i> .....	1
2	Indicating dates for the May and November session .....	1
3	The IB information system (IBIS).....	1
4	The candidate personal code and session number .....	1
5	The examination dates for May and November 2008 .....	2
6	Reminders for coordinators and teachers .....	2
	6.1 Case studies, data booklets and information booklets .....	2
	6.2 Sending examination material to examiners .....	2
	6.3 Parents as teachers .....	2
	6.4 UK Data Protection Act (1998) .....	2
	6.5 Section D2: adverse circumstances.....	3
	6.6 Section F4: mailing examination material .....	3
	6.7 Section F16: sending sample work to moderators .....	3
	6.8 Binding examination material.....	3
	6.9 Section C10.2: language A1 SL school supported self-taught candidates .....	3
	6.10 Information technology in a global society SL (ITGS).....	4
	6.11 Group 4 internal assessment cover sheets.....	4
	6.12 Visual arts visiting examiner proposal.....	4
	6.13 Music SL group performance.....	4
7	Changes to administration for 2007 .....	4
	7.1 Rules for authorized schools: Diploma Programme .....	4
	7.2 General Regulations: Diploma Programme .....	5
	7.3 Electronic forms .....	5
	7.4 No work submitted for external components (except scripts) .....	5
	7.5 Subject entries forecast .....	5
	7.6 IB Diploma Programme Examination Materials .....	5
	7.7 Certificates for anticipated candidates .....	6
	7.8 Completion of the extended essay cover.....	6
	7.9 The use of calculators in examinations .....	6
	7.10 Audio recordings.....	6
	7.11 Language A1 HL/SL advance notice of syllabus .....	6
	7.12 Visual arts: HL and SL option A research workbooks .....	7
	7.13 Language A1 SL school supported self-taught candidates .....	7



## 1 The purpose of the *Vade Mecum*

The *Vade Mecum* is the handbook of procedures for administering the Diploma Programme. Although primarily for Diploma Programme coordinators (henceforth “coordinators”), it is essential that subject teachers, extended essay supervisors and examination invigilators receive a copy of those sections that are relevant to their role in the Diploma Programme.

In order to teach each subject, administer the programme requirements for creativity, action, service (CAS) and theory of knowledge, and know how to supervise candidates for their extended essay, additional publications will be required. IBO merchandise and publications can be purchased through the online IB Store found by selecting Resources on the IBO public web site [www.ibo.org](http://www.ibo.org).

## 2 Indicating dates for the May and November session

Throughout the *Vade Mecum* latest arrival dates are shown in bold. The first date applies to the May examination session, and the second date applies to the November session. When a date is stated, the actual time refers to GMT on that day. For example, all marks for internal assessment and predicted grades must be submitted on IBIS before midnight GMT on **10 April / 10 October**.

## 3 The IB information system (IBIS)

With the aim of introducing a more flexible database and an improved web-based service for coordinators, the IBO is gradually replacing IBNET with the IB information system (IBIS). For the sake of simplicity, throughout the 2007 *Vade Mecum* the term IBIS has been used in preference to IBNET, even though in 2007 some of the functions of the secure web site for coordinators will remain on IBNET. The change to IBIS is gradual; therefore, as development work continues more functions will change to an IBIS interface. Eventually, it will be necessary to log in directly to IBIS. Until an announcement has been made about this, please continue to use the address [ibnet.ibo.org](http://ibnet.ibo.org).

During the development of IBIS, help text is being written for most screens on this web site. If difficulties are encountered with using the site, please refer to the help text before sending an enquiry to the coordinator help desk at the curriculum and assessment centre in Cardiff, UK.

## 4 The candidate personal code and session number

The launch of IBIS in 2004 saw the introduction of a *personal code* for each candidate (for example, *rty678*). Initially, the intention was to use this code as the way of identifying candidates throughout a session and enabling coordinators and the IBO to more easily track the academic record of a candidate. However, the personal code is no longer being used as the principal way of identifying a candidate during a session. A *session number* is used instead (for example, 000018-345), based on the tradition of using the school number followed by a number for the candidate within the school. However, the personal code is still used as a means of tracking candidates academic record using a unique alphanumeric code. Therefore, it is essential to use a candidate’s personal code when registering a candidate for an examination session if that candidate has previously registered for the Middle Years Programme or the Diploma Programme.

## **5 The examination dates for May and November 2008**

The first day of the May 2008 examinations is presently scheduled for Friday 2 May and the last day is Friday 23 May. For November 2008 the first day is Monday 3 November and last day is Thursday 20 November. These dates are provisional.

## **6 Reminders for coordinators and teachers**

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

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

### **6.2 Sending examination material to examiners**

It is important that examiners and moderators receive examination material by the stated deadline. Candidates' scripts from the written examinations must arrive with examiners no later than one week after the examination. To achieve this deadline for each subject, please use a courier service if necessary. Failure to meet the deadline may delay the issue of results for your candidates in the subject and level concerned. Under no circumstances should a candidate, a parent or candidate's representative be allowed to send examination material to an examiner; a staff/faculty member of the school must do this.

### **6.3 Parents as teachers**

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

However, this is not the case with regard to the supervision of diploma candidates when writing their extended essay. A relative of a candidate must not act as his or her supervisor for the extended essay requirement.

### **6.4 UK Data Protection Act (1998)**

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



## **6.5 Section D2: adverse circumstances**

Coordinators are reminded that it is not appropriate to enter into correspondence with IBO examiners (except visiting examiners) and moderators, or to include information about the personal circumstances of any candidate or group of candidates when sending examination material to an examiner or moderator. If a candidate or a group of candidates is affected by adverse circumstances inform the coordinator help desk at IBCA using form D2. Under no circumstances include a copy of form D1 or D2 with examination material sent to an examiner.

Similarly, candidates must not correspond with examiners. Do not give to a candidate, or his or her parents, the name and contact details of an examiner.

## **6.6 Section F4: mailing examination material**

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 parent or a candidate's representative, be given the name and contact details of an examiner.

## **6.7 Section F16: 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.

## **6.8 Binding examination material**

It would be preferable if candidates did not enclose their examination material, such as extended essays, theory of knowledge essays, work for internal assessment, language A1 world literature, within any kind of folder or ring binding. Candidates' work often has to be photocopied, which is made considerably more difficult when the work must be extracted from a binder, or any similar form of presentation.

## **6.9 Section C10.2: language A1 SL school supported self-taught candidates**

The school supported self-taught option is only available for language A1 standard level. For the 2007 examination session only, choices of authors and works must be entered on IBIS by **7 October / 7 April**, seven months before the written examinations. For the 2008 examination session and onwards, choices of authors and works must be entered on IBIS by **15 March / 15 May**, fourteen months before the written examinations. For those languages that use a non-Roman script (and therefore the details cannot be entered on IBIS) use form 1/A1ST at the end of the section on language A1. 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 their candidates' choices of authors and works.

A language A1 SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A1.

#### **6.10 Information technology in a global society SL (ITGS)**

November 2006 will be the last examination session at which a portfolio is required at standard level.

#### **6.11 Group 4 internal assessment cover sheets**

In the May 2006 session an additional cover sheet for group 4 internal assessment was introduced. This cover sheet must be attached to the sample internal assessment work submitted to an examiner for moderation. The cover sheet 4/IA (and 4/IADT for design technology) is available in the group 4 section of this *Vade Mecum*.

#### **6.12 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 IBCA on form 6/VAEP to arrive by **7 October / 7 April**, seven months before the written examinations. For further details and a copy of form 6/VAEP, refer to the section on visual arts. An electronic version of form 6/VAEP is currently under development for IBIS.

#### **6.13 Music SL group performance**

The number of groups from which recordings will be submitted must be entered on IBIS by **15 November / 15 May** when registering candidates for music SL group performance. For further details refer to section 6b.4.2.

### **7 Changes to administration for 2007**

Since the 2006 version of the *Vade Mecum* there have been changes to policy and procedures. For the convenience of coordinators the main changes in sections A to H are listed below. However, coordinators are strongly advised to read all sections of this new issue of the *Vade Mecum*. The information given below is intended only to summarize the changes: refer to the appropriate section for more details. For changes to the administration of subjects, refer to the subject sections for group 1 to group 6.

#### **7.1 Rules for authorized schools: Diploma Programme**

The version of the *Rules for authorized schools: Diploma Programme* included in the 2007 *Vade Mecum* enter into force on 1 September 2006 for May session schools or 1 January 2007 for November session schools, and remain applicable to all authorized schools until amended.

## **7.2 General Regulations: Diploma Programme**

The version of the *General Regulations: Diploma Programme* included in the 2007 *Vade Mecum* enter into force on 1 September 2006 for May session schools or 1 January 2007 for November session schools, and remain applicable until amended.

## **7.3 Electronic forms**

At the time of writing the *Vade Mecum* for 2007 the International Baccalaureate information system (IBIS) is still undergoing development. Consequently, it is difficult to state with certainty that functions will be transferred from IBNET to IBIS during 2007, and which forms will be available in electronic format. Coordinators are advised to read all news items about the development of IBIS because these will inform coordinators about the launch of electronic forms and other new facilities.

## **7.4 No work submitted for external components (except scripts)**

For examinations in 2006 it was necessary to print from IBIS a checklist of candidates for each externally assessed component (except scripts and multiple-choice questionnaire examinations), indicate on the list any candidates for whom work is not being submitted to an examiner, and then enclose the checklist with the remaining work sent to the examiner. This system continues for 2007. However, at the request of coordinators, development work will be taking place at IBCA to make this system electronic on IBIS. In other words, instead of printing and sending a hard copy of the checklist to examiners, it will be possible to complete an electronic form on IBIS to indicate no work submitted for a candidate, which will automatically inform examiners and IBCA. (However, it will still be possible to print the checklists of candidates for internal use within the school.) If this electronic version becomes available in time for either May or November 2007, an announcement will be made on IBIS. For further details refer to section F5.2.

## **7.5 Subject entries forecast**

Coordinators are required to submit their forecast of subject entries by **1 March / 1 September**, fourteen months before the written examinations. For example, by 1 September 2007 coordinators must submit their forecast of subject entries for the November 2008 examination session. However, this facility may not be available by 1 March 2007 in time for the May 2008 session owing to pressures on the IBIS development schedule. For further details refer to section C3.4.

## **7.6 IB Diploma Programme Examination Materials**

A list of materials required for each examination is provided in the booklet *IB Diploma Programme Examination Materials*. In previous years this trilingual booklet has been sent as hard copy to schools with the examination papers. With effect from the May 2007 session this booklet must be downloaded and printed from IBIS.

## **7.7 Certificates for anticipated candidates**

Candidates who are registered for one or two anticipated subjects in an examination session are expected to then register as diploma candidates one year later. However, some previously anticipated candidates do not subsequently register for the full diploma and consequently their registration category is changed to certificate. When their category is changed they become eligible to receive a certificate for the one or two subject they have taken. (This is referred to as the A to C conversion.)

In previous years the certificates for these candidates were mailed to schools with the examination papers in April / October, as stated in section B6.7 of the 2006 *Vade Mecum*. However, in future examination sessions the certificates will be sent to schools with the mailing of other diplomas, diploma results and other certificates in **August / February**. They will not be sent with the examination papers.

## **7.8 Completion of the extended essay cover**

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. See section E1.6.

## **7.9 The use of calculators in examinations**

The information on calculators in section G has been changed. Further guidance may be found on the poster sent to schools in September 2005 and in the calculator forum on the OCC. There is also information in the section “Managing GDC memory” on page 64 of the mathematics HL/SL teacher support material (TSM) for GDC.

## **7.10 Audio recordings**

The medium traditionally used by the IBO for audio recordings is the standard audio-cassette. This medium continues to be the norm for examinations in 2007. However, a number of coordinators are now requesting that compact discs (CDs) be used in place of audio-cassettes. Therefore, for examinations in 2007 both standard audio-cassettes and CDs are acceptable media. There is no need to inform IBCA if the intention is to use CDs for audio recordings. Examiners will be informed that some schools may be sending a CD instead of a cassette.

For examinations in 2008 coordinators are encouraged to use CDs instead of audio-cassettes, but again both media will be acceptable. In the long-term, the IBO is working towards the submission of online digital recordings without the need to send any material through the post to examiners. Moving towards CDs in 2008 should help to facilitate this long-term objective. See section F17 for further details.

## **7.11 Language A1 HL/SL advance notice of syllabus**

The latest arrival date for this information has previously been **15 November / 15 May**, which coincides with the first candidate registration deadline. This conflict places extra demands on the ICT infrastructure at IBCA at this time of year. To alleviate the problem, and thus reduce the risk of downtime for IBIS, the arrival

date has been changed to **1 December / 1 June** with effect from 1 December 2006 for the May 2007 examination session. See section C10.1 for further details.

## **7.12 Visual arts: HL and SL option A research workbooks**

### **Visual arts: SL option B studio work**

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 standard level option B sample(s). A second printed record booklet must not be used.

A photocopy of the following HL / SL option A / SL option B pages will be needed:

- The candidate statement
- The studio work photographs
- The research workbook, photocopied pages.

This does not include page one of the candidate record booklet because this is for the visiting examiner to complete. These pages must be attached securely to the cover sheet 6/VACS. Teachers are required to write their marks on both the cover sheet and the inside cover of the record booklet.

Coordinators are required to send the HL / SL option A samples and the 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.

See section 6a on visual arts for further details.

## **7.13 Language A1 SL school supported self-taught candidates**

Where the situation arises in a school where more than one candidate is studying the same self-taught language, all the candidates taking that language (no more than 5) should study the same works.

From the May 2008 session onwards, choices of authors and works must be entered on IBIS by **15 March / 15 September**, fourteen months before the written examinations. (For the May and November 2007 sessions the deadline is **7 October / 7 April**, seven before the examinations.)



# Section A

# Important information

---

## Contents

A1	IBO mission statement .....	A1
A2	Rules for Authorized Schools: Diploma Programme .....	A1
A3	General Regulations: Diploma Programme .....	A5
A4	Choosing subjects for a diploma in 2008.....	A16
A4.1	Selecting subjects, groups 1-6.....	A16
A4.2	Other Diploma Programme subjects .....	A17
A4.3	Exceptions.....	A18
A4.4	Prohibitions .....	A18
A4.5	The hexagon core .....	A18
A4.6	Bilingual diploma.....	A19
A4.7	Non-regular diploma.....	A20
A4.8	Examples of diplomas.....	A20
A5	Breaches of regulations.....	A21
A5.1	Authenticating candidates' work .....	A21
A5.2	Work identified as not authentic before submission.....	A22
A5.3	Work identified as not authentic after submission.....	A22
A5.4	Other breaches of regulations by candidates .....	A22
A5.5	Improper conduct by a coordinator or teacher .....	A23
A5.6	Investigating a breach of regulations .....	A23
A6	Contact with IBO offices .....	A24
A7	Abbreviations used by the IBO.....	A28
A8	The completion of forms.....	A29
A9	May examination session calendar .....	A33
A10	November examination session calendar.....	A41





## **A1 IBO mission statement**

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

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

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

## **A2 Rules for Authorized Schools: Diploma Programme**

### **Article 1: Scope**

The International Baccalaureate Organization (hereinafter “IBO”) has developed and offers three programmes of international education entitled the “Diploma Programme”, the “Middle Years Programme” and the “Primary Years Programme”.

This document describes the rules that apply to schools that have been authorized to offer the Diploma Programme.

When used herein the term “legal guardians” encompasses parents. 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: Acceptance of IBO regulations and procedures**

Authorized schools (hereinafter “schools”) agree to comply with the *General regulations: Diploma Programme* and with the procedures as set out in the current *Vade Mecum* that governs the administration of the Diploma Programme.

### **Article 3: Reference to the IBO’s function and its programmes**

- 3.1 The IBO is independent from schools. Schools must make it clear to the relevant authorities and legal guardians that:
  - (a) the sole responsibility for the implementation and quality of teaching of the Diploma Programme rests with the school
  - (b) the sole responsibility for any shortcomings in the implementation or quality of teaching of the Diploma Programme is borne by the school
  - (c) the award of the International Baccalaureate diploma (hereinafter “IB diploma”) or certificate(s) is the sole prerogative of the IBO and not of a school.
- 3.2 Schools are entitled to present themselves as an authorized school and to use the “IB World School” logo only in connection with the IB programme(s) they have been authorized to teach. This right lapses immediately if authorization is withdrawn.

### **Article 4: Responsibilities of the IBO**

- 4.1 The IBO will allow authorized schools to deliver the Diploma Programme and to use the related materials under the conditions provided in these *Rules for authorized schools: Diploma Programme*.

- 4.2 The IBO will establish assessment procedures and administer examinations where applicable and will ensure their integrity.

## **Article 5: Responsibilities of authorized schools**

- 5.1 Schools are responsible for ensuring they can implement the Diploma Programme in conformity with the school's obligations under local and national laws.
- 5.2 Schools are responsible for the quality of teaching of the Diploma Programme. Schools, therefore, bear sole responsibility for any shortcomings in the quality of teaching of the Diploma Programme, and they undertake to hold the IBO harmless with regard to any legal action taken by candidates or their legal guardians as a result of such shortcomings. Schools must ensure that the Diploma Programme is properly funded, is effectively delivered and is administered according to IBO regulations and procedures. Each school must appoint a Diploma Programme coordinator to administer the programme, and give him or her the opportunity to attend IBO-approved training workshops.
- 5.3 It is the school's responsibility to determine whether it can enroll a candidate with diagnosed disabilities into the Diploma Programme. Schools must ensure that legal guardians and students themselves are aware of the special arrangements for assessment made by the IBO for candidates with diagnosed disabilities. A school must not make special arrangements for assessment without the IBO's prior approval.
- 5.4 Schools must ensure that teachers of the Diploma Programme are knowledgeable about the curriculum and assessment requirements set out in the Diploma Programme guides and supporting materials. To this end, it is the school's responsibility to obtain all relevant up-to-date Diploma Programme guides from the IBO and to provide opportunities for teachers of the Diploma Programme to attend IBO-approved training workshops.
- 5.5 Schools are responsible for ensuring that legal guardians are properly informed of all Diploma Programme requirements, notably the content of the curriculum, and all relevant aspects of examinations and assessment, and for ensuring candidates are registered for examinations in an accurate and timely manner. It is the function of schools to administer diligently those aspects of the organization of the examinations for which they are responsible in accordance with the procedures described in the current *Vade Mecum*.
- 5.6 When candidates enrol in the programme, schools have the duty to supply all legal guardians with a copy of the *General regulations: Diploma Programme* and must do so using a standard form to be countersigned and returned to the school by each guardian, whereby the guardian acknowledges
- (a) having received, read, understood and accepted the *General regulations: Diploma Programme*  
and
  - (b) having noted and understood the rules on copyright relating to candidates' materials submitted to the IBO for assessment as provided under article 3 of the *General regulations: Diploma Programme*.

Under article 3 of the *General regulations: Diploma Programme*, candidates retain copyright over their material but are deemed to grant the IBO a non-exclusive, charge-free, worldwide licence to reproduce the materials under certain conditions. However, they have the right to claim exclusive copyright on their work, which they may choose to do under exceptional circumstances. The school must facilitate this claim on request, in accordance with the procedure described in the current *Vade Mecum*.

- 5.7 Schools must keep in each candidate's school record a copy of the signed standard form referred to in paragraph 5.6 and they bear full responsibility for any failure to do so if a guardian later complains about not having been informed of the *General regulations: Diploma Programme*. Schools undertake to hold the IBO harmless with regard to any legal action taken by candidates or their legal guardians in which non-receipt of the *General regulations: Diploma Programme* constitutes one of the grounds of such action.
- 5.8 Schools must ensure that all fees are paid in accordance with the current IBO scales of fees and timetable for payments.
- 5.9 For use of the IBO's secure online services, notably IBNET, IBIS and the online curriculum centre, schools must control the allocation and use of usernames and passwords and ensure that teachers are aware of the terms and conditions.

## **Article 6: Review and evaluation procedures**

- 6.1 Schools must be open to visits from representatives of the IBO for reviews of a school's implementation of the Diploma Programme. These visits can be made at any time with reasonable advance notice. The IBO will also conduct unannounced inspections of schools during periods of examinations in order to monitor compliance with the *General regulations: Diploma Programme* and the current *Vade Mecum*.
- 6.2 A general evaluation of a school's implementation of the Diploma Programme normally occurs at five-year intervals. Schools are expected to conduct a self-study in preparation for this evaluation process.
- 6.3 Schools are expected to have a mechanism in place to respond to the recommendations and, where appropriate, matters to be addressed in the evaluation report.

## **Article 7: University recognition**

The IBO 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 IBO's control. The schools, therefore, have the duty to make it clear, including in relevant documents such as enrolment forms or promotional literature, to all legal guardians that the recognition of an IB diploma by a specific university and the relevant authorities of a specific country cannot be guaranteed. The schools are also responsible for informing legal guardians about the specific requirements for recognition in all countries and universities where such requirements exist, particularly as they affect subject choice in the Diploma Programme. The schools are solely responsible for the consequences of any failure to clarify the foregoing points with legal guardians and the schools undertake to hold the IBO harmless with regard to any legal action taken by candidates or legal guardians as a result of any such omission.

## **Article 8: Property and copyright of the IBO**

- 8.1 The content of the curriculum and its assessment, as well as all materials produced by the IBO in any form relating thereto, remain the sole property of the IBO and are covered by copyright.
- 8.2 A school's authorization to teach the Diploma Programme also encompasses a non-exclusive right to deliver the programme and use the related IBO materials. This right is limited to the delivery of the programme within that school only.
- 8.3 A school's authorization to teach the Diploma Programme also encompasses a non-exclusive right to:

- (a) use the “IB World School” logo on its stationery, publications, web site and non-commercial promotional material
  - (b) request from the IBO and use the IBO’s graphic of the Diploma Programme model
  - (c) make copies of official programme documentation (as defined and updated from time to time in the *IBO Policy and Rules for Use of IBO Intellectual Property*) in part, or whole, for use by their teachers; or post on the school’s access-restricted web site for their school community the electronic file of such documentation if published by the IBO on IBNET, IBIS or on its online curriculum centre for teaching or information purposes
  - (d) make copies of official programme documentation as above, for use within the school community, including IBO materials prepared specifically for candidate use or to inform legal guardians, excluding examination papers for an examination session sent to the school for candidates sitting a Diploma Programme examination.
- 8.4 All the rights granted in paragraphs 8.2 and 8.3 are granted only for the period of validity of the school’s authorization and lapse automatically when the authorization ends.
- 8.5 Schools must not otherwise reproduce any IBO materials or use its logos in any form (paper or electronic) without prior written consent of the IBO.

#### **Article 9: Copyright on materials submitted to the IBO**

- 9.1 Candidates retain copyright on all materials submitted to the IBO on their behalf for assessment purposes, but by submitting those materials they thereby grant the IBO a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce the materials in any medium for assessment, educational, training and/or promotional purposes in relation to the IBO’s activities, or those related activities of which it approves.
- 9.2 From time to time, candidate material will include assessment tasks that have been created by teachers within the terms of their contract of employment and that are the copyright of the school. By submitting such material, the school is granting a licence to the IBO to use it as above.
- 9.3 Where materials submitted to the IBO contain third-party copyright material, information about the source must be included in the submission to enable the IBO, if necessary, to seek permission from the copyright holder to use it.

#### **Article 10: Withdrawal of authorization**

- 10.1 A school’s authorization to teach the Diploma Programme may be withdrawn if:
- (a) the IBO is not satisfied the school is implementing the programme according to the *Programme standards and practices*
  - (b) the school has failed to observe the requirements for administering the programme and examinations as described herein and in the relevant IBO documentation
  - (c) the school fails to take reasonable steps to protect the IBO’s intellectual property rights and to prevent use that is contrary to the *IBO Policy and Rules for Use of IBO Intellectual Property*
  - (d) fees remain unpaid to the IBO despite reminders having been sent

- (e) a school refuses to accept any standard amendment to these *Rules for authorized schools: Diploma Programme*, that is, any amendment that is decided by the IBO and is applicable to all schools.
- 10.2 In all cases the school will receive written notice that it has six months to remedy the situation, failing which the authorization will be withdrawn.
- 10.3 Any decision to withdraw authorization to teach the Diploma Programme is taken by the director general of the IBO. The director general's decision is not subject to appeal and will take effect from the beginning of the school year following the decision, except that the teaching of the Diploma Programme may continue until candidates already enrolled in the programme have had the opportunity to take their examinations.

### **Article 11: Termination by schools**

A school may terminate its authorization to teach the Diploma Programme by giving six months' notice, to take effect from the beginning of the next school year, except that the teaching of the Diploma Programme shall continue until candidates already enrolled in the programme have had the opportunity to take their examinations. Fees remain payable to the IBO until the teaching has ended.

### **Article 12: Entry into force and duration**

This version of the *Rules for authorized schools: Diploma Programme* shall enter into force on 1 September 2006 for May session schools or 1 January 2007 for November session schools, and shall remain applicable to all authorized schools until amended.

### **Article 13: Governing law**

Swiss law governs these *Rules for authorized schools: Diploma Programme* and all other documents relating to authorization to teach the Diploma Programme.

### **Article 14: Arbitration of disputes**

Any dispute arising from or in connection with these *Rules for authorized schools: Diploma Programme* or any other document relating to the authorization to teach the Diploma Programme 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.

Geneva, 1 May 2006

## **A3 General Regulations: Diploma Programme**

### **I General**

#### **Article 1: Role and responsibilities of schools**

- 1.1 The International Baccalaureate Organization (hereinafter "IBO") 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 to certificates (hereinafter "certificate(s)") for subjects forming part of the Diploma Programme.
- 1.2 The IBO 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 students (hereinafter the “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 *Vade Mecum*, which is the handbook for Diploma Programme coordinators and teachers, supplied to schools by the IBO. Schools must comply with the details and procedures stated in the current *Vade Mecum*.

- 1.3 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, theory of knowledge and extra-curricular activities that are not assessed known as creativity, action, service (hereinafter “CAS”).
- 1.4 Because the IBO is not a teaching institution and does not provide teaching services to candidates, the Diploma Programme is implemented and taught by authorized schools (hereinafter the “school(s)”). The schools are private or state entities, all of which are entirely independent from the IBO and solely responsible for the implementation and quality of teaching of the Diploma Programme. Consequently, the schools bear sole responsibility to candidates and legal guardians for any shortcomings in the implementation or quality of teaching of the Diploma Programme. The IBO is excluded from any responsibility in such shortcomings, particularly concerning the marks and grades obtained by candidates or their failure to satisfy all or part of the assessment requirements necessary to obtain the IB diploma or a certificate.
- 1.5 The schools are responsible for informing candidates and legal guardians regarding the general characteristics of the Diploma Programme and how the school implements it.
- 1.6 The IBO cannot guarantee that a school will remain capable and willing to implement the Diploma Programme. Consequently, the schools bear sole responsibility to candidates if, for any reason, a school’s authorization to implement the Diploma Programme is withdrawn by the IBO or a school decides to terminate its authorization. The IBO is excluded from any responsibility for any sunk costs and/or lost opportunities suffered by candidates as a result of the Diploma Programme no longer being taught by a school.

## **Article 2: Recognition of the IB diploma**

The IBO 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 IBO’s control. The IBO, 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 bear the sole responsibility of verifying the entry requirements of the universities and other institutions of higher education to which they are interested in applying.

### **Article 3: Property and copyright on examination materials produced by candidates**

- 3.1 Examination materials in a variety of forms are produced by candidates and submitted to the IBO as part of the assessment requirements. These 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 (hereinafter the “materials”).
- 3.2 Candidates retain copyright on all materials submitted to the IBO on their behalf for assessment purposes, but by submitting those materials they thereby grant the IBO a non-exclusive, charge-free, worldwide licence, for the duration of the statutory copyright protection, to reproduce the materials in any medium for assessment, educational, training and/or promotional purposes in relation to the IBO’s activities or 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. Where the IBO 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.
- 3.3 Under exceptional circumstances, a candidate may wish to retain exclusive copyright over a single piece of work; in which case the IBO must be notified before the date given above (see paragraph 3.2). In accordance with the procedure described in the current *Vade Mecum*, the candidate must submit a written notification to the school’s Diploma Programme coordinator who has the duty to inform the IBO by the due date. In these cases, the IBO will use the material only for assessment purposes.
- 3.4 The IBO, for assessment purposes, may electronically scan or reproduce 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 by IBO examiners, or externally assessed by IBO examiners. Wherever the materials are held during their assessment, for example, by the school, an IBO examiner or at the International Baccalaureate Curriculum and Assessment Centre (hereinafter “IBCA”), they are always held on behalf of the IBO.
- 3.5 All such materials submitted to the IBO for assessment, whether in the hands of a school, an examiner or IBCA, become the property of the IBO, 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 by 15 March of the following year for a November examination session. In all cases, to be valid, the application must be submitted to IBCA by the school’s Diploma Programme coordinator.

## **II The Diploma Programme**

Candidates must use the school’s Diploma Programme coordinator as the intermediary for any communication with the IBO.

#### **Article 4: Content of the programme**

- 4.1 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 (excluding languages *ab initio* and pilot subjects) may be completed in the first year of the programme. The six subjects must be selected from six groups as described in the current *Vade Mecum* 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.
- 4.2 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 IBO 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.
- 4.3 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 *Vade Mecum*, a candidate may be allowed to make a reasonable substitution on presentation of appropriate documentary evidence to the IBO. This is referred to as a “non-regular diploma” and must be authorized by the IBO.

#### **Article 5: Languages**

- 5.1 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.
- 5.2 The same response language must be used for all components of a subject.
- 5.3 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 and in theory of knowledge, as part of special pilot courses introduced by the IBO.
- 5.4 A language A1 SL school-supported self-taught candidate is not permitted to offer an extended essay in his or her language A1.
- 5.5 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 6: Registration process**

A candidate for the IB diploma or certificates must be registered by an authorized 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 7: Registration**

The following categories of registration are available.

- (a) Anticipated: 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: candidates intending to complete the requirements for the award of an IB diploma.
- (c) Certificate: candidates taking one or more subjects who are not seeking the award of the IB diploma.
- (d) Retake: 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.

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.

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 IBO will not accept the registration of certificate candidates for these IB diploma requirements.

#### **Article 8: 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 9: Responsible and ethical behaviour**

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. In particular, candidates must avoid any form of malpractice.

## **V Conditions for the award of the IB diploma**

### **Article 10: Assessment**

Examiners appointed by the IBO assess candidates' work in Diploma Programme examinations and other forms of external assessment using common markschemes. This external assessment may be complemented by internal assessment by schools of other required work, moderated by IBO examiners.

### **Article 11: 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, therefore, 45.

### **Article 12: Award of the IB diploma**

- 12.1 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 VIIC "Special cases: incomplete assessment" of these general regulations.
- 12.2 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.
- 12.3 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.
- 12.4 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.

### **Article 13: Form of the IB diploma document**

- 13.1 Successful IB diploma candidates will receive an IB diploma and a document listing the total diploma points score, the subject grades, the completion of all CAS requirements and any points awarded for the combination of theory of knowledge and the extended essay.
- 13.2 A bilingual diploma will be awarded to a successful candidate who:
- (a) takes two languages A1  
or
  - (b) takes a language A1 and a language A2  
or
  - (c) 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  
or
  - (d) 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 14: 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 15: Determination of grades**

Chief examiners, examiners responsible and the chief assessor in theory of knowledge, or their nominees, are responsible for determining grades in their subjects.

### **Article 16: Enquiry upon results**

Candidates' examination results may be further checked and their work may be remarked if a school requests an enquiry upon results and pays the appropriate fees. This reconsideration may lead to a higher grade for a subject, but not to a lower grade.

### **Article 17: Final award committee**

- 17.1    The final award committee is the body that formally awards the IB diplomas and certificates on the basis of grades determined by chief examiners, examiners responsible, the chief assessor in theory of knowledge, or their nominees.
- 17.2    The final award committee consists of representatives of the Council of Foundation, of the examining board and of IBCA, and is chaired by the chair of the examining board.
- 17.3    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      A      Special cases: disability**

### **Article 18: Definition of disability**

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

### **Article 19: Applicable procedure**

- 19.1    The school is responsible for verifying before candidates enroll in the Diploma Programme whether it includes any requirements that are incompatible with any known diagnosed disabilities.
- 19.2    Disabilities must be reported by the candidates/legal guardians to the school's Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate medical documentation. Temporary disabilities, resulting from illness or accidents, should be reported to the coordinator as soon as possible after they arise, together with supporting medical documentation and other relevant information.
- 19.3    If a candidate with a disability requires special assessment arrangements, the coordinator must request the arrangements according to procedures stated in the current *Vade Mecum*. Special assessment arrangements can only be authorized by the IBO.

## **VII B Special cases: adverse circumstances**

### **Article 20: 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, or 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 21: Applicable procedure**

- 21.1 Any application for special consideration in cases of adverse circumstances must be submitted to IBCA by the school's Diploma Programme coordinator on behalf of the candidate(s). The application must be submitted within ten days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the coordinator as well as by appropriate evidence.
- 21.2 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.

## **VII C Special cases: incomplete assessment**

### **Article 22: 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 23: Applicable procedure**

- 23.1 Any application for special consideration in cases of incomplete assessment must be submitted to IBCA by the school's Diploma Programme coordinator on behalf of the candidate. The application must be submitted within ten days of the completion of the final assessment component of the subject concerned and must be supported by a statement written by the coordinator as well as by appropriate evidence.
- 23.2 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.
  - and
  - (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.
- 23.3 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.

## **VII D Special cases: academic infringements**

### **Article 24: Definition of an academic infringement**

The IBO recognizes that work submitted by candidates for assessment may contravene the standard academic practice of clearly acknowledging all ideas and words of other persons. In cases where this is not deemed by the final award committee as a deliberate attempt by a candidate to gain an unfair advantage, this will be designated as an academic infringement and not malpractice.

### **Article 25: 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.

## **VII E Special cases: malpractice**

### **Article 26: Definition of malpractice**

The IBO 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 27: Applicable procedure**

- 27.1 The school's Diploma Programme coordinator must inform the IBO if he or she suspects any malpractice in relation to a candidate's work after the work or an internal assessment mark has been submitted to IBCA. In such cases, or when an examiner suspects malpractice, the school will be required to conduct an investigation and provide the IBO with relevant documentation concerning the case.
- 27.2 Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defence.
- 27.3 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.

- 27.4 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.
- 27.5 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.
- 27.6 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. 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.
- 27.7 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 28: Appeal**

Decisions of the final award committee are not subject to appeal to another body.

### **Article 29: Reconsideration**

An application for reconsideration of a decision by the final award committee may be presented to the committee in the light of new factual evidence. To be admissible the application must be:

- (a) filed by the candidate via the school's Diploma Programme coordinator
- (b) received by the IBO from the school within three months of the date of the original decision by the final award committee
- and
- (c) contain a summary of the new facts invoked and be accompanied by any evidence being relied on.

## **IX Final provisions**

### **Article 30: Governing law**

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

### **Article 31: Arbitration**

Any dispute arising from or in connection with these general regulations 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 32: Entry into force and transitory rules

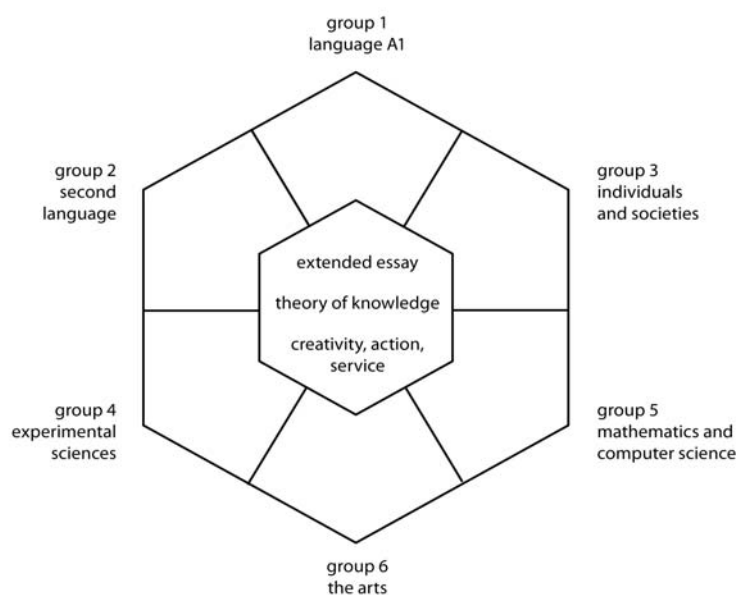
This version shall come into force on 1 September 2006 for May session schools or 1 January 2007 for November session schools. The IBO may amend these general regulations from time to time. Each amended version applies to all candidates enrolling in the Diploma Programme after the date of entry into force of the amended version.

Geneva, 1 May 2006

## A4 Choosing subjects for a diploma in 2008

The information below refers to the May and November examination sessions in 2008. Diploma candidates for examinations in 2007 will have already chosen their subjects for the diploma so information specific to the May and November 2007 sessions has not been included.

A diploma candidate is required to study six subjects selected from six subject groups and to complete all the elements of the hexagon core: extended essay, theory of knowledge and creativity, action, service (CAS). The diploma hexagon diagram represents these groups and the core requirements.



### A4.1 Selecting subjects, groups 1-6

The full list of subjects that are automatically available for examinations in 2007 and 2008, and by special request for 2008, are listed in section C. 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.

## **A4.2 Other Diploma Programme subjects**

As an alternative to the mainstream subjects referred to above a diploma can in some cases be made up in the following ways from other subjects based in a particular hexagon group or groups.

### **Pilot subjects**

From time to time the IBO develops new subjects on a pilot basis which can be undertaken only by schools specifically authorized to do so by the IBO: these are known as closed pilots. Sometimes a subject will be offered on an open pilot basis: this means that any IB World School may offer the subject on the understanding that the syllabus content and assessment methods may change during the life of the syllabus. The following subjects are offered on a closed pilot basis.

- Computer Algebraic Systems Enabled (CASE) HL – group 5
- Dance HL and SL – group 6
- Film HL and SL – group 6

A pilot subject cannot be taken as an anticipated subject.

### **Transdisciplinary standard level subjects**

Each pilot 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 the group already covered by the TSL. The three TSLs currently available are all offered on a closed pilot basis.

- Text and performance – groups 1 and 6
- Ecosystems and societies – groups 3 and 4
- World cultures – groups 3 and 6

All transdisciplinary subjects are currently pilot subjects and, therefore, cannot be taken as an anticipated subject.

### **School-based syllabuses (SBS)**

Only schools that have already entered candidates for two diploma sessions may offer a school-based syllabus. Read the section of the *Vade Mecum* on school-based syllabuses before considering whether a school-based syllabus subject can be offered to IB candidates.

- 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 this 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.
- A list of the school-based syllabuses currently available is posted on IBIS.
- Details on the submission and procedures for school-based syllabuses can be found in the section on school-based syllabuses.

### **A4.3 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.

### **A4.4 Prohibitions**

No candidate may count towards the diploma:

- the same subject at higher level (HL) and standard level (SL)
- the same language for groups 1, 2 and for group 6
- more than one language A1 SL as a school supported self-taught subject
- environmental systems SL and biology
- any two of mathematics HL, mathematics SL and mathematical studies SL
- more than one school-based syllabus or pilot subject (including TSLs)
- a school-based syllabus and a pilot subject (including TSLs)
- text and performance SL with theatre arts, or a language from group 1, 2 or 6 that is the same language as the language A1 element of text and performance SL
- ecosystems and societies SL with environmental systems SL or biology HL/SL.

Schools will be informed of any prohibitions that may occur when the IBO approves a new subject or school-based syllabus. Note there are no prohibitions specific to the transdisciplinary subject world cultures SL.

### **A4.5 The hexagon core**

A diploma candidate must also meet the three requirements of the hexagon core in addition to completing six subjects.

#### **Extended essay**

- A diploma candidate must complete and submit an extended essay: a substantial piece of independent research of about 4,000 words. Work on the extended essay is expected to occupy approximately 40 hours and must be done under the direct supervision of an appropriate teacher at the school.

- 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 section E.
- 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 school.
- 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 group 2 extended essay cannot be offered in a candidate's language A1, regardless of whether that language A1 fulfills a diploma requirement for group 1, 2 or 6.

### **Theory of knowledge (TOK)**

- A diploma candidate must follow a theory of knowledge 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.
- The essay submitted as part of the assessment for theory of knowledge must be written on one of the ten prescribed titles for that session.

### **Creativity, action, service (CAS)**

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

## **A4.6 Bilingual diploma**

Bilingual diplomas are awarded for:

- two languages A1 or
- language A1 taken together with a language A2 or
- group 3 or 4 subject or a group 3 or 4 extended essay taken in a language other than a language A1 being taken by the candidate.

A school-based syllabus cannot contribute to a bilingual diploma either as a diploma subject in groups 3 or 4, or as an extended essay (human rights, peace and conflict studies, politics, world religions). Similarly, a transdisciplinary subject cannot contribute to a bilingual diploma.

#### **A4.7 Non-regular diploma**

Entry conditions for certain higher education courses may require candidates to offer a combination of subjects that differs from those allowed under the regulations. At the discretion of the IBO a candidate may offer a diploma that is not a selection of six subjects in any of the ways described above. For further details refer to section C2.1.

#### **A4.8 Examples of diplomas**

Based on the information above, various combinations of subjects (accompanied by the compulsory diploma requirements of the extended essay, theory of knowledge and CAS) may constitute a diploma. The following are only examples and are not intended to illustrate the variety of combinations that are available.

##### **Example 1**

A diploma with one subject chosen from each group.

Group 1	English A1 HL
Group 2	Japanese B SL
Group 3	psychology HL
Group 4	biology SL
Group 5	mathematics SL
Group 6	visual arts HL

##### **Example 2**

A diploma with two subjects from group 4. Chemistry HL is presented as a group 6 subject.

Group 1	Spanish A1 SL
Group 2	Russian <i>ab initio</i> SL
Group 3	geography SL
Group 4	physics HL
Group 5	mathematics HL
Group 6	chemistry HL

##### **Example 3**

A diploma with a transdisciplinary subject.

