

Diploma Programme Assessment procedures 2019



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

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

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A1 Introduction

A1.0 About *Assessment procedures*

Diploma Programme *Assessment procedures* replaces the former *Handbook of procedures*.

Wherever other IB resources refer to “the handbook” or “the *Handbook of procedures*” in the context of the Diploma Programme (DP), this should be taken to refer to *Diploma Programme Assessment procedures*.

DP *Assessment procedures* contains essential information about procedures to be followed for the DP assessment sessions in May and November 2019.

It also contains information relating to the May and November 2020 assessment sessions where coordinators need to act on this information in the first year of study for the DP.

A1.1 Assessment calendar and forms

Assessment calendar—this interactive feature enables users to identify important calendar dates using a series of filters.

Assessment forms—this enables users to identify and access the forms used for assessment purposes.

Both **Assessment forms** and **Assessment calendar** features are located on the *Assessment procedures* landing page.

Please note that information about fees and billing is now published in *Fees and billing information for IB World Schools*, available on the programme resource centre. For ease of access, coordinators may want to “bookmark” these features using the add to My Resources function, available on the programme resource centre.

A1.2 Content of *Assessment procedures*

The content of *Assessment procedures* is arranged in three parts.

1. **Part A: General information** contains information about the DP, administration and policy.

A1 Introduction

2. **Part B: The assessment cycle** contains information about assessment procedures from pre-registration to results.
3. **Part C: Subject-specific assessment information** contains assessment information, arranged by subject group.

There are four annexes.

- [Annex 1: Conduct of IB examinations](#)—Information for coordinators and invigilators
- [Annex 2: Calculators guidance](#)
- [Annex 3: Secure storage of confidential IB material](#)
- [Annex 4: The responsibilities of IB World Schools in ensuring the integrity of IB assessments](#)

You can find out about the contents of each part by clicking on the links below.

Learn more about the contents of part A.

Part A deals with all matters to do with the administration and implementation of the DP that are not specifically session-related.

A1 Introduction: This section outlines the scope and content of *DP Assessment procedures*.

A2 The IB Diploma Programme: This section contains essential information about the DP.

A3 Sources of IB information: This section contains information on using IBIS, other sources of information, contacting the IB, confidentiality and information security, and services provided to schools by the IB.

A4 Academic honesty: This section contains information on the IB's academic honesty policy, what constitutes academic misconduct and how alleged contraventions of regulations are dealt with.

Learn more about the contents of part B.

Part B deals with all session-related aspects of the administration and implementation of the DP, from pre-registration considerations to the issue of results and certificates, including the application of academic honesty and inclusive, special and adverse circumstances provisions.

A1 Introduction

B1 Pre-registration considerations: This section contains information that coordinators will find useful in the pre-registration phase: which subjects are available, exceptions and prohibitions, as well as information on school-based syllabuses.

B2 Candidate registration and entries: This section contains information on the processes involved in the registration of candidates, including the key steps to take and what information will be required.

B3 Coursework assessment: This section contains information on preparing and submitting candidates' work for coursework assessment.

B4 Examinations: This section contains information on the requirements and processes running the externally assessed examinations, including information on the conduct of the examinations.

B5 Inclusive access: This section contains information on the implementation of inclusive access arrangements.

B6 Candidates affected by adverse, medical or special circumstances: This section contains information on what to do in these circumstances.

B7 Results, appeals and certificates: This section contains information on the issue of results, including the timetable, enquiries upon results, appeals procedures and legalization of results documents.

Learn more about the contents of part C.

Part C contains information specific to each subject group, the three DP core subjects and interdisciplinary subjects. Each section includes information on course requirements, internal and external assessments, key dates for submission, the forms and coversheets to be used, and so on. These sections should be read in conjunction with the relevant subject guides and other supporting publications listed in each section, which are available on the programme resource centre.

C1a Language A: literature: This section covers language A: literature for taught candidates, school supported self-taught candidates and special request languages.

A1 Introduction

C1b Language A: language and literature: This section covers language A: language and literature.

C2 Language acquisition: This section covers language acquisition: language B, language ab initio and classical languages (Greek and Latin).

C3 Individuals and societies: This section covers the individuals and societies subject group, in particular, business management, information technology in a global society (ITGS) and economics.

C4 Sciences: This section covers the sciences: biology, chemistry and physics; design technology; sports, exercise and health sciences; and computer science.

C5 Mathematics: This section covers mathematics.

C6 The arts: This section covers the arts subject group: visual arts, music, theatre, film and dance.

C7 Extended essay: This section covers the requirements for the extended essay.

C8 Theory of knowledge: This section covers the requirements for theory of knowledge (TOK).

C9 Creativity, activity, service: This section covers the requirements for creativity, activity, service (CAS).

C10 Interdisciplinary subjects: This section covers interdisciplinary subjects: environmental systems and societies; literature and performance.

C11 School-based syllabuses: This section covers the requirements for school-based syllabus (SBS) subjects.

Learn more about the content of the annexes.

Annex 1: Conduct of IB examinations: This contains detailed information on the conduct of examinations for the DP for coordinators and invigilators.

Annex 2: Calculators guidance: This covers guidance on the use of calculators in IB examinations.

Annex 3: Secure storage of confidential IB material: This covers what the IB requires from schools for secure storage of examination and other confidential materials.

A1 Introduction

Annex 4: The responsibilities of IB World Schools in ensuring the integrity of IB assessments:

This details the steps that schools are expected to take to prevent the occurrence of academic misconduct.

A1.3 Other IB resources

The IB produces a wide range of resources to help you implement the DP within your school. Many of these are referred to within *DP Assessment procedures* and can be accessed on the programme resource centre by clicking on the links provided. Links will open in a new window. Other subject-related resources are available on the [Diploma Programme](#) and [IB Education](#) pages of the programme resource centre.

A1.4 Who is *Diploma Programme Assessment procedures* for?

DP Assessment procedures is written for school coordinators implementing the DP in their school.

Other school colleagues, such as subject teachers, extended essay supervisors and colleagues involved in running the examinations, should also have access to sections of *DP Assessment procedures* that are relevant to their work. For example, invigilators will need to have access to “[Annex 1: Conduct of IB examinations](#)”.

School leaders and managers may also wish to access some of the information within *DP Assessment procedures*.

All school colleagues can access *DP Assessment procedures* through the programme resource centre. Login details are required.

A1.4.1 Who should not have access to *DP Assessment procedures*?

Students, their parents and legal guardians, and anyone outside the school staff community should not have access to *DP Assessment procedures* as the information it contains is not directly relevant to them. For that reason, the content should not be downloaded and posted on schools’ websites, which are available to parents and legal guardians.

A1 Introduction

A1.5 Quick reference guide

Here is a quick reference guide for some of the topics covered in *DP Assessment procedures*. Click on each topic to show where to find further information.

Quick reference guide

A1 Introduction

What the IB diploma is, and how to achieve it	Adverse circumstances	Results certification
Issue of results to universities	Internal assessment	Legalization of results documents
Sources of information—IBIS, IB Answers and the programme resource centre	External assessment	Feedback and evaluation
Choosing subjects to make up a diploma course	Conduct of examinations	Subject information—language A: literature
Bilingual diploma requirement	Audio and video recordings	Subject information—language A: language and literature
What subjects are available	eCoursework upload	Subject information—language acquisition: language B, language ab initio, classical languages
What languages are available	Forms and coversheets	Subject information—individuals and societies
School-based syllabuses	Calendar dates	Subject information—sciences
How to register candidates	Fees for the Diploma Programme	Subject information—mathematics
Candidate categories	May or November 2019 examination sessions	Subject information—arts: visual arts, music, theatre, film, dance
Retakes and transfer candidates	Getting the results	Core elements—extended essay (EE); theory of knowledge (TOK); creativity, activity, service (CAS)
Academic honesty	Predicted grades	Interdisciplinary subjects—environmental systems and societies; literature and performance

A1 Introduction

Individual circumstances and support

Enquiries upon results

Diploma Programme online

A1.6 Abbreviations and acronyms

Abbreviations and acronyms are used in *DP Assessment procedures* and other IB publications. This list contains those used here.

A1 Introduction

A	Anticipated candidate
C	Course (previously certificate) candidate
CAS	Creativity, activity, service
CP	Career-related Programme
D	Diploma candidate
DP	Diploma Programme
EE	Extended essay
H	Carry mark forward from a previous session
HL	Higher level
IA	Internal assessment
IBIS	IB information system
ITGS	Information technology in a global society
MCQ	Multiple-choice (examination)
MYP	Middle Years Programme
N	No grade issued for the subject and level (or other diploma requirement)
P	Pending (mark or grade not available)
PG	Predicted grade
PLA	Prescribed list of authors
PLT	Prescribed literature in translation
PYP	Primary Years Programme
R	Retake candidate
SBC	Site-based coordinator (for Diploma Programme courses online)

A1 Introduction

SBS	School-based syllabus
SL	Standard level
ST	School supported self-taught (applies to language A: literature SL only)
TOK	Theory of knowledge

Command terms used in a subject's examination questions and assessments are listed in the relevant subject guide, available on the [programme resource centre](#).

A2 The IB Diploma Programme

A2.1 What is the Diploma Programme?

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

A2.1.1 Composition of the Diploma Programme

The curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK).

Learn more

The subject groups and the core elements are shown in Figure 1.



Figure 1

Figure 1 The Diploma Programme model

The subject groups and core elements are listed below.

A2 The IB Diploma Programme

SUBJECT GROUPS
Studies in language and literature
Language acquisition
Individuals and societies
Sciences
Mathematics
The arts
CORE ELEMENTS
Extended essay
Theory of knowledge
Creativity, activity, service

A2.1.2 What subjects must DP category candidates study?

Mainstream subjects

DP category candidates taking the diploma study six subjects selected from the subject groups. Normally one subject from each group with three of these studied as higher level (HL) and three are studied as standard level (SL). Please refer to section [B1](#) for the complete diploma requirement details.

- HL courses represent 240 teaching hours.
- SL courses represent 150 teaching hours.

Core elements

All three core elements must be studied; these are central to the philosophy of the DP.

Learn more

For more about the philosophy of the DP, refer to the following resources.

- [What is an IB education? \(August 2013, updated June 2015 and May 2017\)](#)

A2 The IB Diploma Programme

- *Guide to school authorization—Diploma Programme* (October 2010, updated March 2016)
- *General regulations: Diploma Programme* (September 2016)
- *Developing academic literacy in IB programmes* (August 2014)
- *Programme standards and practices* (January 2014, updated March 2016)
- Learning stories - series
- Global engagement - series

The three core elements are as follows.

- The **extended essay** (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university.

Learn more

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

- The **theory of knowledge** (TOK) course explores the nature of knowledge across a range of disciplines.

Learn more

A diploma candidate must follow a theory of knowledge (TOK) course. The IB recommends that TOK is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the TOK assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session. The prescribed titles for May 2019 are released on the programme resource centre for coordinators in **September 2018**, and those for November 2019 are released in **March 2019**.

A2 The IB Diploma Programme

See also the [Theory of knowledge guide](#) (April 2013, updated August 2015, May 2017).

- The **creativity, activity, service** (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena.

Learn more

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

See also the [Creativity, activity, service guide](#) (March 2015).

A2.2 Award of the diploma

A2.2.1 Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section A2.2.2.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

Learn more

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

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

A2 The IB Diploma Programme

- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section A2.2.2.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A2.2.2 Additional requirements

There are a number of additional requirements for the award of the diploma.

Learn more

The additional requirements for the award of the diploma are as follows.

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

A2 The IB Diploma Programme

A2.2.3 Bilingual diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

Learn more

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

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

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

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

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma (“additional subjects”)

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

Further details of how the diploma is awarded are contained in the document [General regulations: Diploma Programme](#).

A2 The IB Diploma Programme

A2.2.4 Non-regular diploma

If the entry conditions to a university or college of higher education require a candidate to offer a combination of subjects outside the scope of a regular or bilingual diploma as detailed in DP *Assessment procedures* and the document *General regulations: Diploma Programme*, then the candidate may be allowed to take a reasonable substitution if they are able to present acceptable documentary evidence.

Learn more

A request for a non-regular diploma will only be allowed if the entry conditions for the proposed higher education course offers no alternative. Offering a seventh subject (that does not contribute to the diploma) must have been considered. A candidate will not be allowed to make a substitution for a studies in language and literature or language acquisition subject, except that two studies in language and literature subjects may be offered instead of a studies in language and literature and a language acquisition subject. Documentary evidence, which can include pages from a university or college prospectus, must be submitted in all cases.

A2.2.5 DP courses online

Schools have the opportunity of offering online DP courses to widen a student's choice of courses. These online courses, from IB-approved providers, are led by experienced DP teachers.

Online DP courses have a number of benefits.

Learn more

Online DP courses can:

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

A2 The IB Diploma Programme

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

Students taking DP courses online take the DP assessments in the same way as students enrolled in school-based courses and must comply with all DP requirements.

Learn more

Detailed information about DP courses online and the role of the site-based coordinator can be found in the document [Diploma Programme courses online: An overview for schools](#).

If a student is enrolled in an online DP course, this must be indicated when registering the candidate. See section [B2.6](#) for further information.

Role of the site-based coordinator

If schools have candidates who intend to enroll in one or more courses online, they must appoint a site-based coordinator (SBC) who must complete a required training activity in order to be able to fulfill their responsibilities. Full details of this role and the accompanying responsibilities can be found in [Diploma Programme courses online: An overview for schools](#).

A2.2.6 Programme evaluation

The IB runs an ongoing programme evaluation process in schools to ensure that standards and practices of the programme are being maintained at a consistent level. For further information, please refer to the [Guide to programme evaluation](#), available on the programme resource centre.

A3 Sources of IB information

A3.0 About this section

This section contains information on the IB information system (IBIS), other IB sources of information and how to contact the IB.

A3.1 The IB information system (IBIS)

The IB information system (IBIS) is the IB's central information and administration portal for schools. It includes a wide range of functions, ranging from the registration of candidates to eCoursework upload and the announcement of results. IBIS is central to the successful implementation of the IB's programmes.

This section contains information about a number of functions and processes that use IBIS for implementation. A series of comprehensive, step-by-step user guides is also available on IBIS under the "Library" tab. These are provided to help IBIS users through a series of common procedures. Three videos on how to use IBIS for school person maintenance, internal assessment mark entry and uploading eCoursework, are also available under the "Resources" tab.

A3.1.1 Security

Access to IBIS requires a secure login; it is available to school coordinators, teachers and administrative assistants. To gain access, users must enter their:

- user ID
- alphanumeric password
- personal identification number (PIN).

Learn more

Access to IBIS

Coordinators initially gain access to IBIS through the school authorization process.

A3 Sources of IB information

School coordinators may allow up to three members of a school's administrative or teaching staff to have administrative access to IBIS to assist with coordinator tasks. This can include the head of school or others who may deputize for the coordinator.

Teachers can be given access to a restricted area of IBIS in order to upload, authenticate and submit candidates' eCoursework, as well as to enter criteria marks, marks for internal assessment and predicted grades (IA/PG).

To give access to IBIS, go to **School>School person maintenance**. Then click on the "add" button and enter the details of the person to be added. Once completed, this will generate an automatic email to the new user with instructions on how to set up their own IBIS login details.

A video on the school person maintenance function is available on IBIS under the "Resources" tab.

To maintain the security of IBIS, users should change their passwords regularly. Login details should be memorized rather than recorded, and they must not be shared with anyone else.

A3.1.2 Making changes using IBIS

Changing the coordinator

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

Changing the school's main examination session

Each school offering IB programmes must opt for either May or November as its main examination session. There are organizational implications resulting from this decision.

Learn more

For example, if a school's main session is May, only diploma (D), anticipated (A) and course (C) category candidates may be entered in that session. In the November session, a school that has

A3 Sources of IB information

designated May as its main session may enter only retake (R) candidates and course (C) candidates who are taking one or more subjects again to improve their grade(s).

Learn more about candidate categories

The equivalent arrangements apply to schools that have designated November as their main session. (Restrictions apply to entering course candidates in the session that is not the school's main examination session.)

Before making a decision about which examination session a school should designate as its main session, the school should study the subject options and limitations that may result from a change of session.

Learn more about the process to change the school's main examination session.

Changing the school's main session

- Contact the IB World Schools department through IB Answers (email: support@ibo.org) not less than 24 months before the proposed change can take effect. The IB World Schools department will send the school a form to complete.
- Give a full explanation of how candidates affected by the change will be prepared for their examination session and provide a full description of DP courses to be offered, if the change of session will have an impact on the school's current offer. If the school offers other IB programmes, it will need to establish how the school will align the calendar of these programmes based on the DP change of session. (Permission to change session will only be given if there is confirmation that no candidate will be disadvantaged by, for example, receiving less than the recommended teaching time for a subject or a reduced time allocation for other DP requirements.)

A3.2 Programme resource centre

All IB programme-related resources for coordinators and teachers can be accessed on the programme resource centre, which is accessed via "My IB".

A3 Sources of IB information

You can access all assessment, curriculum, teaching and learning, and implementation resources, as well as general resources about the IB and an IB education. The programme resource centre allows you to create bookmarks, search all resources and view new and updated materials.

Visit the [programme resource centre](#).

A3.3 IB Answers

IB Answers is a 24-hour, weekday enquiry service provided by the IB to answer questions from coordinators and other school staff. If a coordinator has a question about the administration or implementation of the DP that cannot be answered from the content of *DP Assessment procedures*, or any other publication produced by the IB, the question should be addressed to IB Answers.

You can contact IB Answers in the following ways.

- **Support Community**—available to My IB account holders, you can submit a support request and access our knowledge base of frequently asked questions.
- **Email**—use the email address: support@ibo.org.
- **Skype**—our Skype ID is IBAnswers (voice calls only)
- **Telephone**—you can call IB Answers direct, 24 hours a day from Monday to Friday, using the following numbers.

REGION	IB GLOBAL CENTRE	PHONE NUMBER
Africa, Europe, Middle East,	Cardiff, United Kingdom	+ 44 29 2054 7740
	The Hague, the Netherlands	+ 31 70 352 6055
	Geneva, Switzerland	+ 41 22 309 2515
North and South America	Bethesda, USA	+ 1 301 202 3025
Asia-Pacific	Singapore	+ 65 6579 5055

A3 Sources of IB information

A3.4 Other sources of information

A3.4.1 *Coordinator's notes*

DP *Coordinator's notes* is published three times a year, in February, May and September. Each issue contains important curriculum and assessment information and updates specific to that programme, and coordinators should make sure they read each issue and disseminate relevant information to their teacher colleagues. Each edition of *Coordinator's notes* is posted on the programme resource centre.

A3.4.2 The IB public website

Each year, the IB's public website, ibo.org, receives over 24 million page views. It is the largest, most comprehensive and most widely used source of information about the IB.

Every IB World School has its own page on ibo.org that is automatically created and maintained using data from MySchool, which schools access through their My IB account. We encourage IB World Schools to include a link on the school's website to their official page on ibo.org in order to reinforce their links with the IB, and improve web presence and visibility.

A3.5 Confidentiality and discretion

A3.5.1 Confidentiality of contact details

The names and/or contact details of IB examiners and members of staff, contractors and anyone working for, or on behalf of, the IB are confidential information.

This information should not be disclosed under any circumstances to a candidate or their representative, legal guardian, or to any other person outside the school staff community.

A3.5.2 Legal guardians or relatives

The IB recognizes that a candidate's legal guardian or relative may be a teacher in the IB World School attended by the candidate. The IB has no prohibition on, for example, a parent teaching their own children in this situation. The coordinator is responsible for ensuring that all teaching and internal assessments are conducted in an appropriate manner. There is no requirement to inform the IB that such a relationship exists within a school.

A3 Sources of IB information

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

A3.5.3 Data protection

For details about how the IB manages and protects the data it collects, please refer to the [IB privacy policy](#). See also article 7 "Use of candidate data" in *General regulations: Diploma Programme*.

A3.6 Fees and billing information

For all information relating to fees, billing information and scale of fees for the Diploma Programme, please refer to *Fees and billing information for IB World Schools*, available on the programme resource centre.

A4 Academic honesty

A4.1 Policy

The IB requires that every IB World School offering the DP must have a policy to promote academic honesty.

This policy must be shared with DP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the two years of the programme.

IB teachers are best placed to determine whether candidates' work meets the IB's standards concerning academic honesty. The IB expects teachers to use appropriate means to ensure that work is, to the best of their knowledge, the candidate's authentic work.

Schools are responsible for checking and authenticating all candidates' work before submission to the IB for assessment or moderation. Non-authenticated work must not be submitted.

Learn more

More information about what academic honesty means and how it is applied in the IB context, including development of a school policy, can be found in [Academic honesty in the IB educational context](#) (August 2014, updated November 2016).

A4.2 What is academic misconduct?

There are a number of common ways in which academic misconduct occurs and these are outlined below. Coordinators should be aware of these when administering the DP and developing the school's academic honesty policy.

A4.2.1 Plagiarism

Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

A4 Academic honesty

All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.

Learn more

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they **must** acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing.

The IB does not specify which style(s) of referencing or in-text citation should be used by candidates. This is left to the discretion of the school.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

Further information can be found in the IB publication *Effective citing and referencing* (August 2014).

A4.2.2 Collusion

Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.

A4.2.3 Other forms of academic misconduct

There are a number of other forms of academic misconduct.

Learn more

Other forms of academic misconduct include:

A4 Academic honesty

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room ([this poster](#) gives details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- 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
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

Coordinators should refer to *Academic honesty in the IB educational context* and the *General regulations: Diploma Programme* articles 13, 16, 20, 21 and 22 for further details.

A4.3 The authentication of candidates' work

A4.3.1 Authentication

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. This authentication should take place before work is submitted.

DP teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide.

A4 Academic honesty

Therefore, teachers (or supervisors in the case of extended essays) are well placed to judge whether a candidate's work is authentic.

If a coordinator or teacher is uploading work on behalf of a candidate, then this authentication must be collected from each candidate by the school. A candidate consent [template](#) is available on the programme resource centre. The IB has the right to ask for proof of this candidate authentication.

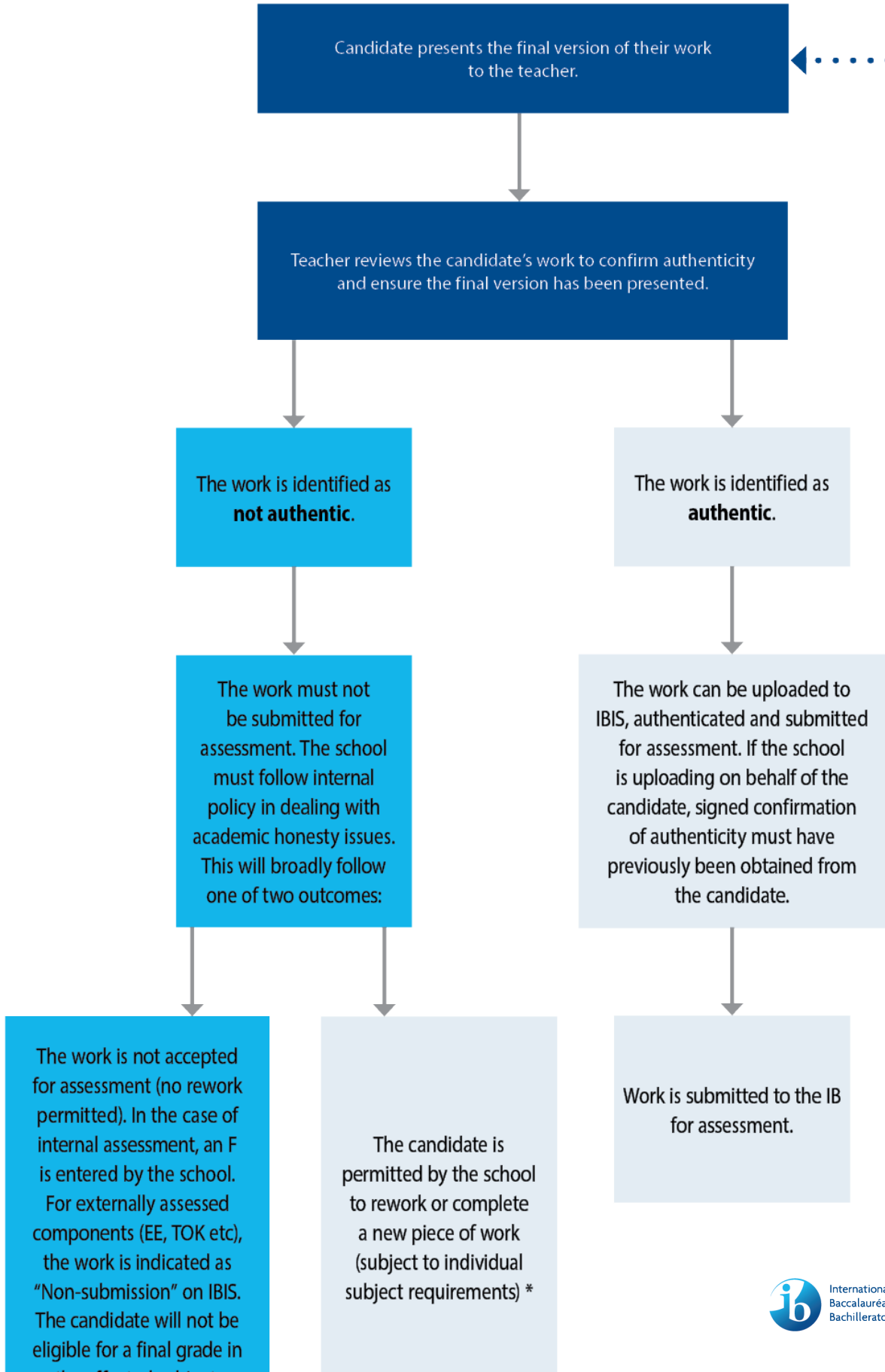
Effective immediately, all coursework received by the IB will be checked via new text matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the candidate may not receive a grade for the subject. The following resources on the [programme resource centre](#) are available for support.

- [Effective citing and referencing](#) (this can be shared with students)
- [Academic honesty in the IB educational context](#)

Learn more about authentication.

- Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate.
- For **assessment electronically uploaded by the candidate**, the authentication process is completed on screen by both the candidate and teacher.
- For **assessment electronically uploaded by the school** (on behalf of the candidate), the authentication process is completed on screen by the teacher. This option requires the school to have previously secured the candidate's authentication.
- For non-examination components, teachers and supervisors should follow the flow diagram (figure 2) below as a standard practice for checking authenticity of the candidate's work.

A4 Academic honesty



A4 Academic honesty

For further details, refer to *Academic honesty in the IB educational context*.

Ongoing support and guidance from the teacher will help with the early detection of plagiarism and will dissuade candidates from, for example, deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny.

A4.3.2 The use of plagiarism detection software

It is not a requirement for schools to use plagiarism detection software and the IB does not endorse/recommend any particular online service. However, a significant number of IB World Schools do use plagiarism detection tools to check candidates' work for possible collusion and/or possible plagiarism. Some of these tools enable cross-comparison of work within a group of candidates by submitting the work to a repository. If this function is available and is selected, the software may be able to identify possible collusion between candidates and across schools.

A4.4 Action that the IB may take in cases of alleged academic misconduct

A4.4.1 Circumstances that will trigger an investigation

These are some of the most common circumstances that will trigger an investigation.

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.
- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

A4 Academic honesty

A4.4.2 The investigation process

When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator to immediately inform the head of school of the investigation.

The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, and so on, with the email.

The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.

If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.

The process is illustrated in figure 3.