Groups 1+6	text and performance SL
Group 2	Italian B SL
Group 3	history HL
Group 4	design technology HL
Group 5	mathematical studies SL
Group 6	music HL

#### Example 4

A diploma with a school-based syllabus as a group 6 subject. This combination qualifies for a bilingual diploma because of language A1 (group 1) and language A2 (group 2).

Group 1	Arabic A1 HL
Group 2	English A2 SL
Group 3	economics HL
Group 4	chemistry SL
Group 5	mathematics HL
Group 6	peace and conflict studies SL

## A5 Breaches of regulations

The IBO will not accept work for assessment or moderation unless the teacher (or supervisor in the case of an extended essay) concerned is willing to confirm that, to the best of his or her knowledge, it is the authentic work of the candidate. All work submitted to the IBO for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Issues of authenticity, if identified before the submission of work for assessment or moderation, must be resolved within the school without exception.

If a cover sheet is not signed by the teacher (or supervisor) to the effect that the work is, to the best of his or her knowledge, the authentic work of the candidate, that work will not be assessed. No mark will be given for the component, and therefore no grade will be awarded in the subject and level concerned or other diploma requirement. Furthermore, if a cover sheet is signed by the teacher (or supervisor), but there is a comment 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. The same principle applies to the signing of cover sheets by candidates. For example, if a candidate has failed to sign the cover sheet of their extended essay, that extended essay will not be assessed and may be returned to the school.

The following information is extracted from the IBO publication *Academic Honesty: guidance for schools* (September 2006). For further information, please refer to this publication and the relevant articles in the *General Regulations: Diploma Programme*.

### A5.1 Authenticating candidates' work

It is the responsibility of Diploma Programme teachers to ensure that all candidates' work for assessment is prepared according to 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 candidates' work is authentic.

Before the submission of work for assessment, issues of authenticity arising from plagiarism and collusion must be decided within the school. All work submitted to the IBO for moderation or assessment must be authenticated by a teacher, and must not include any instances of suspected or confirmed malpractice

In the case of externally assessed components (for example, extended essays, language A1 world literature, theory of knowledge essays), the submission of work for assessment refers to the assessment of work by an examiner appointed by the IBO. In the case of internally assessed components, the submission of work for assessment refers to the assessment of work by a teacher.

## **A5.2 Work identified as not authentic before submission**

If the coordinator (or a teacher) has reason to suspect that part of or the whole of a candidate's work may not be authentic, that work must not be accepted or submitted for assessment. The situation must be resolved within the school. At the discretion of the coordinator one of two possible courses of action must be adopted.

- The candidate should be allowed one opportunity to revise and resubmit the work. This must be completed in time for the coordinator to send the work to the examiner to arrive by the appropriate IBO deadline (or to send marks to IBCA in the case of internal assessment).
- If there is insufficient time to allow a revision of the work, an F must be given for the relevant assessment component. This will result in no grade being awarded for the subject concerned. To avoid giving an F, coordinators are advised to set an internal school deadline that is sufficiently early for teachers (and supervisors) to read each candidate's final submission.

Whichever course of action is adopted, the incident must be dealt with by the school and not reported to IBCA.

## **A5.3 Work identified as not authentic after submission**

Occasionally, through an oversight while checking a candidate's work for authenticity, the coordinator or a teacher may identify possible plagiarism after a candidate's work has been sent to an examiner for assessment (or marks submitted by IBIS in the case of internal assessment). If evidence of plagiarism is available the coordinator help desk at IBCA ([help@ibo.org](mailto: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.

This applies to internal assessment regardless of whether the candidate's work was part of the sample work sent to a moderator for the purpose of moderation.

## **A5.4 Other breaches of regulations by candidates**

Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may commit malpractice and therefore breach the general regulations. The following examples of malpractice do not constitute an exhaustive list and refer partly to the written examinations:

- fabricating data for an assignment
- taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone), regardless of whether any attempt is made to use that material
- misbehaving during an examination, including any attempt to disrupt the examination or distract another candidate
- exchanging or in any way supporting, or attempting to support, the passing on of information that is or could be related to the examination
- copying the work of another candidate
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination

- impersonating another candidate
- including offensive material in a script for reasons other than analysis or intellectual inquiry
- stealing examination papers
- disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- using an unauthorized calculator during an examination.

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

### **A5.5 Improper conduct by a coordinator or teacher**

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

- 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 IBO
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

### **A5.6 Investigating a breach of regulations**

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

- A coordinator informs IBCA 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 IBCA using a web-based plagiarism detection service reveals that the work of a candidate may not be authentic.

The IBO 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 IBO initiates an investigation into malpractice it will do so immediately after the evidence of malpractice is brought to the attention of the coordinator help desk

at IBCA. The head of examinations administration will inform the coordinator, normally by e-mail, that a candidate (or candidates) is being investigated for possible malpractice. It is a requirement of the IBO 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 IBCA with a report after he or she has conducted a discreet investigation. In the case of suspected plagiarism the coordinator's report will normally include:

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

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

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

The statement from the coordinator should include information on:

- the guidance given to all Diploma Programme candidates on how to acknowledge sources, avoid collusion, etc.
- the circumstances of the case, including details of any mitigating circumstances
- the coordinator's opinion on whether the allegation of malpractice against the candidate should be upheld or dismissed (if the allegation came from the IBO).

The final award committee will review all evidence relating to an alleged breach of regulations. An allegation will either be dismissed or established by the committee.

In all cases where the final award committee has considered a presumed breach of regulations, the head of school will be informed by 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 IBO personnel, the chair of the examining board and the most senior examiner for the subject concerned (normally a chief examiner). If a breach of regulations is established, the head of school is required to acknowledge receipt of the letter.

## **A6 Contact with IBO offices**

The functions of the IBO headquarters (IBHQ), the curriculum and assessment centre (IBCA) and the four regional offices are listed in the table below. The appropriate regional office



should be contacted for information on teacher training, regional conferences, the acceptance of the IBO diploma by universities and colleges in the region, guidance on the application and authorization process for prospective schools and other general questions about implementing the Diploma Programme in a school.

The coordinator help desk at IBCA in Cardiff provides schools with advice on the administration of the Diploma Programme and on using IBIS. In addition to answering queries, the help desk responds to 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, those who have experienced adverse or unforeseen circumstances and those who are suspected of a breach of regulations.

Listed below are the most frequently used e-mail addresses that coordinators require when contacting IBCA. Coordinators should also use the electronic query service on IBIS that will automatically route e-mails to the correct department at IBCA.

### **E-mail addresses**

Candidate registration (requests for changes)	registration@ibo.org
Communication	communications@ibo.org
Coordinator help desk	help@ibo.org
Online curriculum centre (OCC)	online@ibo.org
Enquiries about the IBO logos	logos@ibo.org
Sales and publications	sales@ibo.org
Special educational needs	sen@ibo.org
Special request subjects	eppd@ibo.org

Function	Location	Communications
Corporate headquarters Liaison with regional directors Legalization Finance and business administration Human resources	<b>Headquarters (IBHQ)</b>  Mr Jeffrey R Beard <i>Director general</i>  Dr Ian Hill <i>Deputy director general</i>  Organisation du Baccalauréat International Route des Morillons 15 Grand-Saconnex / Genève CH-1218 SWITZERLAND	Tel: +41 22 791 7740 Fax: +41 22 791 0277 E-mail: <a href="mailto:ibhq@ibo.org">ibhq@ibo.org</a>
Curriculum development Assessment development Professional development Examination administration Grade awarding for examinations Curriculum support Online curriculum centre IBIS Publications Sales Communications	<b>Curriculum and assessment centre (IBCA)</b>  Mrs Monique Conn <i>Academic director</i>  Dr George Pook <i>Assessment director</i>  International Baccalaureate Organization Curriculum and Assessment Centre Peterson House, Malthouse Avenue Cardiff Gate Cardiff, Wales GB CF23 8GL UNITED KINGDOM	<b>General inquiries</b> Tel: +44 29 2054 7777 Fax: +44 29 2054 7778  <b>Coordinator help desk</b> Tel: +44 29 2054 7740 Fax: +44 29 2054 7778 E-mail: <a href="mailto:help@ibo.org">help@ibo.org</a>  <b>Sales</b> Tel: +44 29 2054 7746 Fax: +44 29 2054 7779 E-mail: <a href="mailto:sales@ibo.org">sales@ibo.org</a>  <b>Communications</b> Tel: +44 29 2054 7936 Fax: +44 29 2054 7807 E-mail: <a href="mailto:communications@ibo.org">communications@ibo.org</a>



## A7 Abbreviations used by the IBO

Throughout the *Vade Mecum* and other IBO 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.

### IBO offices

IBHQ	International Baccalaureate Headquarters
IBCA	International Baccalaureate Curriculum and Assessment centre
IBRU	International Baccalaureate Research Unit
IBAEM	International Baccalaureate Africa/Europe/Middle East
IBAP	International Baccalaureate Asia/Pacific
IBLA	International Baccalaureate Latin America
IBNA	International Baccalaureate North America

### Candidate registration and examination administration

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)
P	Pending (mark or grade not available)
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

### Subject specific

ITGS	Information technology in a global society
PBL	Prescribed book list
PD	Program dossier
PWL	Prescribed world literature list
PF	Portfolio
PJ	Project
PSOW	Practical scheme of work (group 4)
SLA	Standard level option A (visual arts)
SLB	Standard level option B (visual arts)
TSL	Transdisciplinary subject (standard level)
WT	Written tasks (language A2)
WL	World literature (language A1)

## A8 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 typed or completed in legible handwriting using black ink. Ensure that sections relating to the session (for example, May 2007), school number and school name are completed, and remember to retain a copy of each completed form.

Forms that must be completed and sent with candidates' examination material to an examiner (or moderator in the case of internal assessment) are available in hard copy in the second half of this handbook, or they can be printed from IBIS. The following forms from sections B to G of this handbook are available as hard copy:

- Form B11 (exclusive copyright) is not available in electronic format because the candidate who is claiming exclusive copyright on their examination material must sign the form.
- Form C1 (request for the authorization of a non-regular diploma) is not presently available in electronic format because C1 must be accompanied by written information, such as a prospectus, from a university. This form may become available in electronic format on IBIS in 2007.
- Form C2 (special request language A1: justification and proposed course of study) may have to be completed in a language that does not use Roman characters. If so, use the version in the *Vade Mecum* and send it to IBCA by post or fax.
- Forms D1 (candidates with special assessment needs) and D2 (candidates affected by adverse circumstances and/or a temporary medical condition) are not presently available in electronic format because D1, and often D2, must be accompanied by supporting medical documentation. However, both forms may become available in electronic format on IBIS in 2007.
- Form G2 (teacher's comments on the written examinations) is available in the *Vade Mecum* so that teachers can be given a copy of the form for completion and submission to IBCA. Form G2 is also available on IBIS in electronic format and the online curriculum centre (OCC).

Form 1/A1AP (language A1: advance notice of works studied) is available in electronic format only, but if the information must be written in a language which does not use Roman characters, send the information to IBCA in the form of a fax, letter or e-mail with an attachment to [help@ibo.org](mailto:help@ibo.org).

The tables below list the forms that are available in the *Vade Mecum* and on IBIS in portable document format (PDF).

Administrative requirements	Section of <i>Vade Mecum</i>
B11 Exclusive copyright	Section B
C1 Request for the authorization of a non-regular diploma	Section C
C2 Special request language A1: justification and proposed course of study	Section C
D1 Candidates with special assessment needs	Section D

D2 Candidates affected by adverse circumstances and/or a temporary medical condition	Section D
G2 Teacher's comments on the written examinations	Section G
<b>Theory of knowledge and CAS requirements</b>	<b>Section of <i>Vade Mecum</i></b>
TK/CS Theory of knowledge cover sheet	Section E
TK/SER Theory of knowledge candidate self-evaluation report	Section E
TK/PDD presentation planning document	Section E
CAS/PQ CAS programme questionnaire	Section E
CAS/AEF CAS activity/project self-evaluation form	Section E
CAS/SFS CAS student final summary	Section E
CAS/PCF CAS programme completion for	Section E
<b>Internal assessment requirements</b>	<b>Section of <i>Vade Mecum</i></b>
1/A1ST Self-taught candidates—choice of authors and works: language A1 SL	Group 1
1/IARF Internal assessment record form: language A1	Group 1
2/IA Moderation of internal assessment: group 2	Group 2
2/RF Internal assessment record form: group 2	Group 2
2/CLCS Internal assessment cover sheet: classical languages HL	Group 2
2/IACL Moderation of internal assessment: classical languages	Group 2
3/IA Moderation of internal assessment: group 3	Group 3
3/CS Internal assessment: group 3 individual candidate cover sheet	Group 3

4/IA Internal assessment cover sheet: group 4 (except design technology)	Group 4
4/IADT Internal assessment cover sheet: design technology	Group 4
4/PSOW Internal assessment cover sheet: group 4	Group 4
5/IA Moderation of internal assessment: mathematical studies SL, mathematic SL, mathematics HL	Group 5
5/PFCS Individual portfolio cover sheet: mathematics HL, mathematics SL	Group 5
5/PJCS Individual project cover sheet: mathematical studies SL	Group 5
5/PDCS (SL) Internal assessment cover sheet: computer science SL only	Group 5
5/PDCS (HL) Internal assessment cover sheet: computer science HL only	Group 5
5/IACS Moderation of internal assessment: computer science	Group 5
6/VACS visual arts internal assessment cover sheet	Group 6
6/MCCS Internal assessment cover sheet—music composition portfolios	Group 6
6/MRSS Internal assessment cover sheet—music solo performance cassette recordings	Group 6
6/MRGS Internal assessment cover sheet—music group performance cassette recordings	Group 6
6/MICS Music cover sheet— musical investigation	Group 6
6/TACP Theatre arts candidate profile	Group 6
6/IATA Moderation of internal assessment: theatre arts portfolio	Group 6
6/TACS Theatre arts cover sheet: research commission	Group 6
SBS/TREP School-based syllabus teacher's report	Group 6
SBS/CS School-based syllabus sample work cover sheet	Group 6
Form SSX School-based syllabus assessment	Group 6





## A9 May examination session calendar

September 2006			
Session	Event or action	Method	Date/deadline
May 2007	Pay the basic fee	Cheque to regional billing office or bank transfer	1 September
May 2006	Request enquiries upon results	IBIS	15 September
May 2006	Request the return of design technology HL/SL design projects and/or theatre arts HL/SL portfolios, if required	IBIS (enquiry upon results service)	15 September
October 2006			
Session	Event or action	Method	Date/deadline
May 2006	IBCA publishes subject reports on IBIS and the OCC	IBIS and OCC	From 1 October onwards
May 2007	Language A1 SL self-taught: send choice of authors and works for oral examination parts 2 and 4. (* Use form 1/A1ST from the <i>Vade Mecum</i> if the language is in non-Roman script.)	IBIS*	7 October 2006
May 2008		IBIS*	15 March 2007
May 2007	Visual arts: send visual arts visiting examiner proposal form to IBCA	Form 6/VAEP from <i>Vade Mecum</i>	7 October
May 2006	Send request for transcript of results service to universities and colleges in Australia and New Zealand	IBIS	15 October

November 2006			
Session	Event or action	Method	Date/deadline
May 2007	Register candidates (and re-order session numbers, if necessary)	IBIS	15 November
May 2007	Pay the total of all examination fees and the <i>per capita</i> fee	Cheque to regional billing office or bank transfer	15 November
May 2007	Music SL group performance: enter number of group performances to be assessed	IBIS	15 November
May 2008	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 November
May 2008	Language A1: send special requests for languages A1, with a justification and proposed course of study. (*Use form C2 from the <i>Vade Mecum</i> if the language is in non-Roman script.)	IBIS*	15 November
May 2008	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 November
May 2008	Non-regular diplomas: send requests for authorization	Form C1	15 November
May 2008	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	15 November
December 2006			
Session	Event or action	Method	Date/deadline
May 2007	Language A1: send advance notice of works studied (*Send the information by fax to IBCA if the language is in non-Roman script.)	IBIS*	1 December
May 2008	IBCA authorizes special requests for languages A1, classical languages and subjects in groups 3 to 6	Letter of authorization	1 December

May 2007	School-based syllabuses: send proposed examination papers and mark schemes to IBCA	Courier	14 December
May 2007	IBCA sends examination stationery to schools	Courier or express mail	15 December
<b>January 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	Register new candidates and make changes to subject details	IBIS	15 January
May 2007	IBCA issues approval for or amendments to school-based syllabus examination papers and mark schemes for appropriate schools	Hard copy sent to school	28 January
May 2008	New schools send CAS programme questionnaire to their regional office	Form CAS/PQ	31 January
<b>February 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	IBCA 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 2007	IBCA opens predicted grade entry screens on IBIS	IBIS	1 February
May 2007	Requests for converting anticipated subjects to certificates made before this date incur a fee	IBIS	1 February
May 2007	IBCA sends language A1 SL self-taught oral examinations and school-based syllabus materials to schools (where available)	Courier	15 February

May 2007	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• extended essays</li> <li>• language A1 world literature</li> <li>• language A2 written tasks</li> <li>• theory of knowledge</li> <li>• visual arts</li> <li>• language A1 SL self-taught alternative oral assessment</li> </ul>	IBIS	20 February
May 2007	School-based syllabuses: send amended examination papers and/or mark schemes to IBCA	Courier	21 February
<b>March 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2008	Submit forecast of subject entries	IBIS (only if available on IBIS)	1 March
May 2007	IBCA opens internal assessment mark entry screens on IBIS	IBIS	1 March
May 2007	Send request to coordinator help desk for permission to use calculators that do not appear on the approved list	E-mail to help@ibo.org	1 March
May 2007	Visual arts: first date for examiner visits	Not applicable	10 March
May 2007	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• internal assessment</li> <li>• theatre arts (all components)</li> <li>• musical investigations</li> <li>• school-based syllabuses</li> </ul>	IBIS	15 March
May 2007	Send requests for rescheduling examinations	IBIS	15 March
May 2007	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits the school
May 2007	Send extended essays (each with a cover) to examiners for assessment	Preferably by courier	15 March

May 2007	Send theory of knowledge essays to examiner (each with form TK/CS) for assessment	Preferably by courier	15 March
May 2007	Send language A1 world literature assignments (each with a cover) to examiner for assessment	Preferably by courier	15 March
May 2007	Send language A2 written tasks (each with a cover and form 2/WTRF) to examiners for assessment	Preferably by courier	15 March
May 2008	Confirm candidate entries for special request languages A1	IBIS or e-mail to eppd@ibo.org	15 March
<b>April 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	School-based syllabuses: send final approved version of examination papers and mark schemes to IBCA	Courier	7 April
May 2007	Send predicted grades and marks for internal assessment, extended essays and theory of knowledge	IBIS	10 April
May 2007	IBCA sends examination papers and other examination material to schools	Courier	April
May 2007	School-based syllabuses: first possible date for written examinations. (The coordinator determines the dates of the examinations.)	Not applicable	15 April
May 2007	Examiner notifications available on IBIS for scripts	IBIS	15 April
May 2007	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 April
May 2007	Report arrival of examination papers	IBIS	1 May
May 2007	Visual arts: final date for examiner's visit	Not applicable	25 April
May 2007	Theatre arts: send research commissions (with form 6/TACS) to the examiner	Preferably by courier	30 April

May 2007	Theatre arts: send practical play analyses to the examiner	Preferably by courier	30 April
May 2007	Music: send musical investigations (with form 6/MICS) to the examiner	Preferably by courier	30 April
<b>May 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	Visual arts: send candidate record booklets, portfolios, research workbooks and cassettes (if no visiting examiner) to IBCA	Preferably by courier	1 May
May 2007	CAS: send programme completion form (CAS/PCF) to the regional office	Fax or post	1 May
May 2007	Send requests for transcript of results service to universities and colleges in all countries, except Australia, New Zealand, Canada and USA.	IBIS	1 May
May 2007	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2 from <i>Vade Mecum</i>	Immediately
May 2007	Examination period	Not applicable	2 – 23 May
May 2007	School-based syllabuses: last possible date for written examinations. (The coordinator determines the dates of the examinations.)	Not applicable	21 May
May 2007	Teachers send their comments on the written examination papers to IBCA	IBIS, OCC or form G2 from <i>Vade Mecum</i>	Within 28 days after the examination
May 2007	Language A1 SL self-taught: send audio recordings and related material to the examiner	Preferably by courier	7 May
May 2007	Visual arts: send to IBCA the teacher's feedback on the examiner's visit to the school	Form 6/VATF from <i>Vade Mecum</i>	1 May
May 2007	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 2007	School-based syllabuses: send original mark sheets and form SSX to IBCA	Fax	30 May
<b>June 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	Send requests for exclusive copyright on behalf of candidates to IBCA	Form B11 from <i>Vade Mecum</i>	1 June
May 2007	Send requests for legalization of examination results	IBIS	15 June
<b>July 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
May 2007	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 July
May 2007	IBCA issues results to schools	IBIS	5 July
May 2007	Results available to candidates by world wide web	Internet	6 July
May 2007	IBCA releases internal assessment feedback and profile of candidates' marks and grades	IBIS	15 July
May 2007	Category 3 enquiries upon results can be requested from this date (if internal assessment feedback has been received)	IBIS	16 July
November 2007	Register six-month retake candidates (diploma or retake)	IBIS	29 July

August 2007			
Session	Event or action	Method	Date/deadline
May 2007	IBCA sends diplomas, diploma results and certificates to schools. (This mailing includes certificates for May 2006 anticipated candidates who did not register for the diploma.)	Courier	31 August
May 2008	IBCA sends the 2008 <i>Vade Mecum</i> to schools	In curriculum mailing	August/September
September 2007			
Session	Event or action	Method	Date/deadline
May 2008	Pay the basic fee to the regional billing office	Cheque to regional billing office or bank transfer	1 September
May 2007	Request enquiries upon results	IBIS	15 September
May 2007	Request the return of design technology HL/SL design projects and/or theatre arts HL/SL portfolios, if required	IBIS (enquiry upon results service)	15 September



## A10 November examination session calendar

March 2007			
Session	Event or action	Method	Date/deadline
November 2007	Pay the basic fee	Cheque to regional billing office or bank transfer	1 March
November 2006	Request enquiries upon results	IBIS	15 March
November 2006	Request the return of design technology HL/SL design projects and/or theatre arts HL/SL portfolios, if required	IBIS (enquiry upon results)	15 March
April 2007			
Session	Event or action	Method	Date/deadline
November 2006	IBCA publishes subject reports on IBIS and the OCC	IBIS and OCC	From 1 April onwards
November 2007	Language A1 SL self-taught: send choice of authors and works for oral examination (parts 2 and 4). (*Use form 1/A1ST from the <i>Vade Mecum</i> if the language is in non-Roman script.)	IBIS*	7 April 2006
November 2008		IBIS*	15 September 2007
November 2007	Visual arts: send visual arts visiting examiner proposal form to IBCA	Form 6/VAEP from <i>Vade Mecum</i>	7 April
May 2007			
Session	Event or action	Method	Date/deadline
November 2007	Register candidates (and re-order session numbers, if necessary)	IBIS	15 May

November 2007	Pay the total of all examination fees and the <i>per capita</i> fee	Cheque to billing office or bank transfer	15 May
November 2007	Music SL group performance: enter number of group performances to be assessed	IBIS	15 May
November 2008	Extended essays: send special requests for extended essays in languages A1 not available for the session	IBIS	15 May
November 2008	Language A1: send special requests for languages A1, with a justification and proposed course of study. (*Use form C2 from the <i>Vade Mecum</i> if the language is in non-Roman script.)	IBIS*	15 May
November 2008	Classical languages and subjects in groups 3 to 6: send special requests	IBIS	15 May
November 2008	Non-regular diplomas: send requests for authorization	Form C1	15 May
November 2008	Candidates with special educational needs: send requests for special assessment arrangements	Form D1	15 May
<b>June 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
November 2007	Language A1: send advance notice of works studied. (*Send the information by fax to IBCA if the language is in non-Roman script.)	IBIS*	1 June
November 2008	IBCA authorizes special requests for languages A1, classical languages and subjects in groups 3 to 6	Letter of authorization	1 June
November 2007	School-based syllabuses: send proposed examination papers and mark schemes to IBCA	Courier	14 June
November 2007	IBCA sends examination stationery to schools	Courier or express mail	15 June

July 2007			
Session	Event or action	Method	Date/deadline
November 2007	Register new candidates and make changes to subject details	IBIS	15 July
November 2007	IBCA issues approval for or amendments to school-based syllabus examination papers and mark schemes for appropriate schools	Hard copy sent to school	28 July
November 2008	New schools send CAS programme questionnaire to their regional office	Form CAS/PQ	31 July
August 2007			
Session	Event or action	Method	Date/deadline
November 2007	IBCA 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 2007	IBCA opens predicted grade entry screens on IBIS	IBIS	1 August
November 2007	Requests for converting anticipated subjects to certificates made before this date incur a fee	IBIS	1 August
November 2007	IBCA sends language A1 SL self-taught oral examinations and school-based syllabus materials to schools (where available)	Courier	15 August
November 2007	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>extended essays</li> <li>language A1 world literature</li> <li>language A2 written tasks</li> <li>theory of knowledge</li> <li>visual arts</li> <li>language A1 SL self-taught alternative oral assessment</li> </ul>	IBIS	20 August
November 2007	School-based syllabuses: send amended examination papers and/or mark schemes to IBCA	Courier	21 August

September 2007			
Session	Event or action	Method	Date/deadline
November 2008	Submit forecast of subject entries	IBIS (only if available on IBIS)	1 September
November 2007	IBCA opens internal assessment mark entry screens on IBIS	IBIS	1 September
November 2007	Send request to coordinator help desk for permission to use calculators that do not appear on the approved list	E-mail to help@ibo.org	1 September
November 2007	Visual arts: first date for examiner visits	Not applicable	10 September
November 2007	Examiner notifications available on IBIS for: <ul style="list-style-type: none"> <li>• internal assessment</li> <li>• theatre arts (all components)</li> <li>• musical investigations</li> <li>• school-based syllabuses</li> </ul>	IBIS	15 September
November 2007	Send requests for rescheduling examinations	IBIS	15 September
November 2007	Visual arts: send candidate record booklets to visiting examiner	Preferably by courier	To arrive before examiner visits school
November 2007	Send extended essays (each with a cover) to examiners for assessment	Preferably by courier	15 September
November 2007	Send theory of knowledge essays to examiner (each with form TK/CS) for assessment	Preferably by courier	15 September
November 2007	Send language A1 world literature assignments (each with a cover) to examiner for assessment	Preferably by courier	15 September
November 2007	Send language A2 written tasks (each with a cover and form 2/WTRF) to examiners for assessment	Preferably by courier	15 September

November 2008	Confirm candidate entries for special request languages A1	IBIS or e-mail to eppd@ibo.org	15 September
<b>October 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
November 2007	School-based syllabuses: send final approved version of examination papers and mark schemes to IBCA	Courier	7 October
November 2007	Send predicted grades and marks for internal assessment, extended essays and theory of knowledge	IBIS	10 October
November 2007	IBCA sends examination papers and other examination material to schools	Courier	October
November 2007	School-based syllabuses: first possible date for written examinations. (The coordinator determines the dates of the examinations.)	Not applicable	15 October
November 2007	Examiner notifications available on IBIS for scripts	IBIS	15 October
November 2007	Send requests for transcript of results service to universities and colleges in Australia and New Zealand	IBIS	15 October
November 2007	Send internal assessment sample work (and appropriate forms) to moderators	Preferably by courier	20 October
November 2007	Report arrival of examination papers	IBIS	1 November
November 2007	Visual arts: final date for examiner's visit	Not applicable	25 October
November 2007	Theatre arts: send research commissions (with form 6/TACS) to the examiner	Preferably by courier	30 October
November 2007	Theatre arts: send practical play analyses to the examiner	Preferably by courier	30 October

November 2007	Music: send musical investigations (with form 6/MICS) to the examiner	Preferably by courier	30 October
<b>November 2007</b>			
<b>Session</b>	<b>Event or action</b>	<b>Method</b>	<b>Date/deadline</b>
November 2007	Visual arts: send candidate record booklets, portfolios, research workbooks and cassettes (if no visiting examiner) to IBCA	Preferably by courier	1 November
November 2007	CAS: send programme completion form (CAS/PCF) to the regional office	Fax or post	1 November
November 2007	Notify coordinator help desk of any candidates with temporary medical condition and/or adverse circumstances	Form D2 from <i>Vade Mecum</i>	Immediately
November 2007	Examination period	Not applicable	2 – 21 November
November 2007	School-based syllabuses: last possible date for written examinations. (The coordinator determines the dates of the examinations.)	Not applicable	21 November
November 2007	Teachers send their comments on the written examination papers to IBCA	IBIS, OCC or form G2 from <i>Vade Mecum</i>	Within 28 days after the examination
November 2007	Language A1 SL self-taught: send audio recordings and related material to the examiner	Preferably by courier	7 November
November 2007	Visual arts: send to IBCA the teacher's feedback on the examiner's visit to the school	Form 6/VATF from <i>Vade Mecum</i>	1 November
November 2007	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 November
November 2007	School-based syllabuses: send original mark sheets and form SSX to IBCA	Fax	30 November

December 2007			
Session	Event or action	Method	Date/deadline
November 2007	Send requests for exclusive copyright on behalf of candidates to IBCA	Form B11 from <i>Vade Mecum</i>	1 December
November 2007	Send requests for legalization of examination results	IBIS	15 December
January 2008			
Session	Event or action	Method	Date/deadline
November 2007	Send requests for transcript results service to universities and colleges in Canada and USA	IBIS	1 January
November 2007	IBCA issues results to schools	IBIS	5 January
November 2007	Results available to candidates by world wide web	Internet	6 January
November 2007	IBCA releases internal assessment feedback and profile of candidates' grades and marks	IBIS	15 January
November 2007	Category 3 enquiries upon results can be requested from this date (if internal assessment feedback has been received)	IBIS	16 January
May 2007	Register six-month retake candidates (diploma or retake)	IBIS	29 January
November 2007	IBCA sends diplomas, diploma results and certificates to schools. (This mailing includes certificates for November 2006 anticipated candidates who did not register for the diploma.)	Courier	31 January

February 2008			
Session	Event or action	Method	Date/deadline
-	-	-	-
March 2008			
Session	Event or action	Method	Date/deadline
November 2008	Pay the basic fee to the regional billing office	Cheque to regional billing office or bank transfer	1 March
November 2007	Request enquiries upon results	IBIS	15 March
November 2007	Request the return of design technology HL/SL design projects and/or theatre arts HL/SL portfolios, if required	IBIS E-mail to help@ibo.org	15 March



# Section B

# Services to schools

## Contents

B1	The public web site .....	B1
B2	The online curriculum centre .....	B1
B3	IB store and publications.....	B1
	B3.1 Diploma Programme materials .....	B2
	B3.2 Contacting the sales office .....	B2
B4	Coordinator help desk .....	B2
	B4.1 General inquiries .....	B2
	B4.2 Emergency helpline.....	B3
B5	Copyright in candidates' work .....	B3
B6	Issue of results.....	B3
	B6.1 To schools .....	B4
	B6.2 To candidates .....	B5
	B6.3 To universities and colleges .....	B5
	B6.4 Split-session candidates .....	B6
	B6.5 The interpretation of results .....	B6
	B6.6 Diploma results codes .....	B7
	B6.7 Mailing diplomas and certificates to schools .....	B8
	B6.8 Statistics on university entrance.....	B9
B7	Feedback on the performance of candidates .....	B9
	B7.1 The release of moderated marks and grades .....	B9
	B7.2 Subject reports .....	B9
	B7.3 Enquiry upon results .....	B9
B8	Legalization of examination results .....	B9
	B8.1 List of countries .....	B10
	B8.2 Candidates failing to gain the diploma .....	B10
	B8.3 Procedure .....	B10
B9	Enquiry upon results .....	B10
	B9.1 Category 1 .....	B10
	B9.2 Category 2 .....	B11
	B9.3 Category 3 .....	B12
	B9.4 Procedure .....	B12

	B9.5	Fees .....	B13
B10		Replacement diplomas, diploma results and certificates .....	B13
	B10.1	Request from a coordinator.....	B13
	B10.2	Request from a candidate.....	B13
	Form B11	.....	B15

## **B1 The public web site**

The IBO public web site at [www.ibo.org](http://www.ibo.org) contains detailed information about the IBO and its three programmes and is of interest to IB World Schools, candidates, parents, educational authorities and others interested in the IBO and its work. Features on the web site 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 a School function, to enable quick and easy searching for IB World Schools
- IB HeadNet, a password-protected section containing information for head of schools
- a workshops and conferences calendar, showing details of teacher training workshops and other events around the world
- advertising of teaching posts worldwide
- regional sections maintained by the four IB regional offices.

## **B2 The online curriculum centre**

The IBO online curriculum centre (OCC) at <http://occ.ibo.org> is an interactive password protected web site designed to support teachers of the three IBO 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 IBO publications
- discuss issues with other teachers around the world
- read the latest news and information from the IBO
- 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 [online@ibo.org](mailto:online@ibo.org).

## **B3 IB store and publications**

The IB Store (<http://store.ibo.org>) is an online store offering a range of IB-related products suited to a wide variety of IBO stakeholders.

- Information about the IBO—a range of literature designed to promote the IB programmes offered by your school
- Programme publications—core materials to support the teaching of IB programmes
- Gift items—a range of clothing, stationery, lapel pins and presentation gifts for all IBO stakeholders.

- Reference materials—a variety of publications by IB affiliated authors.
- Partner publications—any new publications developed in conjunction with external partners such as Oxford University Press (OUP).

Also accessible through the IB Store is a school's jobs service where schools may advertise their vacant positions to a global audience, and a subscription service for the IBO's magazine *IB World*.

### **B3.1 Diploma Programme materials**

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

- Past examination papers and mark schemes. Please note that certain past papers may be inappropriate for the current subject courses.
- *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 book designed to support candidates with advice and guidance on the syllabus and assessment requirements. Each Companion focuses strongly on the IB learner profile and internationalism, and the IB theory of knowledge requirement will be addressed throughout.

For copyright restrictions on all formats of this material, refer to the document entitled *IBO Policy and Rules for Use of IBO Intellectual Property*, which is available on IBIS.

### **B3.2 Contacting the sales office**

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](mailto:sales@ibo.org)

## **B4 Coordinator help desk**

### **B4.1 General inquiries**

The coordinator help desk at IBCA provides schools 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, those who have experienced adverse circumstances and those who are allegedly in breach of regulations.

If you have a query about any of the above issues, contact the coordinator help desk by e-mail [help@ibo.org](mailto:help@ibo.org) or by phone +44 (29) 2054 7740.

## **B4.2 Emergency helpline**

During the examinations in May and November the coordinator help desk can be contacted by phone out of normal office hours, excluding all day Saturdays, and Sundays up to 1800 hours UK time. The phone 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.

It should not be necessary to contact IBCA 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**.

## **B5 Copyright in candidates' work**

Candidates retain copyright in all work that is submitted to the IBO 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 IBO, however, needs to use this work in a variety of ways to enable it to provide a service to schools. The *Diploma Programme General Regulations* make it clear that by submitting their work for assessment candidates are thereby deemed to grant the IBO a non-exclusive worldwide licence, for the duration of statutory copyright protection, to use it in certain limited ways.

This allows the IBO 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 IBO protects the identity of the candidate and of the school.

The IBO recognizes that there will be times when candidates wish to retain exclusive copyright over their work and has created Form B11 to enable them to exercise this right. However, the IBO 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 form B11.

## **B6 Issue of results**

Coordinators must remind candidates that the IBO will not issue results directly to candidates, a member of their family or any representative. (The only exception is the service by which candidates can obtain their results over the Internet.) Similarly, the IBO will not discuss results with candidates, a family member or representative. IBCA is not able to deal

directly with candidates or their parents: the Diploma Programme coordinator is the intermediary for all such communication with the IBO. Results are not given to coordinators, or any other person, by phone.

Where candidates do not have access to their results over the Internet, the coordinator, or his or her nominee, must be available to issue results to all candidates without delay. Furthermore, it is essential that a person at the school is available after the issue of results in case candidates require counselling or advice on retaking subjects. Where a candidate's grade is lower than expected, the candidate must be made aware of the enquiry upon results service and the opportunity to retake examinations.

Coordinators must be available for at least one week after the issue of examination results so that candidates and/or IBO staff can make contact with them. However, it is often important for candidates to be able to make contact with the coordinator or his or her nominee for a more extended period after the release of examination results. If this is not possible then it is strongly recommended that candidates are made aware of the school's procedure for registering six-month retake candidates and submitting enquiries upon results.

## **B6.1 To schools**

### **Results**

Candidates' results will be 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 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 **mid-July / mid-January**.

### **Statistics**

Statistics on global and school results will also be made available on **5 July / 5 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.

## **B6.2 To candidates**

A service by which candidates can obtain examination results through the World Wide Web is available to all schools. Coordinators can obtain a unique user name and personal identification number (PIN) for each candidate from IBIS. At the discretion of coordinators, these numbers may then be issued to candidates enabling them to access their results over the Internet.

The results are made available on the World Wide Web on **6 July / 6 January**, one day later than the publication date of results on IBIS. This gives coordinators advance notice of results in order to prepare for counselling their students.

The candidate results service made available via the World Wide Web 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 complete form B2 on IBIS or, if the deadline for the submission of a B2 has passed, contact IBCA using the appropriate e-mail address provided in section B6.3.

## **B6.3 To universities and colleges**

A university (or college) may require evidence of a candidate's results directly from the IBO. On request, a results transcript for a candidate will be sent directly to the university, or university admissions centre, in electronic or paper format.

Requests for this service must be submitted using form B2 according to the deadlines given below. Each date corresponds to the year of the examination session. If a candidate's university applications are being processed by a university admissions centre, please complete one request for the admissions centre: do not submit a request for each university. The admissions centre will convey results to individual universities.

For each candidate the first three transcripts will be sent without charge. However, with effect from May 2005 a fee was introduced for sending each additional transcript. Three free transcripts and a fee for each additional transcript applies until the close of the examination session only (15 September for a May session and 15 March for a November session). After the close of the session a fee will be charged for each transcript that is sent, regardless of whether any transcripts were sent before the close of the session.

When completing a request for the UK Universities and Colleges Admissions Service (UCAS), you must include the candidate's 9 digit UCAS application number.

<b>Universities in:</b>	<b>Latest arrival date</b>
Australia and New Zealand	<b>15 October / 15 October</b>
Canada and the United States of America	<b>1 July / 1 January</b>
All other countries	<b>1 May / 1 November</b>

To ensure that all your requests have been logged, make use of the summaries facility on IBIS that enables you to check your entries by candidate and by institution.

If the deadline for the submission of form B2 has passed, contact the IBO using the appropriate e-mail address below. The addresses are region specific according to the location of the university or admission centre:

North America:	transcripts.ibna@ibo.org
United Kingdom or Australasia:	transcripts.ukaus@ibo.org
Other region:	transcripts.row@ibo.org

## **B6.4 Split-session candidates**

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.

## **B6.5 The interpretation of results**

Grades for subjects taken by anticipated candidates normally appear on the diploma results on completion of the diploma.

A letter P indicates a pending result, which means that IBCA does not have sufficient information to issue a result. The result will be issued at the earliest possible date. Do not contact the coordinator help desk (IBCA): pending grades will be resolved as quickly as possible.

Where a grade 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.

Where a grade from a previous examination session appears, although the subject has been retaken, this indicates that the retake has not resulted in an improved grade.

The diploma will not be awarded if a candidate's results contain a requirement code. The results will only indicate the first requirement code applicable to a candidate's results. When counselling a candidate about his or her results it is important to consider whether other requirements would still not be met if the first failed requirement is overcome by improving the grade for the subject(s) concerned.



<b>D</b>	Diploma awarded according to the Diploma Programme regulations.
<b>Bilingual diploma</b>	<p>Bilingual diplomas are awarded for:</p> <ul style="list-style-type: none"> <li>• two languages A1 or</li> <li>• 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</li> <li>• an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.</li> </ul>
<b>Certificate</b>	The requirement code indicates the reason why no diploma has been awarded. Candidates not awarded the diploma receive certificates.
<b>N</b>	<p>An N indicates one or more of the following:</p> <ul style="list-style-type: none"> <li>• withdrawal from the examination</li> <li>• absence from one or all parts of the examination</li> <li>• failure to meet one or more of the examination requirements</li> <li>• breach of regulations resulting in no grade(s) being awarded.</li> </ul>
<b>P</b>	P indicates a pending result.

## **B6.6 Diploma results codes**

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the *Diploma Programme General Regulations*.) The following codes indicate which requirements have not been met.

These codes apply to all candidates.

- 01** Candidate's total points are less than 24.
- 02** A grade N has been awarded for one or more subjects, theory of knowledge or the extended essay.
- 03** A grade E has been awarded for both theory of knowledge and the extended essay.
- 04** There is a grade 1 awarded in any subject and level.
- 05** CAS requirements have not been completed.
- 06** Candidate is guilty of malpractice.
- 07** There are four or more grades 3 or below awarded.

These codes apply to candidates with 24 to 27 points inclusive.

- 08** There is one or more grade 2 awarded at higher level.
- 09** 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 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.

## **B6.7 Mailing diplomas and certificates to schools**

The IBO diplomas, diploma results and certificates, sent to schools in **August / February**, constitute the official results.

If an anticipated, diploma or retake candidate takes additional (that is, extra certificate) subjects, that candidate will receive a separate certificate listing the subjects taken and grades awarded.

For anticipated candidates who do not complete the diploma, certificates will be sent with the above mailing in **August / February**. For certificates requested before this mailing, an administrative fee will be charged according to the scale of fees in section H.

## **B6.8 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 IBO uses this information for statistical purposes and to gain a better understanding of which universities IB candidates are entering. In previous years this information has been gathered by asking coordinators to enter the information on a computer print-out which is then sent to IBHQ: in 2007 this paper-based system may be replaced by an electronic version on IBIS.

## **B7 Feedback on the performance of candidates**

### **B7.1 The release of moderated marks and grades**

By **mid-July / mid-January** a profile of candidates' moderated marks and grades for each component for all subjects will be available on IBIS. This includes internal assessment, extended essays and theory of knowledge. By the same date, all available internal assessment feedback forms will also be released on IBIS.

### **B7.2 Subject reports**

The subject reports (including theory of knowledge) on the overall performance of all candidates in the examination session will be 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.

### **B7.3 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.

## **B8 Legalization of examination results**

Universities in certain countries require the IBO 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 it is done by the relevant authorities in Geneva. If legalization is required, IBCA will send the relevant diploma results to IBHQ. The corresponding diplomas are sent to schools for the attention of coordinators who should retain them until they receive the legalized documents for mailing to individual candidates.

## **B8.1 List of countries**

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

## **B8.2 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.

## **B8.3 Procedure**

- Collect the appropriate fee from candidates requiring the legalization service in advance 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. 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 a courier service to schools, for the attention of the coordinator.
- The schools concerned will receive an invoice for the amount owed to the IBO. The cost of the courier service is at the IBO's expense, provided that the deadline for submitting the legalization requests is met.

## **B9 Enquiry upon results**

Coordinators may request a re-mark of externally assessed material, the return of externally assessed material and/or a report on the moderation of internal assessment. 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 relatives or other representatives.

Enquiries in categories 1 and 2 are independent of each other and may be requested in either order up to **15 September / 15 March**, about two months after the issue of results. 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 the event that a coordinator is dissatisfied with the outcome of an enquiry upon results and wishes to submit a formal appeal, an e-mail should be sent to [assessment@ibo.org](mailto:assessment@ibo.org) addressed to the assessment director. The e-mail must provide a full explanation as to why further reconsideration is justified.

### **B9.1 Category 1**

The externally assessed components of a candidate's work are re-marked by a senior examiner. A grade may be raised (but not 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.

Where category 1 enquiries result in three or more grade changes within a single subject and level for a school, and these make up at least 50% of the enquiries requested for that subject and level by the school, all candidates from that subject and level will be subject to a category 1 enquiry at no charge to the school. In the case of extended essays in a given subject and theory of knowledge, all candidates in the extended essay subject or in theory of knowledge will be subject to a category 1 enquiry if there are three or more changes to candidates' diploma points totals, and these make up at least 50% of the enquiries requested for the extended essay subject, or for theory of knowledge. The extended essays and theory of knowledge will be treated independently in this process.

## **B9.2 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 copyright, a separate request must be sent to IBCA. See section B5 for details.

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.

If it has been necessary for a school to send visual arts studio work to IBCA as part of the alternative assessment arrangements for higher level or standard level option A, or research workbooks for visual arts 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 IBCA by e-mail using the address [eurcat2@ibo.org](mailto:eurcat2@ibo.org)

If a category 2 enquiry upon results is requested for the theatre arts HL/SL play analysis or 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 and 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 theatre arts or film, not specified individual candidates. The audio recordings themselves will not be returned on the assumption that schools retain their own copies. The examiners' comments will be sent in electronic format only; they will not be sent as hard copy. If the option to request the return of theatre arts HL/SL play analysis or the film HL/SL film presentation is not available on IBIS, send the request to IBCA by e-mail using the address [eurcat2@ibo.org](mailto:eurcat2@ibo.org)

It is anticipated that 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 work for internally assessed work is not returned to schools, although exceptions are made for design technology HL/SL design projects and theatre arts HL/SL portfolios because of their unique nature and possible importance for university entrance. The request for the return of this material should be made on IBIS, as for externally assessed material. However, if the option to request the return of design technology HL/SL design projects or theatre arts HL/SL portfolios is not available on IBIS, send the request to IBCA by e-mail using the address [eurcat2@ibo.org](mailto: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.

## **B9.3 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.

Each report on a single school sample is at least 300 words in length. It will cover the following issues: suitability of task(s) set, suitability of application of criteria (including the awarding of levels/marks), strengths and weaknesses of the work, and recommendations for future improvements in task(s) set and/or marking. It may take longer to provide schools with a category 3 service than for category 1 or 2. (This category is not available for the presentation component in theory of knowledge.) The report is likely to be less than 300 words in length when based on the work of fewer than four candidates.

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.

## **B9.4 Procedure**

Complete and submit a request for an enquiry upon results by 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, which is normally by **15 July / 15 January**.

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

## **B9.5 Fees**

Schools will be invoiced for the enquiry upon results service according to the scale of fees in section H, with the exceptions stated above. However, there is no charge for a category 1 enquiry that results in a change of grade.

## **B10 Replacement diplomas, diploma results and certificates**

Replacement diplomas, diploma results and certificates can be requested from IBCA if the originals have been lost or damaged. If the candidate is still attending an IB school, the request should 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.

### **B10.1 Request from a coordinator**

A request from a coordinator should state the examination session, the candidate's full name and their session number. Schools will be invoiced, after the issue of the documents, according to the scale of fees in section H.

### **B10.2 Request from a candidate**

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







# International Baccalaureate Form B11

Exclusive copyright

SUBMIT TO: **IBCA** ARRIVAL DATE: **1 JUNE / 1 DECEMBER** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

---

- *Type or 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: .....



# Section C

# Candidate registration

---

## Contents

C1	Candidate registration .....	C1
C1.1	The school's main session .....	C1
C1.2	The personal code .....	C1
C1.3	The session number .....	C1
C2	Early registration requirements .....	C2
C2.1	Requests for non-regular diplomas .....	C2
C2.2	Requests for special assessment arrangements .....	C3
C3	Subject authorization and forecast .....	C3
C3.1	Language A1 .....	C3
C3.2	Classical Greek, Latin and groups 3 to 6 .....	C4
C3.3	Group 1 extended essays in a special request language .....	C4
C3.4	Subject entries forecast .....	C4
C4	Deadlines for the registration of candidates .....	C5
C4.1	Up to the first registration deadline .....	C5
C4.2	Between the first and final registration deadline .....	C5
C4.3	After the final registration deadline .....	C5
C4.4	Final registration deadline for retake candidates .....	C6
C4.5	Changing personal details .....	C6
C5	Registering candidates on IBIS .....	C6
C5.1	Default subjects .....	C6
C5.2	Default candidate .....	C6
C5.3	The personal code .....	C6
C5.4	Candidate details .....	C7
C5.5	Status codes .....	C7
C5.6	Re-ordering candidates .....	C8
C5.7	Withdrawing candidates .....	C9
C5.8	Reports .....	C9
C6	Registration categories .....	C9
C6.1	Anticipated (A) .....	C10
C6.2	Diploma (D) .....	C10
C6.3	Retake (R) .....	C11

	C6.4	Certificate (C).....	C11
C7		Considerations during the registration procedure .....	C12
	C7.1	The same subject twice in a session .....	C12
	C7.2	Carrying over marks from certificates .....	C12
	C7.3	Music SL group performance component .....	C12
	C7.4	Language <i>ab initio</i> (November session schools only) .....	C12
	C7.5	Confirming registration data.....	C13
C8		Retake candidates.....	C13
	C8.1	Responsibilities of the school.....	C13
	C8.2	Fees .....	C14
	C8.3	Six-month retake candidates .....	C14
	C8.4	Carrying over marks for external assessment.....	C15
	C8.5	Carrying over marks for internal assessment.....	C16
C9		Split-session entries .....	C17
	C9.1	General arrangements .....	C17
	C9.2	November session schools.....	C17
	C9.3	May session schools .....	C18
C10		Essential administration during the second year of the programme .....	C20
	C10.1	Language A1 HL/SL advance notice of syllabus .....	C20
	C10.2	Language A1 SL school supported self-taught candidates .....	C20
	C10.3	Visual arts visiting examiner proposal .....	C20
C11		Availability of subjects .....	C20
	C11.1	Terminology .....	C20
	C11.2	Availability of language subjects in group 2 .....	C21
	C11.3	Future developments .....	C21
C12		May 2007: availability of subjects .....	C22
	C12.1	Group 1 languages A1: available.....	C22
	C12.2	Group 1 languages A1: special request .....	C22
	C12.3	Group 2 languages A2: available.....	C22
	C12.4	Group 2 languages B: available.....	C23
	C12.5	Group 2 languages B: special request.....	C23
	C12.6	Group 2 languages <i>ab initio</i> : available.....	C23
	C12.7	Group 2 classical languages: available.....	C23
	C12.8	Group 2 classical languages: special request.....	C23

C12.9	Group 3: available .....	C24
C12.10	Group 3: special request .....	C24
C12.11	Group 4: available .....	C24
C12.12	Group 4: special request .....	C25
C12.13	Group 5: available .....	C25
C12.14	Group 5: special request .....	C25
C12.15	Group 6: available .....	C25
C12.16	Group 6: special request .....	C26
C13	May 2008: availability of subjects .....	C27
C13.1	Group 1 languages A1: available.....	C27
C13.2	Group 1 languages A1: special request .....	C27
C13.3	Group 2 languages A2: available.....	C27
C13.4	Group 2 languages B: available.....	C28
C13.5	Group 2 languages <i>ab initio</i> : available .....	C28
C13.6	Group 2 classical languages: available .....	C28
C13.7	Group 2 classical languages: special request.....	C28
C13.8	Group 3: available .....	C29
C13.9	Group 3: special request .....	C29
C13.10	Group 4: available .....	C30
C13.11	Group 4: special request .....	C30
C13.12	Group 5: available .....	C30
C13.13	Group 5: special request .....	C30
C13.14	Group 6: available .....	C31
C13.15	Group 6: special request .....	C31
C14	November 2007: availability of subjects .....	C32
C14.1	Group 1 languages A1: available.....	C32
C14.2	Group 1 languages A1: special request .....	C32
C14.3	Group 2 languages A2: available.....	C32
C14.4	Group 2 languages B: available.....	C32
C14.5	Group 2 language B: special request .....	C32
C14.6	Group 2 languages <i>ab initio</i> : available .....	C32
C14.7	Group 2 classical languages: available.....	C33
C14.8	Group 2 classical languages: special request.....	C33
C14.9	Group 3: available .....	C33

C14.10	Group 3: special request .....	C33
C14.11	Group 4: available .....	C34
C14.12	Group 4: special request .....	C34
C14.13	Group 5: available .....	C34
C14.14	Group 5: special request .....	C34
C14.15	Group 6: available .....	C35
C14.16	Group 6: special request .....	C35
C15	November 2008: availability of subjects .....	C36
C15.1	Group 1 languages A1: available.....	C36
C15.2	Group 1 languages A1: special request .....	C36
C15.3	Group 2 languages A2: available.....	C36
C15.4	Group 2 languages B: available.....	C36
C15.5	Group 2 languages <i>ab initio</i> : available.....	C36
C15.6	Group 2 classical languages: available.....	C37
C15.7	Group 2 classical languages: special request.....	C37
C15.8	Group 3: available .....	C37
C15.9	Group 3: special request .....	C38
C15.10	Group 4: available .....	C38
C15.11	Group 4: special request .....	C38
C15.12	Group 5: available .....	C38
C15.13	Group 5: special request .....	C39
C15.14	Group 6: available .....	C39
Form C1	.....	C41
Form C2	.....	C43

## **C1 Candidate registration**

Candidate registration is an application by a candidate to take Diploma Programme examinations. The registration process is by 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.

### **C1.1 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, and vice versa for a school that has November as its main session.

However, the anticipated category must be used in the session that is not the school's main session in two circumstances. Firstly, when registering diploma candidates for a split-session subject and secondly, for candidates in a November session school registering for a language *ab initio* in the previous May session.

### **C1.2 The personal code**

The IBO 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 IBO 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, 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.

### **C1.3 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 November / 15 May**. 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 IBO, on examination stationery and on forms from the *Vade Mecum*. There are exceptions to this rule, but these exceptions are explained in the *Vade Mecum*. If the personal code is used mistakenly, IBCA 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.

## **C2 Early registration requirements**

If a candidate requires either special assessment arrangements or a non-regular diploma it is obligatory to request authorization from IBCA at the start of the candidate's two year course of study. During 2006 and 2007 these requests can be submitted using the appropriate form from the *Vade Mecum*, or it may be possible to submit requests electronically on IBIS (which is currently under development). If using IBIS, it is first necessary to register the candidate for all of his or her subjects. When doing so, 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.

### **C2.1 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 IBO 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) should be considered before submitting a request for a non-regular diploma.

A request for a non-regular diploma must be sent to IBCA using form C1 or entered on IBIS (if possible). 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.



## **C2.2 Requests for special assessment arrangements**

The IBO 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. For further details, refer to section D1.

Requests for special assessment arrangements must be sent to IBCA using form D1 or entered on IBIS (if possible). The request and supporting medical 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.

## **C3 Subject authorization and forecast**

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 responses languages, which are English, French and Spanish. Consequently, to allow time to prepare examinations in subjects and responses languages that are seldom chosen, authorization from IBCA 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 subject entries and choices of authors and works for language A1 SL self-taught candidates must also be entered on IBIS.

### **C3.1 Language A1**

Requests for languages A1 not available for the May or November 2008 session must be entered on IBIS by **15 November / 15 May**, eighteen months before the written examinations. Each request must include a proposed course of study. For languages that are not written in Roman script, use form C2 at the end of this section if it is not possible to enter the names of authors and texts on IBIS. A request must be submitted for each session for which the language A1 and level is required.

On receipt of the request IBCA will decide whether the language A1 and level can be made available for that particular session, and will then inform the coordinator of the decision. Requests for languages A1 are normally authorized for diploma candidates only, although requests for certificate candidates, including a certificate as an additional subject, will be considered. Requests will not be authorized for anticipated candidates. Registrations will be accepted only for languages A1 and levels that have been authorized.

If approval is received, send confirmation of your candidate entries in the special request language(s) A1 to IBCA to arrive no later than **15 March / 15 September**, fourteen months before the written examinations. Your confirmation must be sent by e-mail to the address [eppd@ibo.org](mailto:eppd@ibo.org).

A special request for a language A1 SL self-taught subject will be considered for authorization only if accompanied by evidence of each candidate's linguistic/literary proficiency in the language requested. This can take the form of school transcripts, or previous examination certificates at an appropriate pre-IB level (for example, GCSE, IGCSE, GCE 'O' level or comparable). These documents must be clearly marked with the candidate's personal code (if known), name and school number. For further details refer to the section for language A1.

### **C3.2 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 available in the May or November 2008 session must be entered on IBIS no later than **15 November / 15 May**, eighteen months before the written examinations. There is no longer a special request service for language B.

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

### **C3.3 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 IBCA by **15 November / 15 May**, eighteen months before the written examinations. Depending on the development schedule, an authorization form will be available on IBIS; otherwise, please send your requests by e-mail to the coordinator help desk at IBCA. This 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.

### **C3.4 Subject entries forecast**

Coordinators are required to submit their forecast of subject entries by **1 March / 1 September**, fourteen months before the written examinations. For example, by 1 September 2007 coordinators must submit their forecast of subject entries for the November 2008 examination session. However, this facility is unlikely to be available by 1 March 2007 in time for the May 2008 session owing to pressures on the IBIS development schedule.

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. The submission of this information using IBIS will enable IBCA to make detailed plans for the examination session, such as knowing how many examiners to recruit. In particular, the data will enable IBCA to provide each school with their examination stationery (for example, extended essay covers, language A1 world literature covers) at an earlier date than in previous examination sessions. When the forecast facility is available on IBIS a school will not receive its supply of examination stationery unless the forecast is submitted.

## **C4 Deadlines for the registration of candidates**

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 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 fake 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.

### **C4.1 Up to the first registration deadline**

The earliest date when registration details can be entered is twenty months before the written examinations for the session. Coordinators may enter candidate registration details on IBIS for the May 2007 session until **15 November 2006**, and for the November 2007 session until **15 May 2007**. After these respective dates there is a fee for changes to subject details and a higher fee for registering new candidates.

### **C4.2 Between the first and final registration deadline**

After the first registration deadline coordinators may continue to enter new candidates and change existing subject details on IBIS until **15 January / 15 July**, three and a half months before the written examinations. However, the registration of a new candidate is charged at a higher rate than before the first registration deadline. There is also a charge for amending subject details.

### **C4.3 After the final registration deadline**

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

#### **C4.4 Final registration deadline for retake candidates**

If a candidate retakes one or more subjects at least one year after his or her previous diploma or retake session, the above deadlines and fees apply. However, if a candidate retakes one or more subjects six-months after his or her previous session, the fees are those that apply after the **15 January / 15 July**, regardless of when the candidate is registered. November session candidates must be registered by **29 January** for the following May session. May session candidates must be registered by **29 July** for the following November session. Registrations are not accepted after these dates. Requests for exceptions will be denied.

#### **C4.5 Changing personal details**

Changes to candidates' personal details (for example, the spelling of a name, date of birth), can be made on IBIS at any time either before or after the issue of results. However, if a replacement diploma, diploma results or certificate is requested following a change to the spelling of a candidate's name, a fee is payable for the replacement diploma etc. If any change to a candidate's personal details has to be made by staff at IBCA, an additional administrative fee is charged for that service.

### **C5 Registering candidates on IBIS**

#### **C5.1 Default subjects**

Before registering any candidate on IBIS it is helpful to establish a list of default subjects for the school under the subject tab. This will avoid having to select each candidate's subjects from the long list of subjects offered by the IBO each session. Some subjects and response languages are not normally "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 (see section C3.1 and C3.2) and they have been authorized by IBCA. If the registration of candidates is left until after the deadline for special request subjects, it is then too late to request authorization.

#### **C5.2 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 help to save time. The candidate default is accessed under the candidate tab.

#### **C5.3 The personal code**

If a candidate already has a history of registering for the IBO 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. Failing to establish a link between the two programmes is an inconvenience, but failing to establish a link between examination sessions for the Diploma Programme

will almost certainly result in a serious disadvantage for a 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.

## **C5.4 Candidate details**

Basic personal information is required for each candidate including their full name; gender; date of birth; first language; second language (if applicable); first nationality and second nationality (if applicable). Note that the IBO uses language and nationality only for statistical purposes, so candidates should not become 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.

## **C5.5 Status codes**

If a candidate is registered correctly and no part of the registration is pending approval or authorization from IBCA, 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 perhaps a request has not been authorized, one or more of the status codes listed below will appear against the candidate’s name in red. The prohibitions, such as not taking two pilots subjects, do not apply to certificate candidates.

This system for indicating whether a combination of subjects constitutes a valid diploma is not infallible while in its current stage of development: it is important to manually ensure that each diploma registration meets the requirements of the diploma hexagon.

### **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
- 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
- S45 More than one theory of knowledge entry
- 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.)

## **C5.6 Re-ordering candidates**

Coordinators may re-order their candidates' session numbers (not the personal codes) any number of times before the first registration deadline. There are four ways in which session number can be re-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.

## **C5.7 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 and then you will be asked 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 the diploma (D) to the certificate (C) category prior to the issue of results.

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

If a candidate is withdrawn completely from a session, or from one or more subjects, after the first registration deadline of **15 November / 15 May**, the fees are not refundable for that candidate.

## **C5.8 Reports**

From IBIS it is possible to print various reports on candidate registration, an invoice breakdown for each candidate and a summary of fees owed to the IBO.

From the menu under the candidate tab it is possible to print a registration report for each candidate listing the subjects for which that candidate has been registered. Each report can be printed and then signed by the candidate to confirm the subjects that he or she will be taking in the forthcoming examination session. From the same menu an invoice breakdown can be printed for each candidate listing their subject fees, *per capita* fee, registration fees and the total of their fees.

From the menu under the candidate tab registration reports are available for each subject listing the candidates registered for each subject/level/response language. This includes extended essays and theory of knowledge. From the same menu a registration fees summary can be printed that is based on the registration data held by IBCA at the time the report is requested. All figures are shown in the school's assigned payment currency. If paying by cheque/check, the registration fees summary must be printed and sent with the payment to the regional billing office.

## **C6 Registration categories**

All candidates must be registered using the correct category: certificate, anticipated, diploma or retake. Candidates registering as anticipated, diploma or retake may register for additional subjects, for which there will no longer be a separate registration number when the development of IBIS is complete.

## C6.1 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. (This category must also be used by diploma candidates registering for a split-session subject and candidates in a November session school registering for a language *ab initio* in the previous May session.) An anticipated session counts as one of the three possible sessions in which to obtain the diploma (assuming the candidate is registered for the diploma one year later).

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. 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 were taken.

Any subject at standard level may be taken as an anticipated subject except languages *ab initio*, pilot subjects (and language A1 SL self-taught with effect from the May 2008 session). Furthermore, 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 it is taken one year before the diploma session (excluding cases where the anticipated category was used for another purpose, such as split-session entries). 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 D7 for further details.

A candidate in his or her diploma session may replace an anticipated subject with a different subject or 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 coordinator may then request on IBIS that the ignored subject, or subjects, be converted to certificates. If this request is made prior to **1 February / 1 August**, three months before the written examinations, an administrative fee is charged for the early issue of the certificates. If no request is made on IBIS by this date, certificates will be issued automatically eleven months after the written examinations and will arrive in **April / October** with the examination papers.

## C6.2 Diploma (D)

The candidate is completing the diploma this session. For the regulations on what combination of subjects constitute a diploma, refer to the *Diploma Programme General Regulations* and section A4.

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



Either:

- 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 for an anticipated session followed by the diploma session one year later.

A diploma candidate may normally carry over a mark for an internally or externally assessed component from a subject previously taken as a certificate, if the assessment requirements have not changed. However, the opportunity to carry over a mark for an external component does not apply to written examinations (that is, papers 1, 2 or 3), including multiple-choice examination papers.

### **C6.3 Retake (R)**

The term ‘retake’ should only be applied to a candidate who in the previous session was registered as either a diploma (D) or retake (R) candidate. It should not be used to refer to an anticipated (A) or certificate (C) who is taking one or more subjects again. There are basically two kinds of retake candidate. Firstly, a candidate who is retaking one or more diploma subjects six-months after his or her previous session or, secondly, a candidate who is retaking one or more diploma subjects twelve months or more after his or previous session. In either case the responsibilities of the school are the same. Particular regulations, deadlines and fees apply to candidates who are retaking a subject or subjects after six-months.

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

### **C6.4 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 (or additional subject) 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 with a previous IB examination session (or sessions), it is essential to create a link to that session using the candidate’s personal code.

## **C7 Considerations during the registration procedure**

### **C7.1 The same subject twice in a session**

With effect from May 2007, no candidate, regardless of their registration category or whether a diploma candidate 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.

### **C7.2 Carrying over marks from certificates**

An anticipated or diploma candidate may normally carry over a mark for an internally or externally assessed component from a subject previously taken as a certificate, if the requirements have not changed. This cannot be done on IBIS; send an e-mail to the coordinator help desk to request the carry over of the mark (or marks if more than one subject). The opportunity to carry over a mark for an external component is restricted to certain subjects (see section C 8.4) because it does not apply to written examinations (that is, papers 1, 2 or 3), including multiple-choice examination papers.

### **C7.3 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.

### **C7.4 Language *ab initio* (November session schools only)**

For those languages *ab initio* not available in the November session, diploma candidates are allowed to register for the May session prior to the November session when the diploma will be completed. For example, a November 2007 diploma candidate is able to take Italian *ab initio* in May 2007 and then complete the remaining diploma subjects in November 2007. All candidates must have received the recommended teaching time of 150 hours.

Because all components including internal assessment must be completed in the May session, the language *ab initio* entry is not regarded as a split-session registration. When registering a candidate for this arrangement a registration status code will normally appear. The code should be ignored; it will be removed by staff at IBCA.

Candidates opting for this arrangement must be registered for the May 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 may appear with the status code S39: this should be ignored.

### **C7.5 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.

## **C8 Retake candidates**

### **C8.1 Responsibilities of the school**

A candidate retaking one or more subjects does not have to register in the same school where the diploma session, or previous retake session, was taken. 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 school that accepts a retake candidate must assume all academic and administrative responsibilities for that candidate; this includes:

- registering the candidate using his or her personal code
- checking the candidate's personal and subject registration details
- collecting and paying fees to the IBO
- offering the candidate the opportunity to submit new or revised work for internal assessment
- confirming the authenticity of work submitted by the candidate
- communicating with the IBO on behalf of the candidate and his or her parents/guardians
- confirming the identity of the candidate
- communicating results to the candidate
- offering the opportunity for an enquiry upon results.

A candidate retaking an examination 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 a retake candidate requires additional teaching before taking the examination.

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

## **C8.2 Fees**

### **A candidate retaking a subject six-months after his or her previous session**

For the fees that apply, refer to section 6 of the scale of fees in section H.

### **A candidate retaking a subject twelve months or more after previous his or her previous session**

For the fees that apply, refer to sections 5 or 6 of the scale of fees depending on whether the candidate is registered before or after the first registration deadline.

## **C8.3 Six-month retake candidates**

Diploma and retake candidates have the opportunity to retake subjects after six months only if the subject, level and response language are available. This includes theory of knowledge and the extended essay. (If a certificate candidate wishes to take one or more subjects again after six months, the candidate must be registered at a school for which the candidate's intended session is the school's main examination session. Therefore, the candidate must move to a different school.)

If a candidate is registered for the session six months after his or her diploma or retake session, the subject(s) for which he or she is registering must have already been taken in the previous session. (An exception is made for group 5, where a candidate may change from mathematics HL to mathematics SL.) Similarly, if a six-month retake candidate is submitting an extended essay, that essay must be registered for the same subject.

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 IBCA fourteen months before the written examinations (to allow time for setting the examination questions). Therefore, the candidate's mark for alternative oral assessment must be carried over from the previous session.

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 still pending. Coordinators must register the candidate before this deadline and then await the outcome of the enquiry upon results. If a grade for a six-month retake candidate is raised as a consequence of an enquiry upon results, the retake 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.

## C8.4 Carrying over marks for external assessment

A retake candidate may choose either to submit new work for each external assessment or carry forward his or her mark from the previous session. However, marks cannot be carried over from the written examinations (that is, papers 1, 2 or 3), including multiple-choice examination papers. This limits the subjects for which there is an opportunity to carry over marks for external assessments to those listed below.

If the programme and assessment requirements have not changed marks may be carried over from the following external components to the May or November 2006 sessions onwards.

- Theory of knowledge essay
- Language A1 HL/SL world literature
- Language A2 HL/SL written tasks
- Theatre arts HL/SL practical play analysis
- Theatre arts HL/SL research commission
- Dance HL/SL composition and analysis
- Dance HL/SL performance
- Film HL/SL independent study
- Film HL/SL presentation
- Text and performance SL written tasks (transdisciplinary subject)
- World cultures SL individual study (transdisciplinary subject)
- Music HL/SL musical investigation
- Visual arts HL/SL option A studio work
- Visual arts SL option B research workbooks.

For the May 2007 and November 2007 sessions, it may not be possible to indicate on IBIS that a mark for an external component should be carried over from a previous session. (The development work required for this option may not be completed in time.) Instead, send an e-mail to the coordinator help desk requesting the carry over, remembering to identify the candidate, the subject and assessment component.

From May 2008 onwards, after the registration screen for a retake candidate has been completed on IBIS, on clicking the continue button a window will appear prompting the user to indicate whether or not marks for external assessment (where appropriate) should be carried forward from the previous session for each subject being retaken. If the candidate is changing level and wishes to carry over marks for an externally assessed component listed above, this cannot be done on IBIS. Contact the coordinator help desk at IBCA by e-mail to ask whether the carry over is permitted. If the carry over is authorized, it will be done manually at IBCA.

## C8.5 Carrying over marks for internal assessment

A retake candidate may choose either to repeat an internally assessed component or to carry forward the mark from the previous session. After the registration screen for a retake candidate has been completed on IBIS, on clicking the continue button a window will appear prompting the user to indicate whether or not the internal assessment mark for the subject (or subjects) being retaken should be carried forward from the previous session.

However, if there have been changes to the requirements for internal assessment, a retake candidate must normally comply with the new requirements. Note the following subject specific information for recent assessment changes.

Subject	Can internal assessment marks be carried over to examination sessions in 2007 or 2008?
<b>Group 2</b> Language A2 Language B Language <i>ab initio</i>	Marks can be carried over from May 1999 onwards Marks can be carried over from May 1997 onwards Marks can be carried over from May 1997 onwards
<b>Group 3</b> History HL/SL Islamic history HL/SL ITGS SL project Economics HL/SL Geography HL/SL Psychology HL/SL Philosophy HL/SL	Marks can be carried over from May 2003 onwards Marks can be carried over from May 2003 onwards Marks can be carried over from May 1999 onwards Marks can be carried over from May 1999 onwards Marks can be carried over from May 2003 onwards Marks can be carried over from May 2003 onwards Marks can be carried over from May 2002 onwards
<b>Group 4</b> Biology HL/SL Chemistry HL/SL Physics HL/SL Environmental systems SL Design technology HL/SL	Marks can be carried over from May 2003 onwards.
<b>Group 5</b> Mathematical studies SL Mathematics SL Further mathematics SL Mathematics HL Computer science HL/SL	Marks can be carried over from May 2006 onwards.

A candidate is not permitted to carry over an internal assessment mark from a previous session for a school-based syllabus. However, this policy is currently under review and may be changed in a future session.

For a candidate to resubmit work for internal assessment by a teacher, 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 supervise the candidate, mark the work and confirm it is authentic.

For a candidate retaking a subject but changing level:

- Higher level to standard level: contact IBCA for permission to transfer the internal assessment marks.
- Standard level to higher level: marks for internal assessment cannot normally be transferred. An exception is made for the following subjects where the higher level and standard level requirements are the same or very similar.

Biology	Economics	History	Philosophy
Chemistry	Design technology	Islamic history	Physics

## C9 Split-session entries

### C9.1 General arrangements

If a language A1, language A2 or language B is not available and is not a special request subject for the session in which a school is entering candidates, it may normally be taken as a split-session entry. The written examinations will normally be completed six months before other components. Marks awarded for the written papers of split-session subjects will be retained by IBCA until the remaining components have been completed. There is no split-session facility for languages *ab initio*.

If a diploma candidate in a November session school is registered for a split-session entry in a 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.

If, for a valid reason, a candidate is unable to take the written examination for a split-session subject in the May session preceding the November session, all components must be completed at the following May session. The equivalent applies for the November session preceding a May session.

### C9.2 November session schools

The split-session arrangement applies mainly to November session schools because fewer subjects are available in the November session. A candidate in a November session school wishing to register for a subject not available in November should be registered as split-session entry. The written papers will be taken in the May session preceding the main November session and all other components will be completed by the deadlines for the main November session. The following table is intended to help coordinators in November session schools understand the split-session arrangements.

	Subject not available in November 2007	
	Diploma candidates	Certificate Candidates
May 2007 registration	Register as an anticipated (A) candidate.	Register as a certificate (C) candidate.
May 2007 examinations	Take written examinations.	Take written examinations.
May 2007 issue of results	No grade or pending grade issued. Marks retained by IBCA.	No grade or pending grade issued. Marks retained by IBCA.
November 2007 registration	Register as a diploma (D) candidate for the remaining five subjects—indicate the May 2007 registration.	If the candidate is only taking one certificate (that is, the split-session subject), do not register the candidate for November 2007. If the candidate is taking other certificate subjects, register him or her as a certificate (C) candidate. Establish a link on IBIS with the candidate's previous session using his or her personal code.
November 2007 examinations	Candidate completes the remaining component(s) for the split-session subject and all components for the remaining five subjects.	Candidate completes the remaining component(s) for the split-session subject and, if applicable, all components of other certificate subjects.
November 2007 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.

### C9.3 May session schools

Coordinators in May session schools must be aware that a limited number of subjects can be taken in the November session only and cannot be requested for May sessions. Candidates in May session schools must take these subjects as split-session entries. For November 2006 and November 2007 these subjects are:

Afrikaans A1 HL/SL

Siswati A1 SL

Setswana A1 SL (special request)

Swahili B HL/SL

November 2005 was the last session for which Afrikaans B HL/SL was available.



The following table is intended to help coordinators in May session schools understand the split-session arrangements.

	Subject not available in May 2008	
	Diploma candidates	Certificate candidates
November 2007 registration	Register as an anticipated (A) candidate.	Register as a certificate (C) candidate.
November 2007 examinations	Take written examinations.	Take written examinations.
November 2007 issue of results	No grade or pending grade issued. Marks retained by IBCA.	No grade or pending grade issued. Marks retained by IBCA.
May 2008 registration	Register as a diploma (D) candidate for the remaining five subjects— indicate the November 2007 registration	If the candidate is only taking one certificate (that is, the split-session subject), do not register the candidate for May 2008. If the candidate is taking other certificate subjects, register him/her as a certificate (C) candidate. Establish a link on IBIS with the candidate's previous session using his or her personal code.
May 2008 examinations	Candidate completes the remaining component(s) for the split-session subject and all components for the remaining five subjects.	Candidate completes the remaining component(s) for the split-session subject and, if applicable, all components of other certificate subjects.
May 2008 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.

## **C10 Essential administration during the second year of the programme**

### **C10.1 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 IBCA via IBIS no later than **15 November / 15 May**, six 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 IBCA. IBCA will then forward this information to the relevant examiners / moderators for world literature, internal assessment and paper 2. (The form for sending this information has previously been referred to as the 1/A1AP form.)

- 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 IBCA.
- No changes may be made to the course of study after the information has been submitted.

### **C10.2 Language A1 SL school supported self-taught candidates**

This option is available only for language A1 standard level. For the 2007 examination session only, choices of authors and works must be entered on IBIS by **7 October / 7 April**, seven months before the written examinations. For the 2008 examination session and onwards, choices of authors and works must be entered on IBIS by **15 March / 15 May**, fourteen months before the written examinations. Form 1/A1ST is available at the end of the section on language A1 for languages that use non-Roman characters. For languages that use Roman characters, please use the electronic form on IBIS. 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 form 1/A1ST.

### **C10.3 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 IBCA on form 6/VAEP to arrive by **7 October / 7 April**, seven months before the written examinations. For further details and a copy of form 6/VAEP, refer to the section on visual arts.

## **C11 Availability of subjects**

### **C11.1 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 all three languages.
Special request subject	The subject is available for the examination session, but must be requested by the coordinator 18 months before the written examinations. In groups 3 to 6 a subject may be automatically available in one or more response language, but a special request in another response language.
Not available	The subject is not automatically available, nor is it available as a special request subject.

## **C11.2 Availability of language subjects in group 2**

Examinations in the three language courses in group 2 (language A2, language B and *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.

## **C11.3 Future developments**

The following developments will be implemented from September 2008. These changes are in addition to the introduction of revised courses and pilot subjects through the Diploma Programme curriculum review cycle.

Ecosystems and societies SL	First teaching: September 2008 / February 2009 First examination: May 2010 / November 2010
Environmental systems SL	Final examination: May 2009 / November 2009

## **C12 May 2007: availability of subjects**

### **C12.1 Group 1 languages A1: available**

The following languages A1 are automatically available in May 2007 at both higher level and standard level.

Amharic A1	Hindi A1	Polish A1
Arabic A1	Hungarian A1	Portuguese A1
Bosnian A1	Italian A1	Russian A1
Bulgarian A1	Indonesian A1	Serbian A1
Catalan A1	Japanese A1	Sesotho A1
Chinese A1	Korean A1	Slovak A1
Croatian A1	Latvian A1	Slovene A1
Czech A1	Lithuanian A1	Sinhalese A1
Danish A1	Macedonian A1	Spanish A1
Dutch A1	Malay A1	Swedish A1
English A1	Modern Greek A1	Swahili 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.

### **C12.2 Group 1 languages A1: special request**

All special requests for May 2007 language A1 subjects have now been processed at IBCA 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.

### **C12.3 Group 2 languages A2: available**

The following languages A2 are automatically available in May 2007 at higher level and standard level.

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

## C12.4 Group 2 languages B: available

The following languages B are automatically available in May 2007 at higher level and standard level.

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

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

## C12.5 Group 2 languages B: special request

All special requests for May 2007 language B have now been processed at IBCA and the schools concerned have received a letter of authorization.

## C12.6 Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in May 2007 at standard level only.

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

## C12.7 Group 2 classical languages: available

The following classical languages are automatically available in May 2007 at higher level and standard level.

Classical Greek	English	
Latin	English	Spanish

## C12.8 Group 2 classical languages: special request

All special requests for May 2007 classical languages have now been processed at IBCA and the schools concerned have received a letter of authorization.

### C12.9 Group 3: available

The following group 3 subjects are automatically available in May 2007 at the level and in the response language specified.

Business and management HL	English		Spanish
Business and management SL	English		
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: S Asia and the Middle East HL	English		
History: E and SE Asia and Oceania HL	English		
History: Europe HL	English	French	Spanish
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

### C12.10 Group 3: special request

All special requests for May 2007 group 3 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

### C12.11 Group 4: available

The following group 4 subjects are automatically available in May 2007 session 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

### **C12.12 Group 4: special request**

All special requests for May 2007 group 4 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

### **C12.13 Group 5: available**

The following group 5 subjects are automatically available in May 2007 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	English	French	Spanish
Mathematics SL	English	French	Spanish

### **C12.14 Group 5: special request**

All special requests for May 2006 group 5 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

### **C12.15 Group 6: available**

The following group 6 subjects are automatically available in May 2007 at the level and in the response language specified.

Music HL	English		
Music SL solo	English		
Music SL group	English		
Music SL composition	English		
Theatre arts HL	English	French	Spanish
Theatre arts 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

### **C12.16 Group 6: special request**

All special requests for May 2007 group 6 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.



## **C13 May 2008: availability of subjects**

### **C13.1 Group 1 languages A1: available**

The following languages A1 are automatically available in May 2008 at both higher level and standard level.

Amharic A1	Hindi A1	Polish A1
Arabic A1	Hungarian A1	Portuguese A1
Bosnian A1	Italian A1	Russian A1
Bulgarian A1	Indonesian A1	Serbian A1
Catalan A1	Japanese A1	Sesotho A1
Chinese A1	Korean A1	Slovak A1
Croatian A1	Latvian A1	Slovene A1
Czech A1	Lithuanian A1	Sinhalese A1
Danish A1	Macedonian A1	Spanish A1
Dutch A1	Malay A1	Swedish A1
English A1	Modern Greek A1	Swahili 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 available only in the November session, but may be taken by May session candidates as split-session subjects.

### **C13.2 Group 1 languages A1: special request**

Examinations for languages A1 not listed in C13.1 above can sometimes be prepared, but a request and justification must be submitted to IBCA on IBIS by **15 November 2006**. The copy of form C2 at the end of this section must only be used for languages that are not written in Roman script. (Therefore, it may not be possible to enter the names of authors and texts on IBIS.)

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 subject.

### **C13.3 Group 2 languages A2: available**

The following languages A2 are automatically available in May 2008 at higher level and standard level.

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

### C13.4 Group 2 languages B: available

The following languages B are automatically available in May 2008 at higher level and standard level.

Arabic 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	
German B	Mandarin B	

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

### C13.5 Group 2 languages *ab initio*: available

The following languages *ab initio* are automatically available in May 2008 at standard level only.

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

### C13.6 Group 2 classical languages: available

The following classical languages are automatically available in May 2008 at higher level and standard level.

Classical Greek	English	
Latin	English	Spanish

### C13.7 Group 2 classical languages: special request

Only the following classical languages may be requested for May 2008: they are not automatically available. A special request for these languages must be submitted on IBIS no later than **15 November 2006**.

Classical Greek	French	Spanish
Latin	French	

### C13.8 Group 3: available

The following group 3 subjects are automatically available in May 2008 at the level and in the response language specified.

Business and management HL	English		Spanish
Business and management SL	English		
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: S Asia and the Middle East HL	English		
History: E and SE Asia and Oceania HL	English		
History: Europe HL	English	French	Spanish
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

### C13.9 Group 3: special request

The following group 3 subjects are not automatically available in May 2008 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2006**.

Business and management HL	French	
Business and management SL	French	Spanish
History: Africa HL	French	Spanish
History: S Asia and the Middle East HL	French	Spanish
History: E and SE Asia and Oceania HL	French	Spanish
Islamic history HL	French	Spanish
Islamic history SL	French	Spanish
ITGS HL	French	Spanish
ITGS SL	French	

### C13.10 Group 4: available

The following group 4 subjects are automatically available in May 2008 session 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

### C13.11 Group 4: special request

The following group 4 subjects are not automatically available in May 2008 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2006**.

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

### C13.12 Group 5: available

The following group 5 subjects are automatically available in May 2008 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	English	French	Spanish
Mathematics SL	English	French	Spanish

### C13.13 Group 5: special request

The following group 5 subjects are not automatically available in May 2008 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2006**.

Computer science HL		French	Spanish
---------------------	--	--------	---------

### **C13.14 Group 6: available**

The following group 6 subjects are automatically available in May 2008 at the level and in the response language specified.

Music HL	English		
Music SL solo	English		
Music SL group	English		
Music SL composition	English		
Theatre arts HL	English	French	Spanish
Theatre arts 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

### **C13.15 Group 6: special request**

The following group 6 subjects are not automatically available in May 2008 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 November 2006**.

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

## **C14 November 2007: availability of subjects**

### **C14.1 Group 1 languages A1: available**

The following languages A1 are automatically available in November 2007. Where no level is specified, the language is available at both levels.

Afrikaans A1	English A1	Siswati A1 SL
Chinese A1	Portuguese A1	Spanish A1

### **C14.2 Group 1 languages A1: special request**

All special requests for November 2007 language A1 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

Refer to section C15.2 for the list of special request languages A1 for the November 2008 session.

### **C14.3 Group 2 languages A2: available**

The following languages A2 are automatically available in November 2007 at both higher level and standard level.

English A2	German A2	Spanish A2
French A2	Portuguese A2	

### **C14.4 Group 2 languages B: available**

The following languages B are automatically available in November 2007. Where no level is specified, the language is available at both levels.