A4 Academic honesty

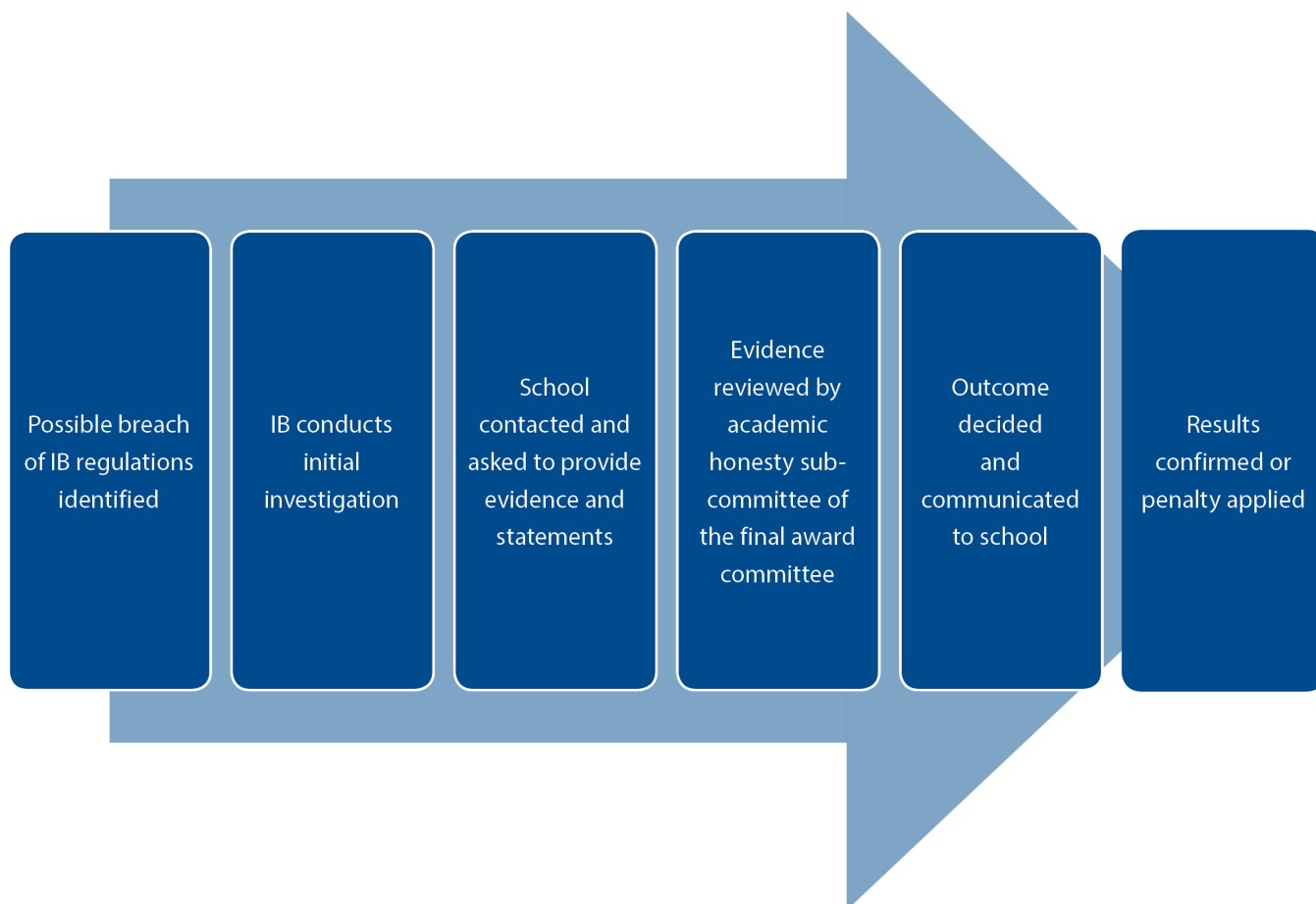


Figure 3

Figure 3 The investigation process

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

The final award committee, or its sub-committee, has full discretion to make these decisions.

A4.4.3 Appeals against decisions of the final award committee

Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal. For further information about the process, acceptable grounds and any subsequent appeal,

A4 Academic honesty

please refer to *Diploma Programme: Assessment appeals procedure* and article 22 of *General regulations: Diploma Programme*.

See also the following sections of *Diploma Programme Assessment procedures*.

[A4.3](#) The authentication of candidates' work

[A4.3.2](#) The use of plagiarism detection software

B1 Before registration

B1.0 Overview

This section contains information that coordinators will find useful in the pre-registration phase: which subjects are available, exceptions and prohibitions, and information on school-based syllabuses (SBS).

The diagram below illustrates where this stage occurs in the student's journey through the Diploma Programme (DP).

B1 Before registration

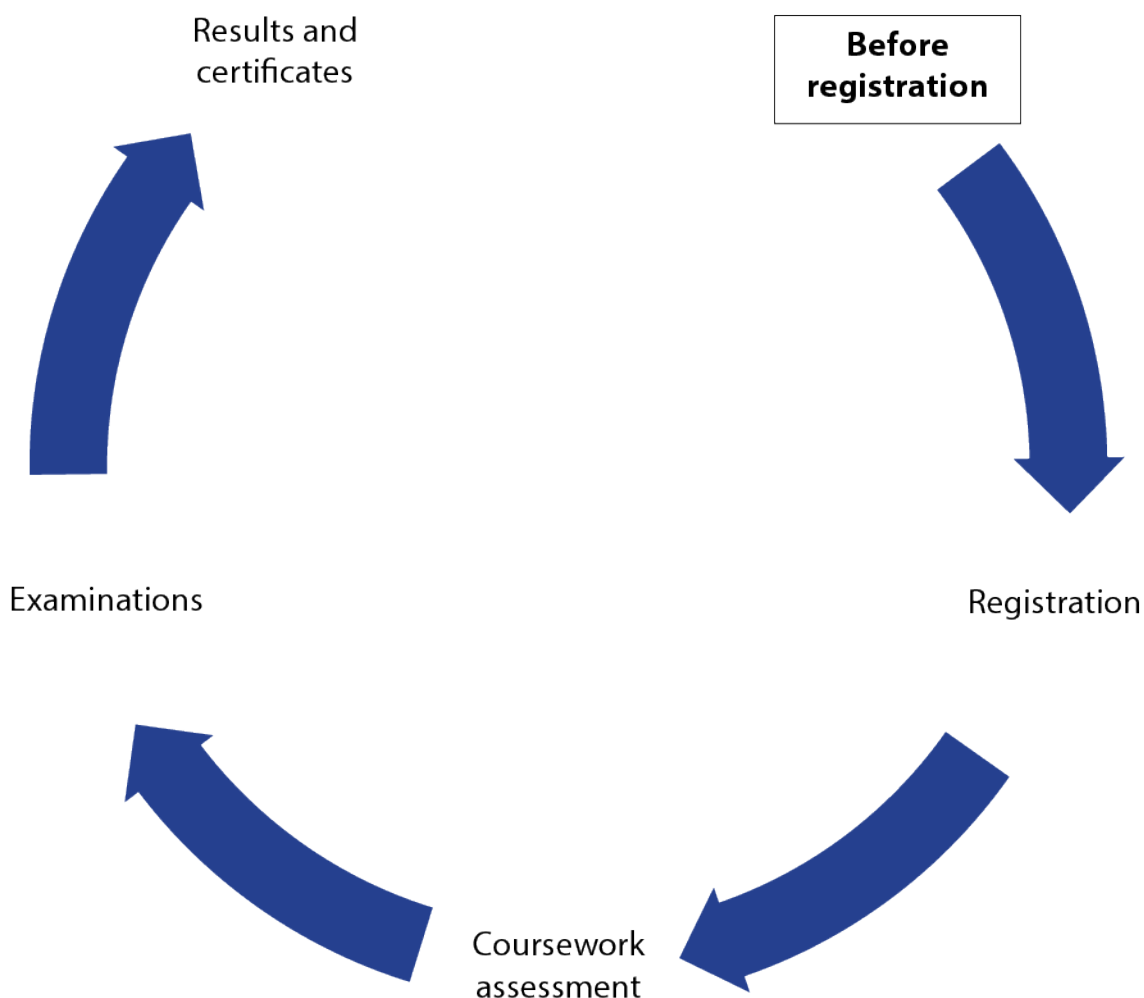


Figure 4

Figure 4 A student's journey through the Diploma Programme

B1.1 Selecting subjects for an IB diploma

B1.1.1 Selecting subjects and levels at the beginning of the two-year Diploma Programme

Coordinators will need to be aware of a number of factors when advising and assisting students in selecting the subjects and levels for study at the start of the two-year Diploma Programme.

B1 Before registration

Careful selection at this stage is essential to enable students to make the most of the two-year teaching period, and to avoid wherever possible the necessity of changing courses or levels to meet registration requirements. Registration for IB assessment occurs at the start of the second year of the programme, by which time students should be fully committed to their courses of study. Any change of subject or level at this stage may put the student at a disadvantage.

Students will be selecting their diploma course subjects, levels and core components at the start of the 2018–19 academic year, for assessment in the May and November 2020 sessions.

Coordinators should be mindful of the following factors at the subject selection stage.

- Are the subjects selected available in the response language required? See subject availability for 2019, section [B1.6](#).
- If any subjects selected are available only by special request, has the deadline for special requests been checked? See section [B2.8](#).
- For diploma candidates, have the subject group requirements been met so that the candidate will be eligible for a diploma? See section [A2.1.2](#).
- Has the list of subject exceptions and prohibitions been checked? See section [B1.4](#).
- Has the registration category of the candidate been discussed and checked? See section [B2.4](#).
- Is the candidate taking additional subjects or core elements? See section [B1.3](#).

B1.1.2 Selecting subjects from subject groups

It is essential to establish whether a particular combination of subjects constitutes a diploma as soon as a candidate begins their courses of study. A prohibited selection of subjects will not be authorized and will mean that a candidate's registration cannot be completed.

Section [B1.6](#) lists subjects that are automatically available for examinations in 2019 and 2020, and by special request for 2020. When selecting subjects for a diploma, candidates may take either of the two following options.

- Two subjects at standard level (SL) and four subjects at higher level (HL)
- Three subjects at SL and three subjects at HL

B1 Before registration

OPTION	NUMBER OF SUBJECTS TO BE TAKEN AT SL	NUMBER OF SUBJECTS TO BE TAKEN AT HL
1	2	4
2	3	3

Other requirements are as follows.

- All HL subjects must be taught over the two years of the programme, and requirements of the core must also be met over the same two-year period.
- One or two subjects at SL (excluding language ab initio and pilot subjects) may be completed and assessed at the end of the first year of the DP (anticipated (A) category). (See section [B2.4](#) for a description of registration categories.)
- If one subject is completed at the end of the first year, it is also permitted for a second SL subject (excluding language ab initio and pilot subjects) to be taught and completed during the second year of the programme. If candidates are studying three SL subjects, at least one of these subjects must be taught over the two years of the programme.
- One subject must be selected from each of any subject groups apart from arts.
- The sixth subject may be selected either from the arts subject group or from any other subject group.

See also section [B1.4](#) for subject exceptions and prohibitions.

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

Learn more

Interdisciplinary subjects

An interdisciplinary SL subject meets the requirements of two subject groups through a single subject.

B1 Before registration

- Environmental systems and societies SL—this course meets the requirements of the individuals and societies, and sciences subject groups
- Literature and performance SL—this course meets the requirements of the studies in language and literature, and arts subject groups.

School-based syllabus subjects

In addition to the bullet points below, coordinators must refer to sections [B1.8](#) and [C11](#) on school-based syllabuses (SBSs) before considering whether an SBS subject can be offered to DP candidates.

- Only schools that have already entered candidates for two DP examination sessions may offer an SBS subject.
- An SBS subject may only be offered at SL.
- A candidate may include an SBS subject as one of the six diploma subjects.
- SBS subjects are currently available in individuals and societies, and sciences subject groups, and count as the candidate's selection in that group. Some syllabuses meet the requirements of two groups.
- An SBS subject cannot contribute to a bilingual diploma.
- No diploma candidate may study more than one SBS subject, or study a pilot subject and an SBS as subjects for their diploma.

An interdisciplinary or SBS subject can be taken as the sixth subject to meet the diploma requirements.

B1.2 Considerations during subject selection

B1.2.1 The distinction between the two “studies in language and literature” courses

Coordinators must be aware of the difference between the following courses.

- Language A: literature
- Language A: language and literature

B1 Before registration

Subject guides that clarify the difference between these two courses of study are available on the programme resource centre.

Learn more

- **Language A: literature**—in this course, the focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.
- **Language A: language and literature**—in this course, the focus is directed towards developing an understanding of the constructed nature of meanings generated by language, and the function of context in this process.

Additionally, the interdisciplinary course **literature and performance** allows students to combine literary analysis with the investigation of the role of performance in our understanding of dramatic literature.

B1.2.2 Available languages

The school supported self-taught option is available at SL only.

All automatically available language A: literature courses are available as school supported self-taught options, if the school does not normally offer the language and no suitably qualified teacher can be found.

[B1.6.1](#) lists those language A: literature subjects that are available in May and November 2019 and May and November 2020.

If the required language is not automatically available, please follow the guidance in section [B1.6.2](#) on special request languages.

The maximum number of self-taught candidates, in any individual language, in any individual school is five.

B1 Before registration

B1.2.3 Subjects with options

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

History HL (paper 3, regional history)

Learn more

For history HL, the options (for paper 3, regional history) are as follows.

- History of Africa and the Middle East
- History of the Americas
- History of Asia and Oceania
- History of Europe

History SL does not have options that require pre-registration.

Mathematics HL

Learn more

For mathematics HL, the options are as follows.

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

B1 Before registration

Music SL

Learn more

For music SL, the options are as follows.

- Solo performing
- Group performing
- Creating

B1.2.4 The same subject twice in a session

Regardless of registration category, candidates may not register for the same subject more than once in the same examination session. This includes subjects that have different options, such as music SL and history.

B1.2.5 Registering course category candidates for core elements

If a candidate is a course category candidate (see section [B2.4.4](#)), work done and grades awarded on a core element course—extended essay (EE), theory of knowledge (TOK) and/or creativity, activity, service (CAS)—do not count towards the award of the diploma. So, although it is possible to register course category candidates for one or more of the core elements, grades awarded for those courses cannot subsequently be combined with grades achieved for mainstream subjects to form the award of a diploma.

When registering a course candidate for their first examination session, coordinators should make this stipulation clear to the candidate concerned.

See also section [B2.4](#) for more information on registration categories.

B1 Before registration

B1.3 Taking additional subjects and core elements

An additional subject is a subject taken in addition to the required number of subjects necessary to qualify for the award of a diploma.

The table below summarizes what is and what is not allowed or required for each category of candidate registration concerning registration for additional subjects and core elements (EE, TOK and CAS).

Coordinators should refer to section [B2.4](#) for information about registration categories and for descriptions of each category.

B1 Before registration

REGISTRATION CATEGORY	ADDITIONAL SUBJECTS	CORE ELEMENTS
Anticipated	May register for additional subjects.	Cannot register for any of the core elements (EE, TOK and CAS).
Diploma	May register for additional subjects.	The core elements are a compulsory requirement for achieving the diploma. TOK and CAS can only be taken as part of the diploma. Students may register for additional EEs (which cannot contribute to the diploma).
Retake	May register for additional subjects.	Can register for a new or revised EE to contribute to the diploma. Can register for additional EEs (which cannot contribute to the diploma). Can retake TOK to contribute to the diploma. CAS will automatically be registered to contribute to the diploma.
Course	Any number of subjects may be registered. No requirement for additional subjects.	Can register for none, one, two or all three core elements, with or without subjects. Can register for more than one EE.

B1.4 Exceptions and prohibitions

B1.4.1 Exceptions

- A candidate may register for a second studies in language and literature subject instead of a language acquisition subject.
- Instead of an arts group subject, a candidate may register for:
 - an additional subject chosen from any other subject group
 - further mathematics HL in addition to another mathematics subject (usually mathematics HL; the content of mathematics HL is presumed knowledge for further mathematics HL)

B1 Before registration

- an interdisciplinary subject.

B1.4.2 Prohibitions

The status codes set out in section [B2.6.6](#) provide the definitive list of circumstances that are not accepted for candidate registrations for assessment in 2019. However, coordinators should be aware of the following subject prohibitions that are sometimes overlooked when registering diploma category candidates.

The following combinations of subjects are not permitted and will not count towards a diploma.

- The same subject counted twice, regardless of whether it is taken at SL or HL (also applicable to course category candidate registrations)

Note that “the same subject” includes different options within a subject, for example, history registered for different regional options or different options within music SL

- The same language for literature, language and literature, language B and/or language ab initio subjects (also applicable to course category candidate registrations)
- More than one language A: literature SL subject as a school supported self-taught subject (also applicable to course category candidate registrations)
- Any two of:
 - mathematics HL
 - mathematics SL
 - mathematical studies SL (also applicable to course category candidate registrations)

If any candidate is taking two mathematics subjects, one of the subjects must be further mathematics HL.

- More than one SBS or pilot subject (also applicable to course category candidate registrations)
- Both an SBS and a pilot subject (not applicable to course category candidate registrations)
- Literature and performance SL with theatre (not applicable to course category candidate registrations)
- Literature and performance SL if it is taken in the same language as a literature, language and literature, language B and/or language ab initio course (not applicable to course category candidate registrations)

B1 Before registration

Specific prohibitions apply to particular SBSs. Schools are informed about such prohibitions when they are authorized to offer an SBS.

See also section [C11](#) for more information on SBSs, and [A2.2](#) for diploma requirements, the bilingual diploma, and so on.

Note: Diploma candidates **can** be registered for more than one interdisciplinary subject.

B1.5 Availability of subjects and core elements terminology

The table below contains an explanation of terms used in describing availability of subjects.

B1 Before registration

TERM	EXPLANATION
Automatically available (✓)	A coordinator may register candidates for this subject without having to submit a special request. A subject may be automatically available in only one or two of the IB response languages, not necessarily in all response languages.
Special request subject (special)	<p>A subject may be automatically available in one or more response languages, but may also be available as a special request subject in another response language.</p> <p>Language A: literature subjects that are not automatically available can sometimes be prepared, but a special request—and justification—must be submitted by the coordinator on IBIS 18 months before the written examinations. This special request service is not available for language A: language and literature, language B or language ab initio. Requests for May 2019 must have been submitted by 15 November 2017 and requests for November 2019 must be submitted by 15 May 2018. Requests for May 2020 must have been submitted by 15 November 2018 and requests for November 2020 must be submitted by 15 May 2019.</p>
Not available (✘)	The subject is not automatically available, nor is it a special request subject.
Response language	The response language is the language in which the student answers the assessment. With the exception of language subjects, the IB generally offers examinations in the IB working languages of English, French and Spanish. Some subjects are also available in German and Japanese. (See the subject availability tables that follow for details of availability of response languages.)

B1 Before registration

Please note that French is not offered as a response language for subjects in the individuals and societies, sciences, mathematics and arts subject groups in the November assessment sessions.

B1.6 Availability of subjects for 2019 and 2020 examination sessions

B1.6.1 Language A: literature—availability

The following language A: literature subjects are automatically available at SL and HL unless otherwise indicated.

B1 Before registration

	MAY SESSION	NOVEMBER SESSION
Afrikaans	✘	✓
Albanian	✓	✘
Amharic	✓	✘
Arabic	✓	✘
Belarusian	✓	✘
Bengali	✓	✘
Bosnian	✓	✘
Bulgarian	✓	✘
Catalan	✓	✘
Chinese	✓	✓
Croatian	✓	✘
Czech	✓	✘
Danish	✓	✘
Dutch	✓	✘
English	✓	✓
Estonian	✓	✘
Filipino	✓	✘
Finnish	✓	✘
French	✓	✓
German	✓	✓
Hebrew	✓	✘

B1 Before registration

Hindi	✓	✗
Hungarian	✓	✗
Icelandic	✓	✗
Indonesian	✓	✓
Italian	✓	✗
Japanese	✓	✓
Korean	✓	✓
Latvian	✓	✗
Lithuanian	✓	✗
Macedonian	✓	✗
Malay	✓	✗
Modern Greek	✓	✗
Nepali	✓	✗
Norwegian	✓	✗
Persian	✓	✗
Polish	✓	✗
Portuguese	✓	✓
Romanian	✓	✗
Russian	✓	✗
Serbian	✓	✗
Sesotho	✓	✗
Sinhalese	✓	✗

B1 Before registration

SiSwati	✘	✓ (SL only)
Slovak	✓	✘
Slovene	✓	✘
Spanish	✓	✓
Swahili	✓	✘
Swedish	✓	✘
Thai	✓	✘
Turkish	✓	✓
Ukrainian	✓	✘
Urdu	✓	✘
Vietnamese	✓	✘
Welsh	✓	✘

Afrikaans SL/HL and SiSwati SL are only available in the November session. (They are not special request subjects.) Therefore, any May 2019 candidate wishing to take Afrikaans SL/HL or SiSwati SL must be registered for the November 2018 session and take all assessment components (written assignment, internal assessment, paper 1 and paper 2) in that session.

B1.6.2 Language A: literature—special request

Examinations for language A: literature subjects not listed in section B1.6.1 can sometimes be prepared, but a request and justification must be submitted on the IB information system (IBIS) 18 months ahead of the examinations. All such special requests for language A: literature must be submitted on IBIS whenever possible, using the form *Special request language A: literature* located under the “Candidate” tab (**Candidate registration**>**Pre-registration**>**Advance notice requirements - available forms**).

Languages that are not written in Roman script can also be entered on IBIS, depending on the specification of the computer being used by the coordinator. However, if the online version of the

B1 Before registration

form cannot be completed for any non-Roman script language, the coordinator must print a copy of the form, complete it on paper and submit a scanned copy to the Assessment Division, IB Global Centre, Cardiff, at support@ibo.org.

Note that Setswana SL is no longer a special request subject for the November session. It can be requested in a May session. Language A: literature is not available on special request in the November session.

All special requests for May 2019 language A: literature have now been processed at the Assessment Division, IB Global Centre, Cardiff, and the schools concerned have been notified.

B1.6.3 Language A: language and literature—availability

Language A: language and literature is automatically available at SL and HL as follows, unless otherwise indicated.

B1 Before registration

	MAY SESSION	NOVEMBER SESSION
Arabic	✓	✗
Chinese	✓	✓
Dutch	✓	✗
English	✓	✓
French	✓	✓
German	✓	✓
Indonesian	✓	✗
Italian	✓	✗
Japanese	✓	✓
Korean	✓	✗
Modern Greek	✓	✗
Norwegian	✓	✗
Portuguese	✓	✓
Russian	✓	✗
Spanish	✓	✓
Swedish	✓	✗
Thai	✓	✗

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

B1.6.4 Literature and performance—availability

Literature and performance is an interdisciplinary subject that fully meets the aims of the studies in language and literature and arts subject groups. Literature and performance is available at SL only.

B1 Before registration

	MAY SESSION			NOVEMBER SESSION		
	English	French	Spanish	English	French	Spanish
Literature and performance	✓	Special	Special	✓	✗	✗

B1.6.5 Language B—availability

Language B is automatically available at SL and HL as follows, unless otherwise indicated.

B1 Before registration

	MAY 2019 SESSION	MAY 2020 SESSION	NOVEMBER 2019 SESSION	NOVEMBER 2020 SESSION
Arabic	✓	✓	✗	✗
Chinese—Cantonese	✓	✓	✓	✓
Chinese—Mandarin	✓	✓	✓	✓
Danish	✓	✓	✗	✗
Dutch	✓	✓	✗	✗
English	✓	✓	✓	✓
Finnish	✓	✓	✗	✗
French	✓	✓	✓	✓
German	✓	✓	✓	✓
Hebrew	✓ (SL only)	✓ (SL only)	✗	✗
Hindi	✓	✓	✗	✗
Indonesian	✓	✓	✓	✓
Italian	✓	✓	✓	✗
Japanese	✓	✓	✓	✓
Korean	✓	✓	✗	✗
Malay	✗	✗	✓ (SL only)*	✓ (SL only)*
Norwegian	✓	✓	✗	✗
Portuguese	✓	✓	✓ (SL only)	✗
Russian	✓	✓	✗	✗
Spanish	✓	✓	✓	✓
Swahili	✓	✓	✗	✗
Swedish	✓	✓	✗	✗
Tamil	✗	✗	✓ (SL only)*	✓ (SL only)*

B1 Before registration

*Malay SL and Tamil SL are available only in the November session. Therefore, any candidate registered for a May session wishing to take Malay SL or Tamil SL must be additionally registered for a November session (usually, but not necessarily, in the preceding year). They must take all Malay SL or Tamil SL assessment components (written assignment, internal assessment, paper 1 and paper 2) in that November session.

Note: Italian B and Portuguese B are being withdrawn from the November session after the November 2019 session.

There is no special request service for language B.

B1.6.6 Language ab initio—availability

Language ab initio is automatically available at SL only as follows, unless otherwise indicated.

B1 Before registration

	MAY 2019 SESSION	MAY 2020 SESSION	NOVEMBER 2019 SESSION	NOVEMBER 2020 SESSION
Arabic	✓	✓	✗	✗
Danish	✗	✓	✗	✗
English	✓	✓	✓	✓
French	✓	✓	✓	✓
German	✓	✓	✗	✗
Indonesian	✗	✗	✓	✓
Italian	✓	✓	✗	✗
Japanese	✓	✓	✓	✓
Malay	✓	✓	✗	✗
Mandarin	✓	✓	✓	✓
Russian	✓	✓	✗	✗
Spanish	✓	✓	✓	✓
Swahili	✓	✓	✗	✗
Swedish	✗	✓	✗	✗

Indonesian is not available in the May session. Therefore, any candidate registered for a May session wishing to take Indonesian must be additionally registered for a November session (usually, but not necessarily, in the preceding year). They must take all Indonesian assessment components (written assignment, internal assessment, paper 1 and paper 2) in that November session.

There is no special request service for language ab initio.

B1.6.7 Classical languages—availability

The following classical languages are automatically available at SL and HL in the response language specified, unless otherwise indicated.

B1 Before registration

	MAY SESSION			NOVEMBER SESSION	
	English	French	Spanish	English	Spanish
Classical Greek	✓	Special	Special	✗	✗
Latin	✓	Special	✓	✓	Special

B1.6.8 Individuals and societies—availability

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

B1 Before registration

	MAY SESSION				NOVEMBER SESSION		
	English	French	Spanish	German	English	Spanish	German
Business management	✓	Special	✓	✗	✓	✓	✗
Economics	✓	✓	✓	✗	✓	✓	✗
Environmental systems and societies SL	✓	Special	✓	✗	✓	✓	✗
Geography	✓	✓	✓	✗	✓	✓	✗
Global politics	✓	Special	Special	✗	✓	Special	✗
History SL	✓	✓	✓	✓	✓	✓	✓
History HL: Africa and the Middle East	✓	Special	Special	Special	✓	Special	Special
History HL: Americas	✓	✓	✓	Special	✓	✓	Special
History HL: Asia/Oceania	✓	Special	Special	Special	✓	Special	Special
History HL: Europe	✓	✓	✓	✓	✓	✓	✓
Information technology in a global society HL	✓	Special	Special	✗	✓	✓	✗
Information technology in a global society SL	✓	Special	✓	✗	✓	✓	✗
Philosophy	✓	✓	✓	✗	✓	✓	✗
Psychology	✓	Special	✓	✗	✓	✓	✗
Social and cultural anthropology	✓	Special	✓	✗	✓	✓	✗
	✓	Special	Special	✗			✗

B1 Before registration

World religions SL					See note below.	See note below.	
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Note: World religions is not available in any language in the November sessions.

B1.6.9 Sciences—availability

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

B1 Before registration

	MAY SESSION				NOVEMBER SESSION		
	English	French	Spanish	German	English	Spanish	German
Biology	✓	✓	✓	✓	✓	✓	✓
Chemistry	✓	✓	✓	✗	✓	✓	✗
Computer science SL	✓	Special	✓	✗	✓	✓	✗
Computer science HL	✓	Special	Special	✗	✓	Special	✗
Design technology	✓	Special*	Special	✗	✓	Special	✗
Environmental systems and societies SL	✓	Special	✓	✗	✓	✓	✗
Physics	✓	✓	✓	✗	✓	✓	✗

B1 Before registration

Sports, exercise and health science SL	✓	Special	Special	✗	✓	Special	✗
Sports, exercise and health science HL	✓	Special	Special	✗	✓	Special	✗

*If a school wishes to offer design technology in French, they must contact IB Answers—before beginning the teaching of the course—so that any issues arising can be addressed. Schools should be aware that the subject guide is not available in French.

B1.6.10 Mathematics—availability

The following subjects are automatically available in the response language specified, unless otherwise indicated.

B1 Before registration

	MAY SESSION			NOVEMBER SESSION	
	ENGLISH	FRENCH	SPANISH	ENGLISH	SPANISH
Further mathematics HL	✓	✗	✗	✗	✗
Mathematical studies SL	✓	✓	✓	✓	✓
Mathematics HL: Calculus	✓	✓	✓	✓	✓
Mathematics HL: Discrete mathematics	✓	✓	✓	✓	✓
Mathematics HL: Sets, relations and groups	✓	✓	✓	✓	✓
Mathematics HL: Statistics and probability	✓	✓	✓	✓	✓
Mathematics SL	✓	✓	✓	✓	✓

There is no special request service for the mathematics subject group.