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

### **C14.5 Group 2 language B: special request**

There is no longer a special request service for language B.

### **C14.6 Group 2 languages *ab initio*: available**

The following languages *ab initio* are automatically available in November 2007 at standard level only.

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

### **C14.7 Group 2 classical languages: available**

The following classical languages are automatically available in November 2007.

Classical Greek	English
Latin	English

### **C14.8 Group 2 classical languages: special request**

All special requests for November 2007 classical languages have now been processed at IBCA and the schools concerned have received a letter of authorization.

### **C14.9 Group 3: available**

The following group 3 subjects are automatically available in November 2007 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

### **C14.10 Group 3: special request**

All special requests for November 2007 group 3 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

Refer to section C15.9 for the list of group 3 special request subjects for the November 2008 session.

### **C14.11 Group 4: available**

The following group 4 subjects are automatically available in November 2007 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

### **C14.12 Group 4: special request**

All special requests for November 2007 group 4 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

Refer to section C15.11 for the list of group 4 special request subjects for the November 2008 session.

### **C14.13 Group 5: available**

The following group 5 subjects are automatically available in November 2007 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	English	Spanish
Mathematics SL	English	Spanish

### **C14.14 Group 5: special request**

All special requests for November 2007 group 5 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

Refer to section C15.13 for the list of group 5 special request subjects for the November 2008 session.



### **C14.15 Group 6: available**

The following group 6 subjects are automatically available in November 2006 at the level and in the response language specified.

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

### **C14.16 Group 6: special request**

All special requests for November 2007 group 6 subjects have now been processed at IBCA and the schools concerned have received a letter of authorization.

## **C15 November 2008: availability of subjects**

### **C15.1 Group 1 languages A1: available**

The following languages A1 are automatically available in November 2008. Where no level is specified, the language is available at both levels.

Afrikaans A1	English A1	Spanish A1
Chinese A1	Portuguese A1	Siswati A1 SL

### **C15.2 Group 1 languages A1: special request**

The following languages A1 are not automatically available in November 2008. A special request must be submitted to IBCA on IBIS by **15 May 2007**. The copy of form C2 at the end of this section must only be used for languages that are not written in Roman script. (Therefore, it may not be possible to enter the names of authors and texts on IBIS.)

French A1	Indonesian A1	Korean A1
German A1	Japanese A1	Setswana A1 SL

No other Languages A1 are available on special request in the November session.

### **C15.3 Group 2 languages A2: available**

The following languages A2 are automatically available in November 2008 at both higher level and standard level.

English A2	German A2	Spanish A2
French A2	Portuguese A2	

### **C15.4 Group 2 languages B: available**

The following languages B are automatically available in November 2008. Where no level is specified, the language is available at both levels.

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

### **C15.5 Group 2 languages *ab initio*: available**

The following languages *ab initio* are automatically available in November 2008 at standard level only.

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

Cantonese *ab initio* is not available.

### **C15.6 Group 2 classical languages: available**

The following group 2 subjects are automatically available in November 2008 at higher level and standard level.

Latin	English
-------	---------

### **C15.7 Group 2 classical languages: special request**

Only the following classical languages may be requested for November 2008: they are not automatically available. A special request must be submitted on IBIS no later than **15 May 2007**.

Classical Greek	English	Spanish
Latin		Spanish

### **C15.8 Group 3: available**

The following group 3 subjects are automatically available in November 2008 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

### **C15.9 Group 3: special request**

The following group 3 subjects are not automatically available in November 2008 at the level and in the response languages specified. A special request must be submitted on IBIS no later than **15 May 2007**.

History: Africa HL		Spanish
History: S Asia and the Middle East HL	English	Spanish
History: E and SE Asia and Oceania HL		Spanish
Islamic history HL	English	Spanish
Islamic history SL	English	Spanish

### **C15.10 Group 4: available**

The following group 4 subjects are automatically available in November 2008 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

### **C15.11 Group 4: special request**

The following group 4 subjects are not automatically available in November 2008 at the level and in the response language specified. A special request must be submitted on IBIS no later than **15 May 2007**.

Design technology HL		Spanish
Design technology SL		Spanish

### **C15.12 Group 5: available**

The following group 5 subjects are automatically available in November 2008 at the level and in the response language specified.

Computer science HL	English	Spanish
Computer science SL	English	Spanish

Mathematics HL	English	Spanish
Mathematics SL	English	Spanish
Mathematical studies SL	English	Spanish

### **C15.13 Group 5: special request**

There are no group 5 special request subjects for November 2008.

### **C15.14 Group 6: available**

The following group 6 subjects are automatically available in November 2008 at the level and in the response language specified.

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



# International Baccalaureate Form C1

## Request for the authorization of a non-regular diploma

**SUBMIT TO: IBCA**

ARRIVAL DATE: 15 NOV / 15 MAY

SESSION:.....

SCHOOL NUMBER:

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

SCHOOL NAME: .....

- *Type or write legibly using black ink and retain a copy of this form.*
- *Submit this form at the beginning of the candidates' Diploma Programme, eighteen months before the written examinations.*
- *Enter the examination session in which the candidates will complete the diploma.*
- *Attach documentary evidence (for example, a copy of the relevant section of the university entry requirement/a letter from the university admissions officer) with a translation into English, French or Spanish where appropriate, and the proposed Diploma Programme of each candidate including any extra certificates.*

Candidate name  
(family name, given names)

Substitution requested

[illegible]

Name: .....

Position: **Diploma Programme coordinator**

Signature:.....

Date: .....







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: .....

# Section D

# Special arrangements

---

## Contents

D1	Candidates with special assessment needs.....	D1
D1.1	Assessment arrangements not requiring authorization .....	D1
D1.2	Assessment arrangements requiring authorization .....	D2
D1.3	Candidates registered under the anticipated category .....	D2
D2	Candidates affected by temporary circumstances .....	D2
D2.1	A temporary medical condition.....	D3
D2.2	Candidates affected by adverse circumstances .....	D3
D3	Adverse circumstances affecting all IB candidates in a school .....	D4
D3.1	The responsibilities of the school .....	D5
D3.2	Circumstances arising before the written examinations .....	D5
D3.3	Circumstances arising immediately before or during the written examinations .....	D5
D3.4	Change of examination session.....	D6
D3.5	The transfer of candidates to another IB World School.....	D6
D4	Authorization to reschedule an examination.....	D6
D4.1	Conflicts between Diploma Programme subjects .....	D7
D4.2	Conflicts with other examinations .....	D8
D4.3	Emergencies .....	D8
D5	Taking examinations at an alternative venue .....	D8
D5.1	Cases of accident or illness .....	D8
D5.2	Important events.....	D8
D5.3	Fees .....	D9
D6	Non-regular diplomas .....	D9
D7	Transfer candidates .....	D9
D7.1	Responsibilities of the original school.....	D10
D7.2	Responsibilities of the accepting school .....	D10
D8	A school changing its main examination session .....	D10
	Form D1 .....	D13
	Form D2 .....	D15



## D1 Candidates with special assessment needs

The IBO believes that all candidates should be allowed to take their examinations under conditions which 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 IBO's policy on candidates with special needs, refer to the IBO publication *Candidates with Special Assessment Needs*, which is available on IBIS or from the sales department at IBCA. Please study this publication before contacting IBCA with an enquiry or submitting a request for special assessment arrangements. For enquiries concerning administration, contact the coordinator help desk ([help@ibo.org](mailto:help@ibo.org)), or for advice about a particular candidate's needs, contact the manager for special educational needs ([sen@ibo.org](mailto:sen@ibo.org)).

Do not inform an examiner about a candidate's personal circumstances, disability, medical condition or special need of any kind.

### D1.1 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 IBCA.

- 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, 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 without prior authorization.
- 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.

## **D1.2 Assessment arrangements requiring authorization**

All special assessment arrangements (that is, arrangements other than those listed in D1.1) must have prior authorization from the coordinator help desk at IBCA.

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 form D1 and the medical documents to IBCA to arrive by **15 November / 15 May**, eighteen 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.

## **D1.3 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 eighteen 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.

## **D2 Candidates affected by temporary circumstances**

The missing mark procedure may be used by IBCA 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.

## **D2.1 A temporary medical condition**

### **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 D2 to IBCA without delay. Form D2 must indicate:

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

Where appropriate, form D2 should be supported with medical documentation (translated into English, French or Spanish where necessary). If appropriate, IBCA will authorize special assessment arrangements for the candidate.

### **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 IBCA within ten days after the candidate's final examination.

## **D2.2 Candidates affected by adverse circumstances**

### **Circumstances the IBO defines as adverse**

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

According to the *Diploma Programme General Regulations*, 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, or disruption during examinations 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.

### **Circumstances which the IBO 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 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.

### **Procedure**

If a candidate or group of candidates is affected by adverse circumstances, send a completed form D2 to IBCA, 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 concerned. The form must include a statement from the coordinator describing the nature of the circumstance and its consequence(s) for the candidate(s).

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.

## **D3 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 does 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 IBO 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 *Diploma Programme General Regulations*. 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.



### **D3.1 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 the IBCA, circumstances that may severely disrupt the preparation or assessment of candidates for the Diploma Programme. While the IBO will constantly monitor global events for possible affects on IB schools, the organization is not responsible for identifying individual schools that may be in difficulty.

The IBO 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.

### **D3.2 Circumstances arising before the written examinations**

Where possible, the IBO 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 prior agreement with the head of examinations administration at IBCA to delay the mailing of examination material. If a later arrival date is authorized, the IBO 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 IBCA. 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 does not apply to examination scripts.

### **D3.3 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 D of this procedures manual. It is important that candidates take their written examinations at the school where they are registered; unless an alternative location has been agreed with the coordinator help desk at IBCA 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 IBCA 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 high 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 IBO that closure was necessary and examinations could not be arranged for an alternative location.

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 simply 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 the candidate(s) could have done so.

### **D3.4 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/response language that is not available in the following examination session. Any further dispensation will be at the discretion of the director general.

### **D3.5 The transfer of candidates to another IB World School**

When 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 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 IBCA becomes unable to make the necessary practical arrangements. This is about two weeks prior to an examination. IBCA will only agree to a candidate’s transfer to another IB school if written consent is received from the coordinator who is accepting the candidate. 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.

## **D4 Authorization to reschedule an examination**

Only conflicts between Diploma Programme subjects, conflicts with the examinations of other awarding bodies and emergency situations justify submitting a request for the rescheduling of an IB examination. Authorization to reschedule an examination will not be given when one or more IB examinations for a candidate coincide with a competition of any kind, a school event, a local or national holiday, school examinations, an occasion involving

a family relative or any similar event. It is not appropriate for coordinators to ask for exceptions to be made.

Rescheduling will be authorized only 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 the candidate(s) cannot communicate with another candidate who has taken, or is about to take the same examination. An examination will not be rescheduled to an earlier day.

Requests for rescheduling must be submitted by IBIS with a proposal for overcoming the conflict. For conflicts between examinations the request must be received by **15 March / 15 September**, one and a half months before the examinations. For emergency situations submit the request as soon as possible: it may be necessary to contact the coordinator help desk for advice.

#### **D4.1 Conflicts between Diploma Programme subjects**

Check the Diploma Programme examination schedule 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 if a candidate has more than two subjects scheduled for the same day.

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

If they are morning examinations, one of 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 noted above that normally justifies rescheduling.

## **D4.2 Conflicts with other examinations**

Check the examination schedules of other awarding bodies for which you have candidates as soon as they are published. If there is a conflict of examinations for a candidate, consider all alternative courses of action before submitting a request for rescheduling IB examinations. For example, for conflicts with university entrance examinations enquire whether the entrance examination can be taken on an alternative date.

## **D4.3 Emergencies**

Contact the coordinator help desk at IBCA for advice when emergencies arise at the time of the examinations, such as accidents, severe illness or hospitalization. If it is not possible to contact the coordinator help desk, although this is normally possible using the emergency phone number, 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.

# **D5 Taking examinations at an alternative venue**

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

## **D5.1 Cases of accident or 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. A request for an alternative venue in these circumstances must be sent to the coordinator help desk at IBCA (not the regional office).

## **D5.2 Important events**

An alternative venue may be authorized by the school's regional office for an important event, normally of international significance, that coincides with the period of the Diploma Programme examinations in May or November. The event must be associated with the candidates' study for the diploma and a justification for attending the event must be enclosed when submitting the request to the regional office. An alternative venue will only be authorized for anticipated or diploma candidates; not retake or certificate category.

Before requesting an alternative venue the coordinator must determine whether there is an IB Diploma Programme school in the vicinity of the event that is able to administer the examination(s) for the candidate(s) concerned. If there is no IB school, 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.

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 G) at the time and on the date scheduled by the IBO.

### **D5.3 Fees**

If an alternative venue is authorized for one or more candidates, the IBO will charge the school a standard fee per candidate to help cover the cost of administration. If the regional office provides a representative to conduct the examination(s), in addition to paying the standard fee, the school is required to cover the cost of this arrangement. No fee is charged if an alternative venue is authorized because of accident or illness.

## **D6 Non-regular diplomas**

Entry conditions for certain higher education courses may require candidates to offer a combination of subjects which differs from those allowed under the regulations. In these cases, coordinators must request authorization for a non-regular diploma from IBCA nineteen months before the written examinations. See section C2.1 for further details.

## **D7 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 take IB examinations.

Schools may accept or refuse transfer candidates at their own discretion: the IBO 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.

A transfer candidate may enter only for an examination session which 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 only for a May examination session.)

If a candidate transfers to another IB World School after the first registration deadline of **15 November / 15 May**, a fee to cover the cost of administration is payable by the receiving school. If a candidate transfers to another school after the final registration deadline of **15 January / 15 July**, the IBO will normally agree to a registration change and charge the transfer fee. However, depending on the actual date and circumstances of the transfer, the IBO 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 should complete his or her remaining diploma requirements 18 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.

### **D7.1 Responsibilities of the original school**

A transfer candidate's original school:

- is responsible for paying the examination fees and *per capita* fees if the candidate transfers, or is intending to transfer after the deadline for the payment of these fees **15 November / 15 May**
- must provide the candidate with details of Diploma Programme schools in the area to which the candidate is moving
- must 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 IBCA predicted grades and marks for internal assessment.

### **D7.2 Responsibilities of the accepting school**

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform IBCA 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.

## **D8 A school changing its 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, all diploma, anticipated and certificate candidates must be entered in that session. In the November session a school that has designated May as its main session may only enter retake candidates (the only exceptions being for unusual situations, such as split-session candidates).

A school may change its main session, provided that IBCA 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.







# International Baccalaureate Form D1

## Candidates with special assessment needs

SUBMIT TO: **IBCA** ARRIVAL DATE: **15 NOV / 15 MAY** SESSION:.....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or 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.*
- *Submit this form eighteen months before the written examinations.*

CANDIDATE NAME: .....

INTENDED EXAMINATION SESSION: 

--

INTENDED CATEGORY 

--

  
(A, D, C, R)

**Documentation attached:** Medical certificate 

--

 Other 

--

*Medical documentation must be attached in all cases of permanent disability.*

Special need began on .....

### Components affected:

*List all subjects affected, including the extended essay and theory of knowledge if appropriate.*

Subject	Level	Component(s)

*It is important that this section is completed and states exactly what special arrangements are being requested. Please provide details of the condition and state what special arrangements would be appropriate for the candidate.*


SCHOOL NAME: .....

CANDIDATE NAME: .....

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

---

---

---

---

---

---

---

---

---

---

## Request for enlarged/Braille papers

*Complete this section for all candidates who require either Braille or enlarged papers.*

Specific requirements:	Standard A3 enlargement on white paper	<input type="checkbox"/>
	Standard A3 enlargement on yellow paper	<input type="checkbox"/>
	Braille	<input type="checkbox"/>
	Other (complete the section below)	<input type="checkbox"/>
	Recommended size of print	<input type="checkbox"/>

Specify the exact requirements of this candidate and, where possible, attach a sample of the material currently used by the candidate for this subject. If question papers are required in Braille, specify the code (for example, Nemeth Code) and grade (for example, Braille Code grade 1 or 2).

---

---

---

---

---

---

---

*To be completed by the head of school or coordinator*

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

Name: ..... Position: .....

Signature: ..... Date: .....



# International Baccalaureate Form D2

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

SUBMIT TO: **IBCA**      ARRIVAL DATE: **see below**      SESSION:.....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- 
- *Type or 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 IBCA to arrive no later than ten days after the candidate's final examination.*

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

**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"/>

**Form D2 (reverse)**

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 blank 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.

Signature: ..... Date: .....

# Section E

## Diploma requirements

---

### Contents

<b>E1</b>	<b>The extended essay .....</b>	<b>E1</b>
E1.1	Current guide .....	E1
E1.2	Summary of arrival dates .....	E1
E1.3	Regulations .....	E1
E1.4	Subject availability.....	E2
E1.4.1	Group 1 .....	E2
E1.4.2	Group 2 .....	E2
E1.4.3	Groups 3 to 6.....	E3
E1.5	Change of subject.....	E3
E1.6	Completion of the extended essay cover .....	E3
E1.7	Submission of extended essays .....	E3
E1.7.1	Examiner notification.....	E3
E1.7.2	Candidates who fail to submit an extended essay.....	E4
E1.7.3	Sending extended essays to an examiner .....	E4
E1.8	The submission of predicted grades.....	E4
<b>E2</b>	<b>Theory of knowledge (2007) .....</b>	<b>E5</b>
E2.1	Current guide .....	E5
E2.2	Summary of arrival dates .....	E5
E2.3	Requirements .....	E5
E2.4	External assessment: the essay.....	E6
E2.4.1	Requirement .....	E6
E2.4.2	Topic choice.....	E6
E2.4.3	Completion of the TK/CS form .....	E6
E2.4.4	Submission of the essays .....	E6
E2.5	Internal assessment: the presentation.....	E7
E2.5.1	Requirement .....	E7
E2.5.2	Completion of the TK/SER form.....	E7
E2.5.3	The submission of marks for the presentation .....	E7
E2.6	The submission of predicted grades.....	E7
	Theory of knowledge prescribed titles November 2006 and May 2007.....	E9
	Theory of knowledge prescribed titles November 2007 and May 2008.....	E11

	Form TK/CS.....	E13
	Form TK/SER .....	E15
<b>E2</b>	<b>Theory of knowledge (2008) .....</b>	<b>E17</b>
E2.1	Current guide .....	E17
E2.2	Summary of arrival dates .....	E17
E2.3	Requirements .....	E18
E2.4	External assessment: the essay.....	E18
	E2.4.1 Requirement .....	E18
	E2.4.2 Topic choice.....	E18
	E2.4.3 Completion of the TK/CS form .....	E18
	E2.4.4 Submission of the essays .....	E18
E2.5	Internal assessment: the presentation.....	E19
	E2.5.1 Requirement.....	E19
	E2.5.2 Completion of the TK/PPD and TK/PMF forms .....	E19
	E2.5.3 The submission of marks for the presentation .....	E19
	E2.5.4 Verification of internal assessment.....	E20
E2.6	The submission of predicted grades.....	E20
	Theory of knowledge prescribed titles November 2007 and May 2008.....	E21
	Form TK/CS.....	E23
	Form TK/PPD .....	E25
	Form TK/PMF .....	E27
<b>E3</b>	<b>Creativity, action, service (CAS) .....</b>	<b>E29</b>
E3.1	Current guide .....	E29
E3.2	Summary of arrival dates .....	E29
E3.3	Approval and programme monitoring .....	E29
E3.4	Programme evaluation and completion .....	E30
	Form CAS/PQ.....	E31
	Form CAS/AEF .....	E35
	Form CAS/SFS .....	E37
	Form CAS/PCF.....	E39

# E1 The extended essay

## E1.1 Current guide

*The Extended Essay* guide must be read in conjunction with the information given in this section and section C of the *Vade Mecum*.

May and November 2007 examination session	
Title of publication	Date of issue
<i>The Extended Essay</i> guide	April 1998

## E1.2 Summary of arrival dates

Action	Session	To	Arrival date	Method / forms
Submit requests for an extended essay in a language A1 not available for the session	May 2008 / November 2008	IBCA	15 November 2006 / 15 May 2007	IBIS or e-mail
Submit extended essays for assessment	May 2007 / November 2007	Examiner	15 March 2007 / 15 September 2007	Candidate checklist Cover
Submit predicted grades	May 2007 / November 2007	IBCA	10 April 2007 / 10 October 2007	IBIS

## E1.3 Regulations

- Extended essays may be submitted only by candidates in the diploma and retake categories.
- 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.

## **E1.4 Subject availability**

### **E1.4.1 Group 1**

Extended essays in group 1 are intended for native speakers of the language. A group 1 extended essay should not normally be written in the candidate's group 2 language, with the exception of those candidates who wish to submit a group 1 extended essay in their A2 language.

The list of languages available for group 1 extended essays matches the list of available languages for either the May or November 2007 examination session.

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain permission from IBCA by **15 November / 15 May**, eighteen months before the written examinations. All such requests for May and November 2007 have now been processed and the schools concerned have received authorization.

### **E1.4.2 Group 2**

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 diploma.

The list of languages available for group 2 extended essays matches the list of available languages for either the May or November 2007 examination session.

Latin and classical Greek are available in group 2, but continue to have their own subject guidelines and subject assessment criteria. There is no special request service for group 2 extended essays.



### E1.4.3 Groups 3 to 6

The following subjects are available in English, French and Spanish languages for 2007 and 2008.

Biology	Mathematics
Business and management	Music
Chemistry	Peace and conflict studies
Computer science	Philosophy
Design technology	Physics
Economics	Politics
Environmental systems	Psychology
Geography	Social and cultural anthropology
History	Theatre arts
Human rights	Visual arts
Information technology in a global society	World religions
Islamic history	

## E1.5 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 IBCA 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.

## E1.6 Completion of the extended essay cover

All extended essays must be submitted to the examiner with page 1 of the cover completed and signed by the candidate, and with page 2 completed and signed by the 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.

## E1.7 Submission of extended essays

### E1.7.1 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.)

### **E1.7.2 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 IBCA without delay.

### **E1.7.3 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 E1.7.2 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.

## **E1.8 The 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 IBO 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

## E2 Theory of knowledge (2007)

*It is essential that a copy of this section is given to all theory of knowledge teachers so they can familiarize themselves with the administrative requirements.*

### E2.1 Current guide

The *Theory of Knowledge* guide must be read in conjunction with the information given in this section.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Theory of Knowledge</i> guide	April 1999

### E2.2 Summary of arrival dates

Action	Session	To	Arrival date	Method / forms
Submit theory of knowledge essays for assessment	May 2007 / November 2007	Examiner	15 March 2007 / 15 September 2007	Candidate checklist TK/CS
Submit theory of knowledge predicted grades and marks for the presentation	May 2007 / November 2007	IBCA	10 April 2007 / 10 October 2007	IBIS

### E2.3 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 ten 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.

## **E2.4 External assessment: the essay**

### **E2.4.1 Requirement**

Each candidate must submit for assessment one essay of at least 1200 words in length, but not exceeding 1600 words.

### **E2.4.2 Topic choice**

The essay must be on one of the ten titles prescribed by the IBO 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 should be aware of the six assessment criteria that will be used to assess their essays.

### **E2.4.3 Completion of the TK/CS form**

Each theory of knowledge essay must be submitted to the examiner with a completed TK/CS form. If both the candidate and the theory of knowledge teacher do not sign the form the essay will not be accepted for assessment.

### **E2.4.4 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 your 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.

#### **Sending essays to an examiner**

Send the essays, each with an attached TK/CS form 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.

#### **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 IBCA without delay.

## **E2.5 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.

### **E2.5.1 Requirement**

Each candidate must make one or more individual and/or small group oral presentation to the class during the course, and complete a self-evaluation report (form TK/SER). The presentation should be an integral part of the theory of knowledge course.

### **E2.5.2 Completion of the TK/SER form**

All theory of knowledge candidates must complete a TK/SER self-evaluation form. The completed forms must not be sent to IBCA (unless requested) or to the examiner, but must be retained by the coordinator until the issue of results.

### **E2.5.3 The submission of marks for the presentation**

The total 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 IBCA without delay.

## **E2.6 The submission of predicted grades**

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and their essay. These grades must be entered on IBIS by **10 April / 10 October**, about three weeks before the written examinations.

The IBO 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





# International Baccalaureate

## Theory of knowledge prescribed titles

November 2006 and May 2007

### 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 for proficiency in the six domains that are described in the assessment criteria published in the *Theory of Knowledge* guide. Remember to centre your essay on problems of knowledge and, where appropriate, refer to other parts of your IBO 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 When mathematicians, historians and scientists say that they have explained something, are they using the word 'explain' in the same way?
- 2 It is often claimed that scientific results must be replicable. Is this possible or desirable in other Areas of Knowledge?
- 3 If someone claims that both the division of knowledge into disciplines and the division of the world into countries on a map are artificial, what does this mean? What is the nature of the boundaries between Areas of Knowledge, in your view?
- 4 Is it an oversimplification to claim that some Ways of Knowing give us facts while others provide interpretations?
- 5 Can literature "tell the truth" better than other Arts or Areas of Knowledge?
- 6 Compare the roles played by reason and imagination in at least two Areas of Knowledge.
- 7 Discuss the ways in which value judgments should and should not be used in different Areas of Knowledge.
- 8 Some experts (athletes, dancers, musicians, visual artists, cabinet makers, lab technicians, mechanics, surgeons, etc.) may have acquired knowledge that is difficult to describe in words. Does this mean that other Ways of Knowing play a more important role than language in knowing how to do something?
- 9 Can a machine know?
- 10 Belief has been described as "certainty about what cannot be seen". Does this statement hold true in any, some or all Areas of Knowledge?







# International Baccalaureate

## Theory of knowledge prescribed titles

November 2007 and May 2008

### 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 IBO 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 Evaluate the role of intuition in different areas of knowledge.
- 2 Are reason and emotion equally necessary in justifying moral decisions?
- 3 “History is always on the move, slowly eroding today’s orthodoxy and making space for yesterday’s heresy.” Discuss the extent to which this claim applies to history and at least one other area of knowledge.
- 4 Does language play roles of equal importance in different areas of knowledge?
- 5 “...we will always learn more about human life and human personality from novels than from scientific psychology.” (Noam Chomsky). To what extent would you agree?
- 6 In areas of knowledge such as the arts and the sciences, do we learn more from work that follows or that breaks with accepted conventions?
- 7 Our senses tell us that a table, for example, is a solid object; science tells us that the table is mostly empty space. Thus two sources of knowledge generate conflicting results. Can we reconcile such conflicts?
- 8 Are some ways of knowing more likely than others to lead to truth?
- 9 Mathematicians have the concept of rigorous proof, which leads to knowing something with complete certainty. Consider the extent to which complete certainty might be achievable in mathematics and at least one other area of knowledge.
- 10 “Context is all” (Margaret Atwood). Does this mean that there is no such thing as truth?





# International Baccalaureate Form TK/CS

## Theory of knowledge cover sheet

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **15 MAR / 15 SEP** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or 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						
---	---	--	--	--	--	--	--

PRESCRIBED TITLE NUMBER: .....

Approximate number of words: .....  
(1200 minimum–1600 maximum)

I confirm that this essay is my own work and that the information given above is accurate.

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:

#### Assessment criteria

	A	B	C	D	E	F	Total
	(0–10)	(0–10)	(0–5)	(0–5)	(0–5)	(0–5)	(0–40)
Examiner:	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>
Grade award:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Examiner's name: .....

Examiner's signature: ..... Date: .....





# International Baccalaureate Form TK/SER

## Theory of knowledge candidate self-evaluation report

SUBMIT TO: **Tok teacher** SCHOOL DEADLINE: .....SESSION:.....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or write legibly using black ink and retain a copy of this form.*

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

TITLE OF PRESENTATION: .....

DURATION OF PRESENTATION (APPROX): 

minutes
---------

Write a concise description of your presentation, including brief answers to the following questions. (Alternatively, a single word processed page may be attached to this form.)

- *In what ways did the topic address problems of knowledge, such as reaching truth or gaining evidence?*
- *What was the main objective of the presentation? Explain briefly.*
- *What methods were used to present the topic and why were these methods selected?*
- *Was the presentation well-organized, thought-provoking and engaging?*
- *If a group presentation, what was your personal contribution?*
- *What were the strong and weak points of the presentation? If you were to do it again for a different audience, what, if anything, would you do differently?*

---

---

---

---

---

---

---

---

---

---

---

---

## International Baccalaureate

**Form TK/SER (page 2)**

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

[illegible]

Candidate's signature: .....

Date: .....

## E2 Theory of knowledge (2008)

*It is essential that a copy of this section is given to all theory of knowledge teachers so they can familiarize themselves with the administrative requirements.*

### E2.1 Current guide

The *Theory of Knowledge* guide must be read in conjunction with the information given in this section.

May and November 2008 examination sessions	
Title of publication	Date of issue
<i>Theory of Knowledge</i> guide	March 2006

### E2.2 Summary of arrival dates

Action	Session	To	Arrival date	Method / forms
Submit theory of knowledge essays for assessment	May 2008 / November 2008	Examiner	15 March 2008 / 15 September 2008	Candidate checklist TK/CS
Submit theory of knowledge predicted grades and marks for the presentation	May 2008 / November 2008	IBCA	10 April 2008 / 10 October 2008	IBIS
(Notified schools only) Submit theory of knowledge presentation recordings for moderation	May 2008 / November 2008		15 March 2008 / 15 September 2008	TK/PPD TK/PMF

## **E2.3 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 ten 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.

## **E2.4 External assessment: the essay**

### **E2.4.1 Requirement**

Each candidate must submit for assessment one essay of at least 1200 words in length, but not exceeding 1600 words.

### **E2.4.2 Topic choice**

The essay must be on one of the ten titles prescribed by the IBO 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 should be aware of the assessment criteria that will be used to assess their essays.

### **E2.4.3 Completion of the TK/CS form**

Each theory of knowledge essay must be submitted to the examiner with a completed TK/CS form. If both the candidate and the theory of knowledge teacher do not sign the form the essay will not be accepted for assessment.

### **E2.4.4 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 your 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.

#### **Sending essays to an examiner**

Send the essays, each with an attached TK/CS form 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.



### **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 IBCA without delay.

## **E2.5 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.

### **E2.5.1 Requirement**

Each candidate must make one or more individual and/or small group oral presentation to the class during the course, and complete the presentation planning and marking forms (forms TK/PPD and TK/PMF). The teacher must also complete the relevant section of form TK/PMF. The presentation should be an integral part of the theory of knowledge course.

### **E2.5.2 Completion of the TK/PPD and TK/PMF forms**

All theory of knowledge candidates must complete the forms TK/PPD and TK/PMF. Teachers must complete their sections of the TK/PMF forms. The completed forms must not be sent to IBCA (unless requested) or to the examiner, but must be retained by the coordinator until the close of session (**15 September / 15 March**).

### **E2.5.3 The 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 IBCA without delay.

### E2.5.4 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**, 19 months prior to the examination session (for example, 30 September 2006 for the May 2008 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.

## E2.6 The submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and their essay. These grades must be entered on IBIS by **10 April / 10 October**, about three weeks before the written examinations.

The IBO 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



# International Baccalaureate

## Theory of knowledge prescribed titles

November 2007 and May 2008

### 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 IBO 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 Evaluate the role of intuition in different areas of knowledge.
- 2 Are reason and emotion equally necessary in justifying moral decisions?
- 3 “History is always on the move, slowly eroding today’s orthodoxy and making space for yesterday’s heresy.” Discuss the extent to which this claim applies to history and at least one other area of knowledge.
- 4 Does language play roles of equal importance in different areas of knowledge?
- 5 “...we will always learn more about human life and human personality from novels than from scientific psychology.” (Noam Chomsky). To what extent would you agree?
- 6 In areas of knowledge such as the arts and the sciences, do we learn more from work that follows or that breaks with accepted conventions?
- 7 Our senses tell us that a table, for example, is a solid object; science tells us that the table is mostly empty space. Thus two sources of knowledge generate conflicting results. Can we reconcile such conflicts?
- 8 Are some ways of knowing more likely than others to lead to truth?
- 9 Mathematicians have the concept of rigorous proof, which leads to knowing something with complete certainty. Consider the extent to which complete certainty might be achievable in mathematics and at least one other area of knowledge.
- 10 “Context is all” (Margaret Atwood). Does this mean that there is no such thing as truth?





# International Baccalaureate Form TK/CS

## Theory of knowledge cover sheet

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **15 MAR / 15 SEP** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or 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						
---	---	--	--	--	--	--	--

PRESCRIBED TITLE NUMBER: .....

Approximate number of words: .....  
(1200 minimum–1600 maximum)

I confirm that this essay is my own work and that the information given above is accurate.

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: **15 MAR / 15 SEP**    SESSION: .....

SCHOOL NAME: .....

- CANDIDATE NAME: \_\_\_\_\_

Please describe your planning for the presentation, either in the space below, or on an attached A4 word-processed page.

- 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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.







# International Baccalaureate Form TK/PMF

## Presentation marking form

SUBMIT TO: **Tok teacher** ARRIVAL DATE: **15 MAR / 15 SEP** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• *Type or write legibly using black ink and retain a copy of this form.*

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

### 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: .....



## E3 Creativity, action, service (CAS)

### E3.1 Current guide

The *Creativity, Action, Service* guide must be read in conjunction with the information given in this section of the *Vade Mecum*.

May and November 2007 examination session	
Title of publication	Date of issue
<i>Creativity, Action, Service</i> guide	August 2001

### E3.2 Summary of arrival dates

Action	Session	To	Arrival date	Form
New schools only: submit CAS programme questionnaire	May 2008 / November 2008	Regional office	31 January 2007 / 31 July 2007	CAS/PQ
Submit CAS programme completion form	May 2007 / November 2007	Regional office	1 May 2007 / 1 November 2007	CAS/PCF

Creativity, action, service 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 IBO has approved. Full details about designing a CAS programme, programme submissions and the evaluation of candidates, can be found in the CAS guide. All diploma candidates must engage in the programme of activities/projects known as creativity, action, service (CAS). Non-completion of CAS requirements will result in the diploma being withheld.

### E3.3 Approval and programme monitoring

The appropriate regional office is responsible for evaluating, approving and monitoring schools' programmes for CAS. Newly participating schools must complete a CAS programme questionnaire (CAS/PQ) and submit it to the regional office for approval by **31 January / 31 July**, fifteen 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 and a summary evaluation report on each candidate 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.

### **E3.4 Programme evaluation and completion**

Schools are responsible for evaluating candidates' CAS activities/projects and performance according to the performance criteria given in the CAS guide. Coordinators must notify the regional office whether or not candidates have completed their CAS programme by submitting a CAS programme completion form 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 CAS guide. This further year expires at **1 May / 1 November** of the year following the main diploma session.



# International Baccalaureate Form CAS/PQ

## CAS: programme questionnaire

SUBMIT TO: **REGIONAL OFFICE** ARRIVAL DATE: **31 JAN / 31 JUL** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or 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*

---

---

---

---

---

---

---

---

---

---





# International Baccalaureate Form CAS/AEF

## CAS: activity/project self-evaluation form

SUBMIT TO: **ACTIVITY/PROJECT LEADER**

SESSION: .....

SCHOOL NUMBER: 

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

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. Type the information or write legibly using black ink.*

### CANDIDATE SELF-EVALUATION

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

NAME OF ACTIVITY/PROJECT: ..... NO OF HOURS (APPROX): 

--

**1.** Summarise 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

## Form 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.*



# International Baccalaureate Form CAS/SFS

## CAS: student final summary

SUBMIT TO: CAS teacher SCHOOL DEADLINE: ..... SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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						
---	---	--	--	--	--	--	--

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	<table border="1" style="width: 30px; height: 20px;"></table>
2	<table border="1" style="width: 30px; height: 20px;"></table>
3	<table border="1" style="width: 30px; height: 20px;"></table>
4	<table border="1" style="width: 30px; height: 20px;"></table>
5	<table border="1" style="width: 30px; height: 20px;"></table>
6	<table border="1" style="width: 30px; height: 20px;"></table>
7	<table border="1" style="width: 30px; height: 20px;"></table>
8	<table border="1" style="width: 30px; height: 20px;"></table>
9	<table border="1" style="width: 30px; height: 20px;"></table>
10	<table border="1" style="width: 30px; height: 20px;"></table>
11	<table border="1" style="width: 30px; height: 20px;"></table>
12	<table border="1" style="width: 30px; height: 20px;"></table>
13	<table border="1" style="width: 30px; height: 20px;"></table>
14	<table border="1" style="width: 30px; height: 20px;"></table>
15	<table border="1" style="width: 30px; height: 20px;"></table>
16	<table border="1" style="width: 30px; height: 20px;"></table>

## International Baccalaureate

## Form CAS/SFS (page 2)

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

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

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.

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

CAS coordinator's name: .....

I guarantee the information given is correct.

CAS coordinator's signature: ..... Date: .....



# International Baccalaureate Form CAS/PCF

## CAS: programme completion form

SUBMIT TO: **REGIONAL OFFICE** ARRIVAL DATE: **1 MAY / 1 NOV** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• Please type or 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									
<table border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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 border="1"><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									

Name: .....

Position: **CAS coordinator**

Signature: .....

Date: .....

Name: .....

Position: **DP coordinator**

Signature: .....

Date: .....



# Section F

# Assessment

## Contents

F1	Assessment mailings sent from IBCA .....	F1
F1.1	Examination stationery .....	F1
F1.2	Language A1 SL school supported self-taught and school-based syllabuses ...	F2
F1.3	Examination papers.....	F2
F2	Examiner notifications .....	F3
F3	A candidate's work is incomplete.....	F4
F3.1	Eligibility for a grade .....	F4
F3.2	Acceptable explanations .....	F4
F3.3	Request for special consideration .....	F5
F3.4	No acceptable explanation .....	F5
F4	Mailing examination material .....	F5
F5	Externally assessed examination material.....	F7
F5.1	Assessment components other than scripts.....	F7
F5.2	Candidate checklists.....	F8
F6	Introduction to internal assessment.....	F8
F7	Requirements for internal assessment.....	F9
F8	Recording and submitting IA/PG data .....	F10
F9	The predicted grade.....	F10
F10	Moderation samples .....	F11
F10.1	One teacher and one or more response languages.....	F11
F10.2	More than one teacher and one response language .....	F11
F10.3	More than one teacher and response language.....	F11
F11	Retake (R) candidates .....	F12
F12	The selection of sample work for moderators.....	F12
F13	Subject specific information .....	F12
F13.1	Subjects sampled across higher level and standard level.....	F12
F13.2	Language A1 (not school supported self-taught candidates) .....	F13
F13.3	Language A2, language B and language <i>ab initio</i> .....	F13
F13.4	History.....	F13
F13.5	Information technology in a global society (ITGS) .....	F13
F13.6	All group 4 subjects .....	F13

	F13.7 Visual arts: HL and SL option A research workbooks .....	F13
	F13.8 Music.....	F14
F14	Forms submitted with the sample work .....	F14
F15	Atypical work.....	F17
	F15.1 Categories of atypical work .....	F17
F16	Sending the sample work to moderators .....	F18
F17	Assessment that requires an audio recording .....	F18
	F17.1 The media for audio recordings .....	F18
	F17.2 The instructions for audio recordings .....	F19
	F17.3 Using audio cassettes .....	F19
	F17.4 Using compact discs .....	F19
	F17.5 The examination.....	F20
	F17.6 Role of the interviewer.....	F20
	F17.7 Problems .....	F21



## F1 Assessment mailings sent from IBCA

During the academic year coordinators will receive two mailings from IBCA that provide material to support the administration of assessment. If the school has language A1 SL school supported self-taught candidates and/or candidates for one or more school-based syllabuses, there is also a mailing with material for these assessments.

### F1.1 Examination stationery

In **December / June**, six months before the written examinations, schools receive a package of examination stationery. When the package of stationery arrives check to see whether there is a sufficient quantity of each item, and then complete and submit the appropriate mailing questionnaire on IBIS.

If the amount of stationery supplied by IBCA is insufficient for the examination session, additional stationery should be requested when submitting the questionnaire. 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 individualized cover sheets and multiple choice answer sheets required for the written examinations. These are sent to schools in **April / October** with the examination papers. According to the requirements of each school this mailing includes:

- Extended essay covers (in English, French and Spanish).
- Visual arts record booklets (in English, French and Spanish).
- Envelopes with the IBCA address for sending multiple choice answer sheets to IBCA.
- 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, Hebrew), special answer sheets are enclosed.
- Graph paper and string tags for the written examinations.
- The poster for candidates on the *Conduct of the Examinations*.

The following cover sheets have previously been sent with this mailing. However, because difficulties arose for the May 2006 session in the mailing of consignments to schools, the following may become available only in portable document format (pdf) on IBIS, instead of being sent as hard copy to schools. These cover sheets would then be printed and copied in sufficient quantity by coordinators. A decision has not been reached on this issue, so an announcement will be made on IBIS to inform coordinators about the method of receiving these cover sheets.

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

## **F1.2 Language A1 SL school supported self-taught and school-based syllabuses**

In **February / August**, three months before the written examinations, schools receive a package of materials required for the language A1 SL school supported self-taught oral examinations and assessments for school-based syllabuses.

## **F1.3 Examination papers**

In **April / October**, the month before the written examinations, schools receive a package containing the examination papers and other material required for the written examinations. When the package 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.) If appropriate, the sealed packets will also contain music scores, text booklets and/or resource booklets.

On receipt of the package, 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.)

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 all key holders are known to you.

As soon as possible, complete and submit the G1 reply form on IBIS. Record any discrepancies, such as missing examination papers, any unauthorized opening or damage in transit of any sealed packets. If you had to pay for customs clearance, delivery or airport charges to collect the package, provide details on the G1 form and send a copy of all receipts to IBCA for a refund. Address your request for a refund to the examination paper production manager.

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 IBCA 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.