B1.6.11 The arts—availability

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

B1 Before registration

	MAY SESSION			NOVEMBER SESSION	
	English	French	Spanish	English	Spanish
Dance	✓	Special	Special	✓	Special
Film	✓	Special	✓	✓	✓
Literature and performance SL	✓	Special	Special	✓	✘
Music HL	✓	Special	✓	✓	✓
Music SL: Creating	✓	Special	✓	✓	✓
Music SL: Group performing	✓	Special	✓	✓	✓
Music SL: Solo performing	✓	Special	✓	✓	✓
Theatre	✓	Special	✓	✓	✓
Visual arts	✓	✓	✓	✓	✓

From May 2019, film will only be offered in French as a special request.

B1.7 Availability of core elements for 2019 and 2020 examination sessions

B1.7.1 Core elements—availability

Theory of knowledge

	MAY AND NOVEMBER SESSIONS				
	English	French	Spanish	German	Chinese
Theory of knowledge	✓	✓	✓	✓	✓

B1 Before registration

Extended essay

Studies in language and literature

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

Language acquisition

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

Individuals and societies, sciences, mathematics, arts

The table below shows the subjects and languages available for the extended essay in May and November 2019.

B1 Before registration

	MAY SESSION				NOVEMBER SESSION			
	English	French	Spanish	German	English	French	Spanish	German
Biology	✓	✓	✓	✓	✓	✓	✓	✓
Business management	✓	✓	✓	✗	✓	✓	✓	✗
Chemistry	✓	✓	✓	✗	✓	✓	✓	✗
Computer science	✓	✓	✓	✗	✓	✓	✓	✗
Dance	✓	✓	✓	✗	✓	✓	✓	✗
Design technology	✓	✓	✓	✗	✓	✓	✓	✗
Economics	✓	✓	✓	✗	✓	✓	✓	✗
Environmental systems and societies	✓	✓	✓	✗	✓	✓	✓	✗
Film	✓	✓	✓		✓	✓	✓	✗
Geography	✓	✓	✓	✗	✓	✓	✓	✗
Global politics	✓	✓	✓	✗	✓	✓	✓	✗
History	✓	✓	✓	✓	✓	✓	✓	✓
Information technology in a global society	✓	✓	✓	✗	✓	✓	✓	✗
Literature and performance	✓	✓	✓	✗	✓	✓	✓	✗
Mathematics	✓	✓	✓	✗	✓	✓	✓	✗
Music	✓	✓	✓	✗	✓	✓	✓	✗
Philosophy	✓	✓	✓	✗	✓	✓	✓	✗
Physics	✓	✓	✓	✗	✓	✓	✓	✗

B1 Before registration

Psychology	✓	✓	✓	✗	✓	✓	✓	✗
Social and cultural anthropology	✓	✓	✓	✗	✓	✓	✓	✗
Sports, exercise and health science	✓	✓	✓	✗	✓	✓	Special	✗
Theatre	✓	✓	✓	✗	✓	✓	✓	✗
Visual arts	✓	✓	✓	✗	✓	✓	✓	✗
World religions	✓	✓	✓	✗	✓	✓	✓	✗
World studies (see section C7.3.4)	✓	✓	✓	✗	✓	✓	✓	✗

B1.8 School-based syllabuses

A school-based syllabus (SBS) is an optional sixth subject that has been designed by a school according to its own needs and teaching resources. Schools develop these syllabuses in consultation with the IB. Schools that wish to offer an existing SBS should contact IB Answers to request authorization to do so. An SBS should not be taught until this authorization has been obtained. SBSs are only offered at standard level.

Once a new syllabus has been approved, other schools may apply for authorization to offer the subject. To apply for authorization, contact IB Answers.

For details of external and internal assessment requirements relating to SBSs, see section C11. For information on how to propose a new school-based syllabus, see the SBS pages on the programme resource centre.

B1.8.1 General regulations

- Schools **must** apply to the IB for authorization before offering an SBS, whether this is a proposed new syllabus or an existing one. A syllabus must not be taught until it has been authorized by the IB.

B1 Before registration

- Schools can offer more than one SBS, but must apply separately for authorization for each SBS subject.
- As with all SL subjects, SBSs must cover 150 teaching hours and should be taught over a two-year period.
- A candidate may not count either of the following towards the award of the diploma.
 - More than one SBS
 - Both an SBS **and** a pilot subject
- An SBS cannot contribute to a bilingual diploma.
- Only schools that have already entered candidates for two diploma sessions may offer SBSs, except in exceptional circumstances, for example, to satisfy national educational requirements. (This applies to schools wanting to offer Turkey in the 20th century.)
- Turkey in the 20th century is only available as a May session subject. November-session schools in Turkey must register candidates for this subject for examination in a May session under the early-session arrangement (see section [B2.9](#)).
- A similar arrangement is allowed for November-session schools wishing to register candidates for Classical Greek and Roman studies or for Chile and the Pacific Basin as these two subjects are now only available in a May session.

The following is a list of the available SBSs currently authorized by the IB. Subject guides and other documents relating to these subjects are available on the programme resource centre. For further information about each of these, contact IB Answers.

B1 Before registration

SCHOOL-BASED SYLLABUS	LANGUAGE	SUBJECT GROUP	SESSION
Art history	English	Individuals and societies	May
Astronomy	English	Sciences	May
Beginners' Hindi*	Hindi	Language acquisition	May
Brazilian social studies	Portuguese	Individuals and societies	May and November
Chile and the Pacific Basin	Spanish	Individuals and societies	May
Classical Greek and Roman studies	English	Individuals and societies	May
Modern history of Kazakhstan	Kazakh	Individuals and societies	May
Food science and technology	English	Sciences	May
Marine science	English	Sciences	May
Political thought	English, Spanish	Individuals and societies	May
Turkey in the 20th century	Turkish	Individuals and societies	May
World arts and cultures	English	Individuals and societies	May

*No new language acquisition group SBS subjects will be authorized, unless in exceptional circumstances.

B1.8.2 The school's responsibilities

Assessment requirements and procedures for SBSs

Assessment requirements and procedures for SBSs are the same as those for non-SBS IB subjects. In practice this means that all schools are responsible for:

- observing that the materials for assessment are submitted to meet the deadlines specified in DP *Assessment procedures*
- submitting predicted grades and internal assessment marks for each subject by the required deadline
- ensuring that the candidates' coursework is marked by the subject teacher(s), according to the approved criteria and markscheme(s)

B1 Before registration

- uploading samples of the marked coursework for moderation according to IB instructions
- ensuring that the examinations are conducted according to IB procedures and regulations
- ensuring that the written examination(s) is (are) taken on the dates scheduled by the IB, unless by prior agreement with the IB
- sending examination material promptly according to IB instructions. Please check IBIS for details of the scanning centre allocated to your school.

The IB is responsible for the annual production of all SBS examination papers.

B2 Candidate registration and entries

B2.0 Overview

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

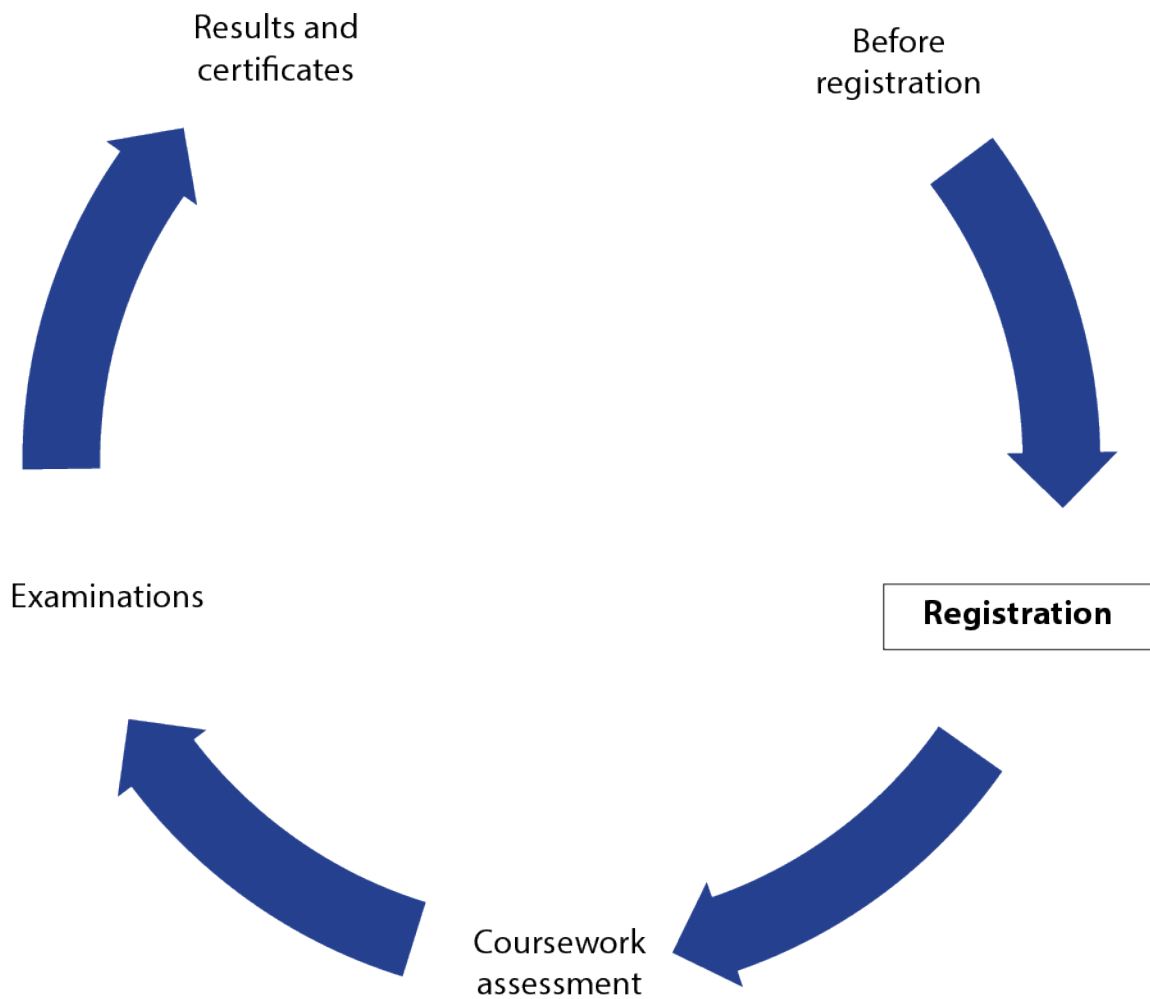


Figure 5
Figure 5 A student's journey through the Diploma Programme

B2 Candidate registration and entries

B2.1 Registering for assessment

All candidates wishing to take DP examinations need to be registered for those examinations by their school coordinator.

The registration process is an application by the candidate to take those examinations.

Registration must be done by school coordinators (or their accredited colleagues—see section [A3.1.1](#)). Candidates cannot register themselves for examinations.

Registration is done by using IBIS. There are a number of registration categories—see section [B2.4](#).

B2.2 Candidate registration deadline

B2.2.1 Candidate registration deadline

A summary of all dates relating to registration of candidates for examinations can be found in the [Assessment calendar](#).

The earliest date when candidates can be registered on IBIS is 20 months before the written examinations for the session. For the May and November 2019 sessions, registrations opened on **1 September 2017/1 March 2018**. Registering candidates during the first year of the Diploma Programme is strongly recommended. This will help to identify any combinations of subjects that are prohibited or do not constitute a diploma. It is possible to enter on IBIS the subject details for a hypothetical candidate to determine whether the combination of subjects would constitute a diploma. This will not result in a registration if the details are removed before the registration deadline.

Registration deadline

The deadline for registration of all candidates for DP assessments is **15 November/15 May**. Registrations after this date will be subject to increased fees. Coordinators should register all their candidates for all subjects by this date.

B2 Candidate registration and entries

Late registration period

Coordinators may exceptionally need to register additional candidates or make changes to existing registrations after the registration deadline. The late registration period ends on **15 January/15 July**. Late candidate registrations and subject additions and amendments will incur a supplement in addition to the normal registration fee. Refer to Fees and billing information for IB World Schools for further information.

After the late registration period

In an exceptional situation, where a coordinator may need to register a candidate for a forthcoming session outside the normal registration parameters, registrations and changes to existing registrations may be accepted after the late registration period (after **15 January/15 July**). Use of the emergency facility for such registrations or changes incur higher additional fees. Refer to *Fees and billing information for IB World Schools* for further information.

After candidates have been registered for an examination session, it is recommended that the coordinator print the registration reports. Each candidate should then be required to sign and date his or her report to confirm that his or her personal and subject details are correct. It is essential that a candidate's name is correct and reflects the spelling that is shown on the candidate's passport or other such official identification.

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

Up to the registration deadline

The registration deadline is **15 November/15 May**, six months before the examinations. Therefore, coordinators must enter candidate registration details on IBIS for the May 2019 session by **15 November 2018**, and for the November 2019 session by **15 May 2019**. Registrations made by the registration deadline will incur standard registration fees.

B2 Candidate registration and entries

The late registration period

The late registration period runs from **16 November/16 May** to **15 January/15 July**, three and a half months before the written examinations. During this late registration period there is a fee for changes to existing subject details and a higher fee for registering new candidates. Also, if a new candidate is registered, or an existing candidate is registered for new subjects, a late subject fee is charged for each subject.

Please refer to section [A3.6](#) for information on the credit of subject and/or core fees for candidate, subject or core element withdrawals after the registration deadlines.

After the late registration period

After the late registration period (**15 January/15 July**), the addition of a new candidate or a change to a candidate's registration (including the addition of a new subject) will only be accepted if:

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

Where a change of subject or level affects the mark(s) for internal assessment and/or the predicted grade, it will be necessary to inform the Assessment Division, IB Global Centre, Cardiff, via IB Answers. In view of such changes and how they may affect the moderation of marks for internal assessment the IB may not accept a registration change after the late registration period. Significantly higher fees will be charged after that time for changes that are accepted.

All changes to existing registrations and the addition of new candidates made on IBIS after the late registration period will be sent to the Assessment Division, IB Global Centre, Cardiff, for approval before being completed. The Assessment Division, IB Global Centre, Cardiff, will then send an email to the coordinator to confirm whether the changes have been approved and made.

A school will not be credited for candidate, subject or core element withdrawals after the late registration period. The only exception to this is the withdrawal of a retake session or subject following the outcome of an enquiry upon results. Please refer to section [A3.6](#) for details.

B2 Candidate registration and entries

B2.2.2 Deadlines for retake candidates

The deadlines and fees referred to in section [B2.5](#) apply to all candidates who are registered to retake at least one year after their last examination session.

Candidates retaking a subject or subjects six months after their last session will need to be registered by **29 January/29 July**, even if the outcome of an enquiry upon results is pending, to ensure that the lowest registration fees are incurred (fees applicable before the registration deadline); registrations after this date will incur the highest fees (fees applicable after the late registration period). This includes course candidates who wish to take one or more subjects again.

If a grade is raised (or lowered) as a consequence of an enquiry upon results, the registration for the retake subject(s) can be withdrawn on request from the coordinator. A refund of the subject fee(s) can be given for the withdrawal and a refund of the registration fee can also be given if the candidate's retake session is fully withdrawn as a result of the change. In order to receive the fee refund(s) for candidates in such a situation, please contact support@ibo.org by **1 May/1 November** (the withdrawal deadline for the retake session).

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

Diploma candidates

If a candidate takes one or more subjects again at least one year after his or her diploma session, the deadline and fees referred to in section [B2.5](#) apply to each subject that is being retaken. However, if a candidate takes one or more subjects again six months after his or her previous session, a different deadline and fees apply.

If the phrase "six-month retake" is used, it refers to a candidate who was assessed for the subject (or subjects) being retaken in the examination session six months previously. For example, if a May 2019 diploma candidate retakes one or more subjects in November, this candidate would be a six-month retake candidate.

The same deadline and fees would apply to a candidate who retakes the diploma six months after a retake session. For example, if a May 2019 diploma candidate retook one or more subjects

B2 Candidate registration and entries

in November 2019, then retakes the diploma in May 2020, the six-month retake subject change restrictions indicated in section [B2.5.2](#) would not apply.

May session schools

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

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

- **May 2019:** diploma (D) session.
- **November 2019:** retake (R) session—candidate must be registered by **29 July** to attract lower registration fees. If registered after **29 July** the highest registration fees apply including a late subject fee for each subject or core element registered.

November session schools

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

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

- **November 2018:** diploma (D) session.
- **May 2019:** retake (R) session—candidate must be registered by **29 January** to attract lower registration fees. If registered after **29 January** the highest registration fees apply including a late subject fee for each subject or core element registered.

Course candidates

A school may register course candidates in the session that is not the school's main session in order for candidates to take one or more subjects again after six months. The course (C) registration category is used for this purpose, not the retake (R) category. The candidate must have taken the same subject in a previous examination session. If changing level, contact IB Answers to enquire whether this is acceptable; changing level may require the candidate to submit new or revised work for internal assessment.

B2 Candidate registration and entries

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

B2.2.3 Summary of registration dates

DESCRIPTION	MAY 2019 SESSION	NOVEMBER 2019 SESSION
Registration deadline	15 November 2018	15 May 2019
Session number renumbering deadline	15 January 2019	15 July 2019
Late registration period ends	15 January 2019	15 July 2019
Six-month retake deadline	29 January 2019	29 July 2019
Withdrawal deadline	1 May 2019	1 November 2019

B2.3 Candidate registration

B2.3.1 A candidate's personal details

When entering a candidate's name on IBIS, be sure to use the same spelling as in the candidate's passport. This is especially important if a legalization of the results documents (see section [B7.5](#)) is required. A candidate's name will be printed on results documentation exactly as it is entered on IBIS (first name followed by last name).

Coordinators should also check that the candidate's date of birth is entered correctly. The date of birth is used to ensure that a candidate's full registration history can be identified and easily retrieved. The date of birth is also used by universities and admission centres to match IB candidate results to their applications.

Information on candidates' nationalities and languages is collected for statistical purposes only, and will not be displayed on any results documentation.

B2 Candidate registration and entries

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

The IB will not normally accept changes to a candidate's name after the first examination results are issued, or for a previous examination session. Among other examples, this includes a middle name being added or removed, and changes to the abbreviation of a name.

If a change to a name is required by law after the issue of results, the IB will comply with the request on the receipt of valid proof of identification.

There is one exception to this ruling, and that is for anticipated (A) candidates who are continuing with the diploma and have not yet received their results documentation.

Learn more

For example, in May 2018 a candidate may have anticipated one or two subjects at SL and then be registered for the remaining subjects in the May 2019 session. The candidate would not receive any results documentation until after the issue of results for the May 2019 session; therefore, changes to personal details would be accepted up until 5 July 2019.

B2.3.2 A candidate's personal code

All candidates who are registered for IB assessments are given a personal alphanumeric, six-character code (for example, **ejy768**). This personal code remains the same across all IB programmes, and enables coordinators and the IB to track a candidate's academic record during their IB career.

When registering a candidate for a DP examination session, the candidate's personal code must be used if they have previously been registered for any other IB programme.

Learn more about linking a candidate's personal code.

Linking a candidate's personal code

B2 Candidate registration and entries

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

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.

Learn more about linking a candidate’s sessions here

Linking a candidate’s sessions

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

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

This situation must be avoided in all cases where a candidate has a previous session, regardless of the candidate’s registration category (or categories) in that session. This includes other programme sessions, and any sessions from which the candidate has been withdrawn.

B2 Candidate registration and entries

B2.3.3 A candidate's session number

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

SCHOOL'S IB NUMBER	CANDIDATE NUMBER	CANDIDATE'S SESSION NUMBER
000018	0056	000018-0056

This number is unique to the candidate for a particular examination session only, for example May or November 2019.

The session number is used to identify candidates in correspondence with the IB, on examination stationery and on some forms.

A candidate who has taken a previous examination session does not retain the session number from the previous session. Session numbers are assigned to candidates at the time that the school coordinator registers them for that session.

Candidates can be renumbered.

Learn more about renumbering.

Renumbering candidates

After registering candidates, a coordinator can renumber their entry of candidates on IBIS. This will automatically change the session number of the candidates. Renumbering can only be done up to the **15 January/15 July**. A coordinator can renumber candidates on IBIS any number of times before **15 January/15 July**. After the **15 January/15 July** deadline candidates cannot be renumbered either by the school or by the Assessment Division, IB Global Centre, Cardiff. At that stage, it is no longer possible to revert the numbering to the original sequence.

B2 Candidate registration and entries

B2.4 Registration categories

There are four registration categories.

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

Candidates must be registered using the correct category. Each of the registration categories will have subject-related prohibitions that apply. These are detailed in section [B1.4](#).

B2.4.1 Anticipated (A) category

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

Learn more

Anticipated (A) category

Any subject at SL may be taken as an anticipated subject, except for language ab initio subjects and pilot subjects.

An anticipated category candidate cannot register to take any of the core elements—extended essay (EE), theory of knowledge (TOK) or creativity, activity, service (CAS).

An anticipated candidate may register for additional subjects, but these cannot contribute to the award of the diploma. An additional subject can be taken at either SL or HL, but the candidate must still have received tuition for the recommended 150 hours (SL) or 240 hours (HL). It is not permitted to register for any core elements (EE, TOK, CAS) as an additional subject.

Some subject prohibitions also apply to course candidates. Refer to section [B1.4](#) for further information.

B2 Candidate registration and entries

B2.4.2 Diploma (D) category

The diploma (D) category is for a candidate who is completing the requirements of the diploma in the session for which they are being registered. For the regulations on the combination of subjects that constitute a diploma, refer to the *General regulations: Diploma Programme* and section A2.2 of this publication.

Learn more

Diploma (D) category

A diploma candidate has a maximum of three examination sessions in which to achieve the diploma. The number or combination of sessions permitted is listed below.

First examination session	Anticipated category (A)
---------------------------	--------------------------

Second examination session	Diploma category (D)
----------------------------	----------------------

Third examination session	Retake category (R)
---------------------------	---------------------

or

First examination session	Diploma category (D)
---------------------------	----------------------

Second examination session	Retake category (R)—first attempt
----------------------------	-----------------------------------

Third examination session	Retake category (R)—second attempt
---------------------------	------------------------------------

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

No other number or combination of sessions is allowed.

A diploma session candidate may also register for an additional subject (or subjects) that does not contribute to the award of the diploma.

B2 Candidate registration and entries

A diploma session candidate may also register for an additional extended essay. Only one extended essay can contribute to the requirements of the diploma: this must be indicated during the registration process.

Any additional extended essays must be registered as an additional subject. Completing an additional extended essay would increase the workload of a diploma candidate and should, therefore, only be pursued if it is an essential requirement for the candidate's own purposes (for example, for university entrance).

A diploma candidate may not register for TOK and/or CAS as additional subjects.

B2.4.3 Retake (R) category

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

Learn more

Retake (R) category

There are two kinds of retake candidate.

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

In both cases, the responsibilities of the school are the same. For further details of the particular regulations and deadlines that apply to candidates who are retaking a subject or subjects after six months, refer to section [B2.5](#).

A candidate taking a subject again may carry over his or her mark for a non-examination component, providing there have been no significant changes to the curriculum and/or assessment requirements. Please refer to section [B2.5.3](#) for further information.

B2 Candidate registration and entries

A candidate in his or her retake session may register for an additional subject (or subjects) and/or EE(s) that do not contribute to the award of the diploma. Any additional EEs must be registered as an additional subject. A retake candidate may not register for TOK and/or CAS as additional subjects.

B2.4.4 Course (C) category

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

Learn more

Course (C) category

There is no limit to the number of times a subject can be taken again by a course candidate. If a course candidate registers for the same subject again, the course category is used, rather than the retake category. A candidate taking a subject again may carry over his or her mark for a non-examination component, providing there have been no significant changes to the curriculum and/or assessment requirements. Please refer to section [B2.5.3](#) for further information.

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

Some subject prohibitions also apply to course candidates. Refer to section [B1.4](#) for further information.

B2 Candidate registration and entries

B2.4.5 Other category-related issues

Conversion from anticipated to course category

A candidate who takes a subject as an anticipated category candidate, but who does not register for the remaining subjects required to complete their diploma one year later, will have the result of their anticipated category subject converted to a course category result. The examination session in which the subject was taken will not constitute one of the permitted three sessions counted towards a diploma; however, the result cannot later be converted back in a subsequent session. Course category results are sent to the school a year after the anticipated category session has taken place.

Early-session candidates

The anticipated category must be used for early-session candidates, that is, candidates taking a subject six months before their main session because the subject is not available in the school's main session (see section [B2.9](#) for details). In these circumstances, the anticipated session does not count as one of the three possible sessions towards the diploma.

IBIS will generate registration status codes for early-session registrations. The codes will be removed soon after the registration deadline. However, if a coordinator would prefer that the codes are removed sooner, a request should be emailed to IB Answers at support@ibo.org.

Transfer candidates

Anticipated subjects can only contribute to a diploma if taken one year before the diploma session (excluding instances where the anticipated category is used for early-session candidates).

An exception is normally possible when a candidate transfers from one IB World School to another during their course of study where the new school enters candidates for a different examination session. See section [B2.10](#) for further details.

Replacing or retaking an anticipated subject

A candidate sitting their diploma session may replace an anticipated category subject with a different subject. They may also change a subject from SL to HL. In these circumstances, ensure that the original subject is excluded by unticking the "Include" box when registering the candidate.

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

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

B2.4.6 Implications of the school's choice of main session

During the authorization process, a school intending to offer the DP must decide whether its main examination session will be in May or November each year. This choice is important as it has implications, and limits the opportunities for candidate registration in the session that is not the school's main session of the school.

Learn more

A school that has May as its main examination session cannot enter anticipated (A), diploma (D) or course (C) candidates in the November session.

Similarly, a school that has November as its main examination session cannot enter anticipated (A), diploma (D) or course (C) candidates in the May session.

However, there are exceptions to this restriction on registering candidates.

The anticipated (A) category must be used in the session that is not the school's main session when registering diploma candidates for a subject that is neither automatically available nor a special request subject for the school's main session. For example, this includes a language ab initio subject that is not available for the school's main session. (For further information see section [B2.9](#).)

A school may register course (C) candidates in the session that is not the school's main session for a subject that is neither automatically available nor a special request subject for the school's main session.

A school may register course (C) candidates in the session that is not the school's main session in order for candidates to retake one or more subjects after six months. The course (C) registration

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category is used for this purpose, rather than the retake (R) category. The candidate must have taken the same subject in a previous examination session.

B2.5 Candidates retaking one or more subjects

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

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

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

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

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

B2.5.1 Responsibilities of the school

A candidate who wishes to take one or more subjects again does not have to register in the same school where the subject was originally taken. If a school accepts a candidate who wishes to retake

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one or more subjects, the school must assume all academic and administrative responsibilities for that candidate. No distinction is made between diploma or course candidates in this respect. It is emphasized that the school is not simply adopting the role of a “retake centre”; the school must demonstrate a commitment to the candidate and provide him or her with all necessary support both before and after the examinations.

Responsibilities include, but are not confined to:

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

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

A candidate taking a subject again is not required to attend classes if he or she has already received the recommended number of teaching hours. However, coordinators are strongly advised to consider whether the candidate requires additional teaching before taking the examinations or other forms of assessment. Because the candidate has not achieved the desired grade in the subject(s) being retaken, it is highly likely that additional tuition will be required.

If there have been changes to the requirements of a subject’s curriculum and/or its assessment, the candidate must comply with the new requirements. This includes changes to the internal assessment. The candidate must be advised of the changes and given appropriate support.

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B2.5.2 Retaking a subject after six months

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

- A subject taken as an anticipated subject cannot be retaken after six months. (This restriction is in place because allowing an anticipated subject to be retaken would count as one of the three sessions towards achieving the diploma and therefore prevent a candidate from having a retake session for all subjects.)
- If a candidate is registered for the session six months after his or her diploma session, the subject(s) for which he or she is registering must have already been taken in the diploma session. However, this restriction does not apply to the extended essay.
- A candidate is not permitted to change from standard level to higher level in a subject being retaken after six months. However, a candidate is permitted to change from higher level to standard level, if the diploma requirements allow such a change.
- Pilot and school-based syllabus subjects cannot be taken six months after a candidate’s diploma (D) session. Similarly, a course (C) candidate cannot retake a pilot or school-based syllabus after six months.