In addition to the examination papers in sealed plastic packets, the package will contain the items listed below. Check the contents of the package to ensure that you have the following items, where appropriate for your school. If any items are missing, or there is an insufficient quantity, record this information on IBIS using the G1 reply form for the arrival of examination papers.

### **Cover sheets**

For each candidate in each examination there is an individualized 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 an individualized cover sheet, perhaps because of late registration, generic cover sheets can be printed from IBIS.

### **Multiple choice questionnaire (MCQ) answer sheets**

These answer sheets have now been individualized with each candidate's name and session number, with generic answer sheets provided for candidates who were not registered at the time they were printed.

### **Music CDs**

The invigilator's instructions and compact discs (CDs) for the music higher level and standard level listening paper arrive with the examination paper. The invigilator's instructions should be studied before the examination. The packets containing the examination papers must not be opened until the start of the examination. The CDs must not be listened to until the start of the examination.

## **F2 Examiner notifications**

IBCA 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
- language A1 SL self-taught alternative oral assessment.

### **15 March / 15 September**

Examiner notifications become available on IBIS for:

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

### **15 April / 15 October**

Examiner notifications become available on IBIS for scripts.

## **F3 A candidate's work is incomplete**

### **F3.1 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 all 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 if:

- two or more items of work are required for internal assessment and fewer than the required number of items is submitted. (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.)
- he or she has attended a written examination, but failed to gain any marks for the component
- an acceptable reason is provided by the coordinator for the assessment being incomplete.

### **F3.2 Acceptable explanations**

Acceptable explanations 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 IBO
- 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, 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 (with the exception of scripts). 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.

### **F3.3 Request for special consideration**

An application for special consideration in cases of incomplete assessment must be filed with IBCA by the coordinator using form D2. The application must be filed within ten days of the completion of the final assessment component of 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).

### **F3.4 No acceptable explanation**

Unacceptable explanations 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
- holiday/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 acceptable as a reason for not completing assessment components other than the written examinations 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, IBCA 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).

## **F4 Mailing examination material**

After the examiner allocations have been made 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 IBCA, 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, IBCA will normally inform the coordinator by e-mail.

The examiner notifications include the phone number of each examiner. Do not contact an examiner by phone, even to confirm the safe arrival of the examination material. The phone 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 phone 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 IBCA by e-mail to ask for advice.

All examination material for a particular assessment component must be sent to an examiner in one batch on the same date, although this may require several packages if there is a large quantity. 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 should not be sent at all. Unless there are extenuating circumstances that justify submitting a 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 parent or a candidate's 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 IBCA. If the package is mislaid in the post, IBCA will request proof of postage and a list of those candidates for whom work was or was not included. Unless this information can be produced, candidates will not be eligible for grades in the subject and level concerned.

### **Checklist**

When mailing examination material to an examiner or IBCA:

- 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
- do not include any form of correspondence addressed to the examiner
- mail each package to arrive before the deadline
- mail examination scripts within twenty-four 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.

## F5 Externally assessed examination material

If a candidate's work is externally assessed, it means that it is assessed by an examiner appointed by the IBO, and not by the candidate's teacher for the subject concerned. (Work that is assessed by the teacher is referred to as internally assessed.) This section concerns the administration of externally assessed material.

### F5.1 Assessment components other than scripts

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

Subject/component	Latest arrival date	Reference in the <i>Vade Mecum</i>
Extended essays	<b>15 March / 15 September</b>	Section E1
Theory of knowledge essays	<b>15 March / 15 September</b>	Section E2
Language A1 world literature	<b>15 March / 15 September</b>	Group 1 section 1.8
Language A1 self-taught oral examination audio recordings	<b>7 May / 7 November</b>	Group 1 section 1.7
Language A2 written tasks	<b>15 March / 15 September</b>	Group 2 section 2a.4
Music: musical investigation	<b>30 April / 30 October</b>	Group 6 section 6b.5
Theatre arts play analysis and research commission	<b>30 April / 30 October</b>	Group 6 sections 6c.7 and 6c.8

## **F5.2 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 IBCA contacting you to ask whether the candidate's work has or has not been submitted. From the May 2007 session onwards it may be possible to do this electronically on IBIS. If not, follow the 'hardcopy' procedure described below, which is the same procedure that was in place for 2006.

### **Hardcopy procedure**

On 5 August 2004 an announcement on IBNET informed coordinators that the mark/attendance sheets would be withdrawn with effect from the November 2004 session. Although the usual mark/attendance sheets are no longer required by IBCA, it is understood that many coordinators used the attendance portion of this sheet as a form of checklist. An equivalent of the attendance portion of the mark/attendance sheet is available on IBIS for use by coordinators. To access the checklists, from IBNET click Registrations (which will take you to IBIS) followed by the candidate tab. Then on the left menu, click on the heading Candidate checklist.

For all externally assessed components (except scripts and multiple-choice examinations) 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, multiple-choice answer sheets and internal assessment) 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 2007, the candidate checklists will be available in 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 IBCA on behalf of the candidate. If no work is being submitted because the candidate is retaking the subject and wishes to carry over his or her mark from the previous session, click on the button to indicate that the mark should be carried over. Carrying over marks for external components from a previous session is not possible for extended essays, script components and multiple-choice examination papers.

## **F6 Introduction to internal assessment**

It is essential that a copy of this section and the relevant subject section from the second half of the *Vade Mecum* are given to subject teachers so they can familiarise themselves with the requirements for internal assessment and predicted grades.

The purpose of sections F6 to F16 is to explain the administrative procedures for internal assessment (IA) and predicted grades (PG). Section F17 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 supplying marks and predicted grades, coordinators are required to supply 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 IBCA and is based on the differences between the marks awarded by the teacher(s) and the marks awarded by the moderator to the same pieces of work.

## **F7 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.
- The teacher(s) must assess candidates' work using the IBO assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available. Do not use fractions, decimal places or estimates.
- Work for internal assessment must be completed 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, a grade will not be awarded in the subject and level.
- The IBO 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.
- Failure to submit marks for internal assessment will normally result in no grades being issued for the subject(s) and level(s) concerned.

## F8 Recording and submitting IA/PG data

All marks for internal assessment (IA) and predicted grades (PG) must be submitted using IBIS no later than **10 April / 10 October**, about three weeks before the written examinations. If this deadline is not met IBCA 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. Access to this website 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 confirm the data before it is submitted to IBCA. To assist coordinators, the system provides a series of reports to help with checking and a facility by which marks and grades can be verified by a second person in the school.

This system will automatically determine which students' work must be selected for the sample that is sent to an examiner for the purpose of moderation.

## F9 The predicted grade

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.

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 IBO 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. Each grade award meeting will use predicted grades when considering a subject's grade distributions and the performance of individual candidates.

The IBO scale and, therefore, the only permitted predictions for subjects, is 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 IBO 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

A predicted grade is not required for language A1 SL school supported self-taught candidates and school-based syllabuses.

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

## **F10 Moderation samples**

A list of forms that must accompany sample work for internal assessment is provided in section A. The subject specific information in the second half of the *Vade Mecum* also provides information on which forms must accompany sample work.

### **F10.1 One teacher and one or more response languages**

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, where requested
- the appropriate internal assessment form(s) signed by the teacher.

This applies when there is one or more teaching groups. If there is one teacher, but the candidates will register in more than one response language, contact IBCA for guidance on what sample of work should be submitted to the moderator.

### **F10.2 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 F13.1). 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.

### **F10.3 More than one teacher and response language**

Where the school's total candidate entry in a subject and level is registered in more than one IBO response language and the candidates are taught by different teachers in separate response language groups:

- 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 IBO 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, as described in F9.2 above.

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.

## **F11 Retake (R) candidates**

For candidates choosing to carry forward their mark for internal assessment, for the relevant subject and level enter an H against the candidate's name on IBIS. However, before doing so coordinators must be certain that there is a mark available that can be carried over.

## **F12 The selection of sample work for moderators**

When candidates' marks for internal assessment are submitted by IBIS, the computer at IBCA will automatically select the candidates for each subject and level whose work must comprise the sample. Coordinators must submit the work of these candidates. The list of candidates selected will be displayed on IBIS. The size of the sample will vary from 5 to 10, according to the number of candidates entered by the school for that subject and level. Where a school has fewer than 5 candidates, the sample will comprise the work of all these candidates.

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 IBCA.

## **F13 Subject specific information**

### **F13.1 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.

### **F13.2 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 those candidates.

### **F13.3 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 those candidates.

### **F13.4 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.

### **F13.5 Information technology in a global society (ITGS)**

ITGS at higher level (HL) has two components (portfolio and portfolio extension), which are considered one piece of work for sampling and moderation purposes.

### **F13.6 All group 4 subjects**

It may be necessary to include, as part of the sample being sent to the moderator, the work of a candidate who has not participated (either fully or in part) in the group 4 project. Non-participation in the group 4 project could arise from a number of different circumstances, for example, transferring from a school that carries out the project in the second year to a school that does the project in the first year.

If the work of a candidate who has not participated in the group 4 project must be included in the sample (for example, because the number of candidates in the teaching group is five or less), indicate on the candidate's 4/PSOW that he/she has not participated in the group 4 project.

### **F13.7 Visual arts: HL and SL option A research workbooks Visual arts: SL option B studio work**

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 standard level option B sample(s). A second printed record booklet must not be used.

A photocopy/copy of the following HL / SL option A / SL option B pages will be needed:

- The candidate statement
- The studio work photographs
- The research workbook, photocopied pages.

This does not include page one of the candidate record booklet because this is for the visiting examiner to complete. These pages must be attached securely to the cover sheet 6/VACS. Teachers are required to write their marks on both the cover sheet and the inside cover of the record booklet.

Coordinators are required to send the HL / SL option A samples and the 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 refer to section 6a on visual arts.

## F13.8 Music

### Higher level

Music at higher level has two components (solo performance and composition) for internal assessment. Separate samples should be submitted for each component according to the instructions in section 6b.4 (music).

### Standard level

All group performance recordings must be sent to the examiner. See section 6b.4 (music).

## F14 Forms submitted with the sample work

For each sample the relevant form(s), which can be found in the appropriate subject section of the *Vade Mecum*, 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	1/IARF	1 per candidate
Language A2 HL/SL	individual oral	2/IA	1 per candidate
Language B HL/SL	individual oral	2/IA	1 per candidate

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

ITGS HL	portfolio and portfolio extension	3/IA 3/CS	1 per sample set 1 per candidate
ITGS SL	project	3/IA 3/CS	1 per sample set 1 per candidate
Biology HL/SL	experimental investigations	4/IA 4/PSOW	1 per sample set 1 per candidate
Chemistry HL/SL	experimental investigations	4/IA 4/PSOW	1 per sample set 1 per candidate
Physics HL/SL	experimental investigations	4/IA 4/PSOW	1 per sample set 1 per candidate
Environmental systems SL	experimental investigations	4/PSOW	1 per candidate
Design technology HL/SL	experimental investigations design project	4/IADT 4/PSOW	1 per sample set 1 per candidate
Mathematics HL	portfolio	5/IA 5/PFCS	1 per sample set 1 per sample candidate
Mathematics SL	portfolio	5/IA 5/PFCS	1 per sample set 1 per sample candidate
Mathematical studies SL	project	5/IA 5/PJCS	1 per sample set 1 per sample candidate
Computer science HL	dossier	5/IACS 5/PDCS (HL)	1 per sample set 1 per candidate
Computer science SL	dossier	5/IACS 5/PDCS (SL)	1 per sample set 1 per candidate
Music HL	solo performance and composition	6/MRSS 6/MCCS	1 per candidate 1 per candidate
Music SL	solo performance	6/MRSS	1 per candidate
Music SL	group performance	6/MRGS	1 per group
Music SL	composition	6/MCCS	1 per candidate



Theatre arts HL	Theatre arts portfolio, individual study and performance/theatre production	6/IATA 6/TACP	1 per sample set 1 per candidate
Theatre arts SL	Theatre arts portfolio and performance/theatre production	6/IATA 6/TACP	1 per sample set 1 per candidate
Visual arts HL	research workbook	6/VACS	1 per candidate
Visual arts SL option A	research workbook	6/VACS	1 per candidate
Visual arts SL option B	studio work	6/VACS	1 per candidate

## F15 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 work 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 IBCA on form D2.

### F15.1 Categories of atypical work

If atypical work is selected by IBIS, include the work of another candidate whose marks are the same or similar. However, the candidate whose work is atypical must still be included in the sample and clearly marked 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.

#### **Reduced mark**

Candidates whose internal assessment work has been given a mark that does not reflect the actual quality of the work (for example, a reduced mark because of additional assistance given by the teacher).

**Incomplete work**

A substantial part of a candidate's internal assessment 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**

Candidates for whom the teacher is uncertain what mark to award for their internal assessment 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 IBO. In cases of serious doubt about how to award marks, contact IBCA.

**Inappropriate work**

Candidates whose internal assessment work is inappropriate for the subject and level.

## **F16 Sending the 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 videos or computer diskettes 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.

## **F17 Assessment that requires an audio recording**

### **F17.1 The media for audio recordings**

The medium traditionally used by the IBO for audio recordings is the standard audio-cassette. This medium continues to be the norm for examinations in 2007. However, a number of coordinators are now requesting that compact discs (CDs) be used in place of audio-cassettes. Therefore, for examinations in 2007 both standard audio-cassettes and CDs are acceptable media. There is no need to inform IBCA if the intention is to use CDs for audio recordings. Examiners will be informed that some schools may be sending a CD instead of a cassette.

For examinations in 2008 coordinators are encouraged to use CDs instead of audio-cassettes, but again both media will be acceptable. In the long-term, the IBO is working towards the submission of online digital recordings without the need to send any material through the post to examiners. Moving towards CDs in 2008 should help to facilitate this long-term objective.

## **F17.2 The instructions for audio recordings**

These instructions are for use in the subjects listed below where a candidate's performance or interview has to be recorded. They should be used in conjunction with any subject specific guidelines.

- 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).
- Theatre arts practical play analysis.
- 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 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 a replacement.

## **F17.3 Using 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 their recording.
- 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.

## **F17.4 Using compact discs**

- Multiple candidates can be recorded on one CD. However, it is essential to provide with the CD a list of the candidates whose work is included on the CD. If

possible, write the list of candidates on the CD itself. It is acceptable for the CD to have the recordings of all candidates in the group, provided that the examiner can identify the track for each candidate.

- Each candidate must state his or her name and session number at the start of their recording.
- 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.

### **F17.5 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/examiner.
- Each candidate must state his or her name and session number at the start of their recording.
- Where appropriate, introduce each section of the examination and announce its end. Announce the end of the examination.
- Clearly label each cassette/CD with the examination session, year, subject, level, component, candidate's name and session number. For example:

M07, Swahili A1 SL internal oral, 000039-078, Maria Anderson

- If multiple candidates have been recorded on a CD it will be necessary to enclose a list that clearly indicates which track belongs to which candidate.
- Send the cassette(s)/CD to the address shown on IBIS.

### **F17.6 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.

### **F17.7 Problems**

- Do not stop or edit the tape/CD. If the recording stops due to technical difficulties explain the reason on the recording itself after restarting.
- If the cassette/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.





## **IB Diploma Programme**

---

### **Vade Mecum: section G**

---

## **Arrangements for the examinations in May and November 2007**

*This section of the Vade Mecum must be copied to all invigilators of IB examinations.*





## Contents

May 2007 examination schedule.....	G1
November 2007 examination schedule.....	G3
G1 Examination materials .....	G5
G2 The examination schedule.....	G5
G3 Candidates authorized to take the examinations .....	G6
G4 Special arrangements .....	G6
G5 Unannounced inspections .....	G6
G6 Preparation for invigilation .....	G7
G7 Preparation of the examination room.....	G7
G8 Conduct of the examinations .....	G8
G9 Seating arrangements for candidates.....	G11
G10 Before candidates arrive for an examination .....	G11
G11 Arrival of the candidates .....	G11
G12 Starting the examination .....	G13
G13 During the examination.....	G14
G14 Attendance .....	G15
G15 Ending the examination .....	G16
G16 What to say.....	G17
G17 Emergency help line.....	G22
G18 Interruptions to an examination .....	G22
G19 After candidates have left the examination room .....	G26
G20 Sending scripts to examiners .....	G27
G21 Teachers' comments on examination papers .....	G27
Form G2.....	G29



# IB Diploma Programme

## May 2007 examination schedule

Morning examinations must finish before 1300 hours and afternoon examinations before 1800 hours local time

DATE	MORNING	TIME	AFTERNOON	TIME
Wednesday 2 May	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	Physics HL paper 1 Physics HL paper 2 Physics SL paper 1 Physics SL paper 2	1h 2h 15m 45m 1h 15m
Thursday 3 May	Physics HL paper 3 Physics SL paper 3	1h 15m 1h	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
Friday 4 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		
Monday 7 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 1h 30m	Mathematics HL paper 1 Mathematics SL paper 1 Mathematical studies SL paper 1	2h 1h 30m 1h 30m
Tuesday 8 May	Mathematics HL paper 2 Mathematics SL paper 2 Mathematical studies SL paper 2	2h 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 World cultures SL paper 1	1h 30m 1h 30m 1h 1h 2h 15m 1h 30m 2h
Wednesday 9 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	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
Thursday 10 May	History HL paper 3 Islamic history HL paper 3	2h 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
Friday 11 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		

Monday 14 May	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	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
Tuesday 15 May	Biology HL paper 3 Biology SL paper 3 Environmental systems SL paper 3 Ecosystems & societies SL paper 2	1h 15m 1h 1h 2h	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
Wednesday 16 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	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
Thursday 17 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	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 1h 30m 2h 30m 1h 45m 2h 2h
Friday 18 May	Business & management HL paper 2 Business & management SL paper 2 Philosophy HL paper 2 Philosophy SL paper 2 Psychology HL paper 2 Psychology HL paper 3 Psychology SL paper 2	2h 30m 1h 30m 2h 1h 2h 1h 1h		
Monday 21 May	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	Economics HL paper 1 Economics HL paper 2 Economics SL paper 1	1h 1h 1h
Tuesday 22 May	Economics SL paper 2 Economics HL paper 3	2h 2h	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
Wednesday 23 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	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

# IB Diploma Programme

## November 2007 examination schedule

Morning examinations must finish before 1300 hours and afternoon examinations before 1800 hours local time

DATE	MORNING	TIME	AFTERNOON	TIME
Friday 2 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	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
Monday 5 November	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
Tuesday 6 November	Mathematics HL paper 2 Mathematics SL paper 2 Mathematical studies SL paper 2	2h 1h 30m 1h 30m	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
Wednesday 7 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	Economics HL paper 1 Economics HL paper 2 Economics SL paper 1	1h 1h 1h
Thursday 8 November	Economics SL paper 2 Economics HL paper 3	2h 2h	Physics HL paper 1 Physics HL paper 2 Physics SL paper 1 Physics SL paper 2	1h 2h 15m 45m 1h 15m
Friday 9 November	Physics HL paper 3 Physics SL paper 3	1h 15m 1h	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
Monday 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

Tuesday 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	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 14 November	History HL paper 3 Islamic history HL paper 3	2h 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
Thursday 15 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	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 16 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	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
Monday 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	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 1h 30m 2h 30m 1h 45m 2h 2h
Tuesday 20 November	Business & management HL paper 2 Business & management SL paper 2 Philosophy HL paper 2 Philosophy SL paper 2 Psychology HL paper 2 Psychology HL paper 3 Psychology SL paper 2	2h 30m 1h 30m 2h 1h 2h 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 21 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		

## G1 Examination materials

- G1.1 A list of materials required for each examination is provided in the booklet *IB Diploma Programme Examination Materials*. In previous years this trilingual booklet has been sent as hard copy to schools with the examination papers. With effect from the May 2007 session this booklet must be downloaded and printed from IBIS. Appropriate sections of this 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.
- G1.2 Coordinators must print the following items from IBIS and then produce copies in sufficient quantity for lessons and the examinations. These booklets must be ‘clean’ copies that have not been used in the classroom during lessons.
- *Business and Management Case Study*: higher level and standard level paper 1.
  - *ITGS HL Case Study*: higher level paper 3.
  - *Physics Data Booklet* (November 2002).
  - *Chemistry Data Booklet* (March 2003).
  - *Mathematical Studies SL Information Booklet* (November 2004).
  - *Mathematics SL Information Booklet* (November 2004).
  - *Mathematics HL and Further Mathematics SL Information Booklet* (November 2004).
  - *Computer Science Case Study*: higher level and standard level paper 2.
- Note that the case study for ITGS HL paper 3 is different for each examination session.
- G1.3 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.
- G1.4 Ensure that candidates know what they should bring to the examinations and any limitations imposed by *Diploma Programme General Regulations*, particularly restrictions on the type of calculator that can be used.

## G2 The examination schedule

- G2.1 The Diploma Programme schedule of examinations must be strictly observed. Each examination must be taken during the morning or afternoon as scheduled by the IBO, unless the coordinator help desk (IBCA) authorizes rescheduling. Coordinators may vary the starting times of the morning and afternoon sessions at their discretion. However, it is the expectation of the IBO that morning examinations will finish no later than 1300 hours, and afternoon examinations by 1800 hours local time.
- G2.2 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.

- G2.3 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 (IBCA) 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.

### **G3 Candidates authorized to take the examinations**

- G3.1 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 IBO in the school at which they have registered.
- G3.2 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.

### **G4 Special arrangements**

- G4.1 The IBO 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 IBO'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 D1 of this publication.
- G4.2 Special arrangements must not be made for a candidate without authorization from the coordinator help desk (IBCA). However, there are some arrangements that do not require authorization: these are described in section D1.1.

### **G5 Unannounced inspections**

- G5.1 The IBO 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, storage facilities for examination papers and material, and by answering all questions about examination arrangements.



- G5.2 The IBO 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.

## **G6 Preparation for invigilation**

- G6.1 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.
- G6.2 There must be enough invigilators to ensure the adequate supervision of all examinations. The IBO 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.
- G6.3 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.
- G6.4 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).
- G6.5 With the exception of the orals 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 it is recommended that a second teacher also act as an invigilator.
- G6.6 Ensure that invigilators do not supervise examinations for long periods without being replaced or given a break.
- G6.7 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.

## **G7 Preparation of the examination room**

- G7.1 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.

- G7.2 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
---

- G7.3 This section from *Vade Mecum* must be available to the invigilators in the examination room.
- G7.4 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.

## **G8 Conduct of the examinations**

- G8.1 The school is responsible for providing a room that is suitable for the examinations and for informing each candidate 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.
- G8.2 IB examinations must be conducted according to the instructions given in this section of the *Vade Mecum*. 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.
- G8.3 The document *Conduct of the Examinations: notice to candidates* must be read by all candidates and, if necessary, explained to them. If possible, each candidate should be provided with his or her own copy. At least one week before the start of the written examinations, a copy of the notice to candidates must be displayed at a suitable location within the school. A poster version of the notice to candidates is normally provided by IBCA for this purpose.



## INTERNATIONAL BACCALAUREATE ORGANIZATION

# CONDUCT OF THE EXAMINATIONS

### Notice to Candidates

#### General

- 1 Candidates must know their registration category and session number.
- 2 When instructed to enter the examination room, candidates must do so in a quiet and orderly manner.
- 3 No form of refreshment may be taken into the examination room. (At the discretion of the Diploma Programme coordinator, drinking water is permitted.)
- 4 Candidates may take to their desk/table only the following items:
  - 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 IBO as required for a particular examination (for example, an electronic calculator).

If required by the coordinator/invigilator, any item brought into an examination room must be available for inspection. This includes electronic calculators.
- 5 Electronic calculators.
  - Candidates may not use or store data, programs or applications in their calculators that may assist them in an examination by removing the need to recall facts or formulae that are not provided in the examination materials.
  - Examination questions must not be stored or recorded into the memory of a calculator.
  - During an examination, no attempt must be made to conceal information or programs stored in a calculator.
  - If required by the coordinator/invigilator after an examination, a candidate must provide a list of information and programs stored on the calculator.
- 6 The coordinator/invigilator will decide where each candidate will sit during an examination. Candidates must comply with the decision of the coordinator/invigilator and remain seated until permission is given to leave the examination room.
- 7 The instructions of the coordinator/invigilator must be obeyed. 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.

## **Late arrival**

- 8 Candidates are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time of the candidate will be recorded by the coordinator/invigilator. No additional time will be allowed for the examination.
- 9 After the first 30 minutes candidates will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.

## **Temporary absence**

- 10 In cases of emergency, at the discretion of the coordinator/invigilator, a candidate may be allowed to leave the examination room and return. The temporary absence of a candidate will be recorded by the coordinator/invigilator.
- 11 A candidate will 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.
- 12 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.

## **Malpractice**

- 13 During the examination, and at other times specified by the coordinator/invigilator, a candidate must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the International Baccalaureate Organization (IBO).
- 14 All work completed during an examination and then submitted for assessment, must be the authentic work of the candidate. Any collusion, plagiarism, reference to unauthorized material, or communication between candidates may constitute malpractice, resulting in appropriate action by the IBO. The impersonation of another candidate will be treated as a breach of regulations.
- 15 If a candidate finds that he or she has accidentally taken unauthorized material into an examination, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the candidate.

## **Early departures**

- 16 Candidates will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, candidates will not be allowed to leave during the examination.
- 17 If a candidate leaves the examination before the scheduled finishing time, the candidate will not be allowed to return.

## **End of the examination**

- 18 It is the responsibility of the candidate to ensure that the front page of their examination cover sheet is correctly completed prior to departure from the examination room.
- 19 Candidates must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)
- 20 Candidates must leave the examination room in a quiet and orderly manner.
- 21 Candidates must not disclose or discuss the content of any examination paper with any person outside their immediate school community within 24 hours after an examination. This includes any form of communication, whether verbal, written or electronic.

## **G9 Seating arrangements for candidates**

- G9.1 It is not a requirement of the IBO 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, IBCA 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 IBCA unless you are requested to do so.
- G9.2 Candidates 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.
- G9.3 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.

## **G10 Before candidates arrive for an examination**

- G10.1 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.
- G10.2 The coordinator must arrive at the examination room well before the scheduled start time to ensure that the room is correctly arranged.
- G10.3 The coordinator must ensure that during the examination candidates will not be distracted (for example, by noise outside the examination room, teachers or other persons seeking access to the room). Disruptive events, such as fire drills or building maintenance, should be scheduled for another time.
- G10.4 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.

## **G11 Arrival of the candidates**

- G11.1 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 IBO's regulations governing the conduct of examinations.

- G11.2 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.
- G11.3 Once the candidates have entered the examination room, the examination is in progress until all scripts and other examination material have been collected.
- G11.4 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.
- G11.5 Check the identity of each candidate against the answer cover sheets 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.
- G11.6 Candidates for whom there is no answer cover sheet must not be allowed to take an examination unless written authorization has been received from IBCA. If authorization has been received, use one of the generic cover sheets available on IBIS. Details on the front of the generic cover sheet must be completed.
- G11.7 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.
- G11.8 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 IBO as required for a particular examination (for example, an electronic calculator).
- G11.9 Candidates must not share stationery, dictionaries, calculators or other material required for an examination.
- G11.10 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.
- G11.11 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.

- G11.12 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.
- G11.13 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.
- G11.14 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.
- G11.15 Candidates are not permitted to use correcting fluid/pens. The candidate must neatly cross out any mistakes.
- G11.16 Candidates must write their answers in either blue or black ink (except for multiple choice examination papers when pencil is used).

## **G12 Starting the examination**

- G12.1 Inform the candidates that they must remain silent until they have left the examination room.
- G12.2 Ensure that all candidates have the correct cover sheet and sufficient stationery, such as answer sheets (if required), pencils, rough paper and/or graph paper.
- G12.3 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.
- G12.4 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 IBCA.
- G12.5 Section G16 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.)

- G12.6 Remind candidates that any notes, working out, etc. written on rough paper will not be submitted with their script for assessment, regardless of any failure to transfer their rough notes to their script. This includes any answers, working out etc 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.
- G12.7 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.
- G12.8 Write the start and finish times of each examination paper on a board or flip-chart in view of all candidates.
- G12.9 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 IBCA.
- G12.10 Allow the candidates five minutes reading time at the start of each examination (except 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.

## **G13 During the examination**

- G13.1 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.
- G13.2 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.
- G13.3 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.
- G13.4 During the examination the invigilator must keep an accurate record of any events.

Examples:

- 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.
- A candidate who is cautioned for misconduct.



- G13.5 Do not leave candidates unsupervised at any time. If an invigilator must leave the examination room, another invigilator must remain to supervise the candidates.
- G13.6 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 IBCA.

## **G14 Attendance**

### **Completing the remaining answer cover sheets**

- G14.1 Thirty minutes after the start of the examination, the absence of any candidate must be indicated on their answer cover sheet. On the cover sheet 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 cover sheet, complete the cover sheet 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 IBCA without delay.

### **Temporary absence**

- G14.2 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.
- G14.3 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.
- G14.4 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**

- G14.5 Candidates must not be allowed to leave the examination room during the first hour or during the last fifteen 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 is being collected and accounted for.

- G14.6 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 fifteen 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 fifteen 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 fifteen minutes. If implemented, before the examinations it may be necessary to explain the purpose of this arrangement to all candidates.
- G14.7 If a candidate leaves the examination before the scheduled finishing time, the candidate must not be allowed to return.

## **G15 Ending the examination**

- G15.1 It is the responsibility of the candidate to ensure that the cover sheet 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 cover sheet using the string tags provided by IBCA.
- G15.2 Ask candidates to place their examination material on their table/desk so that it can be easily collected from them. Before the candidates leave their table/desk, collect all examination papers, cover sheets with answer sheets and graph paper attached, multiple choice answer sheets and all unused material.
- G15.3 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 their rough paper to their answer sheets during the time allowed for the examination.
- G15.4 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.
- G15.5 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.

## G16 What to say

### 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 cover sheet. 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 cover sheet 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 cover sheet 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 cover sheet. 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 cover sheet, 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 cover sheet 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.*

## **G17 Emergency help line**

- G17.1 During the examinations in May and November the coordinator help desk (IBCA) can be contacted by phone 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.
- G17.2 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.
- G17.3 It should not be necessary to contact IBCA 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**.

## **G18 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 (IBCA) immediately using the emergency help line to ask for advice on how to proceed.

### **Illness**

- G18.1 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 (IBCA) immediately after the examination.

### **Power failure**

- G18.2 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.
- G18.3 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 (IBCA) 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**

G18.4 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.

G18.5 Report the query to the coordinator help desk (IBCA) by fax or e-mail immediately after the examination. Also ensure the query is reported to IBCA on form G2. If an error on the examination paper is confirmed, the consequences for all candidates will be considered.

### **Evacuation of the examination room**

G18.6 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.

G18.7 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.

G18.8 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 (IBCA) 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.

G18.9 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 (IBCA) immediately after the examination.

**Examination cannot be held at the scheduled time**

- G18.10 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 (IBCA) 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.
- G18.11 An examination may only be rescheduled without authorization from the coordinator help desk (IBCA) 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**

- G18.12 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 seat with the minimum of disturbance to other candidates. Do not allow additional time for their examination.
- G18.13 Reasons that are not acceptable are circumstances reasonably within the control of the candidate. Examples include misreading, or misunderstanding the examination timetable, and oversleeping.
- G18.14 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.
- G18.15 A candidate who arrives for an examination after 30 minutes is considered absent from the examination. This must be recorded on their answer cover sheet 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**

- G18.16 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 seat with the minimum of disturbance to other candidates. Allow the full time for the examination.
- G18.17 Acceptable reasons are normally circumstances beyond the control of the candidate (for example, civil unrest, road accident). The IBO reserves the right to ultimately determine what constitutes an acceptable reason, and may overrule the decision of the coordinator.
- G18.18 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 G18.14, 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.

- G18.19 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.
- G18.20 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 (IBCA) by fax or e-mail 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**

- G18.21 An act of misconduct by a candidate in relation to the examinations must be reported to the coordinator help desk (IBCA) 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 their immediate school community within 24 hours after an examination.
- G18.22 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.

- G18.23 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 that must be stopped immediately.
- G18.24 When reporting a case of misconduct, or other form of malpractice to the coordinator help desk (IBCA), 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
  - the unauthorized material brought into the examination room, where appropriate.
- The report must not offer an opinion on the likely penalty that should be imposed by the final award committee if malpractice is established.
- G18.25 Coordinators must inform the head of school that a case of misconduct is being reported to the coordinator help desk (IBCA). 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.
- G18.26 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 other candidates without any reference to the incident.

## **G19 After candidates have left the examination room**

### **Multiple choice examination papers**

- G19.1 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.
- G19.2 Before leaving the examination room:
- place the candidates' answer sheets in a plastic envelope with the IBCA 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**

- G19.3 Arrange the candidates' scripts (each with the answer cover sheet attached to the front) in numerical candidate order according to the session numbers. Do not photocopy them. Check that there is an answer cover sheet and script for each candidate who was present for the examination and include any cover sheets for candidates who were absent, ensuring that a cross has been written in the absence box.

G19.4 Before leaving the examination room:

- place the candidates' answer cover sheets/scripts in an unaddressed plastic envelope provided by IBCA (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)
- seal the envelope.

### **Examination question papers**

G19.5 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.

G19.6 No earlier than twenty-four 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 IBCA using form G2.

## **G20 Sending scripts to examiners**

G20.1 The coordinator must refer to section F3 for general information about mailing examination material to IBCA 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 IBCA.
- Ensure that each envelope is sealed and sent to the appropriate examiner within twenty-four 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 IBCA, they must be mailed separately. This includes examination material sent by courier.
- Use a means of postage that is fast, secure and traceable. The scripts must arrive with the examiner no later than seven days after the examination.

## **G21 Teachers' comments on examination papers**

G21.1 Teachers must be encouraged to submit comments to IBCA on the examination papers. All comments are carefully considered during the appropriate grade award meeting and are also useful for teams preparing future papers.

G21.2 All comments must be submitted to IBCA on form G2, which is available at the end of section G, and in electronic format on IBIS and the online curriculum centre. All forms must arrive no more than 28 days after the examination, otherwise they cannot be considered by the relevant grade award meeting.

- G21.3 A general response to teachers' comments is provided by the relevant subject report for the session. It is not possible for IBCA to acknowledge receipt of the forms, or to respond to an individual teacher's comments.



# International Baccalaureate Form G2



## Teacher's comments on the written examinations

SUBMIT TO: **IBCA** ARRIVAL DATE: **within 28 days of examination** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or write legibly using black ink and retain a copy of this form.*

SUBJECT: \_\_\_\_\_ LEVEL: \_\_\_\_\_ COMPONENT: \_\_\_\_\_

*For languages specify A1, A2, B or ab initio; for history HL paper 3 specify the region.*

### Comparison with last year's paper

*Only to be completed by teachers who prepared candidates for the corresponding examination in the previous session.*

Compared with the corresponding examination question paper last year, this year's examination question paper was:

much easier ☐ a little easier ☐ of a similar standard ☐ a little more difficult ☐ much more difficult ☐

### Suitability of the question paper

Level of difficulty	too easy <input type="checkbox"/>	appropriate <input type="checkbox"/>	too difficult <input type="checkbox"/>
Syllabus coverage (allowing for other papers, where relevant)	poor <input type="checkbox"/>	satisfactory <input type="checkbox"/>	good <input type="checkbox"/>
Clarity of wording	poor <input type="checkbox"/>	satisfactory <input type="checkbox"/>	good <input type="checkbox"/>
Presentation of paper	poor <input type="checkbox"/>	satisfactory <input type="checkbox"/>	good <input type="checkbox"/>

**Comments:** *Please continue overleaf as necessary.*

---

---

---

---

---

---

Name: ..... Position: **Teacher**

Signature: ..... Date: .....

# International Baccalaureate

**Form G2 (reverse)**

SCHOOL NAME: .....

SUBJECT: \_\_\_\_\_ LEVEL: \_\_\_\_\_ COMPONENT: \_\_\_\_\_

*For languages specify A1, A2, B or ab initio; for history HL paper 3 specify the region.*

## Further comments

[illegible]





## **IB Diploma Programme**

---

### **Vade Mecum: section G**

---

#### **Electronic calculators**

*This section of the Vade Mecum must be copied to the teachers of all subjects for which electronic calculators are permitted in the IB examinations.*



## Contents

1	Introduction.....	G35
2	Groups and subjects .....	G35
3	General restrictions applying to all calculators used in examinations .....	G36
3.1	List of approved Flash (ROM) applications .....	G36
4	Recommended models .....	G38
5	Prohibited calculators.....	G39
6	Responsibilities .....	G39
6.1	Coordinator .....	G39
6.2	Teachers and candidates.....	G39



# Electronic calculators

## 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 2.1). 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).

## 2 Groups and subjects

Calculators 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</i> is recommended):</p> <ul style="list-style-type: none"><li>• decimal logarithms</li><li>• values of <math>x^y</math> and <math>x^{1/y}</math></li><li>• value of <math>\pi</math> (pi)</li><li>• trigonometric functions</li><li>• inverse trigonometric functions</li><li>• natural logarithms</li><li>• values of <math>e^x</math></li><li>• scientific notation.</li></ul>

Mathematical studies SL Mathematics SL Mathematics HL Further mathematics SL	A GDC with the following minimum functionalities is required on all papers: <ul style="list-style-type: none"> <li>• draw graphs with any viewing window</li> <li>• solve equations numerically</li> <li>• add and multiply and find inverse matrices</li> <li>• find a numerical derivative at a point</li> <li>• find a numerical definite integral</li> <li>• finding p value (not required for mathematics SL).</li> </ul> <p>Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function, scientific calculators or a less able GDC will be at a disadvantage.</p>
---	--

### 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.

- Phones, 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 2005 and in the calculator forum on the OCC. There is also information in the section "Managing GDC memory" on page 64 of the mathematics HL/SL teacher support material (TSM) for GDC.

#### 3.1 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.

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 below to the conditions of use in examinations.

- Calculators with wireless/infrared communication are not allowed in any subject examinations.
- Examination questions must not be stored 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. A spare set of batteries is a preferable alternative to several calculators.

## 4 Recommended models

These models meet the minimum requirements for mathematics subjects and have updated and time saving functionalities not found on other models.

<b>Texas Instruments</b>	TI 84 Plus silver edition
	TI 84 Plus
	TI 83 Plus silver edition
	TI 83 Plus
<b>Casio</b>	CFX 9850 Plus
	FX 9750 Plus
	CFX 9950 Plus
	Graph 65 Plus
	Graph 35 Plus
	FX 1.0 Plus



If a candidate wishes to use a GDC not on the recommended list, the coordinator must request written permission from IBCA at least two months before the examination.

## 5 Prohibited calculators

Models not allowed in any examinations under any circumstances. This is not a definitive list.

<b>Texas Instruments</b>	TI Voyage 200 (all versions)
	TI 92 (all versions)
	TI 89 (all versions)
<b>Casio</b>	Classpad 300
	FX 2.0 (all versions)
	Graph 100
	FX 9970 (all versions)
<b>Hewlett Packard</b>	HP 38-95 (all versions)

## 6 Responsibilities

### 6.1 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 IBO regional office that this checking procedure is being followed.

### 6.2 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®.



# Section H

# Fees

## 1 September 2006 to 31 August 2007

---

### Contents

H1	Assigned currencies .....	H1
H2	Payment to IBCA .....	H1
	H2.1 Payment by cheque .....	H1
	H2.2 Payment by bank transfer .....	H1
H3	Payment to IBNA .....	H2
	H3.1 For schools in the USA paying in US dollars .....	H2
	H3.2 For schools in Canada paying in Canadian dollars .....	H2
H4	Non-refund of fees .....	H2
H5	List of fees payable to the IBO .....	H3
	H5.1 Annual fees .....	H3
	H5.2 Examination fees .....	H3
	H5.3 Amendments to registration data .....	H3
	H5.4 Replacement diplomas or certificates .....	H4
	H5.5 Certificates for anticipated candidates not completing the diploma .....	H4
	H5.6 Additional services .....	H4
H6	Special circumstances .....	H5
	Scale of fees .....	H7



## **H1 Assigned currencies**

The IBO assigns to each school the currency in which their fees must be paid.

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 IBO reserves the right to apply penalties and interest charges for late payments.

## **H2 Payment to IBCA**

### **H2.1 Payment by cheque**

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

International Baccalaureate Organization  
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/invoices are being paid 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

### **H2.2 Payment by bank transfer**

Transfers, which can now be accepted in US dollars, Swiss francs and pounds sterling, should be made to the International Baccalaureate account at the following bank:

Lloyds TSB Bank PLC  
City Road Branch  
45 Newport Road  
Cardiff, Wales  
GB CF24 0TW  
UNITED KINGDOM

When making a transfer in any of the above three currencies it may be necessary to provide your bank with the following SWIFT code: LOYDGB2L. Additionally, some banks may require an IBAN code according to the currency in which the payment is being made.

- US dollars: GB45 LOYD 3092 0711 1072 32
- Swiss francs: GB65 LOYD 3092 0724 0583 12
- Pounds sterling: GB51 LOYD 3092 0700 7195 88

Payment should be made to the following account number, as appropriate:

- for payment in US dollars A/C No. 11107232
- for payment in Swiss francs A/C No. 24058312
- for payment in pounds sterling A/C No. 00719588

### **H3 Payment to IBNA**

#### **H3.1 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  
PO Box 18323  
Newark, New Jersey 07191-8323  
USA

or preferably pay by ACH payment to:

International Baccalaureate North America  
WACHOVIA  
Routing number: 0260-1288-1  
Account number: 2030000944464

#### **H3.2 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:

Pay to: Toronto Dominion Bank  
Account: 0680 0654682  
Routing number: 10252004

### **H4 Non-refund of fees**

After a fee has been paid to the IBO, the fee cannot be refunded. This applies to all fees, including the annual fees, examination fees and fees for additional services.

## H5 List of fees payable to the IBO

The scale of fees in this edition of the *Vade Mecum* applies to the annual subscription, examination fees and additional services for the May and November 2007 examination sessions.

### H5.1 Annual fees

Each participating school pays these fees at the time of authorization for the Diploma Programme, as follows:

#### Basic fee

The basic fee is payable by **1 September / 1 March** each year. This is a standard fee for all schools. For newly authorized schools the fee is calculated on a *pro rata* basis from the first of the month following authorization to **31 August / 28 February**.

#### Per capita fee

The *per capita* fee is payable by **15 November / 15 May** on registration for IBO examinations and is based on the number of candidates and their registration category. There is no *per capita* fee for additional certificates.

### H5.2 Examination fees

There are three types of examination fees.

#### Registration fee

The registration fee per candidate is based on the category of registration. There is no registration fee for additional certificates.

#### Subject fee per candidate

A subject fee is payable per candidate for each higher level and standard level subject (including school-based syllabuses), for the extended essay and for theory of knowledge.

The total of all examination fees and the *per capita* fee should be sent in one payment, accompanied by the “Registration fees summary” printed from IBIS to arrive by **15 November / 15 May**. Schools in North America should send payment to IBNA. All other schools should send payment to IBCA.

#### Six-month retake candidates

The fees in section 6 in the scale of fees apply to candidates who retake examinations after six months. In such cases, print the “Registration fees summary” page from IBIS and submit the page with the fee.

### H5.3 Amendments to registration data

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

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

Any change to existing registration data will normally incur an amendment fee. However, there is no fee for amendments to subject details via IBIS made by **15 November / 15 May** and no fee for amendments to personal details via IBIS made by **15 March / 15 September**.

#### **Amendments between the first and final registration deadlines**

A fee is charged for amendments to existing registration data (that is, subject and/or personal details) made between the first registration deadline and the final registration deadline.

There are no amendment fees for withdrawal from a subject; however, the initial fee(s) is/are not refundable after the first registration deadline.

#### **Registration of new candidates after the first registration deadline**

A fee is payable for candidates who register between the first registration deadline and the final registration deadline.

A transfer candidate's original school is responsible for paying the examination fees and *per capita* fees if the candidate transfers, or is intending to transfer after the deadline for the payment of these fees.

#### **Amendments and the registration of new candidates after the final registration deadline**

Only in exceptional circumstances will amendments to existing registration data or the registration of new candidates be accepted after the final registration deadline. Owing to the additional administration involved, such authorized amendments are charged at a significantly higher rate than amendments received before the final registration deadline.

### **H5.4 Replacement diplomas or certificates**

Requests for replacement diplomas or certificates must be sent to IBCA. The fees also apply if replacement diplomas or certificates are required because the school's legal name has changed.

### **H5.5 Certificates for anticipated candidates not completing the diploma**

For candidates who do not complete the diploma, certificates will be issued automatically eleven months after their anticipated session. An administrative fee will be charged for certificates requested before this date.

### **H5.6 Additional services**

A fee is charged for each of the additional services listed below. Payment for these should not be made until an invoice is received from IBCA or IBNA, as appropriate.

#### **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 (see section B9.5).



### **Legalization**

Details of the fees for legalization are available upon request from IBHQ and appear in the March issue of *Diploma Programme Coordinator Notes*. IBCA will send invoices to schools, as appropriate (see section B8).

### **Transfer candidates**

If a candidate transfers to another IB school after the first registration deadline of **15 November / 15 May**, a fee to cover the cost of administration is now payable by the receiving school.

### **Alternative examination venue**

The IBO has introduced a fee payable by schools for each candidate taking examinations at an alternative venue.

### **Requests for transcripts**

For each candidate the first three transcripts will be sent without charge. However, with effect from May 2005 a fee was introduced for sending each additional transcript. Three free transcripts, with a fee for each additional transcript 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 transcript that is sent, regardless of whether any transcripts were sent before the close of the session.

## **H6 Special circumstances**

A candidate affected by special circumstances, such as illness or accident, may not be able to complete their written examinations in the May/November session. Where 50% of their 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 IBCA, such candidates will be exempt from the *per capita* and examination 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.

If registering a certificate candidate six months after the school's main session, the candidate is only permitted to register for the subjects and levels that he or she did not complete. It would not be possible to register for different subjects and/or levels.



Scale of fees (1 September 2006 to 31 August 2007)		Currency			
		US\$	SFr	UK£	C\$
<b>ANNUAL SUBSCRIPTION</b>					
<b>1</b>	<b>Basic fee</b>	8850	11505	5055	10620
<b>2</b>	<b><i>Per capita fees</i></b>				
<b>2.1</b>	Per anticipated (A) candidate (first year of diploma)	86	112	49	103
<b>2.2</b>	Per diploma (D) candidate <i>Anticipated subject(s) in previous session</i>	68	88	39	82
<b>2.3</b>	Per diploma (D) candidate <i>All six subjects in a single session</i>	154	200	88	185
<b>2.4</b>	Per retake (R) candidate	85	111	49	102
<b>2.5</b>	Per certificate (C) candidate	85	111	49	102
<b>EXAMINATION FEES</b>					
<b>3</b>	<b>Registration fees</b>				
<b>3.1</b>	Per anticipated (A) candidate (first year of diploma)	56	73	32	67
<b>3.2</b>	Per diploma (D) candidate <i>Anticipated subject(s) in previous session</i>	24	31	14	29
<b>3.3</b>	Per diploma (D) candidate <i>All six subjects in a single session</i>	80	104	46	96
<b>3.4</b>	Per retake (R) candidate	56	73	32	67
<b>3.5</b>	Per certificate (C) candidate	56	73	32	67
<b>4</b>	<b>Subject fees per candidate</b>				
<b>4.1</b>	Per HL or SL subject <i>Including school-based syllabuses</i>	60	78	34	72
<b>4.2</b>	Per extended essay	38	49	22	46
<b>4.3</b>	Theory of knowledge	13	17	7	16
<b>5</b>	<b>Amendments to registration data between the first and final registration deadlines</b>				
<b>5.1</b>	Fee per subject, level and response language	26	34	15	31
<b>5.2</b>	Fee per extended essay	26	34	15	31

		US\$	SFr	UK£	C\$
<b>6</b>	<b>Registration of new candidates after the first registration deadline and six-month retake candidates</b>				
<b>6.1</b>	<i>Per capita fees</i>				
	Per anticipated (A) candidate (first year of diploma)	85	111	49	102
	Per diploma (D) candidate	68	88	39	82
	<i>Anticipated (A) subject(s) in previous session</i>				
	Per diploma (D) candidate	153	199	87	184
	<i>All six subjects in a single session</i>				
	Per retake (R) candidate	85	111	49	102
	Per certificate (C) candidate	85	111	49	102
<b>6.2</b>	Registration fee per candidate	116	151	66	139
	<i>No fee for diploma candidates taking additional certificates</i>				
<b>6.3</b>	Subject fee per HL or SL subject	72	94	41	86
<b>6.4</b>	Fee per extended essay	48	62	27	58
<b>7</b>	<b>Amendments to subject details after 15 January / 15 July</b>				
	<i>Only accepted in exceptional circumstances</i>				
<b>7.1</b>	Fee for each amendment to a subject, level and response language	102	133	58	122
<b>7.2</b>	Fee for each amendment to an extended essay	102	133	58	122
<b>8</b>	<b>Amendment to personal details made by IBCA</b>				
<b>8.1</b>	Fee for each amendment to personal details	19	25	11	23
<b>9</b>	<b>Replacement diploma or certificates</b>				
<b>9.1</b>	Fee for the first certificate	56	73	32	67
<b>9.2</b>	For each additional certificate	7	9	4	8
<b>10</b>	<b>Issue of certificates</b>				
	<i>Requested change of category from anticipated subject to certificate</i>				
<b>10.1</b>	Fee per certificate	85	111	49	102
<b>11</b>	<b>Transfer candidate</b>				
	<i>Fee payable if a candidate transfers to another IB school after the registration deadline of 15 November / 15 May</i>				
		102	133	58	122
<b>12</b>	<b>Alternative examination venue</b>				
<b>12.1</b>	Fee per candidate	44	57	25	53
<b>ADDITIONAL SERVICES</b>					
<b>13</b>	<b>Enquiry upon results</b>				
<b>13.1</b>	Category 1: re-mark—per candidate/subject/level	85	111	49	102
<b>13.2</b>	Category 2: return of examination material—per subject component (photocopies)	61	79	35	73
<b>13.3</b>	Category 2: return of examination material—per subject component (electronic format when available)	38	49	22	46
<b>13.4</b>	Category 3: report—per moderation sample	130	169	74	156
<b>14</b>	<b>Legalization fees</b>				
	Details available upon request from IBHQ and in the March issue of <i>Diploma Programme Coordinator Notes</i>	-	-	-	-
<b>15</b>	<b>Requests for transcripts</b>				
	Fee per transcript	11	14	6	13

## Contents

1.1	Publications.....	1
1.2	Summary of pre-registration requirements .....	1
1.3	Summary of arrival dates .....	2
1.4	Languages A1 available and special request.....	2
1.4.1	Available languages A1 .....	2
1.4.2	Special request languages A1 .....	2
1.5	School's courses of study.....	3
1.5.1	Course choice.....	3
1.5.2	Prescribed book lists (PBLs).....	4
1.5.3	School's free choices .....	4
1.5.4	Choice of authors and works.....	5
1.5.5	Submission of courses to IBCA.....	5
1.5.6	A candidate offering two languages A1 .....	5
1.5.7	A candidate offering a language A1 and a language A2.....	5
1.5.8	A candidate offering a language A1 and a language B .....	6
1.6	Languages A1 not offered as a course by the school .....	6
1.7	Language A1 SL school supported school supported self-taught candidates .....	6
1.7.1	Responsibilities of the school .....	6
1.7.2	Course of study .....	7
1.7.3	External assessment .....	7
1.7.4	Internal assessment .....	8
1.7.5	Alternative oral assessment.....	8
1.8	World literature.....	9
1.8.1	Choice of works .....	9
1.8.2	The language of teaching, study and assessment .....	9
1.8.3	Retake candidates.....	10
1.8.4	Assignments.....	10
1.8.5	Procedure .....	10
1.9	Internal assessment: taught candidates.....	11
1.10	Individual oral commentary .....	11
1.10.1	Format and length of the individual oral commentary.....	11

1.10.2	Teacher preparation for the individual oral commentary.....	11
1.10.3	Conduct of the individual oral commentary .....	12
1.10.4	The role of the teacher during the assessment .....	13
1.11	Individual oral presentation .....	13
1.12	Use of descriptors and record forms during the course.....	14
1.12.1	Final assessment.....	14
1.13	Samples for moderation .....	15
	Form 1/A1ST .....	17
	Form 1/IARF.....	19
	Form 1/IARF Sample.....	21

## 1.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the following publications for language A1.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Language A1 guide</i>	April 1999
<i>Prescribed Book Lists (PBLs)</i>	September 2000 (see 1.5.2)
<i>Prescribed World Literature List (PWL)</i>	April 1999

## 1.2 Summary of pre-registration requirements

Available or special request	Action
<b>Available</b> With a PBL and taught	No pre-registration requirement.
With a PBL and school supported self-taught (SL only). May and November 2007 examination session	Submit form 1/A1ST on IBIS by <b>7 October / 7 April</b> , seven months before the written examinations.
May and November 2008 examination session	Submit form 1/A1ST on IBIS by <b>15 March / 15 September</b> , fourteen months before the written examinations.
<b>Special request</b> Without a PBL and taught	Submit special request on IBIS, with the course of study, to IBCA by <b>15 November / 15 May</b> , eighteen months before the written examinations.
Without a PBL and school supported self-taught (SL only)	Submit special request on IBIS, with the course of study, to IBCA by <b>15 November / 15 May</b> , eighteen months before the written examinations.
May and November 2007 examination session	Submit form 1/A1ST on IBIS by <b>7 October / 7 April</b> , seven months before the written examinations.
May and November 2008 examination session	Submit form 1/A1ST on IBIS by <b>15 March / 15 September</b> , fourteen months before the written examinations.

## 1.3 Summary of arrival dates

Action	Session	To	Latest arrival date	Method / Form
Confirm candidate entries for special request languages A1	<b>May 2008 November 2008</b>	IBCA	<b>15 March 2007 / 15 September 2007</b>	IBIS or e-mail
Submit advance notice of works studied (part 2 and part 4) for all school supported self-taught candidates	<b>May 2007 November 2007</b>	IBCA	<b>7 October 2006 / 7 April 2007</b>	IBIS (1/A1ST)*
Submit advance notice of works studied (all parts) for all candidates (including school supported self-taught)	<b>May 2007 November 2007</b>	IBCA	<b>1 December 2006 / 1 June 2007</b>	IBIS (1/A1AP)*
Submit world literature assignments and cover sheets	<b>May 2007 November 2007</b>	Examiner	<b>15 March 2007 / 15 September 2007</b>	Candidate checklist. Preferably courier
Submit predicted grades and marks for internal assessment	<b>May 2007 November 2007</b>	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit sample internal assessment cassettes (individual oral commentary)	<b>May 2007 November 2007</b>	Moderator	<b>20 April 2007 / 20 October 2007</b>	Preferably courier
Send recordings and related material for school supported self-taught candidates	<b>May 2007 November 2007</b>	Examiner	<b>7 May 2007 / 7 November 2007</b>	Preferably courier

\* This form is available in the *Vade Mecum* for languages that do not use Roman script.

## 1.4 Languages A1 available and special request

### 1.4.1 Available languages A1

Refer to section C for a list of available languages A1. No prior authorization from IBCA is required to register candidates for available languages A1.

### 1.4.2 Special request languages A1

If a diploma candidate requires a language A1 that is not automatically available for the May or November sessions, a special request must be submitted to IBCA



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.

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 IBO 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.

Special requests submitted for school supported 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 fulfill the requirements for the IB diploma (for example, approval would not normally be granted to a school supported 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)
- evidence must be supplied of the candidate's linguistic/literary proficiency in the language requested.

In response to submitting a special request for a language A1 on IBIS, an automatic e-mail will be sent by IBCA 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 to the relevant examiner responsible for approval.

If approval has been received, send confirmation of your candidate entries in the special request language(s) A1 to IBCA to arrive no later than **15 March / 15 September**, fourteen months before the written examinations.

## **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)

PBLs are available from IBCA for the languages listed below.

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 03/2005.

There are no PBLs for the languages A1 that appear in the list of special request languages A1 on IBIS. A school wishing to offer a special request language A1 must contact IBCA at the start of the proposed course, at least eighteen months before the written examinations (see 1.4.2).

### 1.5.3 School's free choices

All choices must be made from the specific PBL for the language A1 studied and 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.

Do not send choices of authors and works to IBCA for approval or checking, except for special request languages A1 and school supported self-taught languages A1 SL.

#### **1.5.5 Submission of courses to IBCA**

Coordinators are required to submit their language A1 higher level and standard level courses of study to IBCA via 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 IBCA. IBCA will then forward this information to the relevant examiners / moderators for world literature, internal assessment and paper 2. (The form for sending this information has previously been referred to as the 1/A1AP form.)

- 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 IBCA.
- 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(s) must be registered as a school supported self-taught candidate. A language A1 may be school supported self-taught only at standard level.

## **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 should, in collaboration with the coordinator and external teacher (where available):

- advise the candidate on choosing a course of study which conforms to IBO 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 must be submitted to IBCA using IBIS for approval by the examiner responsible for the subject
- five works written originally in a language other than the language A1 studied and must be selected from the PWL list.

The eleven works must be put together in accordance with the syllabus requirements (see the *Language A1* guide). 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 1 (commentary)

All language A1 candidates write a commentary on one of the two passages provided. At SL each passage for commentary will be accompanied by 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, IBCA will provide an alternative oral examination based on part 2 and part 4 of the candidate's course of study. To enable IBCA 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. For the 2008 examination session and onwards, choices of authors and works must be entered on IBIS by **15 March / 15 May**, fourteen months before the written examinations.

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 IBCA. Sample questions in the three response languages, English, French and Spanish, are available on request from IBCA.

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 IBCA eighteen months before the written examinations.

#### 1.7.5 Alternative oral assessment

The format of the oral examination is as follows.

<b>Format of assessment</b> The total recording time for the oral is 25 minutes.	<b>Preparation time (minutes)</b>	<b>Maximum recording time (minutes)</b>
<b>Section I</b> A guided commentary on an extract from one of the two works studied in part 2.	25	10–15
<b>Section II</b> 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 examiner**

Submit to the examiner:

- the audio cassette
- 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 examiner will be provided on the examiner notification that schools receive in **February / August** in the year of the examination. The examiner must receive the material listed above no later than the following **7 May / 7 November**.

## **1.8 World literature**

### **1.8.1 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 normally studied in translation. All part 1 works must be chosen from the PWL. Only the specific works on the PWL may be chosen for study in part 1. Other works, even if they are by authors on the PWL, must not be studied in this part. There are no exceptions to these rules.

#### **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.

### **1.8.2 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.

### **1.8.3 Retake candidates**

Candidates retaking a language A1 may carry forward world literature marks from a previous examination session.

### **1.8.4 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(s) 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(s) in order to verify that, to the best of his/her knowledge, it is the authentic work of the candidate. Teachers are required to sign the world literature cover sheet to this effect. If a cover sheet 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 cover sheet for the same reason.

### **1.8.5 Procedure**

Schools will receive world literature cover sheets in **December / June** for the following May / November session.

On a date determined by the teacher and coordinator, each candidate must complete one world literature cover sheet, regardless of whether the candidate is submitting two assignments (higher level), or one assignment (standard level). The cover sheet 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 cover sheets, 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 cover sheet.



## 1.9 Internal assessment: taught candidates

With the exception of school supported self-taught candidates, for whom IBCA 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, and
- 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 should 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 should 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.

<b>Format of assessment</b>	<b>Preparation Time (minutes)</b>	<b>Assessment Time (minutes)</b>
<b>Higher level</b> Commentary on an extract with guiding questions from one of the works studied in part 2.	20	15 (approx.)
<b>Standard level</b> 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 should 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 A1 of study.

#### The recordings

Refer to section F17 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 should 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) (9–12 minutes). 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 The 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. 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 (that is, 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 the 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 the 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 IBCA 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: Submit the final mean mark of 21 to IBCA.

**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: Total mark for each activity (out of 30).

$$\text{Individual oral presentation: } 4 + 5 + 5 + 3 = 17$$

$$\text{Individual oral commentary: } 4 + 5 + 5 + 4 = 18$$

Step 2: Obtain aggregate mark by adding up the total mark from the two activities.

$$17 + 18 = 35$$

Step 3: Divide aggregate mark by 2 to obtain final mean mark.

$$35 \div 2 = 17.5 \text{ (round this upwards to the nearest whole number, 18)}$$

Step 4: Submit final mean mark of 18 to IBCA.

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 sent to the moderator with sample recordings).

## 1.13 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 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 IBCA unless instructed to do so.*





# International Baccalaureate Form 1/A1ST

**School supported self-taught candidates—choice of authors  
and works: language A1 SL**

SUBMIT TO: **IBCA** ARRIVAL DATE: **7 OCT / 7 APR** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or write legibly using black ink and retain a copy of this form.*
- *Complete one copy of this form for each language A1 SL for which you will be registering school supported school self-taught candidates. Submit a separate form for any candidate, or group of candidates, studying a different set of authors and works for this language A1.*
- *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.*

SUBJECT: \_\_\_\_\_ A1 LEVEL: Standard

	CANDIDATE NAME:	SESSION NUMBER:								
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						
0	0									
2	_____	<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						
0	0									
3	_____	<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						
0	0									
4	_____	<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						
0	0									
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						
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 type="checkbox"/>
EDITION:	_____	No <input type="checkbox"/>

### **Work in language A1**

AUTHOR:	_____	Accompanying list
WORK:	_____	Yes <input type="checkbox"/>
EDITION:	_____	No <input type="checkbox"/>

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: .....





# International Baccalaureate Form 1/IARF

## Internal assessment record form: language A1

SUBMIT TO: **see below** ARRIVAL DATE: **see below** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 IBCA 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						
---	---	--	--	--	--	--	--

### PART 2: WORKS STUDIED (4 at higher level, 2 at standard level)

Tick (✓) 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 (✓) 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"/>

# International Baccalaureate

# Form 1/IARF (reverse)

SCHOOL NAME: .....

SUBJECT: .....A1 LEVEL: .....

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

Teacher's comments	Individual oral presentation												
<p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>	<table style="margin: auto;"> <tr> <td style="text-align: center;"><b>A</b></td> <td style="text-align: center;"><b>B</b></td> <td style="text-align: center;"><b>C</b></td> <td style="text-align: center;"><b>D</b></td> </tr> <tr> <td style="text-align: center;">0-5</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-5</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	0-5	0-10	0-10	0-5	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>										
0-5	0-10	0-10	0-5										
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>										
Teacher's comments	Individual oral commentary												
<p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>	<table style="margin: auto;"> <tr> <td style="text-align: center;"><b>A</b></td> <td style="text-align: center;"><b>B</b></td> <td style="text-align: center;"><b>C</b></td> <td style="text-align: center;"><b>D</b></td> </tr> <tr> <td style="text-align: center;">0-5</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-10</td> <td style="text-align: center;">0-5</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	0-5	0-10	0-10	0-5	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>										
0-5	0-10	0-10	0-5										
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>										



# International Baccalaureate Form 1/IARF

Internal assessment record form: language A1

SUBMIT TO: see below ARRIVAL DATE: see below SESSION: .. May 2007.....

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

SCHOOL NAME: .....CARDIFF..AMERICAN..SCHOOL.....

- Type or 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 IBCA 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
---	---	---	---	---	---	---	---	---

## PART 2: WORKS STUDIED (4 at higher level, 2 at standard level)

Tick (✓) 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 (✓) 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"/>

# International Baccalaureate

# Form 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
---	---	---	---	---	---	---	---	---

Teacher's comments	Individual oral presentation												
<p><b>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.</b></p> <p>Teacher's name: .....<b>A. N. OTHER</b>.....</p> <p>Signature: .....<b>A. N. Other</b>.....</p> <p>Date: .....<b>15.03.07</b>.....</p>	<table> <tr> <td><b>A</b> 0-5</td> <td><b>B</b> 0-10</td> <td><b>C</b> 0-10</td> <td><b>D</b> 0-5</td> </tr> <tr> <td><table border="1"><tr><td><b>4</b></td></tr></table></td> <td><table border="1"><tr><td><b>9</b></td></tr></table></td> <td><table border="1"><tr><td><b>6</b></td></tr></table></td> <td><table border="1"><tr><td><b>5</b></td></tr></table></td> </tr> </table>	<b>A</b> 0-5	<b>B</b> 0-10	<b>C</b> 0-10	<b>D</b> 0-5	<table border="1"><tr><td><b>4</b></td></tr></table>	<b>4</b>	<table border="1"><tr><td><b>9</b></td></tr></table>	<b>9</b>	<table border="1"><tr><td><b>6</b></td></tr></table>	<b>6</b>	<table border="1"><tr><td><b>5</b></td></tr></table>	<b>5</b>
<b>A</b> 0-5	<b>B</b> 0-10	<b>C</b> 0-10	<b>D</b> 0-5										
<table border="1"><tr><td><b>4</b></td></tr></table>	<b>4</b>	<table border="1"><tr><td><b>9</b></td></tr></table>	<b>9</b>	<table border="1"><tr><td><b>6</b></td></tr></table>	<b>6</b>	<table border="1"><tr><td><b>5</b></td></tr></table>	<b>5</b>						
<b>4</b>													
<b>9</b>													
<b>6</b>													
<b>5</b>													
Teacher's Comments	Individual oral commentary												
<p><b>EXCELLENT USE OF LANGUAGE AND EFFECTIVE PRESENTATION HAVE ENHANCED COMMENDABLE UNDERSTANDING, KNOWLEDGE AND INTERPRETATION OF THE EXTRACT. A GOOD COMMENTARY.</b></p> <p>Teacher's name: .....<b>A. N. OTHER</b>.....</p> <p>Signature: .....<b>A. N. Other</b>.....</p> <p>Date: .....<b>20.01.07</b>.....</p>	<table> <tr> <td><b>A</b> 0-5</td> <td><b>B</b> 0-10</td> <td><b>C</b> 0-10</td> <td><b>D</b> 0-5</td> </tr> <tr> <td><table border="1"><tr><td><b>4</b></td></tr></table></td> <td><table border="1"><tr><td><b>7</b></td></tr></table></td> <td><table border="1"><tr><td><b>8</b></td></tr></table></td> <td><table border="1"><tr><td><b>5</b></td></tr></table></td> </tr> </table>	<b>A</b> 0-5	<b>B</b> 0-10	<b>C</b> 0-10	<b>D</b> 0-5	<table border="1"><tr><td><b>4</b></td></tr></table>	<b>4</b>	<table border="1"><tr><td><b>7</b></td></tr></table>	<b>7</b>	<table border="1"><tr><td><b>8</b></td></tr></table>	<b>8</b>	<table border="1"><tr><td><b>5</b></td></tr></table>	<b>5</b>
<b>A</b> 0-5	<b>B</b> 0-10	<b>C</b> 0-10	<b>D</b> 0-5										
<table border="1"><tr><td><b>4</b></td></tr></table>	<b>4</b>	<table border="1"><tr><td><b>7</b></td></tr></table>	<b>7</b>	<table border="1"><tr><td><b>8</b></td></tr></table>	<b>8</b>	<table border="1"><tr><td><b>5</b></td></tr></table>	<b>5</b>						
<b>4</b>													
<b>7</b>													
<b>8</b>													
<b>5</b>													

# Group 2

# Second language

## Contents

<b>2a</b>	<b>Language A2</b>	<b>1</b>
2a.1	Publications	1
2a.2	Summary of arrival dates: May and November 2007 sessions	1
2a.3	General information	1
2a.4	Written tasks	2
2a.4.1	Language requirements	2
2a.4.2	Retake candidates	2
2a.4.3	Teacher supervision	2
2a.4.4	Procedures	3
2a.5	Internal assessment	3
2a.5.1	Use of descriptors and record forms during the course	3
2a.5.2	Final assessment	3
2a.6	Individual oral	5
2a.6.1	Format and length of the assessment	5
2a.6.2	Teacher preparation for the individual oral	5
2a.6.3	Conduct of the individual oral	6
2a.6.4	The role of the teacher during the individual oral	7
2a.6.5	Samples for moderation	7
2a.7	Interactive oral activity	7
	Form 2/WTRF	9
	Form 2/RF	11
	Form 2/RF Sample	13
<b>2b</b>	<b>Language B</b>	<b>15</b>
2b.1	Publications	15
2b.2	Summary of arrival dates: May and November 2007 sessions	15
2b.3	General information	15
2b.4	Internal assessment	15
2b.4.1	Use of descriptors and record forms	16
2b.4.2	Final assessment	16
2b.5	Individual oral	17
2b.5.1	Format and length of the assessment	18
2b.5.2	Conduct of the individual oral	18
2b.5.3	The role of the teacher during the individual oral	19

2b.5.4	Samples for moderation .....	19
2b.6	Interactive oral activity .....	19
	Form 2/RF.....	21
	Form 2/RF Sample .....	23
<b>2c</b>	<b>Language <i>ab initio</i>.....</b>	<b>25</b>
2c.1	Publications.....	25
2c.2	Summary of arrival dates: May and November 2007 sessions .....	25
2c.3	General information .....	25
2c.4	Internal assessment .....	26
2c.4.1	Use of descriptors and record forms during the course.....	26
2c.4.2	Final assessment.....	26
2c.5	Individual oral .....	28
2c.5.1	Format and length of the assessment .....	28
2c.5.2	Teacher preparation for the individual oral.....	29
2c.5.3	Conduct of the individual oral .....	29
2c.5.4	The role of the teacher during the individual oral.....	30
2c.5.5	Samples for moderation .....	30
	Form 2/RF.....	33
	Form 2/RF Sample .....	35
	Form 2/IA.....	37
	Form 2/IA Sample.....	39
<b>2d</b>	<b>Classical languages .....</b>	<b>41</b>
2d.1	Publications.....	41
2d.2	Summary of arrival dates: May and November 2007 sessions .....	41
2d.3	Internal assessment .....	41
2d.3.1	Internal assessment requirements.....	42
2d.3.2	Samples for moderation .....	42
2d.4	Use of dictionaries in the examination.....	42
2d.4.1	Higher level and standard level paper 1 .....	42
2d.4.2	Higher level and standard level paper 2.....	42
2d.4.3	Latin and classical Greek dictionaries.....	43
	Classical languages prescribed authors and topics—Latin .....	45
	Classical languages prescribed authors and topics—classical Greek .....	47
	Form 2/CLCS.....	49
	Form 2/IACL.....	51

## 2a Language A2

### 2a.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the following publications for language A2.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Language A2 guide</i>	February 2002

### 2a.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Latest arrival date	Method / form
Submit written tasks	Examiner	<b>15 March 2007 / 15 September 2007</b>	Candidate checklist 2/WTRF
Submit predicted grades and marks for internal assessment	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit internal assessment sample recordings	Moderator	<b>20 April 2007 / 20 October 2007</b>	2/IA

### 2a.3 General information

Lists of languages A2 offered by the IBO can be found in section C. The list of languages on offer will be reviewed periodically.

Offering a language A2 will normally lead to the award of a bilingual diploma.

## **2a.4 Written tasks**

### **2a.4.1 Language requirements**

The written tasks must be written in the language A2 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 should not be included in the word count.

### **2a.4.2 Retake candidates**

Candidates retaking a language A2 may carry forward the 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 the teacher 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. 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**

Schools will receive the written tasks cover sheets in **December / June** 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 cover sheet. Ensure that both sides have been completed.
- Two written tasks rationale forms. Each 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 IBO uses the individual oral to moderate the marks awarded by the teacher for internal assessment. The mark for internal assessment submitted to IBCA 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 IBO 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/RF to record the interactive oral activities.

#### **2a.5.2 Final assessment**

The final assessment mark submitted to IBCA using IBIS must be the average (arithmetic mean) of the marks for 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 students' oral work by the teacher comprises thirty per cent (30%) of the total mark for language A2. This internal assessment score consists of 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 IBCA 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 student. 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 max)		19
Compulsory individual oral (30 max)	+	23
Addition of two marks (60 max)	=	42 ÷2
Average (30 max) 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: Submit the final mark of 23 to IBCA.

**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: Submit the final mark of 25 to IBCA.

## 2a.6 Individual oral

To prepare for the audio recording of each candidate's individual oral, it is essential to read section F17 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/topic 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 which text or extract that will be used. For example, students 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 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 assessment must be conducted in the language that is being assessed.

#### The recordings

Refer to section F17 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 should 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 The 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 indicated on 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 students 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 student's internal assessment mark. Teachers should use the language A2 version of form 2/RF, which can be found at the end of the language A2 section of the *Vade Mecum*. The purpose of this form is to keep a written record of the three assessed interactive oral activities for each student. This 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.





# International Baccalaureate Form 2/WTRF

## Written tasks rationale form: language A2

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **15 MAR / 15 SEP** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or write legibly using black ink and retain a copy of this form.
- Complete one copy of this form for each task.
- Complete this form in the target language.
- The rationale will not be included in the word count.
- To complete this form, refer to the written tasks assessment details in the Language A2 guide.

SUBJECT: \_\_\_\_\_ LEVEL: \_\_\_\_\_

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER: 

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

Option to which the task is linked. *If literary option, the text title(s) should be included (for example, George Orwell, 1984). If cultural option, the topic should be included (for example, media-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.





# International Baccalaureate Form 2/RF

## Internal assessment record form: Language A2

SUBMIT TO: see below ARRIVAL DATE: see below SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or write legibly in black ink.
- Complete one copy of this form for each candidate.
- DO NOT SEND THIS FORM TO IBCA 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: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Month/Year _____ _____			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Month/Year _____ _____			Teacher: _____	A	B	C	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
IA SCORE	* Month/Year _____ _____	SELECTED INTERACTIVE ORAL ACTIVITY (from one of the above)		Teacher: _____	A	B	C	TOTAL
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	* Month/Year _____ _____	INDIVIDUAL ORAL		Teacher: _____	A	B	C	TOTAL
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
=	<b>Final Assessment</b>	<b>Comments:</b>			TOTAL INTERACTIVE ORAL + TOTAL INDIVIDUAL ORAL ÷ 2 =			TOTAL <input type="checkbox"/>



# International Baccalaureate Form 2/RF

## Internal assessment record form: Language A2

SUBMIT TO: see below ARRIVAL DATE: see below SESSION: **MAY 2007**...

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

SCHOOL NAME: ...**CARDIFF INTERNATIONAL SCHOOL**.....

- Type or write legibly in black ink.
- Complete one copy of this form for each candidate.
- **DO NOT SEND THIS FORM TO IBCA 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\*

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 2007**.....

Signature: .....*Andrea Bowen*.....

# International Baccalaureate

# Form 2/RF (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>2006</u>	ROLE PLAY (TV presenter interviewing individuals on links between British and American culture and the role of English as a world language)	—Language and culture option	Very good appreciation of language issues. The structure was coherent and effective. A high degree of accuracy and a convincing use of language appropriate to a televised interview. Teacher: <u>A. Bowen</u>	A	B	C	
					<div>9</div>	<div>9</div>	<div>9</div>	
2	Month/Year <u>September</u> <u>2006</u>	GUEST SPEAKER FROM A LOCAL UNIVERSITY AND FOLLOW-UP DISCUSSION (Topic: effects of global warming)	—Global issues option	Good understanding of the speaker's topic. Very good appreciation of how the speaker presents her ideas. The language is fluent and the register is appropriate. Teacher: <u>A. Bowen</u>	A	B	C	
					<div>9</div>	<div>8</div>	<div>9</div>	
3	Month/Year <u>January</u> <u>2007</u>	DIALOGUE (between Rodolpho and Catherine on emigrating to America)	—Literary option. Arthur Miller's <i>A View from the Bridge</i>	Good understanding of the characters and the themes of the play. The task is well organized and the language is appropriate to the context of the play. Teacher: <u>A. Bowen</u>	A	B	C	
					<div>9</div>	<div>9</div>	<div>10</div>	
IA SCORE	Month/Year <u>January</u> <u>2007</u>	SELECTED INTERACTIVE ORAL ACTIVITY (from one of the above)  DIALOGUE	—As above.	As above.  Teacher: <u>A. Bowen</u>	A	B	C	TOTAL
					<div>9</div>	<div>9</div>	<div>10</div>	<div>28</div>
*	Month/Year <u>March</u> <u>2007</u>	INDIVIDUAL ORAL	—Language and culture option. Based on article in British newspaper. Topic: benefits of bilingual education.	Very good comments on the topic and the writer's style. Well able to structure the commentary. The discussion is fluent. Teacher: <u>A. Bowen</u>	A	B	C	TOTAL
					<div>10</div>	<div>9</div>	<div>9</div>	<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 VOCABLUARY ASSOCIATED WITH PARTICULAR TOPICS. SHE ALSO KNOWS HOW TO USE THE REGISTER APPROPRIATE TO PARTICULAR SITUATIONS.			TOTAL INTERACTIVE ORAL + TOTAL INDIVIDUAL ORAL ÷ 2 =			TOTAL
								<div>28</div>

## 2b Language B

### 2b.1 Publications

The *Language B* guide must be read in conjunction with the information given in this section of the *Vade Mecum*.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Language B</i> guide	February 2002

### 2b.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Arrival date	Method / Form
Submit predicted grades and marks for internal assessment	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit sample internal assessment recordings	Moderator	<b>20 April 2007 / 20 October 2007</b>	2/IA

### 2b.3 General information

Lists of languages B offered by the IBO can be found in section C. 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 IBCA consists of two activities, an individual oral and an interactive oral activity. The IBO 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 on audio cassette. Teachers must also keep a written record of three of the interactive oral activities undertaken by each student. Form 2/RF 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/RF to record the interactive oral activities.

### 2b.4.2 Final assessment

The final assessment mark submitted to IBCA using IBIS must be the average (arithmetic mean) of the marks for 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 students' oral work by the teacher comprises thirty per cent (30%) of the total mark for language B. This internal assessment score consists of 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 IBCA 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 student. 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 max)		19
Compulsory individual oral (30 max)	+	23
Addition of two marks (60 max)	=	42
Average (30 max) 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: Submit the final mark of 23 to IBCA.

**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: Submit the final mark of 25 to IBCA.

## 2b.5 Individual oral

To prepare for the audio recording of each candidate's individual oral, it is essential to read section F17 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
<b>Part 1</b> Presentation by the candidate based on support material chosen by him or her.	Prior to the day of the individual oral.	3–4 minutes
<b>Part 2</b> Follow up questions and discussion with the teacher on issues arising from the presentation.	No preparation time.	3–4 minutes
<b>Part 3</b> General discussion between the teacher and the candidate.	No preparation time.	3–4 minutes

### 2b.5.2 Conduct of the individual oral

The assessment must be conducted in the language which is being assessed.

#### The recordings

Refer to section F17 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 The 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 indicated on 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 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. Starting from the May 2006 session, all language B students 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 student's internal assessment mark. Teachers should use form 2/RF to keep a written record of the three assessed interactive oral activities for each student.

To ensure the assessment of listening skills, at least one of the three interactive oral activities recorded on form 2/RF 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.





# International Baccalaureate Form 2/RF

## Internal assessment record form: Language B

SUBMIT TO: see below      ARRIVAL DATE: see below      SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

---

- Type or write legibly in black ink.
- Complete one copy of this form for each candidate.
- **DO NOT SEND THIS FORM TO IBCA 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: .....

# International Baccalaureate

## Form 2/RF (reverse)

SCHOOL NAME: .....

SUBJECT: .....

LEVEL: .....

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER:

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

	DATE	INTERACTIVE ORAL ACTIVITIES	BASED ON TEXT / TOPIC / THEME	ADDITIONAL COMMENTS & TEACHER'S NAME	ASSESSMENT	
1	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
IA SCORE	* Month/Year _____ _____	SELECTED INTERACTIVE ORAL ACTIVITY (from one of the above)		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TOTAL <input type="checkbox"/>
	* Month/Year _____ _____	INDIVIDUAL ORAL		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TOTAL <input type="checkbox"/>
=	<b>Final Assessment</b>	Comments:			TOTAL INTERACTIVE ORAL + TOTAL INDIVIDUAL ORAL ÷ 2 =	TOTAL <input type="checkbox"/>



# International Baccalaureate Form 2/RF

## Internal assessment record form: Language B

SUBMIT TO: see below ARRIVAL DATE: see below SESSION: ...**MAY 2007**.....

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

SCHOOL NAME: ...**CARDIFF..INTERNATIONAL...SCHOOL**.....

- Type or write legibly in black ink.
- Complete one copy of this form for each candidate.
- **DO NOT SEND THIS FORM TO IBCA 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\*

A2 / 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: .....**18 February 2007**.....

Signature: .....*A. Non*.....

# International Baccalaureate

Form 2/RF (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>2006</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	B	C	
					5	8	7	
2	Month/Year <u>November</u> <u>2006</u>	ROLE PLAY (between Scott Fitzgerald and a student)	—The Great Gatsby	Quite accurate and mostly fluent. A convincing Fitzgerald with interesting and relevant contributions and some good detail and complex ideas. Teacher: <u>A. Non</u>	A	B	C	
					7	8	8	
3	Month/Year <u>February</u> <u>2007</u>	VIDEO followed by paired debate. (listening task)	—the space programme in the U.S.	Opinions shared were mostly simple though relevant, showing adequate understanding of the video. The debate flowed coherently with some spontaneity. Teacher: <u>A. Non</u>	A	B	C	
					6	7	7	
IA SCORE	Month/Year <u>November</u> <u>2006</u>	SELECTED INTERACTIVE ORAL ACTIVITY (from one of the above)  ROLE PLAY	—As above.	As above.  Teacher: <u>A. Non</u>	A	B	C	TOTAL
					7	8	8	23
*	Month/Year <u>March</u> <u>2007</u>	INDIVIDUAL ORAL	—American culture and The Simpsons (based on article in The Times).	Presentation well structured with some interesting details. Fairly lively interaction when language was not too complex. Adequate language use. Teacher: <u>A. Non</u>	A	B	C	TOTAL
					6	8	8	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 *Vade Mecum* must be read in conjunction with the guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
Language <i>ab initio</i> guide	February 2002
<i>Ab initio</i> language-specific syllabuses	April 2002–November 2002

### 2c.2 Summary of arrival dates: May and November 2007 sessions

Action	Session	To	Arrival date	Method / Form
Submit predicted grades and marks for internal assessment	May 2007 / November 2007	IBCA	10 April 2007 / 10 October 2007	IBIS
Submit sample internal assessment recordings	May 2007 / November 2007	Moderator	20 April 2007 / 20 October 2007	2/IA

### 2c.3 General information

The list of languages *ab initio* offered by the IBO can be found in section C. 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 thirty percent (30%) of the total mark of a language *ab initio*. This internal assessment mark consists of 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 IBCA by IBIS is the average of the marks awarded for these two internal assessment activities, the compulsory individual oral and the selected interactive oral activity.

From the May 2006 examination session, at least one of the three interactive oral activities recorded on the form 2/RF 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 IBCA. The candidates whose work makes 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/RF 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 IBCA 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 IBCA using IBIS must be the average (arithmetic mean) of the marks for 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 students' oral work by the teacher comprises thirty per cent (30%) of the total mark for language *ab initio*. This internal assessment score consists of 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 IBCA 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 student. 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 max)		19
Compulsory individual oral (30 max)	+	23
Addition of two marks (60 max)	=	42 ÷2
Average (30 max) 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: Submit the final mark of 23 to IBCA.

**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: Submit the final mark of 25 to IBCA.

## 2c.5 Individual oral

In order to prepare for the audio recording of each candidate's individual oral, it is essential to read section F17 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 5 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
<b>Part one</b> 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"> <li>• presentation 2–3 minutes</li> <li>• follow up questions 2 minutes.</li> </ul>

<b>Part two</b> 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 which 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 F17 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.
- 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 prepared speech. These notes should consist of no more than ten headings.

### **During the oral**

- Ask the candidate to give his/her prepared presentation on the visual stimulus he/she has 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/RF.