The registration of a six-month retake candidate is accepted after the “six-month retake deadline” of **29 January/29 July**. However, if the outcome of an enquiry upon results category 1 re-mark is pending, to avoid paying the higher registration fees the coordinators must register the candidate before this deadline. Please refer to section [B2.2.2](#) for further information on retake candidates with outstanding enquiry upon results requests.

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

B2.5.3 Carrying over marks

A candidate taking a subject again may carry over his or her result for a non-examination component, assuming there have been no significant changes to the curriculum and/or assessment requirements. A mark cannot be carried over from:

- a written examination (that is, paper 1, 2 or 3)

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- the theory of knowledge essay.

If a candidate wishes to carry over a mark, the coordinator must indicate this on IBIS after registering the candidate for the examination session. If IBIS does not indicate the opportunity to carry over marks, this is normally because a carry-over is not permitted owing to changes in the subject's curriculum and/or assessment. The carry-over of a result can be indicated using the **Candidate>Candidate registrations>Post registration>Bring forward mark(s) and predicted grade(s)** option. Any queries should be directed to support@ibo.org.

Retake candidates carrying forward their result for a non-examination component will carry forward their component grade (and the position within that grade) rather than their mark. Where the component grade boundaries stay the same from the main session to the retake session then there will be no change to the mark carried forward. Where the component grade boundaries change, the mark will be adjusted to ensure the same component grade is awarded in the retake session.

This is to ensure that candidates carrying forward their results are not disadvantaged or advantaged by changes to grade boundaries that take place after the main session.

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

For further information on carrying forward marks, see **Library>User guides>Carrying forward marks user guide**.

B2.5.4 Resubmitting work for internal assessment or another non-examination component

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

It is not sufficient for the candidate to make minor changes to the work previously submitted, regardless of whether the coursework was internally or externally assessed. In principle, entirely

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different work should be submitted for assessment. However, the IB recognizes that for very substantial coursework tasks (for example, artwork for visual arts, the design project for design technology) this may not be feasible given the time constraints. In such cases substantial modification of the original work is acceptable. If modified work is submitted it will be marked as new; the candidate must accept that the work may attract a lower mark.

B2.5.5 Changing the level and response language of a subject

For a candidate retaking a subject but changing level, contact support@ibo.org to enquire whether the mark can be transferred. Identify the candidate by name, personal code and previous session number, stating the subject and component(s) for which the candidate wishes to change level.

It is permissible to change the response language of a subject, but all new components must be in the same response language. This includes the internal assessment if the candidate is submitting new work. However, a candidate may carry forward the internal assessment mark achieved with a different response language from a previous session.

B2.5.6 Changes to history HL and mathematics HL

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

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

B2.6 How to register candidates on IBIS

This section contains basic information on registering candidates on IBIS. Detailed information is contained in the user guides available in the IBIS library.

B2 Candidate registration and entries

B2.6.1 Candidate personal details and subject information

Coordinators should ensure that they have the required personal information and subject details for each candidate, which will be required during registration, including:

- full name
- date of birth
- gender
- first language
- second language (if applicable)
- first nationality
- second nationality (if applicable)
- subjects being taken.

The IB uses language and nationality information for statistical purposes only, so candidates should not be concerned about which is “first” and which is “second”.

However, it is important to enter a candidate’s name correctly in IBIS as it will be used in the *Diploma*, *Diploma results* or *Course results*.

When entering a candidate's name, Roman script must be used. This is because file formats used for various documents and stationery cannot easily accommodate certain character sets; the working languages of the IB all use Roman script, and the use of Roman script supports the identification of candidates by staff and examiners.

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

B2.6.2 The basic steps of candidate registration

Based on entering a new candidate, or group of candidates, the basic recommended sequence for registering candidates on IBIS is as follows.

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1. Ensure the intended examination session is displayed in the yellow banner at the top of the screen.
2. Go to the “Candidate registration” home page (**Candidate>Candidate registrations**).
3. Update the “School subjects offered” list for the default session. See section [B2.6.3](#).
4. To make the registration process quicker and easier, update the default candidate option available. See section [B2.6.4](#).
5. Register candidates for the session. See section [B2.6.5](#).
6. Check and resolve any status codes displayed on a candidate’s individual registration. See section [B2.6.7](#).
7. Renumber the candidate list, if required. See section [B2.3.3](#).
8. Confirm candidate registrations. See section [B2.7.1](#).
9. Amend registrations, if necessary. See section [B2.7.2](#).

This sequence will vary, depending on whether the candidates are new, retake or other category candidates.

B2.6.3 School subjects offered list

Before registering any candidate, first establish a list of subjects offered by the school. This will avoid having to select each candidate’s subjects from the long list of subjects offered by the IB for each session. It is also possible to copy subjects offered in a previous session. The “School subjects offered” option is found by going to **Candidate>Candidate registrations>Pre-registration>School subject offered>Edit subjects** and then adding and removing subjects from the school subjects list as appropriate. When done, click “Save subjects”.

Some subjects and response languages are not automatically available for a session; they are designated as “special request” subjects. These subjects will appear in the window headed “IB special request subjects” only if the coordinator has requested them and they have been authorized by the Assessment Division, IB Global Centre, Cardiff. If the registration of candidates is left until after the deadline for special request subjects, it is then too late to request authorization.

B2.6.4 Default candidate

Before registering any candidate, it may be helpful to establish a default candidate profile. This is particularly useful if the coordinator is registering many candidates with the same gender, nationality

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or languages. This may save time for schools with a large entry of candidates. The “Default candidate” option is accessed by going to **Candidate>Candidate registrations>Pre-registration>Default candidate**.

Once the default details are saved, these details will appear pre-filled when an additional candidate registration is initiated.

B2.6.5 Registering a new candidate

The candidate registration process provides functions to allow the user to create candidate registrations on both a single and multiple basis, and also has options that will allow more processes to be completed in bulk.

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

B2.6.6 Registering candidates for Diploma Programme online courses

All schools that have candidates intending to register for one or more online courses must appoint a site-based coordinator (SBC)—see section [A2.2.5](#). The role of this person is to facilitate communication between the online teacher and the candidates, and, where necessary, the candidate’s legal guardian. The SBC may have any role within the school, including that of DP coordinator. The name of this coordinator must be added to the school’s details on IBIS under the “School” tab. Go to the “School” tab to open the school information page, then select the “Edit” button alongside “Edit site-based coordinator”.

To register a candidate for an online course, register the candidate on IBIS in the usual way for all subjects that the candidate will be completing—both subjects being taught at the school and by an online course provider—and then complete the registration so the candidate has a status of “Registration complete” or “Registered with errors”. Then go to **Candidate>Candidate registrations>Registration>DP online courses**. This screen will display all candidates who have been registered for a subject or subjects offered as a course by an online course provider. On this screen, tick the box to indicate which subjects a candidate is taking as an online course and indicate

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the course provider for those subjects. Please note that this option will only allow candidates to be indicated as taking an online course if an SBC has been added on the school's details page.

B2.6.7 Registration status codes

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

However, if the combination of subjects and/or levels is not acceptable for the registration category, or if a request has not been authorized, a status code will be shown against the candidate's name. The status code indicates why the registration has not been authorized.

To view a complete list of status codes, [click here](#).

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CODE	PROHIBITIONS AND NON-AUTHORIZATIONS
S03	School not authorized to offer special request subject
S04	School not authorized to offer the school-based syllabus
S05	School not authorized to offer the pilot subject
S07	Visual arts: More than one option specified
S08	Music SL: More than one option specified
S09	All subject groups: Same subjects at SL and HL
S10	Studies in language and literature, and language acquisition: Same subjects for language A: literature, language A: language and literature, and language B or language ab initio
S11	Mathematics: Two mathematics subjects (exception: mathematics SL, mathematical studies SL, mathematics HL and further mathematics HL)
S14	Pilot subject or a school-based syllabus subject as a six-month retake
S16	Same subject for language A: literature, language A: language and literature, and literature and performance
S17	Same subject for language B, language ab initio, and/or literature and performance
S50	Candidate registered out of the school's main session (not applicable to retake candidates)
S51	Six-month retake subject/level change not valid
S64	History: More than one option specified
S65	

B2 Candidate registration and entries

	Mathematics HL: More than one option specified
S74	Candidate must be registered for at least one main subject
S75	More than one language registered for the same subject

B2 Candidate registration and entries

CODE	DIPLOMA AND RETAKE
S12	School-based syllabus/pilot subjects: Prohibitions with all subject groups
S18	The arts: Theatre SL or HL with literature and performance
S19	More than one school-based syllabus subject
S20	More than one pilot subject
S21	Pilot subject and a school-based syllabus subject
S22	Candidate registered for more than three sessions
S23	More than six subjects
S24	Fewer than six subjects
S25	Total of six subjects, but two or fewer HL subjects
S26	Total of six subjects, but with five or six HL subjects
S27	No extended essay subject
S28	No studies in language and literature or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S29	No language acquisition, second studies in language and literature or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S30	No individuals and societies or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S31	

B2 Candidate registration and entries

	No sciences or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S32	No mathematics or authorized equivalent school-based syllabus/pilot subject/interdisciplinary subject
S33	No theory of knowledge entry
S34	Language B cannot be retaken as a language ab initio SL
S35	A language acquisition extended essay cannot be offered in the candidate's language A
S43	More than one language A: literature SL self-taught registration
S44	More than one extended essay entry (a second extended essay can be included as an additional subject)
S45	More than one theory of knowledge entry (a second theory of knowledge cannot be included as an additional subject)
S46	Registration category not permitted this session (check category in previous session)
S47	Diploma to diploma not permitted
S52	Unauthorized non-regular diploma

B2 Candidate registration and entries

CODE	ANTICIPATED
S37	More than two subjects
S38	Registration at HL
S39	Language ab initio SL offered as an anticipated subject
S40	Pilot subject registered as an anticipated subject
S41	Theory of knowledge registration
S42	Extended essay registration
S48	Anticipated to anticipated only permitted for early-session candidates

B2.7 Other registration processes

B2.7.1 Confirming candidates' registrations

When candidates have been registered for an examination session (and preferably well before the registration deadline), coordinators should print the **Candidate report** from IBIS for each candidate. Ask each candidate to check their own summary and sign to confirm it is correct. The coordinator should keep the original copy of the signed summary.

As a further check on registrations, the **Subject report** summaries for the session, available on IBIS, should be checked with subject teachers (**Candidate**>**Candidate registrations**>**Reports**>**Subject report**).

It is essential that candidate registration details are accurate on IBIS otherwise this may result in additional fees being paid for amendments; changes cannot always be made after the late registration period.

B2 Candidate registration and entries

B2.7.2 Amending a candidate's registration

Amendments to a candidate's registration can be made by going to the **Candidate>Candidate registrations>Registration** and then, depending on what details need to be amended, selecting one of the following three steps.

- Step 1—**Add/edit personal details**
- Step 2—**Add/edit session details**
- Step 3—**Add/edit subjects**

Learn more

When in the appropriate option on IBIS, locate the candidate and use either the "Add", "Edit" or "Delete" icon and make the required change.

If you are amending session or subject information for a candidate who is already registered for the session, the candidate's status will change to "Edited".

While the candidate is in "Edited" status, the amendment is held as a draft and has not been fully completed. To complete the change:

- go to step 4—**Submit registrations/amendments**
- then select the amended candidates
- then go to **Complete registration**.

The amendment will be checked for registration status codes and the system will inform you if there are any status codes against the candidate before the amendment is completed. This allows you to resolve any issues before fees are incurred.

If there are no status codes, you will be returned to the screen for step 1—**Add/edit personal details** and the candidate's status will update to "Registration complete".

Status codes and their meanings are listed in section [B2.6.6](#).

Changes to registrations that are submitted after the late registration period (**15 January/15 July**) will be held pending approval from staff at the Assessment Division, IB Global Centre, Cardiff. A

B2 Candidate registration and entries

candidate's status at this time will show as "Pending approval". You will be sent a confirmation email when the amendment has been either accepted or rejected.

If a candidate withdraws from a subject that was contributing to the diploma or withdraws from submitting an EE and/or the essay for TOK, the candidate's category will be changed from diploma to course prior to the issue of results. Please note that if the category is changed to course, the candidate could not use the grades for any completed subjects for a retake of the diploma. If the candidate intends to retake the diploma in a future session, do not withdraw any subjects or core elements; just indicate to the examiner or the Assessment Division, IB Global Centre, Cardiff, if the candidate is not completing a component or components.

Refer to [Fees and billing information for IB World schools](#) for details of registration amendment fees.

B2.7.3 Withdrawing candidates

To withdraw a candidate from the whole examination session, go to **Candidate>Candidate registrations>Registration>Add/edit session details**. Then select "Delete session details" located in the "Actions" column. If the registration has been withdrawn before the registration deadline (**15 November/15 May**) and the candidate had only the one session, the registration will be completely removed.

A registration that is withdrawn after the registration deadline can be reinstated, if required, by going to **Candidate>Candidate registrations>Registration>Reinstate withdrawn candidate**.

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

For information on the payment or credit of fees for candidates who are withdrawn, refer to [Fees and billing information for IB World Schools](#).

B2 Candidate registration and entries

B2.8 Advance notice requirements

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

B2.8.1 Language A: literature, and literature and performance submission of courses

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

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

B2.8.2 Language A: literature—special requests

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

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

In response to submitting a special request for a language A: literature on IBIS, an automatic email will be sent by the Assessment Division, IB Global Centre, Cardiff, to confirm receipt of the request. However, this is only an acknowledgment and does not constitute authorization to offer the language

B2 Candidate registration and entries

A: literature. The authorization or refusal of the request will follow shortly afterwards, to arrive by **1 December**. For those languages that receive authorization, the proposed courses of study will be sent for approval to the relevant examiner responsible. The request must be justified on the basis of the candidate's need to meet the requirements for the award of the IB diploma. Approval of requests will take into consideration such factors as:

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

If authorization has been received, the coordinator must confirm candidate entries on IBIS for the special request language(s) A: literature no later than **15 March**, 14 months before the written examinations. The appropriate form on IBIS is *Group 1: confirm entry for special request language A: literature*, found by going to **Candidate > Candidate registrations > Pre-registration > Advance notice requirements—Available forms**. Registrations will be accepted only for languages A: literature and levels that have been authorized. For further details refer to section [C1a.15](#) (special request languages).

B2.8.3 School supported self-taught candidates

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

B2.8.4 Anticipated candidates

Applications for special request languages A: literature SL as anticipated subjects, whether school supported self-taught or taught, must be made as soon as possible after the beginning of the school year and no later than **7 October**, seven months before the written examinations in May.

B2 Candidate registration and entries

No applications received after this date will be considered. Coordinators must also be aware that special request languages A: literature subjects can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May session in question.

Coordinators must use the form *Special request languages A: literature* available on IBIS for their application, checking the box “Anticipated”. Schools cannot create their own programmes of study for anticipated special request language A: literature, but must adopt an already authorized booklist that will be provided by the Assessment Division, IB Global Centre, Cardiff, subject to approval. The only section of the form that needs to be completed is that containing the justification of the candidate’s need to undertake a special request language A: literature. When the Assessment Division, IB Global Centre, Cardiff, receives the form, an appropriate booklist (if available) will be sent to the coordinator.

B2.8.5 Course candidates

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

B2.8.6 Language A: literature SL school supported self-taught candidates

Choices of the two genres must be entered on IBIS by **1 December/1 June**, six months before the written examinations. The form *Language A: notice of works studied (part 2 genres)* is available on IBIS. For further details refer to section [C1a.12.3](#). Schools with self-taught candidates (including self-taught candidates for special request languages A: literature SL that have already been authorized) must still submit this form.

B2.8.7 Studies in language and literature extended essays in a special request language A: literature

If a school has submitted a special request for a language A: literature subject 18 months before the written examinations and this has been authorized as a taught subject, candidates in that school are automatically permitted to register for an extended essay in that language as a studies in language

B2 Candidate registration and entries

and literature extended essay; there is no need to submit a separate extended essay special request form via IBIS.

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

B2.8.8 Music SL: group performance component

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

B2.8.9 Requests for non-regular diplomas

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

A candidate will be authorized to take a non-regular diploma only if the proposed higher education course allows no other alternative. The possibility of offering a subject as an additional seventh subject (that does not contribute to the diploma) must be considered before submitting a request for a non-regular diploma and is advised up to the approval of the request. In no circumstances will a candidate be exempt from taking a studies in language and literature, and a language acquisition subject. (Note that a diploma candidate can be registered for two studies in language and literature subjects instead of a studies in language and literature, and a language acquisition subject.)

B2 Candidate registration and entries

A request for a non-regular diploma must be sent to the Assessment Division, IB Global Centre, Cardiff, using the form *Request for a non-regular diploma*. This form is found on IBIS by going to **Candidate>Candidate registrations>Pre-registration>Advance notice requirements—Available forms**. To submit this form it will first be necessary to register the candidate for all of his or her subjects (please complete the registration regardless of the status codes appearing on the screen during the process). The candidate will automatically be allocated a session number, which may be changed at a later date when the remaining candidates are registered. However, a personal code will also be issued (assuming the candidate does not already have one) that cannot be changed. The request and supporting university documentation must arrive no later than **15 November/15 May**, 18 months before the written examinations. The documentation must identify the candidate using his or her personal code, name and school number.

Coordinators are reminded that a request for a non-regular diploma will not necessarily be approved. For this reason, it is essential to submit requests by the deadline stated above. Late requests are not guaranteed approval.

B2.8.10 Requests for inclusive access arrangements

The IB believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Where normal examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of assessment arrangements may be authorized. Candidates eligible for inclusive access 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.

See section [B5.4](#) and the IB publication *Access and inclusion policy* for information on submitting a request for inclusive access arrangements.

B2.9 The early session arrangement

B2.9.1 The arrangement

A candidate's choice of studies in language and literature, or language acquisition subject or a special request subject, or certain school-based syllabuses (see section [C11](#)) may not be automatically

B2 Candidate registration and entries

available for his or her school's designated examination session. In this situation, the candidate must be registered for the examination six months previous to the school's designated main session and the candidate must complete all assessment components in that session, including the written examinations. (The term “early session” candidate is used to describe this arrangement.) The same situation may apply to subjects in individuals and societies, sciences, mathematics and arts subject groups, but most commonly applies to studies in language and literature, and language acquisition.

B2.9.2 Registration

When registering a candidate for the early session arrangement, use the “anticipated” registration category (in the absence of a category specifically created for this procedure). This early session will not count as one of the three sessions allowed for diploma. All candidates must have received the recommended teaching time of 150 hours for standard level and 240 hours for higher level.

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

- May 2019: Anticipated (a subject taken six months before the diploma session because the subject is not available in a November session)
- November 2019: Diploma (all remaining subjects taken in this session).

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

A further scenario might be:

- November 2019: Anticipated (one or two subjects taken as anticipated, one year before the candidate’s diploma session)
- May 2020: Anticipated (a subject taken six months before the diploma session because the subject is not available in a November session)
- November 2020: Diploma (all remaining subjects taken in this session).

If this scenario arises, only one registration fee is charged for all three sessions. The charge will be made in the first session (November 2019 in the example above).

B2 Candidate registration and entries

B2.9.3 Subject-specific issues

Coordinators in May session schools must be aware that a number of subjects are available for the November session only and cannot be requested for a May session.

These subjects must be taken as early session subjects.

For May 2020 candidates, the subjects that need to be taken in November 2019 are Afrikaans A literature SL/HL, SiSwati A literature SL, Malay B SL, Tamil B SL and Indonesian ab initio SL.

If a language ab initio is not available for an examination session, but is available in the session six months earlier, diploma candidates must take all components of the language in the earlier session.

Learn more

For example, a November 2019 diploma candidate is able to take Italian ab initio in May 2019 and then complete his or her remaining diploma subjects in November 2019. All candidates must have received the recommended teaching time of 150 hours. The registration will appear with a registration status code: this code should be ignored and will be removed by staff at the Assessment Division, IB Global Centre, Cardiff.

Further mathematics HL is not available for a November examination session and cannot be requested. However, diploma candidates may take all components of further mathematics HL in the previous May session.

Learn more

For example, a November 2019 diploma candidate is able to take further mathematics HL in May 2019 and then complete his or her remaining diploma subjects in November 2019. The registration will appear with a registration status code: this code should be ignored and will be removed by staff at the Assessment Division, IB Global Centre, Cardiff.

B2 Candidate registration and entries

It is accepted that if a school adopts the early session arrangement for one or more candidates, it may not be possible to comply with the IB deadline for submitting a “special request”. In these circumstances the IB is flexible with the deadline, but coordinators must submit such requests at the earliest opportunity.

B2.10 Transfer candidates

B2.10.1 Policy

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

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

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

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

The acceptance of a candidate from another school, especially during the final year of the Diploma Programme, can result in complicated arrangements. Coordinators are advised to contact IB Answers in such circumstances. For example, if a candidate takes anticipated subjects in a May session school and then transfers to a November session school, that candidate must complete his or her remaining diploma requirements 18 months after the anticipated session, not six months later in the following

B2 Candidate registration and entries

November session. The equivalent applies if transferring from a November to a May session school. For candidates who transfer to another school during or after March/September, two months before the written examinations, the candidate's answer coversheets for the written examinations will be sent to the coordinator electronically.

B2.10.2 Responsibilities of the original school

A transfer candidate's original school must:

- be responsible for paying registration and subject fees as outlined in [Fees and billing information for IB World schools](#)
- provide the accepting school with the information and material (for example, marks awarded, work completed or partially completed, details of courses followed) required by that school.

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

B2.10.3 Responsibilities of the accepting school

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform the Assessment Division, IB Global Centre, Cardiff, of the transfer if the candidate has already registered for an examination session
- find out the candidate's personal code, if he or she has previously been registered for an examination session
- ensure that the recommended number of teaching hours have been completed and that all subject and additional Diploma Programme requirements have been met
- ensure that the candidate has completed a coherent course of study based on work covered in both schools
- identify which school will take responsibility for submitting marks for internal assessment, ensuring that the candidate receives credit for all work completed
- communicate with the candidate's previous school to obtain details of marks awarded and assignments completed

B2 Candidate registration and entries

- be responsible for paying registration and subject fees as outlined in *Fees and billing information for IB World Schools*

B3 Coursework assessment

B3.0 Overview

This section contains information on preparing and submitting candidates' work for coursework assessment.

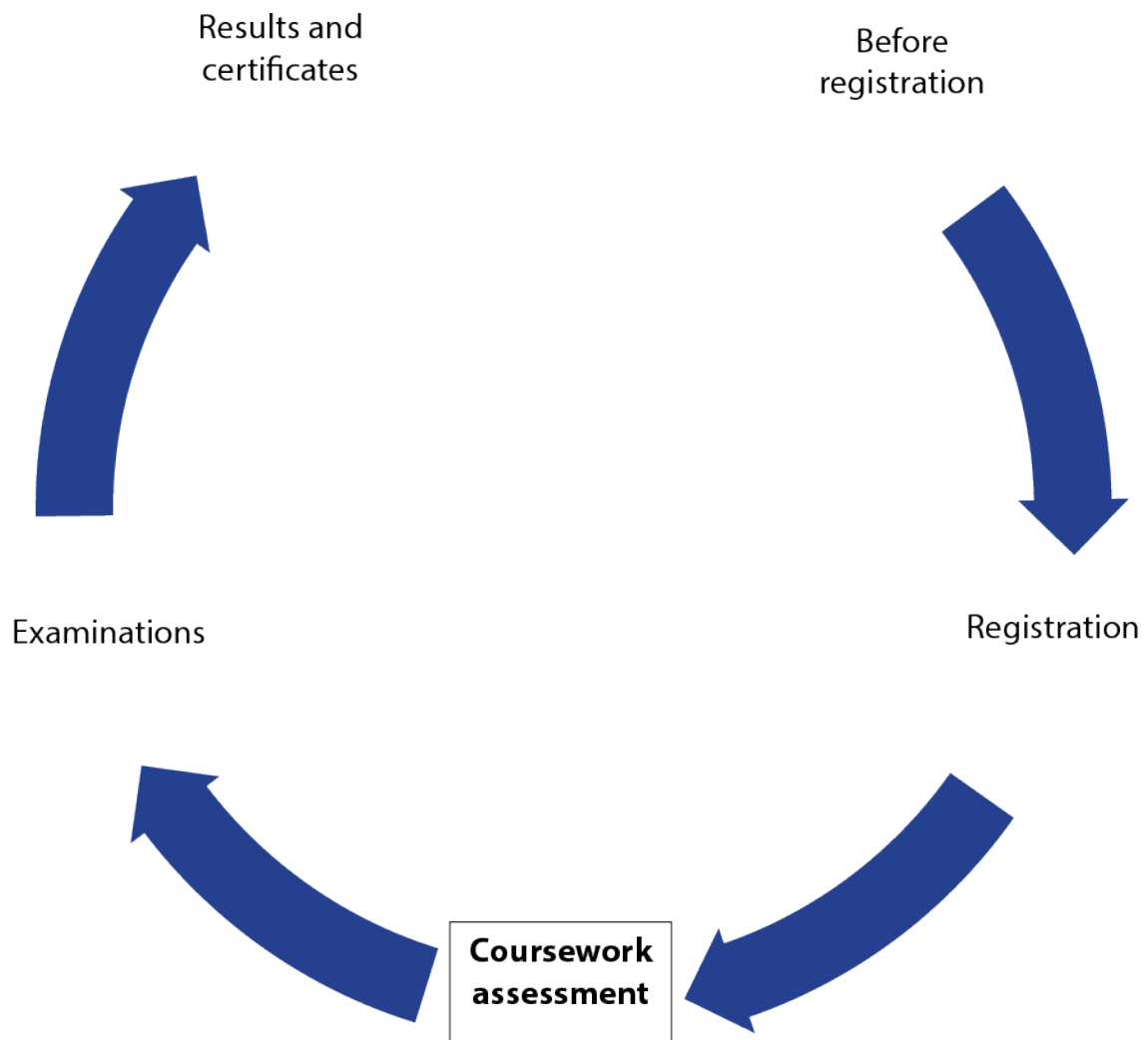


Figure 6

Figure 6 A student's journey through the Diploma Programme

B3 Coursework assessment

B3.1 Coursework assessment

Coursework undertaken by candidates during the Diploma Programme course is subject to either external assessment or internal assessment (IA) and moderation.

Internal assessment occurs when teachers mark the coursework of their candidates and submit the IA marks to IBIS. A sample of internally assessed coursework will be required for moderation—the process of validating IA marks and applying a moderation factor (if required). Moderation allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard. See section [B3.3](#) for further information about moderation.

Within a school, all teachers of a subject must standardize their marking so they are consistent with each other.

All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners.

B3.2 Internal assessment and predicted grades

Teachers and coordinators should refer to this section and to the appropriate subject sections of *DP Assessment procedures* to familiarize themselves with the requirements for internal assessment and predicted grades.

The purpose of this section and section [B3.3](#) is to explain the administrative procedures for internal assessment and predicted grades.

These procedures are designed to ensure the validity and reliability of the marks. Subject teachers are closely involved in both internal assessment and predicted grades, and so must be aware of these procedures.

The involvement of subject teachers in the internal assessment and grading of their candidates is a key part of the DP assessment process.

[Learn more](#)

B3 Coursework assessment

This involvement occurs in three ways.

- a. Teachers submit marks for internal assessment on the work done by candidates for a subject and level.
- b. Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in *Diploma Programme grade descriptors*.
- c. 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 examiners who moderate this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation. See section [B3.3](#) to learn more about moderation.

B3.2.1 Requirements for internal assessment

Teachers for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides available on the programme resource centre.

Teachers must assess candidates' work using the IB assessment criteria for that subject and level. Teachers' marks must be awarded within the range of minimum and maximum marks available. Do not use fractions, decimal places or estimates. Teachers' assessment must be based on work actually done by the candidates.

Candidates must complete all work for internal assessment in the language for which they have been registered for that subject and level.

Teachers must award marks even if the work, or participation, is incomplete. See section [B3.7](#). If a candidate submits no work, an "F" must be entered on IBIS for the mark. This will result in no grade being awarded for the subject and level.

The IB may request additional sample work, or work from all candidates, for internal assessment in any subject, for the purpose of moderating marks and/or quality assurance. This may be requested at any time before the issue of results. Coordinators must ensure that all candidates' work and associated

B3 Coursework assessment

materials that may be required can be made available until the close of the examination session **(15 September/15 March)**.

B3.2.2 Submitting marks for internal assessment and predicted grades

Marks for internal assessment (IA) and predicted grades (PG) must be entered on IBIS no later than **20 April/20 October**. (This is often referred to as “IA/PG entry”.) If this deadline is not met, the Assessment Division, IB Global Centre, Cardiff, will normally inform the school coordinator that this information has not been received.