## **2c.5.4 The 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 should be those indicated on IBIS.

Please take care to send in the correct form. Complete a form 2/IA for each of the sample candidates. The form 2/RF is for your own records and should be kept by the teacher/school.

Give 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 IBCA. Do not send the 2/RF record forms to IBCA unless instructed to do so. Retain these forms until after the issue of results. A photocopy of all forms sent to the moderator is advised.





# International Baccalaureate Form 2/RF

## Internal assessment record form: Language *ab initio*

SUBMIT TO:      **see below**                      ARRIVAL DATE: **see below**                      SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

---

- *Type or write legibly in black ink.*
- *Complete one copy of this form for each candidate.*
- *DO NOT SEND THIS FORM TO IBCA 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: .....

# International Baccalaureate

## Form 2/RF (reverse)

SCHOOL NAME: .....

SUBJECT: .....

LEVEL: .....

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER:

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

	DATE	INTERACTIVE ORAL ACTIVITIES	BASED ON TEXT / TOPIC / THEME	ADDITIONAL COMMENTS & TEACHER'S NAME	ASSESSMENT	
1	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3	Month/Year _____ _____			Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
IA SCORE	* Month/Year _____ _____	SELECTED INTERACTIVE ORAL ACTIVITY (from one of the above)		Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TOTAL <input type="checkbox"/>
	* Month/Year _____ _____	INDIVIDUAL ORAL (RECORDED)	VISUAL STIMULUS:  GENERAL CONVERSATION:	Teacher: _____	A B C <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	TOTAL <input type="checkbox"/>
=	<b>Final Assessment</b>	Comments:			TOTAL INTERACTIVE ORAL + TOTAL INDIVIDUAL ORAL ÷ 2 =	TOTAL <input type="checkbox"/>





# International Baccalaureate Form 2/RF

Internal assessment record form: Language *ab initio*

SUBMIT TO: see below ARRIVAL DATE: see below SESSION: ...**MAY 2007**.....

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

SCHOOL NAME: ...**CARDIFF..INTERNATIONAL...SCHOOL**.....

- Type or write legibly in black ink.
- Complete one copy of this form for each candidate.
- **DO NOT SEND THIS FORM TO IBCA 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 2007**.....

Signature: ..... *A. Maestro*.....

# International Baccalaureate

Form 2/RF (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>2006</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>2006</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>2007</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>2006</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>2007</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>



# International Baccalaureate Form 2/IA

## Moderation of internal assessment: group 2

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 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 IS TO BE SENT TO THE MODERATOR APPOINTED BY IBCA.
- Retain the remaining forms until after the publication of results. Do not send forms to IBCA 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: .....

**Form 2/IA (reverse)**

SCHOOL NAME: .....

SUBJECT: *A2/B/ab initio\** LEVEL:

\*Circle as appropriate

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER: 

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

<b>Teacher's comments</b>	<table border="1"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td></td> </tr> <tr> <td><b>0-10</b></td> <td><b>0-10</b></td> <td><b>0-10</b></td> <td><b>Total</b></td> </tr> <tr> <td><div></div></td> <td><div></div></td> <td><div></div></td> <td><div></div></td> </tr> </table> <p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>	<b>A</b>	<b>B</b>	<b>C</b>		<b>0-10</b>	<b>0-10</b>	<b>0-10</b>	<b>Total</b>	<div></div>	<div></div>	<div></div>	<div></div>
<b>A</b>	<b>B</b>	<b>C</b>											
<b>0-10</b>	<b>0-10</b>	<b>0-10</b>	<b>Total</b>										
<div></div>	<div></div>	<div></div>	<div></div>										
<b>Teacher's comments</b>	<table border="1"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td></td> </tr> <tr> <td><b>0-10</b></td> <td><b>0-10</b></td> <td><b>0-10</b></td> <td><b>Total</b></td> </tr> <tr> <td><div></div></td> <td><div></div></td> <td><div></div></td> <td><div></div></td> </tr> </table> <p>Description of activity.....</p> <p>.....</p> <p>Teacher's name.....</p> <p>Signature.....</p> <p>Date.....</p>	<b>A</b>	<b>B</b>	<b>C</b>		<b>0-10</b>	<b>0-10</b>	<b>0-10</b>	<b>Total</b>	<div></div>	<div></div>	<div></div>	<div></div>
<b>A</b>	<b>B</b>	<b>C</b>											
<b>0-10</b>	<b>0-10</b>	<b>0-10</b>	<b>Total</b>										
<div></div>	<div></div>	<div></div>	<div></div>										
<p align="center"><b>Final assessment</b></p> <p align="center"><b>INDIVIDUAL ORAL + INTERACTIVE ORAL ACTIVITY ÷ 2</b></p> <p align="center"><b>Total mark to be submitted to IBCA</b></p>													



# International Baccalaureate Form 2/IA

## Moderation of internal assessment: group 2

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: **MAY 2007**.

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

SCHOOL NAME: ...**CARDIFF..AMERICAN..SCHOOL**.....

- Type or 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.
- Select samples as directed by IBIS.
- ATTACH TO THE 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 IS TO BE SENT TO THE MODERATOR APPOINTED BY IBCA.
- Retain the remaining forms until after the publication of results. Do not send forms to IBCA 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: .....**28.02.07**.....

Teacher's signature: ....**A. N. Other**.....

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>A 0-10</th> <th>B 0-10</th> <th>C 0-10</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>9</td> <td>22</td> </tr> </tbody> </table> <p>Teacher's name.....A. N. OTHER.....</p> <p>Signature.....A. N. Other.....</p> <p>Date.....28.02.07.....</p>	A 0-10	B 0-10	C 0-10	Total	7	6	9	22
A 0-10	B 0-10	C 0-10	Total						
7	6	9	22						
Teacher's comments	Interactive oral activity								
<p>Activity:</p> <p><b>DIALOGUE</b></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>A 0-10</th> <th>B 0-10</th> <th>C 0-10</th> <th>Total</th> </tr> </thead> <tbody> <tr> <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 name.....A. N. OTHER.....</p> <p>Signature.....A. N. Other.....</p> <p>Date.....28.02.07.....</p>	A 0-10	B 0-10	C 0-10	Total	9	8	9	26
A 0-10	B 0-10	C 0-10	Total						
9	8	9	26						
<p align="center"><b>Final assessment</b></p> <p align="center"><b>INDIVIDUAL ORAL + INTERACTIVE ORAL ACTIVITY ÷ 2</b></p> <p align="center">Total mark to be submitted to IBCA</p> <div style="border: 1px solid black; display: inline-block; padding: 5px 15px;">24</div>									

## 2d Classical languages

Classical languages may be offered as a group 2 subject.

### 2d.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the *Classical Languages* guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Classical Languages</i> guide	February 2001

### 2d.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Arrival date	Method / Form
Submit marks for internal assessment and predicted grades for higher level	IBCA	10 April 2007 / 10 October 2007	IBIS
Submit predicted grades for standard level	IBCA	10 April 2007 / 10 October 2007	IBIS
Submit higher level internal assessment sample work	Moderator	20 April 2007 / 20 October 2007	2/IACL 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 your 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 cover sheet 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 dictionary (or classical Greek, 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.





# International Baccalaureate

## Classical languages prescribed authors and topics—Latin

For examinations in May and November 2007 and 2008

---

### HIGHER LEVEL

#### PART 1

Prescribed author:

Livy

### HIGHER LEVEL

#### PART 2

Prescribed topics

In Latin

In translation

Roman epic

Virgil  
*Aeneid* 2, 1–566 and 589–633

Virgil  
*Aeneid* 1, 2 634–end, 4 and 6

Tacitus' presentation  
of imperial policy

Tacitus  
*Annals* XV 18–23 and 32–74

Tacitus  
*Annals* XIII, XIV, XVI and  
remainder of XV

Cicero's political  
speeches

Cicero  
*Pro Caelio* sections 1–50

Cicero  
*Pro Caelio* sections 51–end **and**  
*Pro Milone*

Love poetry

Horace  
*Odes* 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  
*Poems* 2, 5, 7, 8, 45, 51, 62, 70,  
72, 83, 85, 86, 87, 92 and 109  
**and**  
Ovid  
*Amores* I.1, I.3, I.9, I.11, I.12 and  
III.15

Propertius  
Books 1, 2 and 3

Roman satire

Juvenal  
*Satires* 4, 5 and 11

Juvenal  
*Satires* 1 and 3 **and**  
Petronius  
*Satyricon*, 'Cena Trimalchionis'

**STANDARD LEVEL****PART 1****Prescribed author:**

Ovid

**STANDARD LEVEL****PART 2****Prescribed topics****In Latin****In translation**

Roman epic

Virgil  
*Aeneid* 2, 1–401Virgil  
*Aeneid* 2, 402–endTacitus' presentation of  
imperial policyTacitus  
*Annals* XV chapters 38–65Tacitus  
*Annals* XIV and remainder  
of XV

Cicero's political speeches

Cicero  
*Pro Caelio* sections 1–30Cicero  
*Pro Caelio* sections 31–end

Love poetry

Horace  
*Odes* 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  
*Poems* 2, 5, 7, 8, 45, 51, 62, 70, 72,  
83, 85, 86, 87, 92 and 109Ovid  
*Amores* I

Roman satire

Juvenal  
*Satires* 4 and 5Juvenal  
*Satires* 1 and 11



# International Baccalaureate

## Classical languages prescribed authors and topics—classical Greek

For examinations in May and November 2007 and 2008

---

### 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



# International Baccalaureate Form 2/CLCS

## Internal assessment cover sheet: classical languages HL

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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						
---	---	--	--	--	--	--	--

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
Please insert marks using whole numbers only:	<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: .....







# International Baccalaureate Form 2/IACL

## Moderation of internal assessment: classical languages

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• Type or 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	B	C	D	TOTAL																									
			0-5	0-5	0-5	0-5	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></tr></table>	0	0								_____	<table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><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></tr></table>	0	0								_____	<table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>				
0	0																															
3	<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><td></td><td></td><td></td><td></td></tr></table>						<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>				
0	0																															
4	<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><td></td><td></td><td></td><td></td></tr></table>						<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>				
0	0																															
5	<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><td></td><td></td><td></td><td></td></tr></table>						<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>					<table><tr><td></td><td></td><td></td><td></td></tr></table>				
0	0																															

*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><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table><tr><td></td><td></td><td></td><td></td><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></tr></table>	0	0							_____	<table><tr><td></td><td></td><td></td><td></td><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></tr></table>	0	0							_____	<table><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><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0							_____	<table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
0	0															
10	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0								<table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
0	0															

I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of the candidate.

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_



# Group 3

## Individuals and societies

---

### Contents

3.1	Publications.....	1
3.2	Summary of arrival dates: May and November 2007 sessions .....	2
3.3	Business and management: case study.....	2
3.4	Information technology in a global society HL: case study .....	2
3.5	Internal assessment .....	2
	3.5.1 Samples for moderation .....	2
	3.5.2 Internal assessment requirements.....	3
3.6	Psychology—ethical guidelines for internal assessment .....	4
	Form 3/IA.....	7
	Form 3/CS .....	9



### 3.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the appropriate guide for each subject.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>History guide</i> <i>History Teacher Support Material: Internal Assessment</i>	February 2001 March 2004
<i>Geography guide</i> <i>Teacher Support Material Geography HL Internal Assessment</i> <i>Teacher Support Material Geography SL Internal Assessment</i>	February 2005 (1 <sup>st</sup> published 2001, corrected 2005) September 2004 September 2004
<i>Economics guide</i> <i>Teacher Support Materials: Economics Internal Assessment</i>	February 2003 November 2003
<i>Philosophy guide</i> <i>Teacher Support Material: Philosophy</i> <i>Amendments to External Criteria</i>	February 2000 August 2003 October 2005
<i>Psychology guide</i> <i>Teacher Support Material: Psychology</i> <i>Ethical Guidelines for Internal Assessment</i>	May 2004 August 2002 November 2001
<i>Social and Cultural Anthropology guide</i> <i>Teacher Support Materials: Social and Cultural Anthropology</i>	February 2000 (Reprinted June 2000, second edition March 2003) August 2003
<i>Business and Management guide</i> <i>Teacher Support Material: Business and Management Internal Assessment</i>	February 2000 November 2002
<i>Islamic History guide</i> <i>Teacher Support Materials: Islamic History Internal Assessment</i>	February 2001 October 2003
<i>Information Technology in a Global Society guide (2<sup>nd</sup> edition)</i> <i>Teacher Support Material: Information Technology in a Global Society Internal Assessment</i>	March 2006 November 2004

### 3.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Arrival date	Method / forms
Submit predicted grades and marks for internal assessment	IBCA	10 April 2007 / 10 October 2007	IBIS
Submit sample internal assessment work	Moderator	20 April 2007 / 20 October 2007	3/IA 3/CS

### 3.3 Business and management: case study

In November, IBCA will send 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 2006, schools will receive the case study to be used in May and November 2007 examinations. This will be the only hard copy of the case study sent to schools. An online copy of the case study will be posted on the online curriculum centre and IBIS. Candidates must be provided with a clean copy of the case study in the paper 1 examination.

### 3.4 Information technology in a global society HL: case study

A case study for higher level paper 3 will be made available to schools one year ahead of the examination. For example, in May 2007, schools will receive the case study to be used in the May 2008 examination, and in November 2007, schools will receive the case study to be used in the November 2008 examination. This will be the only hard copy of the case study sent to schools. 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 IBO to moderate the marking of teachers in order to achieve a common standard across schools.

#### 3.5.1 Samples for moderation

The samples must be chosen after making your final assessment. The samples must be those identified by IBIS. Complete one 3/IA form for the complete sample. For each sample candidate also complete a cover sheet (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: avoid plastic pockets and ringbinder files.

If the work of any of the sample candidates is ‘atypical’, this should be noted on the 3/IA form 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 cover sheet 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
<b>History HL and SL</b> An historical investigation of 1500—2000 words.	Written assignment
<b>Geography HL</b> One fieldwork report of 2500 words based on a theme in the syllabus.	Fieldwork
<b>Geography SL</b> One piece of coursework of 1500 words selected from either a fieldwork exercise or a research assignment based on a theme in the syllabus.	Coursework
<b>Economics HL and SL</b> Portfolio of four commentaries 650-750 words each.	Portfolio
<b>Philosophy HL and SL</b> Two philosophical exercises. Exercise 1: critical analysis. Exercise 2: philosophical dialogue.	Coursework
<b>Psychology HL</b> An experimental study of 1500–2000 words.	Experimental study
<b>Psychology SL</b> An experimental study of 1000–1500 words.	Experimental study
<b>Social and cultural anthropology HL</b> One field research report, 2000 words.	Field research
<b>Social and cultural anthropology SL</b> 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.	Observation and criticism exercise

<b>Business and management HL</b> A research proposal (200–300 words) and written report (1800–2000 words) based on a research question that either addresses an issue facing an organization, or range of organizations, or analyses a decision to be made by an organization or range of organizations.	Research project
<b>Business and management SL</b> A written assignment (1000–1500 words) based on the application of tools, techniques and theory to a real business situation or problem.	Written assignment
<b>Islamic history HL and SL</b> An historical study, relating the past to the present, of 1200–1500 words.	Historical study
<b>Information technology in a global society HL</b> Portfolio: three pieces of written work, each 800–1000 words, which 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.	Portfolio  Extension
<b>Information technology in a global society SL</b>  Project: a product, a report of 2000–2500 words and a Log Book which records the development of the product.	Project

### 3.6 Psychology—ethical guidelines for internal assessment

The IBO acknowledges that individual cultures have different interpretations of how ethical issues should be resolved in relation to experimental study. Based on feedback from examiners, 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), e-mail 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 teachers 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.





# International Baccalaureate Form 3/IA

## Internal assessment: group 3

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER:

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

SCHOOL NAME: .....

- Type or write legibly using black ink and retain a copy of this form.
- Select the samples identified by IBIS and include one copy of this form with the complete sample of work for each group 3 subject submitted by your school.
- History, Islamic history, philosophy and economics: where both higher level and standard level candidates are taught, both levels should be represented in the sample.

SUBJECT: \_\_\_\_\_ LEVEL(S): \_\_\_\_\_

### DETAILS OF CANDIDATES WHOSE WORK IS SUBMITTED:

Copy the details from 3/CS forms.

The marks listed below should be the same as the internal assessment marks submitted to IBCA.

**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	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
2	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
3	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
4	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
5	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
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	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
7	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
8	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
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	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
0	0													
10	<table border="1"><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>	0	0									_____	<table border="1"><tr><td></td></tr></table>	
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 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: .....



# International Baccalaureate Form 3/CS

## Internal assessment: group 3 Individual candidate cover sheet

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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: .....

### 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*: note which of the prescribed list of topics/subtopics (*Business and management guide, February 2000, page 45*) the subject matter of the investigation is linked

---

---

---

### 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*

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>TOTAL</b>	
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	
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>TOTAL</b>		<b>MEAN TOTAL</b>	
Philosophy critical analysis:	0–5	0–5	0–10	0–10	0–30		0–30	
Philosophy philosophical dialogue:	0–5	0–5	0–10	0–10	0–30			
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>TOTAL</b>
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	0–4	0–4	0–4	0–4			0–20
Islamic history HL and SL:	0–6	0–4	0–8	0–5	0–2			0–25
ITGS HL portfolio piece 1:	0–4	0–5	0–5	0–5	0–2	0–4		0–25
ITGS HL portfolio piece 2:								
ITGS HL portfolio piece 3:								
ITGS HL portfolio overall marks								
	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>TOTAL</b>
ITGS SL project:	0–3	0–4	0–10	0–6	0–3	0–6	0–3	0–35
	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>			<b>TOTAL</b>
ITGS HL portfolio extension	0–3	0–4	0–4	0–7	0–2			0–20

# Group 4

# Experimental sciences

---

## Contents

4.1	Publications.....	1
4.2	Summary of arrival dates: May and November 2007 sessions .....	1
4.3	Internal assessment requirements.....	1
4.4	Documentation relating to internal assessment.....	2
	4.4.1 Practical scheme of work .....	2
	4.4.2 Assessment.....	3
	4.4.3 The group 4 project .....	3
4.5	Samples for moderation .....	4
	4.5.1 The purpose of moderation .....	4
	4.5.2 Indicating pieces of work to be re-marked.....	4
	4.5.3 The final mark for internal assessment .....	4
4.6	Design technology.....	5
	4.6.1 Requirements .....	5
	4.6.2 Final assessment.....	5
	4.6.3 Samples for moderation .....	5
4.7	Internal assessment checklist for all subjects (except design technology).....	6
	4.7.1 Before the completion of internal assessment activities .....	6
	4.7.2 Before the submission of the sample work .....	6
4.8	Summary of the coordinator's requirements.....	7
4.9	IB data booklets .....	7
	Form 4/IA.....	9
	Form 4/IADT .....	11
	Form 4/PSOW.....	13
	Form 4/PSOW Sample.....	15





## 4.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the appropriate guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Environmental Systems</i> guide <i>Biology</i> guide <i>Design Technology</i> guide <i>Physics</i> guide <i>Chemistry</i> guide	February 2001
<i>Experimental Sciences Internal Assessment</i> <i>Teacher Support Material</i> (available on the online curriculum centre and sent to schools as a CD rom)	Phases 1 and 2: February 2003 on the OCC  September 2005 on CD rom

## 4.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Latest arrival date	Method / form
Submit predicted grades and marks for internal assessment.	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit sample internal assessment work	Moderator	<b>20 April 2007 / 20 October 2007</b>	4/PSOW

## 4.3 Internal assessment requirements

There is a common model of internal assessment for all group 4 subjects that consists of an interdisciplinary group project and a mixture of short-term and/or long-term investigations (labs/practicals, projects etc). 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%— see section 4.6.

At least 25% of the teaching programme must be devoted to practical activities, excluding time spent writing up work. This equates to 60 hours for higher level and 40 hours for standard level, which includes the 10–15 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 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. Teachers are free to make their own electronic version of the form provided that it includes all the necessary information.

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.
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 (0–3) awarded for each criterion.
Total	The sum of the two highest levels achieved in each of the eight criteria.

The group 4 project must also be listed on form 4/PSOW.

Each of the eight criteria — planning (a), PI (a), planning (b), PI (b), data collection, DC, data processing and presentation, DPP, conclusion and evaluation, CE, manipulative skills, MS, personal skills (a), PS (a), and personal skills (b), PS (b) — must have been assessed on at least two occasions, indicated by levels 0–3 on form 4/PSOW.

The two highest levels achieved for each of PI (a), PI (b), DC, DPP and CE must be circled or highlighted on form 4/PSOW for each candidate in the sample set (see section 4.5.2). A copy of form 4/PSOW can be found at the end of this section. A sample form is also included to illustrate the main features mentioned above. The investigations listed are not to be taken as exemplars for these criteria.

#### **4.4.2 Assessment**

Teachers must assess the work to be re-marked by the moderator using the criteria and marking matrices in the section on internal assessment in part 1 of all group 4 subject guides.

#### **4.4.3 The group 4 project**

##### **Evidence of participation in the group 4 project**

Evidence of a candidate's involvement can take a variety of forms, such as:

- a statement written by the candidate about his/her own individual contributions
- a statement by the teacher of the candidate's individual contribution
- a self-evaluation form
- a peer-evaluation form
- an individual laboratory report or complete project report
- rough work or a record of data collected by the contribution
- photographs (for example, of a final poster produced by the project group)
- a printout from a web page showing a candidate's involvement in the project.

For each candidate in the sample set, one of the above must be sent to the moderator together with a copy of written instructions and/or a summary of verbal instructions given by the teacher in relation to the project.

##### **Assessment**

The group 4 project forms one part of a candidate's overall practical experience and does not contribute any fixed percentage to internal assessment. A school may choose:

- not to assess the project at all
- to assess the project according to the criteria for the school's local or national requirements
- to assess the project against one or more of the IB internal assessment criteria.

When assessing work done in groups, teachers need to be able to identify the individual contribution of a particular candidate.

##### **Candidates taking two (or three) sciences**

The planning and evaluation phases are common to all candidates, irrespective of the number of science subjects taken. Candidates studying two sciences must do twice as much "hands-on" research or practical activities (10 to 12 hours) in the action phase. They investigate the same problem/issue from the perspective of two science disciplines. This principle must be extended to those taking three sciences.

## **4.5 Samples for moderation**

Teachers must read sections F6 to F16, which give general information on internal assessment. The samples chosen should 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 comment on how well the school's marking agreed with the external IBO 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:

- a form 4/PSOW
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOW
- evidence of participation in the group 4 project and teacher instructions for the project.

No written evidence is required for personal skills (a) and (b) and manipulative skills.

In addition, the form 4/IA internal assessment cover sheet: group 4 should be at the head of the sample work sent to the moderator from the school.

#### **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 P1 (a), P1 (b), DC, DPP 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 (0–3) 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 Design technology**

### **4.6.1 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 10–15 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 31 hours of class time for higher level and 19 hours for standard level. Every candidate must compile a log book, which is an individual candidate's record of how their design project developed. It is also an informal personal record of practical activities.

### **4.6.2 Final assessment**

The design project must be marked against all eight criteria: P1 (a), P1 (b), DC, DPP, DC, MS, PS (a) and PS (b). The project summary report must appear in the portfolio. The log book itself is not assessed. 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.

### **4.6.3 Samples for moderation**

As for other experimental science subjects, the sample work should be submitted to the moderator allocated by IBCA.

The form 4/IADT Internal assessment cover sheet: 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/PSOW
- the write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOW
- the design project
- evidence of participation in the group 4 project and teacher instructions for the project
- the log book.

## **4.7 Internal assessment checklist for all subjects (except design technology)**

### **4.7.1 Before the completion of internal assessment activities**

Ensure that:

- you have read the section on internal assessment, which can be found in part 1 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 (10–15 hours)
- internal assessment activities include a spread of content material from the core, the options studied and, where relevant, additional higher level (AHL) material.

### **4.7.2 Before the submission of the sample work**

Ensure that:

- you have read sections F6 to F16 in the *Vade Mecum*
- 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 and teacher instructions for the project
- 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 and teacher instruction sheets are clearly identified.

## 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><b>For each experimental science, for submission to IBCA:</b> The predicted grades and final mark for internal assessment for each candidate.</p> <p><b>For each experimental science, for submission to the moderator:</b> A form 4/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 4/PSOW.</p> <p>Evidence of participation in the group 4 project for each of the candidates in the sample.</p>

## 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.







# International Baccalaureate Form 4/IA

## Internal assessment cover sheet: group 4 (except design technology)

SUBMIT TO: **MODERATOR**      ARRIVAL DATE: **20 APR / 20 OCT**      SESSION:.....

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 F6 to F16 and section 4 in the *Vade Mecum*.
- ☐ 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: .....





# International Baccalaureate Form 4/IADT

## Internal assessment cover sheet: design technology

SUBMIT TO: **MODERATOR**      ARRIVAL DATE: **20 APR / 20 OCT**      SESSION:.....

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 F6 to F16 and section 4 in the *Vade Mecum*.
- ☐ 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 highest level attained in each criterion in investigations and the level attained in each criterion for the design project have been clearly circled or highlighted on each candidate's 4/PSOW.
- ☐ The write-ups and teacher instructions corresponding to the levels circled or highlighted on form 4/PSOW from each candidate in the sample set are clearly identified
- ☐ The design project is included.
- ☐ The log book is included.

No written evidence is required for PS (a) and (b) and MS.

A mark out of 24 for the major design project and a mark out of 24 for other investigations 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: .....





# International Baccalaureate Form 4/PSOW

## Internal assessment cover sheet: group 4

SUBMIT TO: MODERATOR ARRIVAL DATE: 20 APR / 20 OCT SESSION:.....

SCHOOL NUMBER: 

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

 SCHOOL NAME: .....

• Type or write legibly using black ink and retain a copy of this form.

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							
				Pl (a)	Pl (b)	DC	DPP	CE	MS	PS (a)	PS (b)

\* Design technology: the highest level attained in each criterion in investigations and the level attained in each criterion for the design project.

Two highest levels achieved\*:


TOTAL

This total must also be  
entered on IBIS

To be completed by teacher

Name: ..... Signature: ..... Date:.....

Vade Mecum 2007

© International Baccalaureate Organization, 2006

Experimental sciences Page 13

International Baccalaureate

Form 4/PSOW (reverse)

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							
				Pl (a)	Pl (b)	DC	DPP	CE	MS	PS (a)	PS (b)



# International Baccalaureate Form 4/PSOW

## Internal assessment cover sheet: group 4

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: **May..2007**.....

SCHOOL NUMBER: 

0	0	0	0	0	1
---	---	---	---	---	---

 SCHOOL NAME: **CARDIFF..AMERICAN...SCHOOL**.....

• Type or 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					
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					

\* Design technology: the highest level attained in each criterion in investigations and the level attained in each criterion for the design project.

Two highest levels achieved\*:

3	2	2	2	2	2	1	2	TOTAL
2	2	3	2	3	3	2	2	

This total must also be entered on IBIS

To be completed by teacher Name: **JANET..MONTEITH**..... Signature: *Janet Monteith*..... Date: **17..MARCH..2007**.....

# International Baccalaureate

# Form 4/PSOW (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							
				PI (a)	PI (b)	DC	DPP	CE	MS	PS (a)	PS (b)
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



# Group 5

# Mathematics Computer science

---

## Contents

<b>5a</b>	<b>Mathematics.....</b>	<b>1</b>
5a.1	Publications.....	1
5a.2	Summary of arrival dates: May and November 2007 sessions .....	1
5a.3	Mathematics information booklets .....	1
5a.4	Internal assessment .....	2
5a.5	Subject-specific information .....	2
5a.5.1	Mathematical studies SL: the project.....	2
5a.5.2	Mathematics HL and mathematics SL .....	2
	Form 5/IA.....	5
	Form 5/PFCS .....	7
	Form 5/PJCS .....	9
<b>5b</b>	<b>Computer science .....</b>	<b>11</b>
5b.1	Publications.....	11
5b.2	Summary of arrival dates: May and November 2007 sessions .....	11
5b.3	Computer science case study .....	11
5b.4	Internal assessment .....	11
5b.4.1	Assessing the program dossier .....	12
5b.4.2	Forms .....	12
5b.4.3	Samples for moderation .....	12
	Form 5/PDCS (SL) .....	13
	Form 5/PDCS (HL).....	15
	Form 5/IACS.....	17



## 5a Mathematics

### 5a.1 Publications

The information given in this section of the *Vade Mecum* should be read in conjunction with the appropriate guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Mathematical Studies Standard Level</i> guide	April 2004
<i>Mathematics Standard Level</i> guide	April 2004
<i>Mathematics Higher Level</i> guide	April 2004
<i>Further Mathematics Standard Level</i> guide	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 arrival dates: May and November 2007 sessions

Action	To	Latest arrival date	Method / forms
Submit predicted grades and marks for internal assessment for all mathematics subjects.	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit sample internal assessment work for all mathematics subjects.	Moderator	<b>20 April 2007 / 20 October 2007</b>	5/IA 5/PFCS 5/PJCS

### 5a.3 Mathematics information booklets

A master copy of the IBO'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 IBO 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 Standard Level* guide.

#### Samples for moderation

The projects should be chosen from the available work after making the final assessment. The samples chosen should be those identified by IBIS. After choosing the sample projects, complete a copy of form 5/IA. For each sample project complete a cover sheet, form 5/PJCS.

Where there are two or more teachers of a subject within a school, they should agree on standards before arriving at the final mark for each student. That is, internal standardization of marks should 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 cover sheets (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 assessment criterion is 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 portfolios should be chosen from the available work after making your final assessment. The samples chosen should be those identified by IBIS. After choosing the sample portfolios, complete a form 5/IA. For each candidate complete a portfolio cover sheet (form 5/PFCS).

Where there are two or more teachers of a subject within a school, they should agree on standards before arriving at the final mark for each student. That is, internal standardization of marks should 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 portfolio cover sheets (form 5/PFCS)
- the portfolios, each containing two pieces of work of the respective candidate (originals, not photocopies), including copies of the tasks.





# International Baccalaureate Form 5/IA

**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				
---	---	--	--	--	--

SCHOOL NAME: .....

- Type or 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	FINALMARK										
		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></tr></table>	0	0								<hr/> <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></tr></table>	0	0								<hr/> <table><tr><td></td></tr></table>	
0	0											
3	<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											
4	<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											
5	<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 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></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></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></tr></table>	0	0								<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></tr></table>	0	0							<table><tr><td></td></tr></table>	
0	0										
10	<table><tr><td>0</td><td>0</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: .....







# International Baccalaureate Form 5/PFCS

Individual portfolio cover sheet: mathematics HL  
mathematics SL

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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.

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 NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER: 

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

*(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	



# International Baccalaureate Form 5/PJCS

## Individual project cover sheet: mathematical studies SL

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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
A Introduction	<div></div> <div></div>	0–2 <div></div>
B Information/ measurement	<div></div> <div></div>	0–3 <div></div>
C Mathematical Processes	<div></div> <div></div>	0–5 <div></div>
D Interpretation of Results	<div></div> <div></div>	0–3 <div></div>
E Validity	<div></div> <div></div>	0–2 <div></div>
F Structure and communication	<div></div> <div></div>	0–3 <div></div>
G Commitment	<div></div> <div></div>	0–2 <div></div>
		0–20 <div></div>
		<b>Total</b> <div></div>

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 .....

## International Baccalaureate

**Form 5/PJCS (reverse)**

SCHOOL NUMBER:

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

SCHOOL NAME: .....

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER:

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

**General comments:** \_\_\_\_\_

[illegible]

## 5b Computer science

### 5b.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the *Computer Science* guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Computer Science</i> guide	April 2004

### 5b.2 Summary of arrival dates: May and November 2007 sessions

Action	Session	To	Latest arrival date	Method / form
Submit predicted grades and marks for internal assessment	May 2007 / November 2007	IBCA	10 April 2007 / 10 October 2007	IBIS
Submit internal assessment sample work	May 2007 / November 2007	Moderator	20 April 2007 / 20 October 2007	5/IACS 5/PDCS (HL) 5/PDCS (SL)

### 5b.3 Computer science case study

In September, a copy of the case study for higher level and standard level paper 2 will be placed on IBIS and the online curriculum centre for use in the written examinations the following year. For example, in September 2006 the case study to be used in the May and November 2007 examinations will be available. 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 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 IBO 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 IBO 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 fourteen 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 5/PDCS (SL), according to the level. Each completed form is a cover sheet which should 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.

### **5b.4.3 Samples for moderation**

The samples should be chosen from the available work after making your final assessment. The samples chosen should 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 cover sheets 5/PDCS for the sample 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 diskette with the sample program dossiers.



# International Baccalaureate Form 5/PDCS (SL)

Internal assessment cover sheet: computer science SL only

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 and moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<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"/>
Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date of completion of Dossier: .....

# International Baccalaureate

# Form 5/PDCS (SL) (reverse)

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

**MASTERY OF SL ASPECTS** (Note: Mastery is using an aspect appropriately for some non-trivial purpose which is well documented, not just its presence in the dossier.)

	Teacher (page number)	Candidate	Teacher	Moderator
Arrays	<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"/>
Objects as data records	<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"/>
Complex selection	<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"/>
Nested loops	<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"/>
User-defined methods with parameters	<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"/>
Sorting	<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"/>
File i/o	<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"/>
Use of sentinels or flags	<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: .....

Teachers may wish to make comments on the candidate's work to assist the moderation process.

---



---



---



---



---





# International Baccalaureate Form 5/PDCS (HL)

Internal assessment cover sheet: computer science HL only

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 and moderator.
- Place a ✓ in the appropriate box to indicate the presence of the following:

	Candidate	Teacher	Moderator
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria for success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prototype solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Algorithms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modular organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handling errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annotated hard copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of mastery aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# International Baccalaureate

# Form 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
Adding data to an instance of the <b>RandomAccessFile</b> class by direct manipulation of the file pointer using the <b>seek</b> method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deleting data from an instance of the <b>RandomAccessFile</b> class by direct manipulation of the file pointer using the <b>seek</b> method	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching for specified data in an instance of the <b>RandomAccessFile</b> class	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recursion	<input type="text"/>	<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"/>
Polymorphism	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inheritance	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encapsulation	<input type="text"/>	<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"/>
Implementing a hierarchical composite data structure	<input type="text"/>	<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"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of ADTs	<input type="text"/>	<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: .....



# International Baccalaureate Form 5/IACS

Moderation of internal assessment: computer science

SUBMIT TO: MODERATOR

ARRIVAL DATE: 20 APR / 20 OCT

SESSION:.....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• Type or 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	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	<table><tr><td>0</td><td>0</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0																															
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><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0																															
0	0																																	
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><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0																															
0	0																																	
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><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0																															
0	0																																	
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><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	0	0																															
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 candidate, 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 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

---



---



---



---



---



---

## Contents

<b>6a</b>	<b>Visual arts .....</b>	<b>1</b>
6a.1	Publications.....	1
6a.2	Summary of arrival dates: May and November 2007 sessions .....	1
6a.3	Methods of assessment .....	2
6a.4	Candidate record booklet .....	2
6a.4.1	Instructions on how to complete the candidate record booklets .....	3
6a.5	Internal assessment .....	4
6a.5.1	Assessment of research workbooks .....	4
6a.5.2	Assessment of studio work .....	5
6a.5.3	Moderation.....	5
6a.6	External assessment .....	6
6a.6.1	Visiting examiner.....	6
6a.6.2	Examination schedule .....	7
6a.6.3	Selection of studio work: HL and SL option A .....	7
6a.6.4	Presentation and display.....	7
6a.6.5	Presentation of work: SL option B.....	8
6a.6.6	Start of the examination .....	8
6a.6.7	Interview by the visiting examiner.....	8
6a.6.8	After completion of the assessment .....	8
6a.6.9	Alternative arrangements: visiting examiner not allocated (HL and SL option A) .....	9
6a.6.10	Alternative arrangements: visiting examiner not allocated (SL option B)	10
6a.7	Summary of the coordinator's requirements.....	11
	Form 6/VAEA.....	13
	Form 6/VAEP .....	17
	Form 6/VATF .....	19
	Form 6/VACS .....	21
<b>6b</b>	<b>Music .....</b>	<b>23</b>
6b.1	Publications.....	23
6b.2	Summary of arrival dates: May and November 2007 sessions .....	23
6b.3	Internal assessment .....	24

6b.4	Internal assessment requirements.....	24
6b.4.1	Solo performance component .....	24
6b.4.2	Group performance component (SL only) .....	25
6b.4.3	Composition component .....	25
6b.4.4	Samples for moderation: solo performance component .....	26
6b.4.5	Moderation of the group performance component.....	26
6b.4.6	Samples for moderation: composition component .....	26
6b.5	External assessment: musical investigation .....	27
6b.5.1	Procedure prior to the submission of the musical investigations.....	27
6b.5.2	Submission of the candidates' musical investigations.....	27
6b.6	External paper: listening paper HL/SL .....	27
6b.7	Summary of the coordinator's requirements.....	28
6b.8	Prescribed work .....	29
6b.8.1	Examinations in 2007 .....	29
6b.8.2	Examinations in 2008 .....	29
	Form 6/MCCS.....	31
	Form 6/MRSS .....	33
	Form 6/MRGS .....	35
	Form 6/MICS .....	37
<b>6c</b>	<b>Theatre arts .....</b>	<b>39</b>
6c.1	Publications.....	39
6c.2	Summary of arrival dates: May and November 2007 sessions .....	39
6c.3	Internal assessment .....	40
6c.4	Internal assessment requirements.....	40
6c.4.1	Performance skills and theatre production.....	40
6c.4.2	Theatre arts portfolio.....	41
6c.4.3	Individual project .....	41
6c.5	The marks for internal assessment .....	41
6c.6	Moderation of internal assessment.....	42
6c.6.1	Samples for moderation .....	42
6c.6.2	The submission of IA/PG data and sample work.....	42
6c.7	External assessment: practical play analysis.....	43
6c.7.1	Practical arrangements on the examination day.....	43
6c.7.2	Conduct of the presentations.....	43

6c.7.3	Submission of the candidates' presentations .....	43
6c.8	External assessment: research commission .....	44
6c.8.1	Procedure prior to the submission of the research commissions .....	44
6c.8.2	Submission of the candidates' research commissions .....	44
6c.9	Summary of the coordinator's requirements.....	44
	Form 6/TACP.....	47
	Form 6/IATA .....	49
	Form 6/TACS.....	51





## 6a Visual arts

### 6a.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the current *Visual Arts* guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Visual Arts</i> guide	February 2000
<i>Visual Arts Training Module</i> (available on the online curriculum centre)	January 2002

### 6a.2 Summary of arrival dates: May and November 2007 sessions

Action	Level	To	Latest arrival date	Method / form
Submit visiting examiner proposal	HL SL option A SL option B	IBCA	<b>7 October 2006 / 7 April 2007</b>	IBIS or 6/VAEP
<b>Visiting examiner allocated</b> Submit candidate record booklets to arrive before examiner's visit to the school	HL SL option A SL option B	Visiting examiner	Before visit	Not applicable
First date for examiner visits	HL SL option A SL option B	Not applicable	<b>10 March 2007 / 10 September 2007</b>	Not applicable
Submit predicted grades and marks for internal assessment	HL SL Option A SL Option B	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
Submit sample internal assessment work for research workbooks	HL SL Option A	Examiner	<b>20 April 2007 / 20 October 2007</b>	6/VACS
Submit sample internal assessment work for studio work	SL Option B	Examiner	<b>20 April 2007 / 20 October 2007</b>	6/VACS

Last date for examiner visits	HL SL option A SL option B	Not applicable	<b>25 April 2007 / 25 October 2007</b>	Not Applicable
<b>No visiting examiner allocated</b> Submit all candidate record booklets, portfolios and cassettes	HL SL option A	IBCA	<b>28 April 2007 / 28 October 2007</b>	Not applicable
<b>No visiting examiner allocated</b> Submit all candidate record booklets, research workbooks and cassettes	SL option B	IBCA	<b>28 April 2007 / 28 October 2007</b>	Not applicable
<b>Visiting examiner allocated</b> Submit teacher feedback on examiner visit	HL SL option A SL option B	IBCA	<b>1 May 2007 / 1 November 2007</b>	6/VATF

### 6a.3 Methods of assessment

<b>Higher level (610)</b>	<b>Standard level (611)</b>	<b>Standard level (612)</b>	
	<b>Option A</b>	<b>Option B</b>	
Studio work (70%)	Studio work (70%)	Research workbook (70%)	<b>External assessment</b>
Research workbook (30%)	Research workbook (30%)	Studio work (30%)	<b>Internal assessment</b>
All candidates must complete a visual arts candidate record booklet. The booklet serves as a record of part of the candidate's studio work and research and is used in the moderation process of the visual arts assessment.			<b>Candidate record booklet</b>

### 6a.4 Candidate record booklet

IBCA will send candidate record booklets to schools, for completion by candidates, with the package of examination stationery. Each record booklet must contain:

- a personal candidate statement (maximum 300 words)
- photographic prints exemplifying studio work, 12 (HL /SLA), up to 12 (SLB)
- 20 photocopied pages (A4/letter size) from the research workbooks.

The candidate record booklets should 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.4.1 Instructions on how to complete the candidate record booklets**

The candidate record booklets include instructions for candidates on how the booklet should be completed.

#### **Section 1: Candidate statement**

- 1.1 Describe briefly (300 words maximum) your growth and development as an artist in the IBO Diploma Programme.
  - What are you trying to achieve in your work?
  - What strengths do you see?
  - What problems have you faced?
  - How have you attempted to overcome any perceived weaknesses?
  - Who/what has influenced you? Why?
  - How have you researched your work?
  - How have you experimented with media and techniques?
- 1.2 Write your statement in the space provided in section 1. Alternatively, stick a typed or word-processed statement in the space provided.