If internal assessment marks are not entered on IBIS, no grades will be awarded for the subject(s) and level(s) concerned. Failure to provide predicted grades may also place candidates at a disadvantage.

Subject teachers access a restricted area of IBIS to enter candidates’ internal assessment marks and predicted grades for the subjects they teach. Coordinators can open IBIS accounts for teachers by going to **School>School person maintenance**.

Learn more

To open an account for a teacher, a coordinator will need the following information.

- Name
- Date of birth
- Nationality
- Email address

(This information is required in order to provide access to IBIS and maintain the security of this database. It is not used for any other purpose.)

Next, enter the subjects for which the teacher can enter IA/PG data. Follow the instructions to finish creating the account.

B3 Coursework assessment

The teacher will then receive an email containing a link, which will give that teacher access to a “New user” account page. The teacher can then create their individual password-protected account.

Coordinators can provide teachers with access to an account at any time.

The screen(s) that teachers use for entering IA/PG data for a session do not become available until **15 January/15 July**, three months before the written examinations.

If teachers enter their marks and grades directly onto IBIS, rather than the data being entered by the coordinator, the coordinator will need to check and verify the data before it is submitted. (Select “Complete mark entry” on the IA and PG screens.)

If, after the submission deadline (**20 April/20 October**), a coordinator realizes that the wrong internal assessment marks have been entered on IBIS, the marks may be corrected at the discretion of the IB. Please contact IB Answers. No corrections will be accepted after the issue of results.

Videos offering guidance on school person and teacher subject maintenance and internal assessment mark entry are available on IBIS under the “Resources” tab.

B3.2.3 Predicted grades

A predicted grade is the teacher’s estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate’s work
- the teacher’s knowledge of IB standards.

Predicted grades are required for all subjects, and also for TOK and the EE. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Learn more

Predicted grades are used for grade award meetings when considering a subject’s grade distributions and the performance of individual candidates. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there are significant

B3 Coursework assessment

discrepancies, further reviews may be conducted. Predicted grades are not used in calculations for candidates affected by adverse circumstances, including candidates with incomplete assessment for one or more components for whom calculations are made using global or school averages.

Teachers predicting grades should use the following scales.

- Grades are awarded to candidates in each subject on a scale of 1 to 7, with 7 being the highest grade.
- For TOK and the EE, the grades are on a scale of A to E, with A being the highest grade. A predicted grade is not required for language A: literature SL school supported self-taught candidates.

Whether predicted grades should be released to candidates is left to the discretion of the school.

B3.3 Moderation

B3.3.1 About moderation

The IB runs a system of moderation of internally assessed coursework across the range of subjects.

What is moderation?

Moderation is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework and establishes whether the teacher-awarded marks are correct, too harsh or too lenient. In cases where teacher-awarded marks are either too harsh or too lenient, a moderation factor is determined and applied to all of the school's marks for that particular component so that candidates, schools and higher education institutions can be confident of a consistent (global) standard for internal assessment between schools.

The purpose of moderation

The purpose of moderation is to ensure that all internal assessment marks are of an equivalent standard. This means a candidate would get the same mark for the quality of their work whoever marks it.

Within a school, all teachers of a subject must standardize their marking so they are consistent with each other. The IB then extends this so all schools are consistent with each other.

B3 Coursework assessment

Outcomes of moderation

The ideal outcome of moderation is that the IB identifies that schools are in line with the global standard and no adjustment is required.

Where there is a discrepancy, a moderation factor will be applied to the marks of all candidates. The school will also receive feedback on how their marking differed from the global standard.

Samples for moderation

Teachers are required to upload a sample of candidates' work for moderation. This is done via IBIS. The sample of candidates' work is selected in a way that ensures the IB has the right evidence to be confident in the standard of marking across the mark range. Details of what should be submitted for each subject where samples are required are contained within each subject section in [part C](#) of *DP Assessment procedures*.

B3.3.2 Moderation samples

Once a candidate's work has been authenticated and submitted to the IB it will be considered to be the candidate's complete work and will be used for IA moderation. It is therefore essential for teachers or coordinators to check over work (especially recorded orals) to ensure that there are no technical or administrative errors before submission. If issues are discovered by the school, the coordinator should inform the IB and should offer the candidate the option of redoing the IA in order to submit material that is a true representation of the candidate's ability. If the candidate is unable to redo the work, the work which has been submitted will be marked "as is" by the teacher. The mark awarded must reflect the uploaded work.

For this reason it is imperative that students' completed work is held in a secure and reliable manner. Backups are strongly advised.

The subject-specific information in *DP Assessment procedures* also provides information on which forms must accompany sample work. It is important that coordinators check that they are using the correct, current forms. See [Assessment forms](#).

B3 Coursework assessment

B3.3.3 Requirements for submitting samples for moderation

One teacher and one response language

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

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

This applies whether there are one or more teaching groups.

More than one teacher and one response language

If 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 standard agreed within the school. 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 SL and HL. Where different teachers are involved at the two levels, they must standardize their marking to ensure that a single agreed standard is applied for both levels.

The coordinator will need to submit:

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

More than one response language

Where the school's total candidate entry for a subject and level is registered for more than one IB response language, the candidates of each language group should be treated separately for the purpose of internal assessment.

B3 Coursework assessment

If the school's total candidate entry for a subject and level is registered in more than one IB response language, and the candidates are taught by different teachers in different groups, with a mixture of response languages in each group:

- for moderation purposes, the candidates will be separated by response language, not by teacher group
- the different teachers within each response language must mark to a single agreed standard.

IBIS will display the candidates in groups according to their response language for the subject and level.

The coordinator will need to submit:

- one set of sample work for candidates registered in each of the response languages—so, two sample sets for two response languages
- the appropriate internal assessment forms for the candidates registered in each of the response languages, signed by the teachers involved (if required)—so, two sets of forms for two response languages.

B3.3.4 The selection of sample work

To enter candidates' marks for internal assessment on IBIS, go to **Subject>IAPG>Mark entry>IA mark entry**. After candidates' marks have been entered and verified, select "Complete mark entry". The screen will enable the user to enter the criteria marks for the sample candidates.

After the criteria marks have been submitted for the sample candidates, coordinators will be required to upload the work (for example, audio recordings for studies in language and literature, and language acquisition subjects).

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

Learn more

The size of the sample required is as follows.

B3 Coursework assessment

NUMBER OF CANDIDATES	SAMPLE SIZE
5 or fewer	All candidates
6–20	5 candidates
21–40	8 candidates
41 or more	10 candidates

B3.3.5 Irregular situations

There are a number of irregular situations that might be encountered.

Learn more about what to do in these situations.

Additional assistance given by a teacher

If a candidate has received additional assistance from a teacher during the completion of their work for internal assessment, reduce the mark(s) awarded. If the work is selected to be uploaded, make a note in the teacher comments box to the effect that it has been marked down. Include details of the criteria affected. This is necessary because the quality of the work may not reflect the standard normally produced by the candidate, nor the final mark awarded to it.

Incomplete work

A candidate has not completed a substantial amount of their work. The reason why they have not completed their work is not relevant. Mark the work the candidate has completed. If the work is selected to be uploaded, upload the work the candidate has completed as usual. All uploaded work is marked “as is”.

There is no work to send to the examiner

This category applies if a candidate has been awarded a total mark but this mark has been awarded for work that is not required for moderation. If the candidate’s work is selected to be uploaded, contact IB Answers for advice.

Transfer candidates

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If the candidate has not been registered as a transfer candidate in IBIS and the candidate's work has not been assessed by a teacher in the school to which the candidate has transferred, contact IB Answers for advice.

Inappropriate work

The candidate's work is not appropriate for the subject and level. Mark it as best as possible against the criteria for the registered subject and level. If the work is selected to be uploaded, upload it as usual.

Lost work

If a candidate's work has been lost, the candidate must re-do the work.

B3.3.6 Candidates retaking one or more subjects

If you are registering a candidate who is retaking a subject and wishes to carry over a result for internal assessment or other non-examination component from a previous session, you must indicate this requirement on IBIS.

Learn more about carrying over results.

An "H" will automatically appear on the screen when the teacher or coordinator enters the candidate's internal assessment mark for that subject. This indicates that the result will be **carried over**.

If there is uncertainty over whether a result can be carried over, refer to the *Carrying forward marks user guide* in the library section of IBIS.

Note that the "Predicted grade" field will not display an "H" because the teacher or coordinator may wish to change the previous session's predicted grade to a higher or lower grade. A grade prediction should be entered.

Remember that a predicted grade is a prediction of the candidate's overall performance for the subject and level, and not just for the internal assessment components.

B3 Coursework assessment

B3.3.7 Internal assessment: Forms submitted with sample work

For each sample, the relevant forms must be completed and uploaded with the sample work, before **20 April/20 October**.

The forms that accompany sample work for internal assessment are in a writable portable document format (PDF) that can be completed by the relevant teacher. Where a form is printed out and submitted, the teacher and candidates concerned must print their name on the form and sign the declaration.

For a list of the forms, see [Assessment forms](#).

B3.3.8 Subject-specific information about moderation samples

Subjects sampled across SL and HL

The following subjects have the same, or very similar, internal assessment requirements at both SL and HL.

- Biology
- Chemistry
- Computer science
- Economics
- Film portfolio
- Geography
- Global politics (not including the HL extension oral)
- History
- ITGS
- Language A: language and literature
- Music: creating
- Music: solo performing
- Philosophy
- Physics

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- Psychology
- Sports, exercise and health science
- Theatre

If a subject from this list is taught at both SL and HL within a school, IBIS will select one set of sample work representing both levels.

Individual oral commentaries for moderation

For the subjects listed below, IBIS will select the sample candidates using the overall internal assessment marks, but coordinators must submit the audio recordings of the individual oral commentary for the selected candidates.

- Language A: literature, and language A: language and literature*
- Language B
- Language ab initio[§]

*Excludes school supported self-taught candidates for language A: literature.

§For language ab initio, the individual oral commentary is the only IA component.

History

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

Mathematics HL

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

Music

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

B3 Coursework assessment

B3.4 Authentication of candidates' work

DP coordinators and teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide. See section [A4.3](#) for further guidance.

B3.5 External assessment

A candidate's work is externally assessed if it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned. (Assessment of a candidate's work by a teacher within the school is referred to as internal assessment.)

B3.5.1 Non-examination components

Some components, other than examination scripts and multiple-choice answer sheets, are also externally assessed.

The following table lists these components and the dates by which the work must be uploaded on the IBIS eCoursework system.

B3 Coursework assessment

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

B3.6 Assessment that requires an audio or video recording

B3.6.1 Instructions for recordings

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

- **Language A: language and literature**—individual oral commentary

B3 Coursework assessment

- [Language A: literature](#)—individual oral commentary
- [Language A: literature SL](#)—school supported self-taught oral commentary
- [Language B](#)—individual oral
- [Language ab initio](#)—individual oral
- [Literature and performance](#)—performance and individual oral presentation
- [Dance](#)
- [Music](#)—solo, group performing and creating
- [Film](#)—comparative study, film portfolio and film project
- [Theatre](#)—collaborative project

The content of a recording must not be edited in any way, regardless of its format. If a recording is edited, it may be interpreted as academic misconduct and brought to the attention of the final award committee.

Not all of the instructions necessarily apply to the recording of the music group performance, which is based on the assessment of a whole ensemble rather than individual candidates. See the [Music guide](#) for further information.

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

B3.6.2 Role of the interviewer

Record all your own interventions.

Where appropriate to the subject, you **may**:

- ask the candidate to speak more clearly or loudly, if necessary
- interrupt if the candidate panics and needs encouragement
- suggest that the candidate is spending too long on one part or is completely off target
- ask if the candidate has anything further to add.

You **may not**:

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- correct the candidate
- teach or coach
- introduce leading questions
- suggest replies.

B3.6.3 Problems

- Do not stop or edit a recording. If the recording stops because of technical difficulties, explain the reason on the recording itself after restarting.
- Submit a full report to IB Answers if any irregularities occur during the recording.

B3.7 Candidates with incomplete work for assessment

B3.7.1 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. If a candidate fails to attend an examination, or to submit work for any other component in a subject, no grade is normally awarded. An “N” will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances that would be considered as being reasonably within the control of the candidate.

Learn more

Circumstances considered as being reasonably within the control of the candidate include:

- misreading or misunderstanding the examination timetable
- oversleeping and, therefore, being late for an examination
- holidays/vacations
- family moving house
- social and sporting commitments
- attendance at interviews
- taking part or attendance in events such as competitions, concerts and graduation ceremonies

B3 Coursework assessment

- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence or personal organization
- the school identifying academic misconduct (for example, work is plagiarized) and not submitting the candidate's work.

Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November. If a candidate is ill shortly before an internal school deadline for the submission of work, such as the EE or an internal assessment requirement, contact [IB Answers](#) for advice. An extension to the deadline may be authorized. See also section [B6.3](#).

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

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

B3.7.2 Procedure for internally assessed work

If no work has been submitted by the candidate, or if the work cannot be authenticated, enter an "F" on IBIS for the candidate's internal assessment mark and predicted grade for the subject/level concerned. Do not use a zero mark for candidates who have failed to submit work, even when there is an acceptable explanation.

See section [B4.9.1](#) for the procedure that applies to externally assessed work.

B3.7.3 Acceptable reasons for incomplete work

A candidate with incomplete work is still eligible for the award of a grade in certain circumstances. These are:

- if the candidate has attended a written examination, but failed to gain any marks for the component

B3 Coursework assessment

- if an acceptable reason is provided by the coordinator for the assessment being incomplete.

The fairest results are achieved by the candidate completing and submitting all of the assessment tasks. Whenever possible, deadlines should be adjusted to facilitate this.

If a substantial part of a candidate's work for internal assessment is incomplete, the candidate may still be eligible for a grade.

Learn more

In such cases, check the subject guide and the [programme resource centre](#) for any subject-specific marking instructions on how to deal with unusual cases. Otherwise, mark the work against the assessment criteria in the usual way. If in doubt, contact IB Answers for advice.

Learn more about acceptable reasons for work being incomplete.

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

- illness or injury
- unavoidable attendance at a hospital or law court
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate.

Regardless of the circumstances, including events such as illness or bereavement, a grade will not be issued for a subject unless at least 50% of the marks, including an external component, are available.

For details about candidates affected by illness or other adverse circumstances, refer to section [B6](#).

B3 Coursework assessment

B3.8 Submitting materials for assessment

B3.8.1 Assessment forms

Assessment forms for the 2019 assessment sessions, with details of the forms required for each subject, are available on the programme resource centre. Please download and complete the forms directly from the PRC.

Coordinators should ensure they use the forms that relate to the correct assessment session.

B3.8.2 Submission dates

All submission dates can be found [here](#).

B3.8.3 Submitting assessment material

Internal assessment materials and coursework are uploaded to IBIS via the eCoursework system (see section [B3.9](#)).

B3.9 Uploading eCoursework

B3.9.1 Timelines

The upload windows for eCoursework are as follows.

B3 Coursework assessment

OPENING DATE	DEADLINE	COMPONENTS
15 January/15 July	15 March/15 September	Early components Theory of knowledge essays Studies in language and literature, and language acquisition subjects written assignments/written tasks Extended essay
15 January/15 July	20 April/20 October	All internally assessed components
15 January/15 July	30 April/30 October	Externally assessed components for film, dance, music, theatre and visual arts
15 January/15 July	7 May/7 November	Self-taught candidates—recordings and related material

A video tutorial on uploading and submission of eCoursework is available on IBIS under the “Resources” tab.

B3.9.2 Technical specifications: File sizes and file types

Candidates should keep files to the smallest possible size that does not negatively affect the quality of the work submitted. This will minimize the time required for uploading and downloading. When creating a PDF, ensure the size of the pages within the PDF are set to A4/letter size.

The following table indicates maximum permissible file sizes and file types.

B3 Coursework assessment

	FILMS/VIDEO/ SCREENCAST	AUDIO FILE	IMAGES	DOCUMENTS	ZIPPED FILE
Maximum files size	500MB	60MB or 60mins	5MB	50MB	750MB
Acceptable file types	.mp4 .mov (codec H264) .m4v	.mp3 .m4a	.jpg .jpeg .png	.doc .docx .pdf (non-editable) .rtf	.7z .rar .tar .zip

Notes

1. It is recommended that videos are submitted in .mp4 format. However, both .mov and .m4v are acceptable because they will be converted into .mp4 format by the IB.
2. The maximum file size for a document is 50MB, irrespective of whether the document contains images.
3. If the maximum file size specified in the subject guide is different from the maximum stated above, the lower maximum file size applies.
4. For ITGS and computer science the only constraint is that the maximum size of the zip file is 750 MB.
5. If coursework has already been completed and is not a permissible file type, please convert the file to one of these file types listed above. If necessary, contact IB Answers (support@ibo.org) for advice.
6. Candidates should be advised not to embed live links into any of their coursework as these cannot be viewed by our examiners.
7. Language *ab initio* source files must contain just the relevant pages studied as target language sources.
8. A resolution of no more than 200DPI is recommended.

B3.9.3 Formatting guidance

The following formatting is required for written eCoursework (excluding visual arts). This ensures the work can be easily read on-screen by examiners as well as ensuring there is consistency between the diploma subjects.

- Use of fonts such as Arial, minimum font size 11 (where the language/script supports it)
- Single (or greater) line spacing

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- Numbered pages
- Portrait orientation (rather than landscape)—except where it is necessary or appropriate. The use of landscape orientation may be to accommodate a specific item such as a graph or illustration

For components with page limits:

- It is not acceptable to “shrink to fit” an eCoursework assignment to remain within page limits by reducing white space on the page, reducing A3 to A4 so the font size becomes less than 11pt, or by choosing a non-standard font. Examiners are instructed not to award marks for work that has been “shrunk to fit” in this way.

To check how a document will be presented to an examiner for marking:

- view the document in a “Print Preview” mode
- print the document
- export the document to a PDF file.

B3.9.4 Compatible fonts

A table of IB-compatible non-Arial fonts to support additional languages is included here. These should be used to avoid delays in marking.

[Learn more](#)

B3 Coursework assessment

LANGUAGE	REQUIRED FONT
Amharic	Ge'ez unicode
Arabic	Times New Roman
Armenian	sylfaen
Burmese	MyanTTF
Chinese	SimSun
Dzongkha	Monlam UniOuChan1
Georgian	AcadNusx
Hebrew	David
Hindi	AkrutiDevYogini / Mangal
Japanese	MS Mincho
Khmer	DaunPenh
Korean	batang
Kurdish	Times New Roman
Lao	Alice0 Unicode
Malay	Times New Roman
Mandarin	SimSun
Marathi	Mangal
Nepali	Mangal
Persian	Times New Roman
Punjabi	Noto Sans Gurmukhi
Sinhalese	FM Abhaya
Tamil	LathaRegular

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Telugu	Gautami
Thai	Browallia new
Tibetan	Monlam UniOuChan1
Tigrinya	Ge'ez unicode
Urdu	Times New Roman

B3.9.5 Identification of work

Schools are encouraged to keep coursework submissions anonymous.

- Schools may use the candidate's **personal code** (abc123) as a means of identifying candidates' work on coursework and forms submitted to the IB. However, this information is not a requirement.
- Candidates are asked to avoid using their name, session number or the name or number of their school in their work, whether on the title page, headers, footers or anywhere else on the document.
- Candidate names or session numbers can be used in the document filenames only.

Candidates will not be expected to remove identifying marks from their work if the work is already complete, but we would ask schools to ensure candidates submit anonymous work to the IB in future.

B3.9.6 Annotation

Teachers are encouraged to provide comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments can be written on the work, or accompanying forms (where applicable) or entered into the teacher comments box on the internal assessment mark entry and sample selection screen.

If using in-built comment software, please take note of the following guidance, to ensure comments are displayed in full to the examiner.

Learn more

When adding comments in Word:

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- ensure comments are set to show all of the time—any functionality that hides a comment until the user chooses to view them may not be visible to the examiner
- ensure any highlighting does not obscure document content from view. Once the document is converted to be viewed in RM Assessor it is not possible to change/remove any highlighting.

When adding comments in PDF documents:

- if using Adobe Reader avoid the use of sticky notes as these will not be visible to the examiner. If using Adobe Pro, sticky notes can be used as long as the comments are configured to display these after each page (**Tools>Comment>Create Comment Summary>Document** and comments with sequence number on separate page)
- the use of text boxes is a more reliable way of adding comments. The comments added using a text box are always visible to the examiner. When adding these text boxes, view the PDF document using a zoom of 100% and make sure that they do not overlap any text before uploading the document.

B3.9.7 Inclusive access arrangements

When a candidate is supported with inclusive access arrangements (not requiring authorization as well as those authorized) for recorded submissions, teachers must:

- mention the authorized arrangements in the teacher (marking) comments section on the teacher criteria mark entry screen for all recorded submissions of **internal components**
- announce the authorized arrangements at the start of the recording for all recorded submissions of **external components**.

This applies for all oral and presentation assessments that are recorded and uploaded on IBIS.

For further clarification, please contact inclusion@ibo.org.

B3.9.8 Reset requests

The IB cannot guarantee that a request to reset a submitted portfolio will be approved; therefore, it is very important to check that the correct files have been uploaded before you submit your portfolio to the IB for assessment.

B3 Coursework assessment

B3.10 Requesting copyright for a candidate's work

Candidates retain copyright in all work that is submitted to the IB on their behalf for assessment purposes.

However, the IB needs to use this work in a variety of ways to enable it to provide a service to schools and examiners. The *General regulations: Diploma Programme* (article 6) makes it clear that by submitting their work for assessment, candidates are thereby deemed to grant the IB a non-exclusive worldwide licence, for the duration of statutory copyright protection, to use it in certain limited ways.

Learn more

This allows the IB to copy candidate work for assessment purposes and for publication in support of teaching, professional development and assessment of teachers and, occasionally, for promotion. This includes print and digital reproduction, adaptation and translation. In all circumstances, the IB protects the identity of the candidate and of the school. Full details are set out in the *General regulations: Diploma Programme* (article 6).

The IB recognizes that there will be times when candidates wish to retain exclusive copyright in their work. Completion of a form (*Exclusive copyright*) enables them to exercise this right.

However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs: in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate. An examination script is extremely unlikely to come into this category.

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

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

B4 Examinations

B4.0 Overview

This section contains information on the requirements and processes running the externally assessed examinations, including information on the conduct of the examinations.

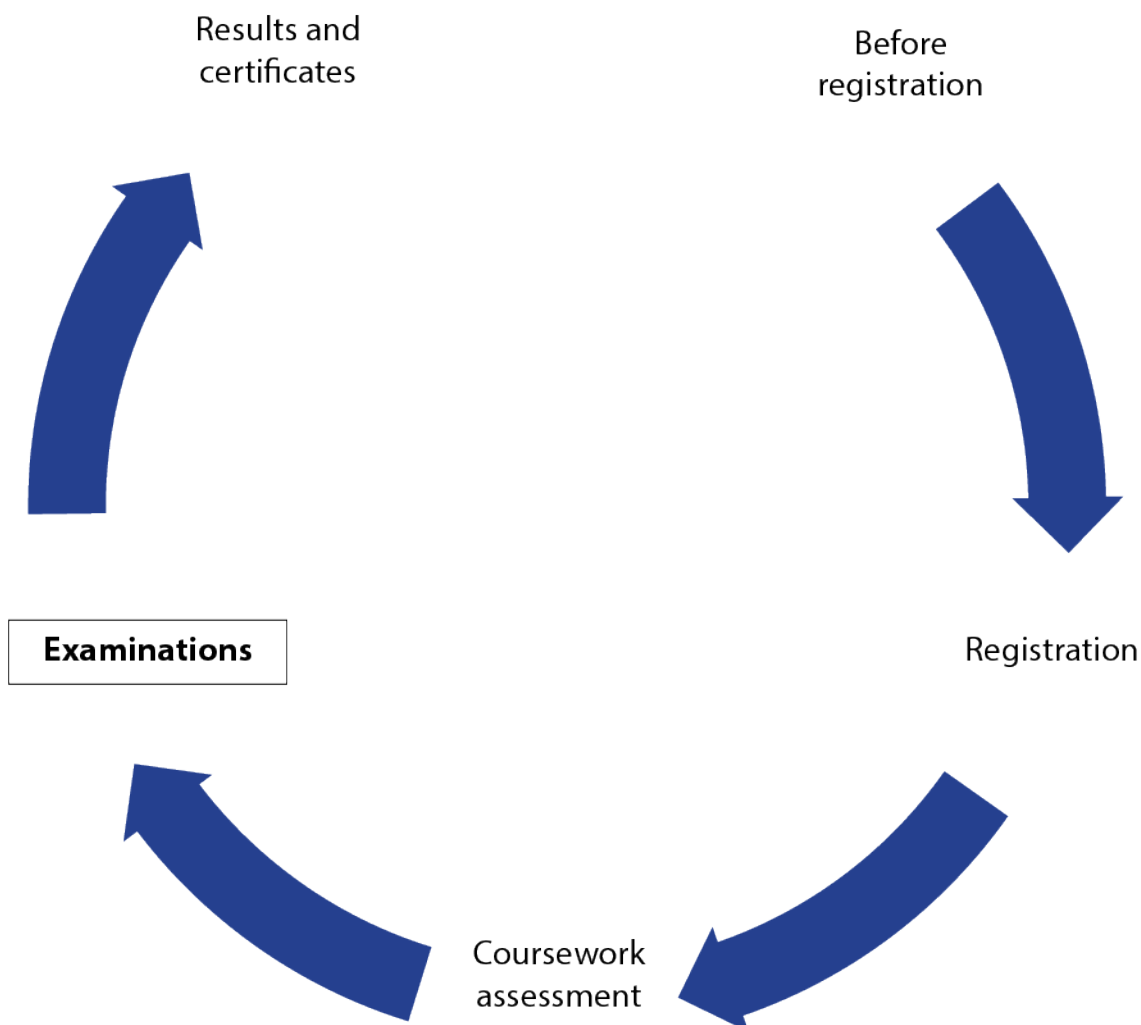


Figure 7

Figure 7 A student's journey through the Diploma Programme

B4 Examinations

In case of emergencies during the examinations

This quick reference section provides guidance on what action can be taken if an emergency situation or unforeseen circumstance arises during the IB examinations.

If the event is not covered in the scenarios outlined below, or specific advice regarding the circumstances is needed, contact IB Answers.

For full information on the adverse circumstances policy and the procedures to be followed, please see section [B6](#).

What is an emergency?

Learn more

An emergency situation is one in which the health or safety of a candidate, or group of candidates, is threatened.

These situations may include:

- a candidate's illness/injury
- fire alarms, bomb threats and power failures during examinations
- natural disasters or civil unrest forcing school closures.

For advice on situations where candidates arrive late or ask questions about the examination—see section [B4.5](#).

If the event is not included in this list, contact IB Answers immediately to ask for advice on how to proceed. Full information on the adverse circumstances policy can be found in section [B6](#) and the *General regulations: Diploma Programme*.

The following scenarios provide guidance on what to do in differing circumstances.

B4 Examinations

A candidate is unwell or injured, and is in hospital/at home

Learn more

If appropriate to the circumstances, and at the discretion of the coordinator, an examination can be administered to a candidate in an alternative location (for example, at home or in the hospital environment). The school must allocate an invigilator and all regulations regarding administering examinations must be observed. Parents/guardians/family members cannot act as an invigilator.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor **or**
- 25% additional time, depending on the circumstances **or**
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB.

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

A candidate has been injured or is unwell, but is able to attempt the examination

Learn more

If a candidate is able to attempt an examination, rest breaks can be given at the discretion of the coordinator. The examination can also be administered in a separate room. Report the circumstances to the IB.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor **or**
- 25% additional time, depending on the circumstances **or**
- the candidate to work with a scribe with 25% additional time.

B4 Examinations

Any such arrangements must be reported to the IB.

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

A candidate is absent from an examination

Learn more

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

There is a power failure at the school

Learn more

In the event of a power failure, if there is not enough light to continue, the examination should be stopped.

If the failure is likely to be short-term, candidates should remain at their seats, without communicating and under supervision, until the examination can resume. The full time should be given for the examination.

If the failure is likely to be longer term, or for an indeterminate time, the examination should be suspended.

- **If the examination has begun** (candidates have seen the content of the paper) and candidates are not able to resume, collect the candidates' scripts and submit them for assessment as usual. Email a full report to the IB as soon as possible afterwards.
- **If the examination has not begun** (candidates have not yet seen the content of the paper) and candidates are not able to return to complete the examination, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.

B4 Examinations

The examination room has been evacuated because of a fire alarm, bomb threat or natural disaster

Learn more

If the examination room has to be evacuated, for example, in the case of a fire alarm, bomb threat or natural disaster:

- instruct the candidates not to communicate with each other and evacuate the room. Record the time when the examination was stopped.

If candidates are able to return to the examination room to complete the examination, record the time when the examination restarted and allow the full time.

If candidates cannot return to the original examination location, and an alternative venue is available, the coordinator may take the examination materials to the alternative venue and continue the examination. Candidates must be instructed not to communicate with each other during this time.

If arranging an alternative venue or returning to the original examination room is not possible, the examination should be suspended.

- **If the examination has begun** (candidates have seen the content of the paper) and candidates are not able to return after the evacuation to complete the examination, collect the candidates' scripts and submit for assessment as usual. Email a full report to the IB as soon as possible afterwards.
- **If the examination has not begun** (candidates have not yet seen the content of the paper) and candidates are not able to return after the evacuation, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible afterwards.

The weather is extremely bad and candidates can't get to the school or the school has been closed

Learn more

B4 Examinations

An emergency situation, such as extreme weather conditions, may prevent an examination from taking place at the scheduled time or on the scheduled day. In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

There has been an earthquake or natural disaster and candidates can't get to the school or the school has been closed

Learn more

An emergency situation, such as a natural disaster, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

There is civil unrest and it is dangerous for candidates to travel to school or the school has been closed

Learn more

An emergency situation, such as civil unrest, may prevent an examination from taking place at the scheduled time or on the scheduled day.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible.

B4.1 The examinations in May and November

It is essential that all invigilators of IB examinations are fully acquainted with the arrangements for conducting the written examinations in May and/or November. All invigilators should be familiar with [annex 1](#) on the conduct of IB Diploma Programme examinations and material that should be available in each examination; and [annex 2](#) which contains information about the use of electronic calculators.

B4 Examinations

Coordinators should ensure that each invigilator has access to a copy of this information and has read it before the examinations start.

B4.1.1 Examination schedules for May and November 2019

The examination schedules are available below.

- [May 2019 examination schedule](#)
- [November 2019 examination schedule](#)

B4.1.2 Examination schedule for May and November 2020

- The exam schedule for May 2020 will start on Thursday, 30 April 2020, and end on Friday, 22 May 2020.
- The exam schedule for November 2020 will start on Friday, 30 October 2020 and end on Friday, 20 November 2020.

B4.1.3 Principles used in creating the IB examination schedule

- It is not possible to take into account public, national or school holidays, or religious festivals because of the number of countries in which the IB Diploma Programme is offered.
- Registration data has been used to ensure that the minimum number of candidates globally are impacted by subject timetable clashes.
- Studies in language and literature, and language acquisition subjects are not scheduled on the same day so a candidate does not have to be examined in two different language subjects on the same day.
- Arabic examinations in either studies in language and literature, or language acquisition will not be scheduled on a Friday out of respect for candidates of the Islamic faith.
- Almost all subjects are scheduled in an afternoon and morning pattern on consecutive days. This is to minimize the impact of absence on any given day, while maintaining continuity for candidates.
- Subjects with the highest candidature are not scheduled consecutively and are spread as evenly as possible over three weeks to try and distribute the workload for candidates. Language examinations and science examinations are scheduled on each of the three weeks for the same reason.
- Except for English, Spanish and French, language A examinations are scheduled separately from language B.
- The examination period remains three weeks long. This is to maintain an acceptable balance between the number of conflicts in the schedule, the school overheads in running an examination

B4 Examinations

schedule, the time available to teach, and the IB's responsibility to complete the marking on time and to the required quality.

B4.2 Rescheduling and alternative venues

Rescheduling an IB examination and requesting an alternative venue are two separate arrangements.

- **Rescheduling** involves a candidate taking an IB examination at their school but at a different time than is published on the examination schedule or than other registered candidates.
- An **alternative venue** involves a candidate taking an IB examination at the time indicated on the schedule, but in a different location.

Both arrangements cannot be approved for the same subject.

B4.2.1 Rescheduling

There are three circumstances only in which the Assessment Division, IB Global Centre, Cardiff, will authorize a candidate to take one or more examinations at a rescheduled time.

These circumstances are:

1. conflicts between IB examinations scheduled for the same time and date
2. conflicts between the scheduling of IB examinations and the examinations of other awarding organizations, including university entrance examinations
3. emergency situations.

Rescheduling an IB examination will not be authorized for any other circumstance. In particular, rescheduling will not be authorized when an IB examination coincides with:

- local or national sporting events/competitions
- school events of any kind
- graduation ceremonies
- local or national holidays
- family events.

Exceptions will not be made.

B4 Examinations

Supervision for rescheduled examinations

Rescheduling will only be authorized if the coordinator can guarantee the security of the examination(s) and arrange the appropriate supervision.

During the supervision period, the candidates must not communicate with any other IB candidate (at any IB World School) who has already taken the same examination. Candidates must not have access to telephones, mobile/cell phones, internet or social media.

For examinations rescheduled from morning to afternoon and vice versa, the candidates must be supervised in the intervening period.

If an examination is rescheduled to the following day, the coordinator:

- must submit a *Rescheduling of an IB examination and confidentiality declaration* form
- must make every effort to ensure the security of the examination so that the candidate(s) concerned does not gain any knowledge about the content of the examination
- must advise the candidate that any attempt to gain an unfair advantage may result in no grade being awarded for the subject concerned

Gaining the support of the candidate's legal guardian(s) should be considered.

Conflict between IB examinations

Coordinators should check the DP examination schedule for conflicts 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 6.5 hours between two subjects.

Two subjects in one morning or afternoon

Learn more

The morning session examinations must take place between 0700 hours and finish by 1300 hours local time. The afternoon session examinations must take place between 12 noon and finish by

B4 Examinations

1800 hours local time. Coordinators are able to schedule the exams throughout the day with sufficient breaks in between.

Two subjects, each with two examinations on the same day

Learn more

If the total time for the examinations exceeds 6.5 hours, authorization may be given to reschedule an examination to the following day, providing examination security can be guaranteed.

If the total time does not exceed 6.5 hours, the examinations should be held over the course of the scheduled day, with supervised breaks in between.

Three subjects in one day

Learn more

If the total time for the examinations exceeds 6.5 hours, authorization may be given to reschedule an examination to the following day, providing examination security can be guaranteed.

If the total time does not exceed 6.5 hours, the examinations should be held over the course of the scheduled day, with supervised breaks in between.

Four subjects in one day

Learn more

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

Consecutive days of examinations

Learn more

B4 Examinations

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

An examination will **not** be rescheduled to an earlier day.

Conflict with the examinations of another awarding organization

Learn more

Check the examination schedules of other awarding organizations for which you are registering candidates as soon as they are published.

If a candidate has a conflict, consider all alternative courses of action before submitting a request to reschedule an IB examination. For example, if the conflict is with university entrance examinations, ask the university whether the entrance examination can be taken on an alternative date.

Emergency situations

An emergency situation is one in which the health or safety of a candidate, or group of candidates, is threatened.

Emergency situations usually arise from events such as floods, hurricanes, terrorist action and civil unrest.

Should an emergency situation arise at the time of the examinations, please refer to [In case of emergencies during the examinations](#) for guidance. Alternatively, contact [IB Answers](#) to ask for advice on the particular circumstances. If it is not possible to contact IB Answers, the examination must be taken at the earliest possible time after the scheduled time. It will be necessary to submit a detailed report on the circumstances to [IB Answers](#). The final award committee will agree to award grades in such circumstances only if it is satisfied that the security of the examination has been maintained.

Submitting a request to reschedule an examination

Each request will be subject to approval and the IB will request that a *Rescheduling of an IB examination and confidentiality declaration* form is completed and returned to the IB, prior to approval.

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Rescheduling of IB examinations guide can be located under **Implementation>Examination information** on the programme resource centre.

Requests for rescheduling arising from conflicts between examinations must be submitted on IBIS with a proposal for overcoming the conflict.

To submit a request, navigate to **Candidate>Examination schedule>Request for rescheduling examinations**, select the candidate(s) and type in the reason for the request.

A request for rescheduling must be submitted on IBIS by **15 March/15 September**, six weeks before the examinations.

B4.2.2 Alternative venue

The only recognized examination centres for IB examinations are IB World Schools authorized to offer the DP.

There are only two circumstances in which the IB may authorize a candidate to take one or more IB examinations at a location other than the school's normal venue for the examinations.

These are:

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

Changing the venue of an IB examination will not be authorized for any other circumstance.

Conflict with an event of international significance

If an IB examination conflicts with an important event of international significance, a school can submit an alternative venue request. For details of how to submit a request see [How to apply for an alternative venue](#), below.

The IB will decide whether the event qualifies as an important event of international significance. For guidance, previously accepted international events include:

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- International Science and Engineering Fair (ISEF)
- DECA International Career Development Conference
- Olympic trials.

If there is no IB World School available to host the examinations, an alternative venue will be only be authorized if the IB is able to provide a representative to conduct the examinations. The school is required to cover the full cost of this arrangement.

Emergency situations

An emergency situation is one in which the health or safety of a candidate, or group of candidates, is threatened. Emergency situations can arise from events such as floods, hurricanes, earthquakes, terrorist action and civil unrest.

Should an emergency situation arise at the time of the examinations, refer to [In case of emergencies during the examinations](#) for guidance on how to proceed with the IB examinations. If you require further information or advice contact [IB Answers](#) regarding your specific circumstances.

There is no need to submit an alternative venue request form in an emergency situation.

How to apply for an alternative venue

A request for an alternative venue may be submitted to the school's IB Global Centre if an event of international significance coincides with the period of the IB examinations in May or November.

An alternative venue request will be considered for all candidates (irrespective of registration category). However, authorization is dependent on whether the IB is able to put administrative arrangements in place.

Under no circumstances will an alternative venue be authorized if any party involved cannot guarantee the security and integrity of the examination(s).

The examination(s) must be conducted in full compliance with the procedures and regulations for the conduct of IB examinations at the time and on the date scheduled by the IB.

B4 Examinations

To submit a request for an alternative venue, use the form in IBIS or send a request via email to your IB Global Centre.

Requests for alternative venues must be received by **15 April/15 October**.

B4.3 Examination materials mailings

B4.3.1 Examination stationery

In **February-March/August-September**, schools will be sent a package of examination stationery. The mailing is based on a school's candidate registration data as at one day after the late registration period ending **15 January/15 July**. According to the requirements of each school, this stationery mailing includes:

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

The package of stationery does not include:

- the music CDs
- personalized examination coversheets
- MCQ answer sheets.

These are sent to schools in **mid-April/mid-October** with the examination papers.

Script envelopes

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

B4 Examinations

- Whenever possible, an envelope must contain at least 20 scripts. (This does not apply if there are fewer than 20 candidates for an examination.)
- The top examination coversheet must appear through a clear window on the envelope. This enables the QR code to be scanned through one of the windows.
- Write the number of scripts the envelope contains on the back of each envelope in the square provided.

Envelopes for multiple-choice answer sheets

These envelopes are yellow and pre-addressed to the Assessment Division, IB Global Centre, Cardiff.

Answer booklets/graph (grid) paper

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

Currently, there are two versions of the answer booklet.

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

A [guide to using the answer booklet](#) is available for candidates in the programme resource centre.

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

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

String tags

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

- a structured examination paper (that is, the type of examination paper in which a candidate writes his or her answers to the questions); sometimes referred to as a "write-on" examination paper

B4 Examinations

- one or more answer booklets
- graph (grid) paper.

Posters

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

- *Conduct of the examinations: Notice to candidates*
- *Conduct of the examinations: Items not permitted*

Both these posters must be displayed in a prominent location before and during the examinations, preferably outside the room(s) that will be used for the examinations.

B4.3.2 Reimbursement of costs

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

B4.4 Examination papers

In **mid-April/mid-October**, the month before the written examinations, schools receive a courier consignment containing the examination papers and other material required for the written examinations, including the examination coversheets.

When the consignment arrives, **do not open** the sealed packets containing the examination papers. The subject, level, paper and response language of each paper can be read through the window of the packet and a checklist is included in the last box of the consignment. There are five or ten examination papers in each packet, depending on the subject, level and paper.

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

- History HL and SL paper 1—source booklets
- Language B and language ab initio paper 1(all languages)— text booklets

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- ITGS SL and HL paper 2—article booklets
- Environmental systems and societies SL paper 1—resource booklets
- Music SL paper 1 and music HL paper 1—music score booklets
- Art history SL paper 1—resource booklets
- Turkey in the 20th century SL paper 1—source booklets

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

- Geography SL paper 1 and geography HL paper 1—resource booklets
- Geography SL paper 2 and geography HL paper 2—resource booklets

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

B4.4.1 What to do when the examination materials arrive

After checking the sealed packets of examination papers and other examination materials, place the packets and any other confidential material in secure storage on the school premises.

For further information on the IB's requirements regarding secure storage of examination materials, see [annex 3](#).

Then complete the reply form *Arrival of examination papers* on IBIS (**Subject>Examination papers**). In addition to reporting the receipt of the examination papers, this form allows you to report:

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

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

B4 Examinations

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

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

Do not remove any examination papers from their secure location until immediately before the relevant examination. Inform IB Answers immediately if the security of the examination papers has (or you have reasonable suspicion that it may have) been compromised by fire, theft, unauthorized access or any other circumstances. Under no circumstances may an examination paper or its contents be made available to any person, **including the coordinator**, prior to the examination.

B4.4.2 Examination coversheets

For candidates registered **before 15 January/15 July**, a personalized blue examination coversheet for each examination is provided (with the exception of multiple-choice-based examination papers, as explained below). A coversheet will identify the candidate, as well as the subject, level and paper of the relevant examination. It is essential that every candidate has the correct coversheet for an examination.

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

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

B4 Examinations

B4.4.3 Personalized multiple-choice questionnaire answer sheets

For candidates registered before **15 January/15 July** taking an examination in a sciences subject for which the paper 1 is a multiple-choice-based examination, the consignment of examination papers includes personalized yellow MCQ answer sheets. Like the answer coversheets, these are pre-printed with each candidate's name and session number, and other details particular to the examination.

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

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

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

Candidates should be aware that marks are awarded for correct answers to multiple-choice questions but are not deducted if they give an incorrect answer.

B4.5 The conduct of IB Diploma Programme examinations

Please refer to [annex 1](#) for all information on the conduct of the examinations.

B4.6 Alleged academic misconduct during an examination

During a written or an oral examination, academic misconduct may occur (for example, taking unauthorized material into the examination or showing disruptive behaviour) that is witnessed by the coordinator and/or invigilators of the examination.

B4 Examinations

Alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff, by sending a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident:

Any evidence, such as photographs of unauthorized materials, must be included with the report. Coordinators and candidates should be aware that a candidate will be in breach of regulations if an unauthorized item (such as an electronic device, other than a permitted calculator, notes, a mobile/cell phone, smart watch) is taken into an examination room, regardless of whether an attempt is made to use that item.

Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

B4.7 The improper conduct of an assessment

Coordinators and teachers are required to ensure that all assessments are conducted according to IB regulations and the procedures stated in *DP Assessment procedures*. Non-compliance with the regulations and procedures will be investigated by the IB and considered by the final award committee.

Learn more

Examples of non-compliance include, but are not limited to:

- unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work that contributes to the assessment requirements of the DP
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the IB

B4 Examinations

- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination
- not sealing completed examination scripts in the examination room.

B4.8 Unannounced inspections of examination arrangements

The IB reserves the right to inspect a school's examination arrangements.

The IB World Schools department will arrange for IB representatives to visit a selection of schools during the examinations.

Heads of school, coordinators, teachers and other school representatives are expected to cooperate fully with an inspector by allowing access to the location where examination materials, stationery and other confidential documents are securely stored.

If it is not satisfied that an examination has been conducted in accordance with the regulations, and according to the seriousness of the violation, the IB reserves the right 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.

B4.9 Candidates with incomplete work for assessment

B4.9.1 Procedure for externally assessed work

See section [B3.7](#) for a full description of what constitutes incomplete work.

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

For all other externally assessed work that is submitted via the eCoursework system on IBIS, select the "non-submission" option on the eCoursework page.

B4 Examinations

B4.10 Submitting examination materials for assessment

Examination scripts are sent to a scanning centre, and MCQ answer sheets are sent to the Assessment Division, IB Global Centre, Cardiff (see [annex 1](#) for further details).

B4.11 Teacher feedback for examinations

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

B5 Inclusive access

B5.1 Introduction and policy

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Learn more about candidates who may require access arrangements

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before IB examinations offered in May/ November)
- additional language learning.

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support and where the need can be justified based on the eligibility criteria articulated in the [Access and inclusion policy](#).

Coordinators should refer to the [Access and inclusion policy](#) for information about the IB's policy on candidates who require access arrangements. Please refer to this publication before contacting the IB with an enquiry or submitting a request for inclusive access arrangements.

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

B5 Inclusive access

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

B5.2 Inclusive access arrangements not requiring authorization

Some access arrangements are permitted in examinations at the discretion of the coordinator (or head of school), without prior authorization from the IB. For a full list of access arrangements that do not require authorization please refer to the [Access and inclusion policy](#).

B5.3 Inclusive access arrangements requiring authorization

All inclusive access arrangements that require authorization are listed in the [Access and inclusion policy](#). The policy also articulates the eligibility criteria for each arrangement.

In addition to the standard list of arrangements, reasonable adjustments that are uniquely planned for a candidate based on individual need can also be considered. All reasonable adjustments will need authorization from the IB. Advice may be sought from the IB for the most suitable reasonable adjustments for a candidate.

If a candidate's learning support requirement is moderate to severe, deferring one or more subjects to a future examination session may be supportive and improve access to the assessment. In these circumstances, a split examination session can be requested.

Learn more

A split session is when assessment of one or more subjects is deferred to a future examination session to improve a candidate's access to assessment.

See also section [B5.4](#).

B5 Inclusive access

B5.4 Submitting requests for inclusive access arrangements

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

When it is determined that a candidate’s learning support requirement is moderate to severe and that deferring one or more subjects to a future examination session would be supportive and improve access to the assessment, a **split examination session** can be requested.

Inclusive access arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. The exception is for additional language learners, where a new request will need to be completed for each examination session.

A candidate’s access arrangements can only be altered where there is evidence of a change in circumstance after the initial request. All changes must be approved by the IB; requests may be submitted using the “Access and inclusion” email link under “Contact us” on IBIS.

Access arrangements for candidates registered in the retake category will not normally be amended.

B5.4.1 Evidence and information required for authorization

The following supporting documentation must be submitted (uploaded) on IBIS with the *Request for inclusive access arrangements*.

- Medical/psychological/psycho-educational documentation or a language test report (for additional language learners).

These documents must be translated into English, French or Spanish where necessary.

- At least one piece of educational evidence

B5 Inclusive access

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

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

B5.5 Modifications to examination papers

A request for modified papers will not be authorized if it is submitted after **15 November/15 May**, six months before the written examinations.

- For a candidate with a visual impairment, please provide specific details of the Braille code required.
- For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 × 297 mm) with a font size of 18 point. Coordinators are encouraged to use this standard enlargement. An enlarged font size of 24 point on A3 paper may also be requested.
- For candidates who require an enlarged font size on A4 paper (297 × 210 mm), the IB offers a standard 16 point font size*.
- Any request for an alternative font size or format not listed here may be considered only in exceptional circumstances.
- For candidates with colour blindness, modified papers can be requested.
- For a candidate with visual impairment who requires three-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.
- Examination papers can be produced on coloured paper. The available colour options can be viewed [here](#) and in the IBIS library.
- Examination papers can be produced in an electronic (PDF) version of the paper for use with reading software.

B5 Inclusive access

*For some components, such as language A: language and literature paper 1 and the geography resource booklet, it is not possible to produce the content in 16 point on A4 size paper. Therefore, these components are produced on A3 size paper in 18 points font size.

See also *Access and inclusion policy*.

B5.5.1 Oral components

When a candidate is supported with inclusive access arrangements for recorded submissions, teachers must:

- mention the authorized arrangements in the “Teacher (marking) comments” section on the “Teacher criteria mark entry” screen for all recorded submissions of **internal components**
- announce the authorized arrangements at the start of the recording for all recorded submissions of **external components**.

This applies for all oral and presentation assessments that are recorded and uploaded on IBIS.

For further clarification, please contact inclusion@ibo.org.

B6.1 Definition

Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance.

These may include:

- medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/ November)
- accident or injury
- severe stress/anxiety
- exceptionally difficult family circumstances
- bereavement
- events that may threaten the health or safety of a candidate.

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

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

Learn more

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

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

No allowance will be made for other factors such as:

- minor disturbances in the examination room
- a candidate misreading the timetable and/or failing to attend an examination
- misreading the instructions of the examination paper and/or answering the incorrect questions.
- a school failing to or incorrectly communicating errata details before an examination
- calculators not being available for an examination that requires them
- any form of technological failure with calculators
- data booklets/resource booklets etc. not being provided (or wrong versions being provided)
- the school (or candidates) misusing technology (such as the music audio package)
- timing errors in examinations.

No allowance will be made for a candidate who begins the DP late in the academic year. If, because of missing tuition, the candidate is not adequately prepared for assessment, they should be withdrawn from the examination session.

B6.2 Notifying the IB of adverse circumstances

The DP coordinator must submit the form *Candidate(s) affected by adverse circumstances (D2)* using the “Adverse circumstances” link under “Contact us” on IBIS or by email to adverse@ibo.org. Attach the form to the email.

The form can be submitted at any point during the course of study, but must be received by the IB within 10 calendar days of the candidate’s final examination. Where appropriate to the circumstances, supporting documentation such as a medical note, coordinator/invigilator testimony or police report must be included (translated into English, French or Spanish, where necessary).

Learn more

The form must indicate:

- the candidate’s name and session number

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

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

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

B6.3 Possible outcomes by the IB in cases of adverse, medical or special circumstances

Information submitted is reviewed on an individual basis and in accordance with precedent, the particular circumstances of the candidate and in compliance with guidance from the IB final award committee. One or more actions may be applied to a candidate, or group of candidates, depending on the circumstances, which are reviewed on an individual basis.

Possible outcomes include the following.

Extensions to IB submission deadlines

Learn more

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

Special consideration

Learn more

A candidate affected by adverse circumstances may be eligible for special consideration. If the candidate is within one or two scaled marks of the next higher-grade boundary, the candidate's grade in the affected subject(s) will be raised. In the case of theory of knowledge and the extended essay, one mark away from the next higher-grade boundary is required for a grade adjustment to be made.

Missing mark procedure for incomplete assessment

Learn more

If a candidate, or group of candidates, has been unable to complete a written examination owing to adverse circumstances, the IB may estimate a mark for the missing examination based on information that is available.

The candidate must have completed at least 50% of the assessment for the relevant subject, which must include an externally assessed, written component. If more than one examination is missed, it will be at the discretion of the final award committee whether a grade is issued to the candidate in the subject(s) concerned.

Note that the "missing mark procedure" and "special consideration" will not be applied to the same subject/level being assessed.

Deferral of external assessment to a future session

Learn more

Where a candidate, or group of candidates, has not completed the required 50% of the assessment, which includes an externally assessed component for a subject(s), or whose study has been greatly affected during the two-year programme, it may be possible to defer one or more subjects to a future examination session.

In these situations, the registration and subject fees for the subject(s) concerned will be carried forward and the deferred session will not count as one of the available three in which the candidate has to complete the diploma.

Authorization of inclusive access arrangements

Learn more

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

B7 Results, appeals and certificates

B7.0 Overview

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

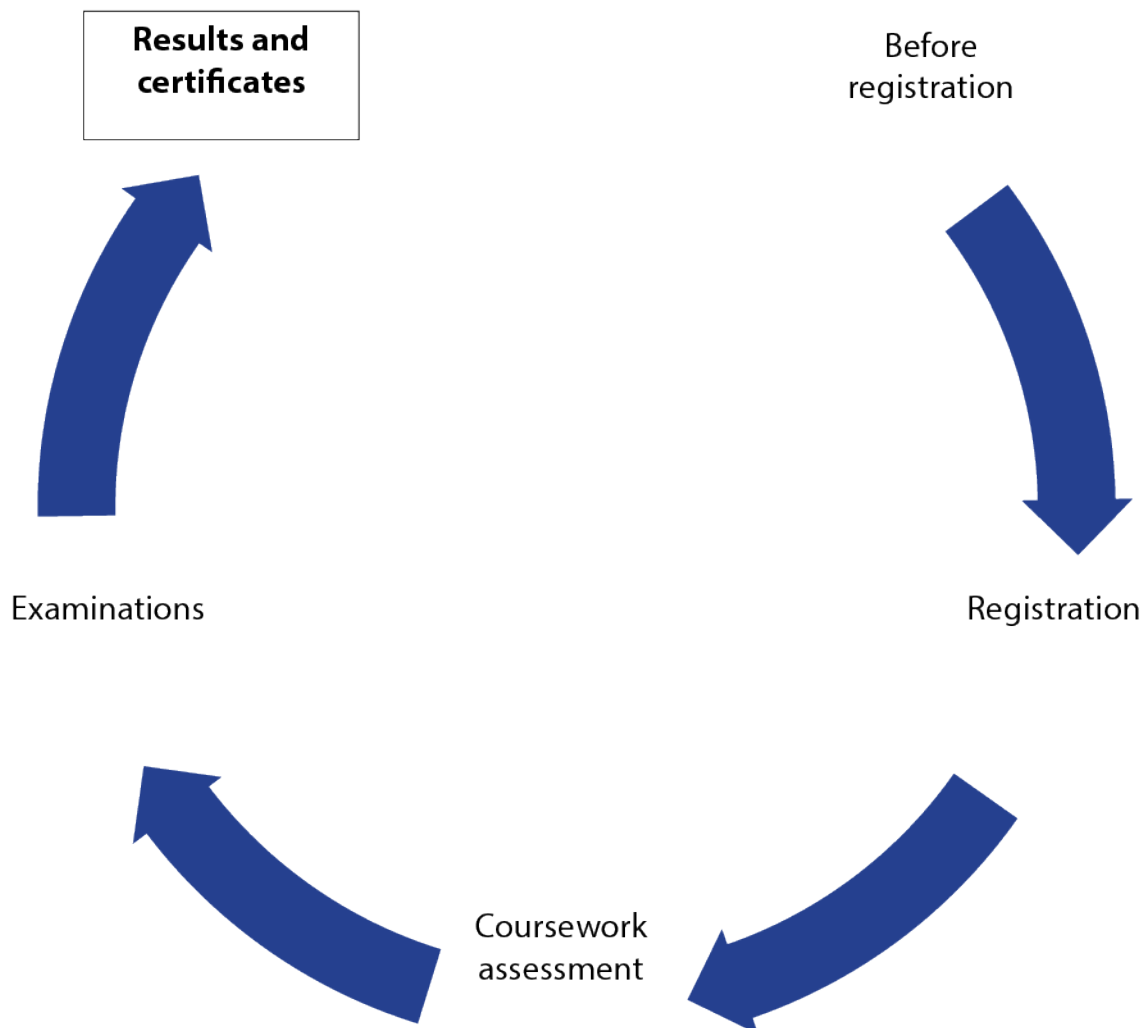


Figure 8

Figure 8 A student's journey through the Diploma Programme

B7 Results, appeals and certificates

B7.1 The schedule for results issue

The schedule for the issue of results data and the availability of the enquiry upon results service for the May 2019 session is given in the table below: all times are given as Greenwich Mean Time (GMT).

The November 2019 schedule for the issue of results and other results-related information will be announced in early 2019 on the programme resource centre.