#### **Section 2: Photographic record of examples of studio work**

- 2.1 The photographic prints in this booklet will serve as a record of part of your final exhibition or portfolio.
- 2.2 Discuss with your teacher the selection for the booklet. It is important that the selected photographs show your work as well as possible.
- 2.3 Prepare up to 12 photographic colour prints of the works selected. Candidates at higher level and standard level option A are expected to use all 12 photographs, either to illustrate that number of separate, selected works, or to give more evidence of major, complex projects. Because less work may be produced for studio work at standard level option B, fewer photographs may be required. Please provide prints, not coloured transparencies/slides, and make sure they are clear and of good quality.
- 2.4 Stick the 12 prints in the spaces provided in section 2 so that their top edges match with one of the arrows marked “TOP”. Please indicate the top on the back of each print (in case the print comes unstuck from the booklet).
- 2.5 If you have opted for photography as a part or all of your studio exhibition, you should provide evidence in the candidate record booklet of the total amount of work undertaken.

This may be achieved by such means as:

- a carefully worded candidate statement that outlines the darkroom experiments
- the inclusion of two to three contact sheets
- the inclusion of photographs that reflect the totality of your exhibition
- inclusion of appropriate evidence in the research workbooks.

- 2.6 It is essential that works in digital media, animations or installations are thoroughly documented to show how they reflect your own efforts. For example, in the case of digital artwork, print-outs showing stages between the starting points and final products should be included.

### **Section 3: Photocopied pages from research workbooks**

- 3.1 The photocopied pages (A4/letter size) attached to this booklet will serve as a record of part of your visual arts research.
- 3.2 Discuss with your teacher the selection of 20 pages from your research workbook. The selection should give some evidence of:
- independent research (IND)
  - critical research (CRIT)
  - contextual research (CONT)
  - visual research (VIS).
- 3.3 Make sure the A4/letter size copies are legible, of good quality and show each of the 20 chosen pages in its entirety. Colour photocopies are not required. However, candidates may wish to consider using colour copies for pages that clearly refer to colour and/or media experiments relating to the use of colour.
- 3.4 Put your candidate session number in the top right-hand corner of every page and place the photocopied pages in the pocket inside the back cover of this booklet.

## **6a.5 Internal assessment**

This section must be read in conjunction with sections F6 to F16 and the *Visual Arts* guide.

Internal assessment of the candidates' research workbooks, including the general criterion I, by the teacher is a requirement for visual arts higher level (HL) and visual arts standard level (SL) option A. A candidate may produce several workbooks.

Internal assessment of the candidates' studio work, including the general criterion G, by the teacher is a requirement for visual arts standard level (SL) option B.

### **6a.5.1 Assessment of research workbooks**

#### **Higher level part B**

#### **Standard level option A part B**

Referring to the descriptors for research workbooks in the *Visual Arts* guide, assess each candidate's selected 20 workbook pages using the appropriate criteria. Enter the marks on the inside cover of the candidate record booklets.

Enter the achievement levels on IBIS. 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 is the same.

For those candidates in the sample, also enter the marks on the cover sheet 6/VACS.

## 6a.5.2 Assessment of studio work

### Standard level option B part A

Referring to the general criterion G, the criteria J to M and the appropriate holistic descriptors in the *Visual Arts* guide, assess each candidate's studio work. Enter the marks on the inside cover of the candidate record booklets.

Enter the achievement levels on IBIS. 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 is the same.

For those candidates in the sample, also enter the marks on the cover sheet 6/VACS.

## 6a.5.3 Moderation

Moderation of the teacher's marks is based on the information in the candidate record booklets. However, to assist the moderation process further, a school may be required to submit samples of research workbooks to IBCA. If sample workbooks are required, you will be notified by IBCA. Do not send research workbooks to IBCA unless instructed to do so.

If a visiting examiner has been allocated to your school, you may choose to send the research workbooks to him/her before the visit to your school. The school is responsible for paying the cost of postage and any additional expenses (for example, for customs clearance). Although a visiting examiner may have been allocated to a school, you may still be requested to send the research workbooks to IBCA.

Any research workbooks not submitted to IBCA must be retained until after the issue of results.

Give to the coordinator by any internal school deadlines:

- the predicted grades and marks for internal assessment
- the photocopies/copies of candidate record booklets attached to the cover sheet 6/VACS for those candidates in the sample (please note that page 1 is for the visiting examiner's comments and should not be included); these copies must be made before the visiting examiner takes the candidate record booklets
- for those candidates in the sample, the copies of the studio work may be submitted as photographs (2 per page and including captions) or as photocopies; it is strongly recommended that these are in colour, particularly for standard level option B studio work. The reproduction needs to be of sufficient quality to enable ease of moderation
- all candidate record booklets
- all research workbooks for use by the visiting examiner during the interview and for secure storage.

Refer also to section F13.7.

## 6a.6 External assessment

The assessment of higher level part A and standard level option A part A studio work (the exhibition), and of standard level option B part B (the research workbooks), is normally conducted by a visiting examiner. The allocation of a visiting examiner is determined by IBCA, not the school. If an appropriate visiting examiner cannot be appointed by IBCA, refer to the alternative arrangements in 6a.6.9/10.

### 6a.6.1 Visiting examiner

#### Proposals and appointment

Submit to IBCA, 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, 6/VAEA, which can be found at the end of section 6a. Existing IB visual arts examiners do not need to reapply.

If the school has a large candidature in the visual arts and it is likely that more than one visiting examiner will be needed, contact IBCA well in advance.

The submission of a visiting examiner proposal does not guarantee that the proposed examiner will be appointed.

In **February / August** IBCA 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 from IBCA.

The examiner must not have had contact with the visual arts candidates, nor be personally known to them before the official visit for the interview.

It is the responsibility of the school to make the appropriate arrangements for the examinations described in these guidelines. IBCA 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 IBCA 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 IBCA without delay.

## **Expenses**

IBCA reimburses the examiner for the travel expenses incurred for the school visit to conduct the examinations (that is, one return trip). Obtain permission from IBCA 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 IBCA, but the school is responsible for paying for the food and accommodation of the examiner where appropriate.

### **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.

Ensure that, unless the candidates' research workbooks have been sent in advance, the examiner has sufficient time to study them before conducting the interviews.

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 and SL option A**

Candidates must prepare an exhibition of their studio work, made over the two-year period, to be viewed and discussed with the visiting examiner.

The selection and presentation of work should reflect the candidate's views, but the teacher may give any help required in the display of work. A rigid division into specific categories or areas of study will not be expected. The display must include both works that have been developed to their complete and final form and research work undertaken during this development (for example, sketches, notes, preliminary studies).

The ability to select has a significance of its own. Other work should be kept available for reference during the discussion.

The amount of studio work presented will vary from candidate to candidate. Candidates are not expected to produce the same quantity of work for standard level option A as they are for higher level.

Some candidates may present, for the exhibition of their studio work, complex projects for which there are only two or three high quality, final products. Other candidates may present for their exhibition a number of works, some of which may be excellent, some satisfactory and some interesting failures. In all cases the amount of work presented should be reasonable, considering the time available.

### **6a.6.4 Presentation and display**

The viewing and discussion of the candidates' studio work must be in a room where no other activities are taking place.

Not everything needs to be mounted and/or displayed. Display work on panels or tables, or in a way that allows it to be viewed to the best advantage. Avoid elaborate or obtrusive mattes/mounts.

Provide viewing facilities if a candidate presents slides, film or videotapes.

### **6a.6.5 Presentation of work: SL option B**

The interview with the examiner is based on the research workbooks. 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.

### **6a.6.6 Start of the examination**

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
- research workbooks (unless you have chosen to send these to the examiner in advance).

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.6.7 Interview by the visiting examiner**

The examiner will have studied the candidate record booklets before the visit 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 the origins or technical aspects of the work, and about their personal views and aims.

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.

The teacher is encouraged to be present for the discussion, unless the candidate objects. The examiner may consult the teacher, but only to discuss the work, not the assessment.

### **6a.6.8 After completion of the assessment**

#### **Sending material to IBCA**

The visiting examiner, not the school, is responsible for sending the candidate record booklets to IBCA.



### **Performance of the candidates**

The marks awarded by the visiting examiner and the performance of the candidates will 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.

### **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 IBCA for advice. Any irregularities or anomalies that occur during the examination must be reported immediately to IBCA in writing.

### **Teacher feedback**

To assist in the awarding of grades and in making recommendations for future examiner appointments, you are asked to submit a report on the visit of the examiner. Send form 6/VATF to IBCA, to arrive as soon as possible after the visit and no later than **1 May / 1 November**.

## **6a.6.9 Alternative arrangements: visiting examiner not allocated (HL 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 and videos

### **Recorded interviews**

Refer to the section on audio recordings for advice on the interviewing room, equipment and recording. Record each interview on audio cassette/CD, using one cassette/CD 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 work and its origins
- the technical aspects of the work
- the personal views and aims of the candidate.

Page 16 of the *Visual Arts* guide gives examples of appropriate questions.

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 should then send the above items, clearly presented and packaged, to ensure ease of return if requested, to IBCA to arrive by **28 April / 28 October**.

Should the return of the material be requested, then it is the school who is responsible for paying the cost of postage and any additional expenses (for example, for customs clearance).

### **6a.6.10 Alternative arrangements: visiting examiner not allocated (SL option B)**

If a visiting examiner is not allocated:

- each candidate must collate all research workbooks developed during the course
- the teacher of visual arts records an interview with the candidate.

### **Research workbooks**

Collate all research workbooks developed during the course for despatch to IBCA. Please ensure that the candidate name and session number is clearly marked on each workbook.

### **Recorded interviews**

Refer to the section on audio recordings for advice on the interviewing room, equipment and recording. Record each interview on audio cassette/CD, using one cassette/CD for each candidate. (Rewind each cassette to the beginning.) The emphasis of the discussion should be on issues of art criticism and cultural understanding.

Page 17 of the *Visual Arts* guide gives examples of appropriate questions.

Identify clearly any work discussed.

Taking into consideration any internal school deadlines, the coordinator should be provided with:

- the recordings and portfolios
- the candidate record booklets.

The coordinator should then send the above items, clearly presented and packaged, to ensure ease of return if requested, to IBCA to arrive by **28 April / 28 October**.

Should the return of the material be requested, then it is the school who 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
<b>HIGHER LEVEL and STANDARD LEVEL option A</b>	<ul style="list-style-type: none"> <li>• Visiting examiner proposal form 6/VAEP</li> <li>• Predicted grades and marks for internal assessment</li> <li>• Copies of candidate record booklets attached to cover sheet 6/VACS (candidates in internal assessment sample)</li> <li>• Candidate record booklets (all candidates)</li> <li>• Research workbooks (all candidates) for use by the visiting examiner during the interview and for secure storage. (These may be sent to the examiner before the visit.)</li> <li>• Teacher feedback on the examiner visit, form 6/VATF</li> </ul> <p><b>Alternative arrangements: no visiting examiner allocated</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment</li> <li>• Candidate record booklets (all candidates)</li> <li>• Portfolios (all candidates)</li> <li>• Audio cassettes/CDs (all candidates)</li> </ul>
<b>STANDARD LEVEL option B</b>	<ul style="list-style-type: none"> <li>• Visiting examiner proposal form 6/VAEP</li> <li>• Predicted grades and marks for internal assessment</li> <li>• Copies of candidate record booklets attached to cover sheet 6/VACS (candidates in internal assessment sample)</li> <li>• Candidate record booklets (all candidates)</li> <li>• Research workbooks (all candidates) for use by the visit examiner during the interview and for secure storage. (These may be sent to the examiner before the visit.)</li> <li>• Teacher feedback on the examiner visit, form 6/VATF</li> </ul> <p><b>Alternative arrangements: no visiting examiner allocated</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment</li> <li>• Candidate record booklets (all candidates)</li> <li>• Research workbooks (all candidates)</li> <li>• Audio cassettes/CDs (all candidates)</li> </ul>





# International Baccalaureate Form 6/VAEA

## Visual arts examiner application form—visiting examiners

- *Type or write legibly using black ink and return this form to:*

Examinations administration department  
International Baccalaureate Organization  
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: .....  E-mail: .....

## Form 6/VAEA (page 2)

### 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 Organization**

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 Organization.

(1)

(2)

Family name: .....

Family name: .....

Given name(s): .....

Given name(s): .....

Title: .....

Title: .....

(Prof/Dr/Mr/Mrs/Ms)

(Mr/Mrs/Ms)

Address: .....

Address: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Telephone numbers (including country and area codes)

Telephone numbers (including country and area codes)

Daytime: .....

Daytime: .....

Fax: .....

Fax: .....

Email: .....

Email: .....

Signature: .....

Date: .....





# International Baccalaureate Form 6/VAEP

## Visual arts visiting examiner proposal

SUBMIT TO: **IBCA** ARRIVAL DATE: **7 OCT / 7 APR** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• *Type or 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 below)  
\_\_\_\_\_  
\_\_\_\_\_
- the prospective examiner we have contacted be appointed by the IBO ☐
- a list of possible examiners be provided by the IBO ☐

### 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 IBCA

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, IBCA





# International Baccalaureate Form 6/VATF

## Visual arts teacher feedback: examiner visit

SUBMIT TO: **IBCA** ARRIVAL DATE: **1 MAY / 1 NOV** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• *Type or write legibly using black ink and retain a copy of this form.*

SUBJECT: Visual arts NUMBER OF CANDIDATES: HL 

--

 SLA 

--

 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 review the candidates' research workbooks before the interview?	<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? Number of minutes:	<table border="1" style="width: 100px; height: 20px;"></table>	

*Please comment further on any of the above items or on any other issues which you wish to bring to the attention of the IBO in connection with the visit of the examiner.*

---

---

---

---

---

---

---

Teacher's name: ..... Date: .....

Teacher's signature: .....





# International Baccalaureate Form 6/VACS

## Visual arts internal assessment cover sheet

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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: \_\_\_\_\_

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER: 

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

**Internal assessment for completion by teacher and moderator** (The moderator must also complete a MODIA)

HL and SL option A only. Research workbook marks

	Criterion P (0-5)	Criterion Q (0-5)	Criterion R (0-5)	Criterion S (0-5)	(A) P+Q+R+S mark /20	(B) Criterion I mark /10	(C) Total A + B mark /30
Teacher							
Moderator							

SL option B only. Studio work marks

	(A) Holistic mark /20	(B) Criterion G mark /10	(C) Total A + B mark /30
Teacher			
Moderator			

### For completion by teacher

*A copy of the following is attached:*

The candidate statement, studio work photographs  
and 20 research 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 Music

### 6b.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the *Music* guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Music guide</i> <i>Musical Investigation: Additional Clarification</i>	February 2000 September 2004

### 6b.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Latest arrival date	Method / form
Submit the number of group performances	IBCA	<b>15 November 2006 / 15 May 2007</b>	IBIS
Submit predicted grades and marks for internal assessment	IBCA	<b>10 April 2007 / 10 October 2007</b>	IBIS
<b>Higher level</b> Submit sample internal assessment work for the components: <ul style="list-style-type: none"> <li>• solo performance (audio cassettes/CDs) and</li> <li>• composition (portfolios, consisting of music scores, audio cassettes/CDs and written statements)</li> </ul>	Examiner	<b>20 April 2007 / 20 October 2007</b>	6/MRSS 6/MCCS
<b>Standard level</b> Submit sample internal assessment work for one of the following components: <ul style="list-style-type: none"> <li>• solo performance (audio cassettes/CDs)</li> <li>• group performance (audio cassettes/CDs)</li> <li>• composition (portfolios, consisting of music scores, audio cassettes/CDs and written statements)</li> </ul>	Examiner	<b>20 April 2007 / 20 October 2007</b>	6/MRSS 6/MRGS 6/MCCS
<b>Higher level and standard level</b> Submit all musical investigations.	Examiner	<b>30 April 2007 / 30 October 2007</b>	Candidate checklist 6/MICS

## 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 IBO 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 mark band 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/vocal teacher.

Teachers should note that they must indicate clearly on the cover sheet when a candidate's submission falls short of the time requirement. Teachers are to use the following criteria/mark band 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 mark band descriptor

Please indicate clearly that this adjustment has been carried out.

### 6b.4.1 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 audio cassette or compact disc (CD).

The assessment of the solo performance component should be conducted in time to submit marks to IBCA 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.4.2 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 audio cassette/CD.

The assessment of the group performance component must be conducted in time to submit marks to IBCA 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.4.3 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 audio cassette/CD.

The assessment of the composition component should be conducted in time to submit marks to IBCA 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 cassette/CD. Content order must be the same on both the recording and the cover sheet. (Ensure that each cassette is wound back to the beginning before being submitted and is clearly labelled.) Please refer to section F17.*

#### **6b.4.4 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 audio cassette/CD recordings of the performance for each of the sample candidates.

The coordinator should send the sample audio cassettes/CDs accompanied by form 6/MRSS to the examiner allocated by IBCA to arrive by **20 April / 20 October**. You are advised to retain copies of the audio cassettes/CDs and forms.

*Each candidate at higher level must submit two audio cassettes/CDs, one for composition and one for solo performance. No cassettes/CDs may contain more than one candidate's work in one component.*

#### **6b.4.5 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 ensemble
- one audio cassette/CD recording per group.

The coordinator should send the sample audio cassettes/CDs accompanied by form 6/MRGS to the examiner allocated by IBCA to arrive by **20 April / 20 October**. You are advised to retain copies of the audio cassettes/CDs and forms.

#### **6b.4.6 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, audio cassette/CD 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 IBCA. 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
- subject, level and component of the examination
- session and year of the examination.

Each candidate must complete a copy of the musical investigation cover sheet (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. This package must then be securely locked away.

The pack containing the examination paper 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 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the music teacher(s).

	Material required by internal school deadline
<b>HIGHER LEVEL Internal assessment</b>	<p><b>Samples for moderation: solo performance component</b></p> <ul style="list-style-type: none"> <li>• One completed copy of form 6/MRSS for each of the sample candidates.</li> <li>• The audio cassette/CD recording of the performance for each of the sample candidates.</li> </ul> <p><b>Submission to IBCA: solo performance component</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul> <p><b>Samples for moderation: composition component</b></p> <ul style="list-style-type: none"> <li>• One completed copy of form 6/MCCS for each of the sample candidates.</li> <li>• The composition portfolio for each of the sample candidates.</li> </ul> <p><b>Submission to IBCA: composition component</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>
<b>STANDARD LEVEL Internal assessment</b>	<p><b>Samples for moderation: solo performance component</b></p> <ul style="list-style-type: none"> <li>• One completed copy of form 6/MRSS for each of the sample candidates.</li> <li>• The audio cassette/CD recording of the performance for each of the sample candidates.</li> </ul> <p><b>Submission to IBCA: solo performance component</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul> <p><b>Samples for moderation: group performance component</b></p> <ul style="list-style-type: none"> <li>• One completed copy of form 6/MRGS for each group.</li> <li>• The audio cassette/CD recording for each group.</li> </ul> <p><b>Submission to IBCA: group performance component</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul> <p><b>Samples for moderation: composition component</b></p> <ul style="list-style-type: none"> <li>• One completed copy of form 6/MCCS for each of the sample candidates.</li> <li>• The composition portfolio for each of the sample candidates.</li> </ul> <p><b>Submission to IBCA: composition component</b></p> <ul style="list-style-type: none"> <li>• Predicted grades and marks for internal assessment.</li> </ul>
<b>HIGHER LEVEL and STANDARD LEVEL External assessment</b>	<p><b>For submission to the examiner: musical investigation</b></p> <ul style="list-style-type: none"> <li>• One musical investigation cover sheet (6/MICS) for each candidate.</li> <li>• Each candidate's musical investigation.</li> </ul>

## **6b.8 Prescribed work**

### **6b.8.1 Examinations in 2007**

*Concerto for Orchestra* (Bartók)

### **6b.8.2 Examinations in 2008**

*Dido and Aeneas* (Purcell)

*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.*





# International Baccalaureate Form 6/MCCS

## Internal assessment cover sheet—music composition portfolios

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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						
---	---	--	--	--	--	--	--

### 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 should 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: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 60px; height: 20px;"></table>	
Moderator:	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 30px; height: 20px;"></table>	<table border="1" style="width: 60px; height: 20px;"></table>	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> |
| • An audio cassette/CD 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: .....







# International Baccalaureate Form 6/MRSS

## Internal assessment cover sheet—music solo performance cassette/CD recordings

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 cassette/CD 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 should 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:	<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: 60px; 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: 60px; height: 30px;"></table>

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: .....

PERFORMANCE COMPONENT:

[illegible]



# International Baccalaureate Form 6/MRGS

## Internal assessment cover sheet—music group performance cassette/CD recordings

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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 cassette/CD recording per group.
- Complete one copy of this form to accompany each cassette/CD recording submitted. Use more than one form if necessary for large groups. Complete 1- 3 overleaf.

SUBJECT: Music LEVEL: Standard

TYPE OF ENSEMBLE 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></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></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></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></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></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></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></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></tr></table>	0	0							
0	0									

Total length of submission: \_\_\_\_\_ (This should be between 15 and 30 minutes in length.)

### ASSESSMENT CRITERIA:

**TOTAL MARK**  
**0–25**

Teacher: 

--

Moderator: 

--

Moderator code: \_\_\_\_\_

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidates.

Teacher's name: ..... Date: .....

Teacher's signature: .....

SCHOOL NAME: .....

ENSEMBLE NAME: \_\_\_\_\_

1. Please give a brief description of the nature of the ensemble 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.

---

---

---

---

---

---



# International Baccalaureate Form 6/MICS

## Music cover sheet: musical investigation

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **30 APR / 30 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each musical investigation submitted.

SUBJECT: Music LEVEL: HL ☐ SL S ☐ SL G ☐ SL C ☐

CANDIDATE NAME: .....

CANDIDATE SESSION NUMBER: 

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

### 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 .....

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: ..... Date: .....

Teacher's signature: .....

*For completion by the examiners*

	A 0-3	B 0-6	C 0-4	D 0-3	E 0-4	TOTAL 0-20	
Examiner:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Examiner code: .....
Moderator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Moderator code: .....



## 6c Theatre arts

### 6c.1 Publications

The information given in this section of the *Vade Mecum* must be read in conjunction with the *Theatre Arts* guide.

May and November 2007 examination sessions	
Title of publication	Date of issue
<i>Theatre Arts</i> guide	April 1999

### 6c.2 Summary of arrival dates: May and November 2007 sessions

Action	To	Latest arrival date	Method / form
Submit marks for: <b>Higher level</b> <ul style="list-style-type: none"> <li>Performance skills and theatre production</li> <li>Theatre arts portfolio and individual project</li> </ul> <b>Standard level</b> <ul style="list-style-type: none"> <li>Performance skills and theatre production</li> <li>Theatre arts portfolio</li> </ul>	IBCA	<b>10 April 2007 / 10 October 2007</b>	By IBIS
Submit sample theatre arts portfolios <b>Higher level</b> <ul style="list-style-type: none"> <li>Candidate profiles</li> <li>Theatre arts portfolios and individual project</li> </ul> <b>Standard level</b> <ul style="list-style-type: none"> <li>Candidate profiles</li> <li>Theatre arts portfolios</li> </ul>	Moderator	<b>20 April 2007 / 20 October 2007</b>	6/TACP 6/IATA  6/TACP 6/IATA
Submit all practical play analysis presentations	Examiner	<b>30 April 2007 / 30 October 2007</b>	Candidate checklist
Submit all research commissions	Examiner	<b>30 April 2007 / 30 October 2007</b>	Candidate checklist 6/TACS

### 6c.3 Internal assessment

Internal assessment is a requirement for theatre arts 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.

- Performance skills/theatre production
- Theatre arts portfolio
- Individual project

At standard level, internal assessment is based on the following components, which together also account for 50% of the total marks.

- Performance skills/theatre production
- Theatre arts portfolio

The submission of sample work from candidates at each level allows the IBO to moderate teachers' marks for these components in order to achieve a common standard across schools.

### 6c.4 Internal assessment requirements

The criteria for internal assessment are published in the *Theatre Arts* guide (April 1999). 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 arts.

#### 6c.4.1 Performance skills and theatre production

##### Higher level and standard level

This section of the internal assessment is based on parts 1 and 4 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 performance/theatre production at whatever point in the course these have occurred.

There may be wide diversity in the nature of different candidates' contributions to performance/theatre production, and parts 1 and 4 of the course are 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.

Using the assessment criteria and descriptors, the teacher should evaluate the candidates' involvement in and contribution to the performance/theatre production. The total mark out of 20 should be submitted using IBIS.

For each candidate whose portfolio 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/TACP.



## **6c.4.2 Theatre arts portfolio**

### **Higher level and standard level**

This section of the internal assessment is based on parts 1, 2 and 4 of the course and, in the case of higher level candidates, is also based on part 5.

The teacher should evaluate the candidates' theatre arts portfolios towards the end of the course using the appropriate higher level or standard level assessment criteria and descriptors. For higher level candidates both the mark out of 15 and the mark out of 10 for the individual project are required. For standard level candidates there is no individual project, so the total mark is out of 15 only. The marks should be submitted using IBIS.

### **Ownership of theatre arts 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 is submitted to the examiner.

## **6c.4.3 Individual project**

### **Higher level only**

This section of the internal assessment is based on part 5 of the higher level course.

There is likely to be wide diversity in the nature of the individual projects undertaken by candidates. Teachers and candidates should, therefore, refer to the assessment criteria and descriptors for guidance during the course, in addition to the syllabus details.

The work undertaken by the candidate for the individual project must not be a duplication of work undertaken for any other components.

For the purpose of moderation, the teacher must ensure that every higher level candidate has included appropriate evidence of his/her individual project in the theatre arts portfolio. Please note that the individual project should be clearly set apart from the portfolio and is not included in the portfolio word count. Depending on the nature of the individual project, the written record may be supported by visual material.

Using the assessment criteria and descriptors the teacher should evaluate the candidates' individual projects towards the end of the course. The mark out of 10 should be entered with the mark out of 15 for the portfolio. These marks should be submitted using IBIS.

## **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 IBCA.

## **6c.6 Moderation of internal assessment**

The submission of sample work from candidates allows the IBO to moderate the marking of teachers in order to achieve a common standard across schools.

### **Performance/theatre production: higher level and standard level**

The IBO moderates the teacher's assessment of the performance skills and theatre production component on the basis of sample theatre arts portfolios submitted to the moderator.

### **Individual project: higher level only**

The teacher's assessment of the individual project component is not moderated.

### **6c.6.1 Samples for moderation**

Ensure that all candidates' portfolios are clearly labelled on the front cover with the:

- session number of the candidate
- subject, level and component of the examination
- session and year of the examination.

The samples for each level should be chosen after making your final assessment. The samples chosen should be those identified by IBIS.

For each level, give to the coordinator, by any internal school deadlines:

- one completed copy of form 6/TACP for each sample candidate
- one completed copy of form 6/IATA
- the theatre arts portfolios of the five, eight or ten sample candidates per level, including the individual projects for higher level.

### **6c.6.2 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:

- sample portfolios of five, eight or ten candidates (including the individual projects for higher level)
- completed forms 6/TACP and 6/IATA (for each level)

to arrive by **20 April / 20 October**.

## 6c.7 External assessment: practical play analysis

### **Section F17: audio recordings**

*In order to prepare for the audio recording of each candidate's practical play analysis presentation, it is essential to read section F17.*

The practical play analysis section of the external assessment is based on part 3 of the syllabus. At both higher level and standard level the practical play analysis accounts for 25% of the total marks.

IBCA will notify schools of the choice of play texts that will be the subject of the candidates' practical play analysis by means of a list released in the November coordinator notes each year. Candidates must be provided with their chosen text four weeks before the presentation.

Retake and anticipated candidates upgrading from standard level to higher level must work from the current year's play 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.

The teacher conducts, but does not assess, this component of the examination. The CD or audio cassette of each candidate's practical play analysis presentation must be submitted to the examiner for the assessment of this component.

### **6c.7.1 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 30 minutes should be allowed for each higher level candidate. A maximum of 20 minutes should be allowed for each standard level candidate.

### **6c.7.2 Conduct of the presentations**

The candidate's presentation must be in the response language in which he/she has registered for theatre arts.

The presentation must be recorded on audio cassette or CD. If using cassette, one side must be used per 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.

### **6c.7.3 Submission of the candidates' presentations**

Package the cassettes/CDs securely using a padded envelope. The coordinator should send the package to the examiner, to arrive by **30 April / 30 October**.

## 6c.8 External assessment: research commission

The research commission section of the external assessment is based on part 2 of the syllabus. At both higher level and standard level the research commission accounts for 25% of the total marks.

### 6c.8.1 Procedure prior to the submission of the research commissions

Ensure that all candidates' research commissions are clearly labelled on the front cover with the:

- candidate session number
- subject, level and component of the examination
- session and year of the examination.

Each candidate must complete a copy of the research commission cover sheet (form 6/TACS), 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 commissions

Package the research commissions 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 arts teacher(s).

	Material required by internal school deadline
<b>HIGHER LEVEL</b> Internal assessment	<b>For sending to moderator: internal assessment sample work</b> <ul style="list-style-type: none"><li>• One candidate profile form 6/TACP for each sample candidate.</li><li>• One portfolio cover sheet 6/IATA.</li><li>• One theatre arts portfolio and individual project for each sample candidate.</li></ul> <b>For sending to IBCA: IA/PG data</b> <ul style="list-style-type: none"><li>• Predicted grades.</li><li>• Performance skills and theatre production marks.</li><li>• Marks out of 15 for the portfolio and out of 10 for the individual project.</li></ul>
<b>STANDARD LEVEL</b> Internal assessment	<b>For sending to moderator: internal assessment sample work</b> <ul style="list-style-type: none"><li>• One candidate profile form 6/TACP for each sample candidate.</li><li>• One portfolio cover sheet 6/IATA.</li><li>• One theatre arts portfolio for each sample candidate.</li></ul> <b>For sending to IBCA: IA/PG data</b> <ul style="list-style-type: none"><li>• Predicted grades.</li><li>• Performance skills and theatre production marks.</li></ul> Theatre arts portfolio marks.

<b>HIGHER LEVEL and STANDARD LEVEL External assessment</b>	<p><b>For sending to the examiner: practical play analysis</b></p> <ul style="list-style-type: none"> <li>• Audio recording of each candidate's practical play analysis presentation.</li> </ul> <p><b>For sending to the examiner: research commission</b></p> <ul style="list-style-type: none"> <li>• One research commission cover sheet (6/TACS) for each candidate.</li> <li>• Each candidate's research commission.</li> </ul>
--	---



# International Baccalaureate Form 6/TACP

## Theatre arts candidate profile

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- *Type or 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 arts LEVEL:

CANDIDATE NAME: \_\_\_\_\_

CANDIDATE SESSION NUMBER : 

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

**Candidate's contribution to theatre production:**

*Write/paste in here a concise account of the candidate's contribution to theatre production during the course. For higher level candidates this should include at least two productions.*

[illegible]

**FOR COMPLETION BY THE TEACHER (portfolio marks only)**

**A**  
**(0-5**

11

**B**  
**(0-5)**

11

**C**  
**(0-5)**

11

**Total  
(0-15)**

7

SCHOOL NAME: .....

In order to give the moderator a clearer context for the candidate's portfolio, please add further information here about the candidate's involvement in the course. The term 'study' includes both practical exploration and research.

World theatre studies	
Theatrical practices studied (higher level 3, standard level 2)	1.  2.  3.
Play texts studied, from more than one theatrical tradition and more than one culture (higher level 3, standard level 2)	1.  2.  3.
Performance and theatre production	
Involvement in productions (higher level 2, standard level 1)	1.  2.
Technical skill attempted	

Teacher's name: ..... Date: .....

Teacher's signature: .....

## FOR COMPLETION BY THE EXAMINER

A (0–5)	B (0–5)	C (0–5)	Total (0–15)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>





# International Baccalaureate Form 6/IATA

## Moderation of internal assessment: theatre arts portfolio

SUBMIT TO: **MODERATOR** ARRIVAL DATE: **20 APR / 20 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

• Type or write legibly using black ink and retain a copy of this form.

SUBJECT: Theatre arts LEVEL: \_\_\_\_\_

Number of candidates per level: \_\_\_\_\_

### DETAILS OF CANDIDATES WHOSE WORK IS SUBMITTED: *Copy from marksheet.*

Candidate session number	Candidate name	(HL ONLY) INDIVIDUAL PROJECT
--------------------------	----------------	------------------------------------

*If the entry for this subject is 1 to 20 candidates the sample size is 5 candidates.*

		MARK 0–15	MARK 0–10								
1	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
2	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
3	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
4	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
5	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										

*If the entry for this subject is 21 to 40 candidates, the sample size is 8 candidates, so an additional 3 candidates must be included.*

6	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
7	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
8	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										

*If the entry for this subject is 41 or more candidates, the sample size is 10 candidates, so in addition to the 8 candidates above, another 2 candidates must be included.*

9	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										
10	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;">0</td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td><td style="width: 20px; text-align: center;"> </td></tr></table> _____	0	0							<table border="1" style="width: 30px; height: 30px;"></table>	<table border="1" style="width: 30px; height: 30px;"></table>
0	0										

I confirm that, to the best of my knowledge, the sample work submitted is the authentic work of the candidate.

Teacher's name: .....

Date: .....

Teacher's signature: .....





# International Baccalaureate Form 6/TACS

## Theatre arts cover sheet: research commission

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **30 APR / 30 OCT** SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or write legibly using black ink and retain a copy of this form.
- Complete one copy of this form to accompany each research commission submitted.

SUBJECT: Theatre arts LEVEL: \_\_\_\_\_

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 commission and attach this cover sheet to the front of the folder.*

*Outline below the nature of your research commission.*

To whom is the commission/letter addressed (actor/designer/director)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What is the play/piece of theatre to be performed? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Which theatrical tradition has been chosen for the research? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Briefly describe the space in which it is to be performed. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Approximate number of 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: .....

*For completion by the examiner*

**TOTAL**  
**0–25**

Examiner's name and code: \_\_\_\_\_

Examiner's total mark

--



# School-based syllabuses

---

## Contents

<b>7</b>	<b>School-based syllabuses.....</b>	<b>55</b>
7.1	Summary of arrival dates: May and November 2007 sessions .....	55
7.2	Responsibilities .....	56
7.2.1	Assessment.....	56
7.2.2	Requirements and procedures .....	57
7.2.3	Joint school-based syllabuses: special requirements .....	57
7.3	Regulations .....	58
7.4	Approval of a new school-based syllabus .....	58
7.4.1	Submission of outline proposals .....	58
7.4.2	Guidelines for the submission of the full syllabus.....	59
7.4.3	Authorization .....	59
7.4.4	Criteria for the authorization of a school-based syllabus.....	59
7.4.5	Joint school-based syllabuses.....	60
7.5	Review of school-based syllabuses.....	60
7.6	Instructions to teachers for marking examination material.....	60
7.6.1	Marking material for moderation .....	60
7.6.2	The use of mark sheets.....	61
7.6.3	Samples of SBS coursework.....	62
7.6.4	Instructions for completing form SSX.....	62
7.6.5	Mailing instructions .....	62
	Form SBS/TREP .....	63
	Form SBS/CS.....	65
	Form SSX.....	67



## 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 IBCA.

### 7.1 Summary of arrival dates: May and November 2007 sessions

Action	From	To	Latest arrival date
<b>Examination paper(s)</b> Send proposed examination paper(s) and mark scheme(s)	School	IBCA	<b>14 December 2006 / 14 June 2007</b>
<b>Examination paper(s)</b> Send proposed examination paper(s) and mark scheme(s) for approval	IBCA	Assessor	<b>7 January 2007 / 7 July 2007</b>
<b>Examination paper(s)</b> Send approval or amendments to examination paper(s) and mark scheme(s)	Assessor	IBCA	<b>21 January / 21 July</b>
<b>Examination paper(s)</b> Send approval and/or amendments to the examination paper(s) and mark scheme(s)	IBCA	School	<b>28 January 2007 / 28 July 2007</b>
Send teacher's mark sheets	IBCA	School	<b>4 to 9 February 4 to 9 August</b>
<b>All components</b> Send examiner instructions and assessor's mark sheets B	IBCA	Assessor	<b>21 February / 21 August</b>
<b>Examination paper(s)</b> Send amended version(s) of the examination paper(s) and mark scheme(s)	School	IBCA	<b>21 February 2007 / 21 August 2007</b>
<b>Examination paper(s)</b> Send amended examination paper(s) and mark scheme(s) for final approval	IBCA	Assessor	<b>7 March 2007 / 7 September 2007</b>

<b>Examination paper(s)</b> Send final approval of examination paper(s) and mark scheme(s)	Assessor	IBCA	<b>21 March 2007 / 21 September 2007</b>
<b>Examination paper(s)</b> Send final approval of examination paper(s) and mark scheme(s)	IBCA	School	<b>7 April 2007 / 7 October 2007</b>
<b>Examination paper(s)</b> Send copy of final, approved version(s)	School	IBCA	<b>14 April 2007 / 14 October 2007</b>
<b>Written examinations</b> The exact date of the examinations is left to the discretion of the school	Not applicable	Not applicable	<b>15 April to 21 May 2007 / 15 October to 21 November 2007</b>
<b>Written examinations</b> Send marked scripts, examination paper(s) and mark scheme(s)  <b>Coursework</b> Send coursework and cover sheets  <b>Mark sheet(s), form SSX and teacher's report</b> Send copies	School	Assessor	<b>30 May 2007 / 30 November 2007</b>
<b>Missing material</b> Assessor contacts IBCA to report any examination material not received	Assessor	IBCA	<b>30 May 2007 / 30 November 2007</b>
<b>Marksheet(s) and form SSX</b> Send original mark sheets and the original completed form SSX	School	IBCA	<b>30 May 2007 / 30 November 2007</b>

## 7.2 Responsibilities

### 7.2.1 Assessment

The school is responsible for:

- ensuring that, in liaison with the assessor appointed by IBCA, 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, a draft paper(s) and markscheme(s) are submitted to IBCA for consideration by the assessor, who may require that the school makes amendments
- providing the criteria of assessment and the weighting of each assessment component
- ensuring that the examination which 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 arrival dates provided in this section
- ensuring that the examination is conducted according to the IBO procedures and regulations, and that the examination question papers are kept under secure conditions at all times
- scheduling the examinations during the period **15 April to 21 May / 15 October to 21 November**, the exact date being at the discretion of the school
- liaising with the Diploma Programme coordinator of other schools which offer the same school-based syllabus to ensure that the examinations are scheduled for the same date
- completing all forms and marksheets according to IBO instructions
- providing samples of assessed work according to IBO 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, IBCA will normally designate one school to coordinate the production of the examination paper(s) and markscheme(s).
- IBCA 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 IBCA.

- 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 IBCA. The coordinating school should amend the first draft appropriately and send the amended version to IBCA, 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 IBCA 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 IBCA.
- A school that wishes to offer an existing school-based syllabus must seek authorization from IBCA. Please contact the coordinator help desk.
- A syllabus must not be taught until it has been authorized by IBCA.

## 7.4 Approval of a new school-based syllabus

### 7.4.1 Submission of outline proposals

- Before submitting a proposal, contact IBCA for advice on possible overlap with existing Diploma Programme courses, including approved school-based syllabuses.
- An outline proposal should then be submitted to IBCA for a decision as to whether or not a *prima facie* case has been established to justify further development.
- 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 IBCA 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 IBCA 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 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, IBCA nominates a specialist consultant to review the proposed syllabus and submit a report to IBCA. The consultant's report is then considered and IBCA 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, IBCA 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, IBCA 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.

- It 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.
- It can be covered at an appropriate depth in 150 hours.
- It is clear to which hexagon group or groups it 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.
- It enables the development of critical and conceptual thinking.

- The assessment objectives are tested using appropriate assessment instruments and assessment criteria, which 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.
- It has an intrinsic value in its own right for students who will not study in this curriculum area in the future, like 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, IBCA 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 5 years or as required by IBCA. Schools should consult with IBCA 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 2005 / February 2006** for teaching commencing in **September 2006 / February 2007** with first exams in **May 2008 / November 2008**.
- The school should send a draft of the revised syllabus containing any proposed changes to IBCA 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 you are to undertake your marking. Scripts and mark sheets are confidential.
- Mark question by question. Do not use decimals or fractions for individual answers.
- Follow exactly the mark scheme/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 questions and parts of questions. Every question 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:
  - 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 or
  - 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 (0) 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 IBCA.
- 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.
- 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.

### **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 component is to be marked. These should correspond exactly with the weightings provided on the SSX form.

- 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 mark sheet.

### **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 cover sheet 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 can be found at the end of this section.

- Column 1: list all the assessment components (for example, coursework, projects, tests, examination) 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 mark scheme for each assessment component (use separate sheets if necessary).

### **7.6.5 Mailing instructions**

Mail to the assessor to arrive by **30 May / 30 November**:

- All examination scripts in order of candidate number, and a copy of the approved examination paper(s) and mark scheme(s)
- The sample coursework with a cover sheet attached to each candidate's work.
- A copy of the completed mark sheet.
- A copy of the completed form SSX.
- A copy of the your teacher's SBS report.

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.

Mail to IBCA, to arrive by **30 May / 30 November**:

- The original completed mark sheet.
- The original completed forms SSX.



SUBMIT TO: **ASSESSOR** ARRIVAL DATE: **30 MAY / 30 NOV** SESSION: .....

SCHOOL NAME: .....

- SUBJECT: \_\_\_\_\_ LEVEL: \_\_\_\_\_

[illegible]

Teacher's signature: .....







# International Baccalaureate Form SBS/CS

## School-based syllabus sample work cover sheet

SUBMIT TO: ASSESSOR ARRIVAL DATE: 30 MAY / 30 NOV SESSION: .....

SCHOOL NUMBER: 

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

SCHOOL NAME: .....

- Type or 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: .....





# International Baccalaureate Form SSX

## School-based syllabus assessment

SUBMIT TO: **ASSESSOR** ARRIVAL DATE: **30 MAY / 30 NOV**

SESSION: .....

SCHOOL NUMBER:

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

SCHOOL NAME: .....

• *Type or 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: .....