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MAY 2019	EVENT
12.00 noon 5 July	The staggered release of results to DP coordinators on IBIS. Results are released in 15-minute intervals based upon the time zone of the school. The time (GMT) that a school will be able to access their results on IBIS is displayed on IBIS by going to Candidate>Candidate results .
12.00 noon 5 July	Results are released through a secure website to those universities using the online service. Release of this information is not staggered; universities are able to access all information at 12.00 noon, provided that the coordinator has submitted a request for the universities results service. See section B7.1.3 for details. For universities that require results in paper form, these documents (transcripts of grades) are printed and sent out in the weeks after results issue according to university deadlines.
12.00 noon 5 July	Coordinators can begin requesting the category 1, category 2 and category 3 enquiry upon results service for their candidates.
12.00 noon 6 July	The staggered release of results to candidates on candidates.ibo.org . Results are released in 15-minute intervals from 12.00 noon based on the time zone of the school. Candidates can therefore access their results exactly one day after results are released to the coordinator in their school. This assumes the coordinator has issued each candidate with his or her personal identification number (PIN).
12.00 noon 7 July	The release of component marks and grades to coordinators on IBIS. The release of this information is not staggered; all coordinators are able to access the information at 12.00 noon.
12.00 noon 9 July	The release of school, global statistics and results CSV files to coordinators on IBIS. The

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

B7.1.1 Issue of results to schools

Coordinators must inform candidates that the IB will not discuss results with candidates, their legal guardian(s) or representative(s). The DP coordinator is the intermediary for any communication with the IB. Results are not issued to coordinators or any other person by telephone.

It is expected that coordinators, or their nominee, will be available after the issue of results to counsel candidates and to respond to any outstanding queries from the Assessment Division, IB Global Centre, Cardiff.

Where a candidate's grade is lower than expected, the candidate must be made aware of the enquiry upon results service and, if offered by the school, the opportunity to retake examinations.

To view the time at which your school's results will be released, from the "Subject" tab follow the links **Subject results>Subject results reports>Subject results**. The "Subject" tab will also provide access to reports, statistics and CSV files.

Statistics on global results and school results are available on **9 July** for the May 2019 session. Go to **Subject>Subject results>Results statistics** to access this information.

Learn more

The "Results statistics" option will allow access to:

- school statistics
- subject statistics
- extended essay statistics

B7 Results, appeals and certificates

- theory of knowledge statistics
- a report that combines all the information in the above statistical reports.

From time to time, coordinators request that the IB withhold the results for one or more candidates for various reasons. The IB cannot withhold the results for a candidate.

B7.1.2 Issue of results to candidates

Candidates can also obtain their examination results through the internet. To use this service, coordinators will need to obtain a unique alphanumeric user name and PIN for each candidate from IBIS (**Candidate>Candidate results>Candidate results reports>Individual PIN report**). The PINs can then be issued to candidates, enabling them to access their results from candidates.ibo.org. For security reasons, it is not possible to reissue PINs. The PIN report will state the time at which the candidate can view their results—this will be 24 hours after the issue of results to the school.

The results are available one day later than the issue of results to schools, which gives coordinators advance notice of the results in order to prepare for counselling their candidates. Results are released in 15-minute intervals based on the time zone of the school.

Learn more

Results are available at candidates.ibo.org. To access their results, a candidate must enter their alphanumeric personal code and PIN. The personal code (for example, cbh768) is case sensitive but the PIN (for example, TH34MPC4) is not case sensitive. If a candidate enters the wrong personal code and/or PIN, their attempts to access the site will be blocked after three attempts. Access will be unblocked after 30 minutes of inactivity.

The candidate results service has been developed for candidate use only. Candidates should never reveal their PIN to universities or admission centres. If a university requires evidence of a candidate's results, coordinators should complete the *Request for results service* form on IBIS or, if the deadline for the submission of this form has passed, contact IB Answers.

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B7.1.3 Issue of results to universities and admission centres

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

Requests for this service must be submitted on IBIS according to the deadlines below. The form can be found on IBIS by going to **Candidate > Request for results service > Request by institution**.

UNIVERSITIES IN:	DEADLINE FOR MAY SESSION	DEADLINE FOR NOVEMBER SESSION
Canada and the United States of America (USA)*	1 July	1 January*
Singapore*	1 May	15 February*
All other countries	1 May	1 November

*For candidates applying to universities in Canada, the USA or Singapore from a November examination session, the deadline date refers to the January/February following the session.

A maximum of six institutions worldwide can be selected on the request form, regardless of whether the results are sent in electronic or paper format. Of these six, no more than three institutions can be selected from Canada and the USA (of this three, only one for the USA).

For any additional requests, contact the IB using the link "Issue of results to universities" found under "Contact us" on IBIS. Please note that a fee will be charged for any additional requests. Candidates can submit additional requests directly using [Transcript request form](#) available on the IB public website.

An admissions centre counts as one request. If an admissions centre is processing a candidate's university application, complete one request only for the admissions centre; do not submit a request for each university.

Learn more

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For example, if a candidate is applying to several universities in the United Kingdom via the Universities and Colleges Admissions Service (UCAS), only one request for UCAS is required. When submitting a request for UCAS, ensure that you include the 10-digit application number.

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

Requests must be submitted on IBIS before results are released. Any requests made after this date must be submitted by the candidate directly, using the [Transcript request form](#) available on [ibo.org](#).

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

Universities that receive results electronically will be able to access results by logging into the IB university results website. Universities that receive results in paper format will be sent the results in the weeks following the issue of results. All results for the USA and Canada are sent out by **31 July**.

B7.1.4 Transcript requests for anticipated candidates

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

Learn more

For example, a May 2018 anticipated candidate who does not carry on and complete the diploma will require their results to be sent to universities in 2019 (their final school year). Therefore, from 1 May to 1 July 2019 the coordinator would be able to log in to IBIS, select May 2018 as the

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examination session and submit requests for a 2018 anticipated candidate using the “Request for results service” option.

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

B7.1.5 Results for early-session entries

An early-session entry refers to a candidate who completes all assessment components of a subject six months before their main diploma session because that subject is not available in their diploma session. In these circumstances, the result for the subject concerned will be issued for that session, but no form of certification will be issued until the next examination session.

B7.2 The interpretation of results

Where a grade from a previous examination session appears—although the subject has been retaken—this indicates that the retake has not resulted in an improved grade. (If a diploma candidate retakes a subject/level, the highest grade will contribute to the diploma.) Also, a grade from a previous session may have been achieved as an anticipated subject.

Grades for subjects taken by anticipated candidates normally appear on the diploma results on completion of the diploma. The only exception is when an anticipated subject does not contribute to the diploma and is converted to course results.

The diploma will not be awarded if a candidate’s results contain a [requirement code](#). The results will only indicate the first requirement code applicable to a candidate’s results. When counselling a candidate about his or her results, it is important to consider whether other requirements would still not be met if the first failed requirements were overcome.

A diploma candidate is not permitted to change his or her combination of subjects in order to achieve the diploma or improve his or her points score. For example, if a diploma candidate achieved a high grade in an additional subject, this subject grade cannot subsequently contribute to his or her diploma.

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B7.2.1 Diploma awarded

A diploma is awarded if all conditions have been met in compliance with the *General regulations: Diploma Programme*. See also section [A2.2](#) for details of the conditions for the award of the diploma.

B7.2.2 Bilingual diploma awarded

A bilingual diploma is awarded to a successful candidate who fulfills one or more of the following criteria.

- Completion of two languages selected from studies in language and literature subjects with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

See section [A2.2.3](#) for further details.

B7.2.3 Diploma not awarded

If "P" appears in the place of a grade, it means that the Assessment Division, IB Global Centre, Cardiff, does not have sufficient information to issue a grade. The grade will be issued at the earliest possible date. Do not contact IB Answers; pending grades will be resolved as quickly as possible.

If "N" appears in the place of a grade, it means that no grade has been awarded for one or more of the following reasons.

- Withdrawal from the examination session
- Failure to complete one or more component of assessment
- A breach of regulations

A candidate will not qualify for the award of the diploma if certain requirements have not been met. Candidates not awarded the diploma receive the course results.

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Where an “N” is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school as soon as possible.

B7.2.4 Diploma requirement codes

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

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

The following matrix will be used for award of points for TOK and the EE.

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		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Figure 9

Figure 9 Award of points for TOK and the EE

B7.2.5 Candidates suspected of academic misconduct

When the results are issued to schools, a candidate found guilty of academic misconduct will be issued an “N” in the subject or diploma requirement concerned. The candidate’s results screen on IBIS will show this “N” for the subject but will not state the reason for that result. IB results documents will not convey the outcome of an academic misconduct investigation to universities or colleges either electronically or otherwise. This information is regarded as confidential.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed of the decision. The correspondence will be sent via email before the issue of results and copied to the school’s DP coordinator, appropriate IB personnel and the chair of the Examining Board. For further information, refer to section [A4](#) on academic honesty.

B7.3 Enquiry upon results

The following are available when requested by a coordinator.

- Category 1 re-mark: The re-mark of externally assessed material for an individual candidate

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

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

A fee is payable for each of the above categories (except when a grade is changed as a consequence of a category 1 re-mark). The categories for enquiries upon results are normally independent of each other and may be requested in any order up to **15 September/15 March**, two months after the issue of results.

However, a request for a category 1 report must be preceded by a category 1 re-mark, and must be requested within one month of receipt of the result of the category 1 re-mark. None of the above categories can be requested more than once for the same subject/level.

B7.3.1 Changes of grade

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

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

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

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

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B7.3.2 Category 1 re-mark

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

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

B7.3.3 Category 1 report

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

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

The fee for returning work to a school ahead of requesting a category 1 report is not included in the fee for the category 1 report. This fee will be incurred regardless of whether the report is subsequently confirmed or not. This returned work will indicate the breakdown of marks awarded by the examiner, but may not include comments from the examiner on the marking of that work.

Requests for a report on a re-mark must be supported with a justification that describes in what specific way(s) the marking is contested. The candidate's marked assessment material must be used as the basis for this justification; general comments are insufficient. Comments must be related specifically to the appropriate markscheme/assessment criteria. A report will not be implemented

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without this information. The request for a report must be submitted within one month of the school receiving the candidate's re-marked assessment material.

B7.3.4 Category 2: Information

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

B7.3.5 Category 2A: Return of material by component

All assessment material will be returned to the school for a single externally assessed component from a given subject and level. A category 2A enquiry is for the purpose of returning assessment material only and does not constitute a candidate's claim of exclusive copyright in that material. If a candidate wishes to claim exclusive copyright, a separate request must be sent to the Assessment Division, IB Global Centre, Cardiff, using the [Exclusive copyright form](#).

The material will normally be made available on the IB file host in zip format (containing individual PDFs of each item of candidate work). A lower fee will be charged to the school if the material is made available electronically.

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

B7.3.6 Category 2B: Return of material by individual candidate

Category 2B is the return of externally assessed material by subject/level for an individual candidate, which may include TOK, the EE or, for example, coursework for arts subjects. The material will normally be made available on the IB file host (in PDF format).

A category 2B enquiry is for the purpose of returning externally assessed material only and does not constitute a candidate's claim of exclusive copyright in that material. If a candidate wishes to claim

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exclusive copyright, a separate request must be sent to the Assessment Division, IB Global Centre, Cardiff, using the [Exclusive copyright form](#).

B7.3.7 Conditions for the return of candidates' assessment material to schools

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

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

B7.3.8 Category 3 re-moderation

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

A re-moderation will only be undertaken in cases where the mean of the candidates' moderated internal assessment marks differs from the mean of their raw marks (the marks awarded by the

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teacher) by at least 15% of the maximum mark for the component. Note also that re-moderation is not available for language A: literature SL school supported self-taught candidates.

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

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

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

B7.3.9 Procedure for requesting an enquiry upon results

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

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

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

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

B7.3.10 The completion of an enquiry upon results

The IB will always aim to complete an enquiry upon results, regardless of the category, in the shortest time possible.

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The following targets are an indication as to how long each service may take. Note that when a request for a category 1 report is made on IBIS, the candidate's externally assessed material for the subject/level concerned will be sent to the school; the target of 30 days indicated below does not include the time taken for the return of the candidate's work.

- Category 1 re-mark: 18 days
- Category 1 report: 30 days
- Category 2A and 2B: 10 days
- Category 3 re-moderation: 30 days

B7.3.11 Returning results documentation

If an enquiry upon results category 1 re-mark or category 3 results in one or more changes of grade for a candidate after the results documentation (Diploma, Diploma results, Course results) has been sent to the school, new results documentation will be sent. If a grade is increased or lowered, the coordinator must make every effort to acquire the documentation from the candidate and then send it to the Assessment Division, IB Global Centre, Cardiff, for the attention of the School Assessment Operations team.

B7.3.12 Fees

Schools will be invoiced for the enquiry upon results service and/or report. The fees applicable are published in [Fees and billing information for IB World Schools](#) on the programme resource centre.

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

B7.4 Results certification

Schools should expect to receive the IB *Diploma*, *Diploma results* and *Course results* by **September/March**. These documents constitute the official results. Results certification will only show what a candidate achieves. Certification will not display subjects with a "grade" of "N" or display that a candidate has not completed CAS.

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Results certification will always display the school where the candidate took his or her final examinations. When a candidate has retaken subjects at a school different from the school at which he or she took his or her original examinations, the certificate will display the name of the retake school, not the original school.

Diploma results and/or *Course results* requiring legalization will be sent separately by the legalization service in Geneva as soon as the legalization process is finished.

If an anticipated, diploma or retake candidate takes an additional subject, that candidate will receive a separate *Course results* showing the subject(s) taken and grade(s) awarded. For anticipated candidates who do not complete the diploma, *Course results* will be sent with the above mailing.

For candidates who attend an IB World School in the United Kingdom, two sets of documents are issued: one set will have the logo of each accreditation body and the registered Ofqual qualification number; the second set will be issued without these logos. Similarly, candidates attending an IB World School in the state of Victoria, Australia, will have one set with the Victorian Registration & Qualifications Authority (VRQA) logo and another set without this logo. The IB is complying with a requirement to provide certification with these logos.

It is important to be aware that the IB prints only the legal name of a school on a candidate's results documents, though universities and other institutions may not be familiar with the legal name.

The candidate name displayed on the official IB certification is printed in exactly the same format as registered on IBIS. Therefore, please ensure the candidate's name on the IBIS registration screen has the correct spelling and full name as per the candidate's passport/birth certificate.

B7.5 Legalization of results documents

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

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There are two different IB documents. These are:

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

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

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

B7.5.1 Procedure

Coordinators must provide the IB Foundation Office with the names and codes (and other documents when needed) of those candidates who wish to have their *IB Diploma Programme Results* document legalized. This must be done by completing and submitting a legalization request on IBIS before **15 June/15 December**. Coordinators are asked to submit this request as early as possible to ensure timely processing of the request.

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

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

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

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An email link to the legalization service can be found under the “Contact us” link at the top right of the IBIS screen.

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

The spelling of a candidate’s name entered by the coordinator on IBIS must be identical to the name on the candidate’s passport. If this is not the case, some consulates may refuse to legalize the *IB Diploma Programme Results*. Legalized *IB Diploma Programme Results* documents should reach the appropriate school by the end of September for a May session and by the end of February for a November session. They are mailed to schools for the attention of the IB Diploma Programme coordinator. Please note that the IB will bear the costs of the courier service to schools provided that the deadline for submitting the legalization request is met. If the deadline is not met, the courier service cost will be charged to the relevant school.

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

B7.5.2 Countries requiring legalization

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

The following countries demand copies of passports.

- Burkina Faso
- Italy
- Iran
- Palestine
- Saudi Arabia
- Taiwan

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Copies of passports must be submitted, together with the legalization request, on IBIS via the email link under “Contact us” and/or sent immediately to the IB Foundation Office in Geneva, Switzerland, by courier, for the attention of the legalization service.

A new procedure from the consulate of Iran in Bern, Switzerland, requires that all national candidates requiring legalization for Iran will need to fill in a form (in Persian) on the Iranian Embassy public website (<http://iranembassy.ch>).

The code obtained when filling in the form must be sent to consular@iranembassy.ch and/or secretariat@iranembassy.ch, with a copy to legalization@ibo.org.

B7.5.3 Invoicing

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

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

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

B7.5.4 Individual legalization requests throughout the year

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

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

B7 Results, appeals and certificates

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

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

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

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

B7.6 Replacement results documentation

Replacement results documentation can be requested from the Assessment Division, IB Global Centre, Cardiff, if the originals have been lost or damaged. Please note that changes to a candidate's name will only be accepted if a name has been slightly misspelled on the original document, and following the amendment the name is still recognizable as the name on the original document. In the event that a change to a name is required by law, the IB will comply with the request on the receipt of valid proof of identification.

If the candidate is still attending an IB World School, the request must come from the coordinator on the candidate's behalf. If the candidate is no longer at a school offering the DP, the request may come from the school that the candidate attended or directly from the candidate.

B7.6.1 Request from a coordinator

A request from a coordinator must state the examination session, the candidate's full name and his or her session number. Requests must be sent to the IB via IBIS, using the email link under "Contact us" for **Replacement results documentation**. Schools will be invoiced, after the issue of the documents, according to the scale of fees in section *Fees and billing information for IB World Schools*.

B7 Results, appeals and certificates

B7.6.2 Request from a candidate

A request for the replacement of results documentation will only be accepted directly from a candidate after six months from the issue of results. Therefore, for a May session, a request will only be accepted after **1 January**; for a November session, a request will only be accepted after **1 July**.

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

Alternatively, if a candidate wishes to pay via cheque or bank transfer, the replacement documentation form located on the IB website (ibo.org) should be completed and returned by post to the Assessment Division, IB Global Centre, Cardiff, with payment. Alternatively the form can be scanned and emailed to replacementdocs@ibo.org. The replacement documents will not be issued until payment is received and successfully processed.

B7.7 Feedback on the performance of candidates

B7.7.1 Moderated marks and grades

After the May 2019 session, on or about the **7 July**, a profile of candidates' marks, and grades for each component for all subjects, will be available on IBIS. (The corresponding date for the November 2019 session will be announced in due course.) This includes internal assessment, theory of knowledge and extended essays. In the case of extended essays, there is one component only and therefore one mark. The information includes the component grade boundaries and the overall grade boundaries for the examination session.

B7.7.2 Internal assessment

After the May 2019 session, on or about **12 July**, all available *IA feedback* forms will also be released on IBIS. (The corresponding date for the November 2019 session will be announced in due course.) Again, this information is intended as feedback for teachers and coordinators. All examiners who moderate internally assessed work are required to complete feedback forms where the teacher's marks have been adjusted. If the teacher is already marking to the correct standard, there is no need to provide

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additional guidance to schools. Owing to various issues, it cannot be guaranteed that feedback forms will be available for all subjects.

B7.7.3 Subject reports

The subject reports (including TOK) on the overall performance of all candidates in the examination session are released on IBIS from **1 September** as each report becomes available. However, some subject reports are more likely to be fully complete in **October/April**, or later in the case of those reports that are translated into French and Spanish. The reports on subjects for EEs tend to remain the same from one session to another although, when necessary, each report is updated with new information. A subject report will not be available for all subjects and levels. A report will be produced only if a subject and level has at least 50 candidates and 5 schools for the examination session.

B7.7.4 Enquiry upon results

Additional information on the performance of candidates entered by a school is available through the enquiry upon results service. For further details refer to section [B7.3](#).

C1a Language A: literature

C1a.1 What this section contains

The language A: literature section comprises three sub-sections.

C1a.2–11: Language A: literature (taught candidates)

C1a.12–14: Language A: literature (school supported self-taught candidates)

C1a.15: Language A: literature (special request languages)

C1a.2 Taught candidates

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

C1a.2.1 Supporting publications

This section should be read in conjunction with the following resources.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
TITLE OF PUBLICATION	DATE OF ISSUE
Language A: literature guide	February 2011, updated February 2011, November 2011, August 2012 and August 2013
Prescribed lists of authors (PLA)	July 2011
Prescribed literature in translation (PLT)	February 2014

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C1a.3 Automatically available languages

Section [B1.6.1](#) lists those language A: literature subjects for which there will be an examination in May and November 2019 and May and November 2020. For information on submitting a special request for language A: literature in a language that is not automatically available, see section [C1a.15](#) on special request languages.

The school selects authors and works for language A: literature from the IB prescribed list of authors (PLA) for the language studied, and from the relevant [Prescribed literature in translation list](#) (PLT).

It is the school's responsibility to ensure that all choices comply with the requirements set out in the [Language A: literature guide](#), the PLA for the language studied and the PLT.

The PLAs listed here are available on the "[Language A: literature](#)" page on the programme resource centre.

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Afrikaans A	German A	Romanian A
Albanian A	Hebrew A	Russian A
Amharic A	Hindi A	Serbian A
Arabic A	Hungarian A	Sesotho A
Belarusian A	Icelandic A	Sinhalese A
Bengali A	Indonesian A	SiSwati A
Bosnian A	Italian A	Slovak A
Bulgarian A	Japanese A	Slovene A
Catalan A	Korean A	Spanish A
Chinese A	Latvian A	Swahili A
Croatian A	Lithuanian A	Swedish A
Czech A	Macedonian A	Thai A
Danish A	Malay A	Turkish A
Dutch A	Modern Greek A	Ukrainian A
English A	Nepali A	Urdu A
Estonian A	Norwegian A	Vietnamese A
Filipino A	Persian A	Welsh A
Finnish A	Polish A	
French A	Portuguese A	

C1a.4 Language A: literature not offered as a course by the school

If a school does not have the resources to offer a language A: literature subject, an external teacher can be used. If no external teacher is available, or the teacher is unable to carry out the internal

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assessment requirements, the candidate(s) must be registered as school supported self-taught, and the subject can only be registered at SL.

C1a.4.1 Subject-specific prohibitions and exceptions

A language A: literature candidate may not study:

- a literary work that they may already be studying as part of a language A: language and literature course
- a literary work that they may already be studying as part of another language A: literature course
- a literary work that they may already be studying as part of a language B course
- a literary work that they may already be studying as part of a literature and performance course.

C1a.5 Written assignment

C1a.5.1 Choice of works

The written assignment assesses the works in translation that are studied in part 1 of the course. These works must have been originally written in a language other than the language A studied and may be read in the original language or in translation.

The works must be chosen from those specifically listed in the [Prescribed literature in translation list](#) (PLT). Works by the same author, but which are not specifically listed, must not be studied.

C1a.5.2 The language of teaching and assessment

Teaching language

Works in translation will normally be taught in the language of the examination as an integral part of the language A course. However, schools offering the literature course in more than one language may organize a common literature in translation course in the working language of the school.

Assessment

Written assignments must be written in the language being studied. Where works have been read in a language other than the language being studied, any quotations for inclusion in the assignment must

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be translated into that language. The original version of the quotation may be included as a footnote but should not be included in the word count.

C1a.5.3 Assignments

There are four stages in the preparation of the written assignment.

1. The interactive oral
2. The reflective statement
3. The supervised writing
4. The final assignment

These stages must be completed in this order; stages 1–3 must be completed for each of the works studied in part 1 before the candidate chooses the aspect for their final assignment.

Candidates must choose different aspects of the school's literature in translation course for their final assignment. If more than one candidate chooses the same aspect, they must work independently from one another and the assignments must be different.

The teacher can give feedback to the candidates on the first draft of the written assignment, but the drafts and/or the final version must not be corrected in any way.

However, the teacher must read the final version of the assignment to be able to verify that, to the best of their knowledge, it is the authentic work of the candidate.

See also section [B3.4](#) on authentication and section [A4](#) on academic honesty.

C1a.5.4 Submission of written assignment

The completed written assignment, including the corresponding reflective statement, must be uploaded for external assessment by **15 March** for the May session and by **15 September** for the November session.

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Copies of the reflective statement and supervised writing for the other work(s) studied in part 1 must be kept on file until the end of session for every student and may be requested at a later date by the IB.

C1a.6 Internal assessment—oral work

The teacher is required to carry out internal assessment of all candidates' oral work. All candidates must complete two compulsory assessed oral activities (see [Language A: literature guide](#)).

Learn more

The two compulsory oral activities are as follows.

Standard level

- An individual oral commentary based on an extract from a work studied in part 2, assessed according to four assessment criteria
- An individual oral presentation based on a work or works studied in part 4, assessed according to three assessment criteria

Higher level

- An individual oral commentary based on poetry studied in part 2 followed by a discussion based on one other work studied in part 2, assessed according to six assessment criteria
- An individual oral presentation based on a work or works studied in part 4, assessed according to three assessment criteria

C1a.7 Individual oral commentary

This internally assessed activity is based on part 2 ("Detailed study") and forms the basis for moderation of the teacher's assessment.

The teacher must conduct the individual oral commentary at standard level (SL) or individual oral commentary and discussion at higher level (HL) under examination conditions, when all works have

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been studied. At HL, it is expected that all three works studied in part 2 will be used in the individual oral commentaries conducted for the class as a whole.

C1a.7.1 Format and length of the individual oral commentary

The format and length of the individual oral commentary are set out in the table below. Individual candidates must not be aware in advance from which work their particular extracts will be taken.

FORMAT OF ASSESSMENT	PREPARATION TIME (MINUTES)	ASSESSMENT TIME (MINUTES)
SL		
Commentary on an extract with guiding questions from one of the works studied in part 2 plus subsequent questions. Any work studied in part 2 may be used for the individual oral commentary.	20	10
HL		
Commentary on poetry studied in part 2 with guiding questions plus subsequent questions. This is followed immediately by a discussion based on one of the other part 2 works.	20	20 (approximately 10 minutes each for commentary and discussion)

At SL the individual oral commentary should last no more than 10 minutes in total. Examiners are instructed to stop listening after 10 minutes.

At HL the individual oral commentary and discussion should last no more than 20 minutes in total. The teacher conducting the oral commentary is responsible for the time management of the examination and should ensure that time is divided appropriately between the commentary and the discussion. Examiners are instructed to stop listening after 20 minutes.

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C1a.7.2 Teacher preparation for the individual oral commentary

The teacher must prepare extracts and guiding questions before the commentary. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the extracts or guiding questions.

The teacher is entirely responsible for the choice of extracts and guiding questions for the individual oral commentary. Candidates are not allowed to choose the works on which they are assessed. Each extract should be between 20 and 30 lines, depending on its complexity. Recognized poetic forms of a different length (for example, sonnets) are acceptable.

When assessing several candidates on the same day, or within a few days, any repetition must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment.

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Number of candidates	Number of different extracts
1–5	1 per candidate
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Schools with more than 30 candidates must add more extracts proportionally. For example, a school with 53 candidates should prepare 19 different extracts (10 + 9).

Each extract must be accompanied by no more than two guiding questions. Guidelines on the choice of extracts, and guiding questions, are provided in the [Language A: literature guide](#).

C1a.7.3 Conduct of the individual oral commentary

The individual oral commentary (SL), and individual oral commentary and discussion (HL) must be conducted in the language that is being assessed.

Learn more

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The recordings

Although teachers are required to upload only five, eight or ten recordings for the purpose of moderation, they must record all candidates' individual oral commentaries as they may be asked to submit additional samples at a later date.

Practical arrangements

Candidates will prepare their material undisturbed in a separate room, close to where the assessment will take place. Candidates must be supervised 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.

- The candidate receives a copy of the extract (SL) or poetry (HL) along with the guiding questions.
- The candidate must prepare the commentary under supervision.
- The candidate may make notes for reference, but not for reading as a prepared speech.

C1a.7.4 Role of the teacher during the recording

During the candidate's delivery (approximately 10 minutes)

- Ask the candidate to give his or her prepared commentary on the extract.
- Unless absolutely necessary, do not interrupt the candidate at this stage.
- Ensure that the candidate brings the commentary to a close after 7–8 minutes to allow time for the subsequent questions.
- Bring the commentary and subsequent questions to an end when 10 minutes have elapsed.

HL only

When the commentary is completed (after 10 minutes), follow the instructions below.

- Do not switch off the recording device.
- Inform the candidate that the discussion is commencing and introduce the work on which the discussion will be based.
- Initiate a discussion inviting the candidate to explore the literary work.

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Teachers may also wish to refer to guidance within the [Language A: literature teacher support material](#) on conducting the discussion.

Assess the candidate's performance using the internal assessment criteria in the [Language A: literature guide](#). Record the marks for each candidate on IBIS during the internal assessment mark entry period.

C1a.8 Individual oral presentation

The individual oral presentation is based on a work or works studied in part 4. Each candidate chooses a topic for this activity in consultation with the teacher. It is the teacher's responsibility to ensure that the topic chosen by the candidate can be effectively assessed using the language A: literature internal assessment criteria (see [Language A: literature guide](#)).

Teachers are required to:

- assess each candidate's presentation using the internal assessment criteria in the [Language A: literature guide](#)
- record the marks awarded to each candidate for each criterion
- write a brief comment for each candidate to explain the marks awarded.

C1a.9 Calculating final marks

The individual oral commentary and the individual oral presentation are each marked out of 30. The final mark out of 60 should be divided by 2.

Submit the final mean mark for each candidate on IBIS. Use whole numbers—do not use decimals, fractions or estimates. Any half marks must be rounded up.

C1a.10 Internal standardization

Language A: literature is a subject where a single moderation sample is submitted per level. If more than one teacher has been involved in the marking of the internal assessment components, it is essential that marking is standardized within the school before submitting candidate marks.

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C1a.11 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Upload written assignments for assessment	IBIS eCoursework upload. Form 1/LWA is no longer required	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload sample internal assessment audio recordings (individual oral commentary) and related materials	IBIS eCoursework upload, to include extracts and guiding questions Form 1/LIA is no longer required	20 April 2019/ 20 October 2019

C1a.12 School supported self-taught candidates

This section applies to candidates taking language A: literature courses who are school supported self-taught candidates.

C1a.12.1 Supporting publications

This section should be read in conjunction with the following resources.

C1a Language A: literature

MAY AND NOVEMBER EXAMINATION SESSIONS	
TITLE OF PUBLICATION	DATE OF ISSUE
Language A: literature guide	February 2011, updated February 2011, November 2011, August 2012 and August 2013
Prescribed lists of authors (PLA)	July 2011
Prescribed literature in translation list (PLT)	February 2014
Language A: literature school-supported self-taught alternative oral assessment procedures	February 2011, updated September 2015
Language A: literature school supported self-taught support material	October 2014, updated September 2015

C1a.12.2 Available languages

The school supported self-taught option is available at SL only.

All automatically available language A: literature courses are available as school supported self-taught options, if the school does not normally offer the language and no suitably qualified teacher can be found.

Section [B1.6.1](#) lists those language A: literature subjects for which there is an examination available in May and November 2019 and May and November 2020.

If the required language is not automatically available, please follow the guidance in section [B1.6.2](#) on special request languages.

The maximum number of self-taught candidates, in any individual language, in any individual school is **five**.

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C1a.12.3 School's courses of study

Course choice

The selection of authors and works for language A: literature is made by the school from the prescribed list of authors (PLA) for the language studied and from the relevant [Prescribed literature in translation list](#) (PLT).

The school must ensure that all choices comply with the requirements in the [Language A: literature guide](#), the PLA for the language studied and the PLT.

Prescribed lists of authors

The PLA is available on the “[Language A: literature](#)” page on the programme resource centre. See this list in section [C1a.3](#).

There is no PLA for special request language A: literature.

Learn more

Only the parts of the syllabus listed below may be used to meet the PLA genre requirements, and works used must be originally written in the target language.

- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options

School's free choices

There is no free choice in the case of language A: literature SL school supported self-taught candidates. All works studied in parts 2 and 4 must be selected from the PLA for the language A: literature studied and all works in part 1 must be selected from the PLT.

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Choice of authors and works

The choice of works should be made according to the syllabus requirements which are specified in the subject guide. The requirements regarding genre, period and place also apply to all school supported self-taught candidates. No reduction in the number of works studied is allowed.

Unless particular language PLA specifications permit, authors must not be studied twice within any single part of the syllabus. However, the same author may be studied in two different parts of the syllabus.

Although the same author may be chosen more than once, a candidate may not study the same work in different parts of the course.

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

Submission of choice of part 2 genres to the Assessment Division, IB Global Centre, Cardiff

The form Language A: literature—notice of works studied (part 2 genres) must be completed by the required deadline (please see section [C1a.14.3](#)) and submitted via IBIS.

IBIS will display the genres listed in each specific PLA. However, the candidate question paper will only contain a choice of four genres: poetry, drama, prose fiction and prose non-fiction. When choosing genres in IBIS, please refer to the following table to see how the options available in the PLA correspond to these four genres in the candidate question paper.

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GENRE AS DISPLAYED IN PLA AND IBIS	GENRE QUESTIONS THAT CANDIDATES SHOULD PREPARE
Authentic literature	Prose non-fiction
Autobiography	Prose non-fiction
Belles lettres	Prose non-fiction
Biography	Prose non-fiction
Classical literature	Prose fiction
Classical poetry	Poetry
Classical text	Poetry or prose fiction
Essay	Prose non-fiction
Essay and fragment	Prose non-fiction
Historical narrative	Prose non-fiction
Journalism	Prose non-fiction
Love novel	Prose fiction
Memoirs	Prose non-fiction
Modern novel	Prose fiction
Modern poetry	Poetry
Modern prose	Prose fiction
Modern short story	Prose fiction
Novel	Prose fiction
Novel and short story	Prose fiction
Novella	Prose fiction
Prose other than fiction	Prose non-fiction

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Short story	Prose fiction
Traditional prose (Icelandic)	Prose fiction
Traditional prose (Malay)	Prose fiction or Prose non-fiction
Travel writing	Prose non-fiction

Please contact IB Answers if you require further assistance.

A candidate taking two language A: literature courses

A diploma candidate taking two language A: literature courses is eligible for the award of a bilingual diploma. (For information about the criteria for the bilingual diploma in the May and November sessions see section [A2.2.3](#).)

- The candidate must study a different set of part 1 works for each language A: literature studied.
- The candidate may choose the same author more than once, provided a different work by that author is studied in each language A: literature.
- The candidate must meet in full the works in translation assessment requirements for each language A: literature.

A candidate taking a language A: literature course and a language A: language and literature course

A language A: literature candidate may not study:

- a literary work that they may already be studying as part of a language A: language and literature course
- a literary work that they may already be studying as part of a language B course
- a literary work that they may already be studying as part of a literature and performance course.

C1a.13 Responsibilities of a school with language A: literature school supported self-taught candidates

Regardless of whether a part-time external tutor is available, a full-time teacher of a language A: literature in the school must be appointed to supervise and advise the self-taught candidate(s). The teacher, in collaboration with the Diploma Programme (DP) coordinator, must:

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- advise the candidate on choosing a course of study that conforms to IB regulations
- ensure that the candidate has access to the works chosen **before starting the course of study**
- ensure that the candidate is studying the works agreed upon with the supervising teacher and, in the case of special request languages, approved by the examiner responsible
- provide guidance on the techniques required for such tasks as essay writing and literary commentary
- supervise the work required for part 1 (“Works in translation”)
- give the candidate a clear idea of the course of study, the papers to be taken, their format and links to the course studied
- provide the candidate with the most recent version of the document [Language A: literature school-supported self-taught alternative oral assessment procedures](#), past examination papers and teacher support material (all are available on the programme resource centre)
- provide the candidate with the published genre questions for the formal oral commentary specific to the examination session for which they are entered at the beginning of the course. These are published on the “[School-supported self-taught and special request language A](#)” page of the programme resource centre in September of the candidate’s first year of study
- ensure that the candidate has regular access to the [Language A: literature guide](#) and is familiar with the assessment criteria for all assessed components.

Wherever possible, the candidate should be taught with candidates taking other language A: literature courses in the school.

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SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit choices of genres studied in part 2	IBIS eCoursework upload on form Language A for school-supported self-taught candidates: Choice of genres for part 2—notice of works studied (part 2 genres)	1 December 2018/ 1 June 2019
May 2019/ November 2019	Upload written assignments for assessment	IBIS eCoursework upload. Form 1/LWA is no longer required.	15 March 2019/ 15 September 2019
May 2019/ November 2019	Upload recordings and related material	IBIS eCoursework upload	7 May 2019/ 7 November 2019

C1a.14 External assessment for language A: literature SL school supported self-taught candidates

The written examination papers (papers 1 and 2) are the same as those for taught candidates.

The written assignment and the oral examination follow a modified format to reflect the situation of self-taught candidates. The oral examination is externally marked.

The procedures for the two modified components are outlined in sections [C1a.14.1](#) and [C1a.14.2](#).

C1a Language A: literature

C1a.14.1 Alternative oral assessment: Self-taught candidates

Five questions for each genre grouping (poetry, drama, prose fiction and prose non-fiction—a total of 20 questions) will be pre-released in September of the candidate's first year of study. These questions will be published in English, French and Spanish on the [Language A: literature \(school supported self-taught\)](#) page of the programme resource centre. The candidate should access these questions in the school's teaching language, but should prepare responses in the language A being studied.

The questions provide a framework for close study of part 2 works. Each of the questions is framed to elicit a detailed, analytical response.

During the two-year course, for each of the two genres studied, candidates are asked to find five different, suitable 40-line prose passages or poems that can be used as a basis for a commentary. In total, the candidates will have prepared responses to 10 questions (five per genre studied) and will have chosen 10 different extracts in preparation for their oral commentary.

In March (May session) or September (November session) of the final year of the course, schools will receive materials relating to the alternative oral examination. There will be an oral commentary assessment paper for each school supported self-taught candidate. The paper will stipulate the genre on which the alternative oral commentary will be based, and will give the choice between two of the five previously released questions for this genre. Each candidate will choose one of these two questions on which to base their oral.

To enable the IB to prepare questions for each candidate, coordinators must:

- ensure that the self-taught option is selected on IBIS when registering the candidate for the language A: literature SL
- submit details of the genres chosen for part 2 by 1 December/1 June in the final year of the candidate's course via IBIS.

The oral questions will be based on the information provided on IBIS. No changes may be made to the course of study after this form has been submitted to the Assessment Division, IB Global Centre, Cardiff.

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Further information can be found in the document [Language A: literature school-supported self-taught alternative oral assessment procedures](#) available on the programme resource centre.

Conduct of the individual oral commentary

The individual oral commentary and individual oral presentation must be conducted in the language that is being assessed.

Format for school supported self-taught candidates

The total recording time for the oral examination is 20 minutes. The format is set out in the following table.

C1a Language A: literature

FORMAT OF ASSESSMENT	PREPARATION TIME (MINUTES)	MAXIMUM RECORDING TIME (MINUTES)
Section 1: Individual oral commentary		
<p>A well-structured oral commentary based on works studied in part 2.</p> <p>Candidates take copies of the 10 chosen passages that they have prepared during the two-year course (approximately 40 lines), and their notes on those passages, into the preparation room.</p> <p>The individual oral commentary is recorded and the individual oral presentation must follow without stopping the recording.</p> <p>The selected passage used for the oral commentary must be uploaded along with the recording, the notes used, the candidate question paper and the invigilator instructions sheet.</p>	20 (in total for sections 1 and 2)	10
Section 2: Individual oral presentation		
<p>Oral presentation based on two of the three works studied in part 4.</p> <p>The candidate prepares notes for an oral presentation. Notes must be in point format only.</p> <p>The individual oral presentation is recorded following the individual oral commentary in section 1.</p> <p>The recording must not be stopped or paused between the two tasks.</p>	During the course and prior to the examination	10

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<p>The notes used for this section must be uploaded along with the recording, the notes used for section 1, the candidate question paper and the invigilator instructions sheet.</p>		
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Preparation

Preparation time of 20 minutes is allowed before the beginning of the examination for the candidate to prepare both the oral commentary for section 1 and the oral presentation for section 2.

The candidate is allowed to take brief working notes into the examination for reference, but they may not read aloud a full commentary and/or presentation. All notes used by the candidate during the recording must be uploaded along with all other materials.

Submitting material for assessment

The DP coordinator must ensure that the following items are uploaded via IBIS for each candidate:

- the audio recording of the oral examination
- the passage used for the individual oral commentary and the notes used in the individual oral commentary and in the individual oral presentation
- copy of the candidate question paper along with the completed invigilator instructions sheet
- copy of any visual aids used during the individual oral presentation.

The school supported self-taught oral examination must take place, and all materials listed above must be uploaded via IBIS, no later than **7 May/7 November**.

C1a.14.2 Written assignment

Choice of works

The written assignment assesses the works in translation studied in part 1 of the course. Part 1 works must have been originally written in a language other than the language A studied and may be read in the original language or in translation. All part 1 works must be chosen from those specifically listed in the [Prescribed literature in translation list](#) (PLT). It is not permitted to study a work written by an author listed on the PLT other than those works that are specifically listed.

C1a Language A: literature

The language of study and assessment

Study

Works in translation will normally be taught in the language of the examination as an integral part of the language A course. However, schools offering the language A: literature course in more than one language may organize a common literature in translation course in the working language of the school.

Where this is done, there should be discussions in the different language A classes of the works in translation and of their links with the other works studied. School supported self-taught candidates are encouraged to join these discussions whenever possible.

Assessment

Written assignments must be written in the language A being studied. Where works have been read in a language other than the language A being studied, the candidate must translate any quotations included in the assignment into the language studied. 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.

Assignments

The preparation of the written assignments should follow four different stages.

1. Journal writing
2. The reflective statement
3. Developing the topic
4. Production of the essay

The stages must be completed in this order; stage 1 must be completed for each of the works studied in part 1 before the candidate chooses one work to complete in stages 2–4.

School supported self-taught candidates are required to keep a literary journal for each of the two works studied in part 1 (“Works in translation”). See the [Language A: literature guide](#) for details of this requirement. For one of the two works studied, they must also complete a reflective statement and respond to one of the eight prescribed prompts published in the [Language A: literature guide](#) in order to develop an essay title for the final assignment.

C1a Language A: literature

Candidates must choose different aspects of the school's literature in translation course for their final assignment. If more than one candidate chooses the same aspect, the candidates must work independently from one another and the assignments must be different.

Submission of the written assignment

The completed written assignment, including the corresponding reflective statement, must be uploaded for external assessment by 15 March for the May session and by 15 September for the November session.

C1a.14.3 Summary of latest submission dates: May and November sessions

All coursework is submitted via the IBIS eCoursework system.

For submission dates, please refer to the [Assessment calendar](#).

C1a Language A: literature

SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit choices of genres studied in part 2	IBIS eCoursework upload on form Language A for school-supported self-taught candidates: Choice of genres for part 2—notice of works studied (part 2 genres)	1 December 2018/ 1 June 2019
May 2019/ November 2019	Upload written assignments for assessment	IBIS eCoursework upload. Form 1/LWA is no longer required.	15 March 2019/ 15 September 2019
May 2019/ November 2019	Upload recordings and related material	IBIS eCoursework upload	7 May 2019/ 7 November 2019

C1a.15 Special request languages

This section applies to special request language courses in language A: literature.

C1a.15.1 Supporting publications

This section should be read in conjunction with the following resources:

- C1a.2–C1a.11 Language A: literature (taught candidates)
- C1a.12–C1a.14 Language A: literature (school supported self-taught candidates)

C1a Language A: literature

C1a.15.2 Special request application procedure

Context of special requests

Section B1.6.1 lists those language A: literature subjects where examinations are automatically available for the May and November 2019 and 2020 sessions.

Schools may submit a special request for certification in a language A: literature subject that does not appear on these lists. The special request application must include a proposed course of study. (See section C1a.15.4 for guidance on constructing a suitable course of study.)

The Special request language A: literature form must be submitted on IBIS (Candidate>Candidate registration>Pre-registration>Advance notice requirements – available forms). If the requested language is not written using Roman characters, the electronic form on IBIS should still be used wherever possible. The use of an online keyboard is recommended if a physical keyboard is not available. If there are any difficulties with this, please contact IB Answers (support@ibo.org) for advice.

Approval process

Approval of requests will take into consideration factors such as:

- whether there is a sufficient body of printed literature to allow the language requested to be taught and examined as a DP language A: literature course
- availability of suitably qualified examiners for the particular language
- the willingness of the school concerned to assist with sourcing a suitable examiner, should the need arise.

In response to submitting a *special request for a language A: literature* on IBIS, an acknowledgment of the request will be sent by the Assessment Division, IB Global Centre, Cardiff. The authorization or refusal of the request will follow as soon as possible thereafter. For those languages that receive authorization, the proposed courses of study will be forwarded to the relevant examiner responsible for final approval.

A new request must be submitted for each examination session; previous requests are not automatically carried forward to another session.

C1a Language A: literature

Schools are advised to begin the teaching of a special request language course with the study of literature in translation (part 1), or with general work on the critical study of texts, until the special request application has been approved. This will enable candidates to transfer to another language A: literature course if, for any reason, the special request is not authorized.

C1a.15.3 Anticipated candidates

Applications for a special request language as an anticipated (A) subject must be made as soon as possible after the beginning of the school year, and no later than **7 October**

Coordinators must use the form *Special request language A: literature* available on IBIS. Schools cannot create their own course of study at this stage and must adopt a booklist that has already been authorized by the examiner responsible. The approved booklist will be provided by the Assessment Division, IB Global Centre, Cardiff. Schools are not permitted to make any changes to the booklist provided.

These applications can only be approved if the language requested has already been authorized for the May session.

C1a.15.4 Proposed course of study

The candidate's course of study must be made up of the following.

- Eight works for an SL course (or ten works for an HL course), which must have been originally written in the requested language. These works are selected from the school's, the teacher's or the candidate's own resources. The selected list of works must be entered on IBIS using the form *Special request language A: literature* for approval by the examiner responsible for the subject. Schools must ensure that all works selected are of literary merit.
- Two works at SL (or three works at HL) originally written in a language other than the requested language. These works must be selected from the [Prescribed literature in translation list \(PLT\)](#).

The works must be put together in accordance with the syllabus requirements (see [Language A: literature guide](#)).

A "work" may consist of any of the following:

C1a Language A: literature

- a single major work, such as a novel, autobiography or biography
- two or more shorter texts, such as novellas
- 5–10 short stories
- 5–8 essays
- 10–15 letters
- a substantial section (at least 600 lines) of a long poem
- 15–20 shorter poems.

Once a course of study has been approved, schools are not permitted to make any changes to the choice of works.

C1a.15.5 Assessment: Structure of paper 2

As special request languages do not have a prescribed list of authors (PLA) with a pre-defined list of genre categories, paper 2 consists of three essay questions on each of the following genres.

- Drama
- Poetry
- Prose fiction
- Prose non-fiction

Candidates answer one question from the three available on their chosen genre.

C1a.15.6 Summary of latest submission dates: May 2019 session

All coursework is submitted via the IBIS eCoursework system.

For submission dates, please refer to the [Assessment calendar](#).

Special requests are only available for the language A: literature course and are **only offered in the May session**.

The deadlines for special request language A: literature applications are as follows.

C1a Language A: literature

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2020	Submit proposed course of study for all special request languages (taught and school supported self-taught candidates)	Via IBIS on form Special request language A: literature	15 November 2018 (18 months before written examinations in May)
May 2019	Special request anticipated registration (taught and school supported self-taught candidates)	Via IBIS on form Special request language A: literature. Please note that a proposed course of study should not be submitted for anticipated candidates (see section C1a.15.3).	7 October 2018 (7 months before the written examinations in May)

C1b Language A: language and literature

Overview

This section contains information on language A: language and literature.

C1b.1 Supporting publications

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

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Language A: language and literature guide	February 2011, updated November 2011, August 2012 and August 2013
Prescribed list of authors (PLA)	July 2011
Prescribed literature in translation list (PLT)	February 2014

C1b.2 Availability of language A: language and literature

Section B1.6.3 lists the languages that are available in May and November 2019 and May and November 2020 for language A: language and literature SL and HL.

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

C1b Language A: language and literature

C1b.3 The school's courses of study

C1b.3.1 Course choice

In parts 3 (“Literature—texts and contexts”) and 4 (“Literature—critical study”) of the syllabus, the school selects the authors and works to be studied for language A: language and literature from the relevant IB Prescribed list of authors (PLA) for the language studied and from the IB [Prescribed literature in translation list](#) (PLT). Schools also have the option to choose one work freely in part 3.

The school is responsible for ensuring that all choices comply with the regulations and instructions contained in the [Language A: language and literature guide](#), the relevant PLA and the PLT.

C1b.3.2 Prescribed list of authors

PLAs for the following languages are available on the [Language A: language and literature](#) page on the programme resource centre.

- Arabic A
- Chinese A
- Dutch A
- English A
- French A
- German A
- Indonesian A
- Italian A
- Japanese A
- Korean A
- Modern Greek A
- Norwegian A
- Portuguese A
- Russian A
- Spanish A
- Swedish A

C1b Language A: language and literature

- Thai A

C1b.3.3 Choice of authors and works

Neither authors nor texts may be used more than once anywhere in parts 3 and 4 of the syllabus.

C1b.3.4 Bilingual diploma

A diploma candidate taking two language A: language and literature subjects is eligible for the award of a bilingual diploma. (For information about the criteria for the bilingual diploma in the May and November 2019 sessions, see section [A2.2.3](#).)

- The candidate must study different part 3 works in translation for each language A: language and literature studied.
- The candidate may not choose the same author more than once.

C1b.4 Language A: language and literature not offered as a course by the school

Where a language A: language and literature subject is not offered by the school, an external teacher may teach a candidate provided that all regulations are adhered to.

- The externally assessed components (written tasks, paper 1 and paper 2) remain the same as for other language A: language and literature candidates.
- The normal requirements and procedures also apply to the internal assessment, which must be carried out by the external teacher.

C1b.5 Prohibitions

A language A: language and literature candidate is not permitted to study:

- a literary work that they may already be studying as part of a language A: literature course
- a literary work that they may already be studying as part of a language B course
- a literary work that they may already be studying as part of a literature and performance course.

C1b Language A: language and literature

C1b.6 Written tasks

C1b.6.1 Language requirements

The written tasks must be completed in the language A being studied.

Candidates must translate into the language A any quotations from a text written in a language other than the language A, if they are included in the task. The original version of the quotation may also be included as a footnote but should not be included in the word count.

C1b.6.2 Supervision and teacher assistance

As part of the learning process, teachers can give advice to candidates on a first draft of the task. This advice should consist of general comments about how the work could be improved, but this first draft must not be annotated or edited by the teacher. Thereafter, teachers should not provide any further assistance.

However, the teacher must read the final version of the assignment in order to verify that, to the best of his or her knowledge, it is the authentic work of the candidate.

Further guidance on the written task can be found in the [Language A: language and literature guide](#).

C1b.6.3 Uploading written tasks

The completed written tasks, including the corresponding rationales and outlines, must be uploaded for external assessment by **15 March 2019** for the May session and by **15 September 2019** for the November session. Form *1/L&LWT* must be included for each candidate.

Rationale

For the SL written task and the HL written task 1, candidates are expected to complete a rationale. The rationale and task should be presented in a single document with the rationale preceding the task.

C1b Language A: language and literature

Outline

For HL task 2 candidates are expected to complete an outline. The outline and task 2 should be presented in a single document with the outline preceding the task.

There are no specific forms or templates for either the rationale or the outline.

C1b.7 Internal assessment

All candidates must complete two compulsory oral activities that will be assessed by the teacher during the course (see [Language A: language and literature guide](#)).

C1b.7.1 Individual oral commentary

The individual oral commentary is the same for both SL and HL. It is based on part 4 of the course (“Literature—critical study”) and forms the basis for the moderation of the teacher’s assessment. The teacher must conduct the individual oral commentary (SL and HL) under examination conditions, when all works have been studied. See section [C1b.7.2](#).

C1b.7.2 Format and length of the individual oral commentary

Individual candidates must not know in advance from which work their particular extracts will be taken.

FORMAT OF ASSESSMENT (SL AND HL)	PREPARATION TIME (MINUTES)	ASSESSMENT TIME (MINUTES)
Commentary on an extract with guiding questions from one of the works studied in part 4	20	15

C1b.7.3 Teacher preparation for the individual oral commentary

The teacher must prepare extracts and guiding questions before the commentary. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the extracts or guiding questions.

C1b Language A: language and literature

The teacher alone is responsible for the choice of extracts and guiding questions for the individual oral commentary. See the [Language A: language and literature guide](#) for further details.

Each extract must be accompanied by no more than two guiding questions. Guidelines on the choice of extracts, and guiding questions, are provided in the [Language A: language and literature guide](#).

When assessing several candidates on the same day, or within a few days, any repetition of extracts must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment.

NUMBER OF CANDIDATES	NUMBER OF DIFFERENT EXTRACTS
1–5	1 per candidate
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Schools with more than 30 candidates must add more extracts proportionally. For example, a school with 53 students should prepare 19 different extracts (10 + 9).

C1b.7.4 Conduct of the individual oral commentary

The individual oral commentary (SL and HL) must be conducted in the language that is being assessed.

Learn more

The recordings

C1b Language A: language and literature

Although teachers are required to upload only five, eight or ten recordings for the purpose of moderation, they must record all the candidates as they may be asked to submit additional samples at a later date.

Practical arrangements

Allocate a second room, close to the room where the assessment will take place, where candidates can prepare their material undisturbed. Candidates must be supervised in this preparation room.

Candidates may take only rough paper provided by the school into the preparation room. Any notes made during the preparation period may be taken into the examination room and used during the oral examination.

At the start of the candidate's 20-minute (maximum) preparation period:

- give the candidate a copy of the extract for commentary
- give the candidate a copy of the written guiding question(s).

During the preparation period:

- the candidate must prepare the commentary under supervision
- the candidate may make notes for reference, but not for reading as a prepared speech.

C1b.7.5 Role of the teacher during the assessment

A total of 15 minutes is allotted to the assessment. Approximately 10 minutes should be allocated to the candidate's presentation, and the remaining 5 minutes to questions and discussion.

During the candidate's delivery

- Ask the candidate to give his or her prepared commentary on the extract. Unless it is absolutely necessary, do not interrupt the candidate at this stage.
- Ensure that the candidate brings the commentary to a close after 10 minutes to allow time for the discussion and subsequent questioning.

At the end of the candidate's delivery

- Bring the discussion to a close at the end of the allotted time (15 minutes). Please note that examiners are instructed to stop listening to the recording after 15 minutes.

C1b Language A: language and literature

- Assess the candidate's performance using the internal assessment criteria in the [Language A: language and literature guide](#). Enter the mark for each criterion on IBIS.

C1b.7.6 Further oral activity

The further oral activity is based on works studied in part 1 and part 2 of the course of study. Candidates should choose their activity in consultation with their teacher, and should link it to one (or more) specific learning outcome(s). It is the teacher's responsibility to ensure that the topic chosen by the candidate can be effectively assessed using the internal assessment criteria (see [Language A: language and literature guide](#)).

Teachers are required to assess each candidate's activity using the internal assessment criteria in the [Language A: language and literature guide](#).

Teachers are not required to record the further oral activity for each candidate.

C1b.8 Calculating final marks

The further oral activity and the individual oral commentary are each marked out of 30. The final mark out of 60 should be divided by 2.

Submit the final mean mark for each candidate on IBIS. Use whole numbers—do not use decimals, fractions or estimates. Any half marks must be rounded up.

C1b.9 Internal standardization

Language A: language and literature is a subject where a single moderation sample is submitted to cover both SL and HL. If more than one teacher has been involved in the marking of the internal assessment components, marking must be standardized within the school. 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. See section [B3.3.2](#).

C1b Language A: language and literature

C1b.10 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Upload written tasks for assessment	IBIS eCoursework upload form <i>1/L&LWT</i>	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload sample internal assessment audio recordings (individual oral commentary) and related materials	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C2 Language acquisition

Overview

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

C2a.1 Language B

C2a.1.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publications for language B.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Language B guide	March 2011, updated September 2013

C2a.1.2 Subject availability

Lists of languages offered by the IB for language B can be found in section [B1.6.5](#).

Most language B courses are available at SL and HL. Some are available at SL only.

C2a.1.3 Internal assessment

The internal assessment of candidates' oral work by the teacher constitutes 30% of the total mark. This internal assessment mark is derived from the combination of the individual oral examination (20%) and the highest-scoring of three classroom-based interactive oral activities (10%), which should be completed during the second year of the course.

Teachers assess the individual oral and the interactive oral activities by using the assessment criteria in the [Language B guide](#). A sample of the recordings are uploaded electronically and sent to a moderator appointed by the IB. They undertake the moderation of the individual oral by assessing a sample of candidates' work that has been marked by the teacher. The candidates whose work is to make up the sample will be indicated on IBIS.

C2 Language acquisition

Duration and format of the assessment

- Duration: 10 minutes (plus 15 minutes of preparation)
- Weighting: 20%

The purpose of the individual oral is for students to demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the culture or cultures where the target language is spoken. Teachers should attempt as much as possible to engage the students in an authentic discussion of the topics addressed in class, at times challenging the students' views and probing more deeply into their understanding and their ability to use the language effectively.

The oral comprises two distinct parts.

C2 Language acquisition

ELEMENT	DESCRIPTION	TIME ALLOCATED
Supervised preparation time	At SL, the candidate is given two previously unseen photographs (visual stimuli), with a title or caption, selected by the teacher. Each photograph is related to a different option covered in class. The student chooses one photograph on which to base the presentation. At HL the candidate is given one photograph (visual stimulus) with a title or caption, chosen by the teacher, related to an option covered in class.	15 minutes
Part 1: Presentation	The candidate describes the photograph (visual stimulus) and relates it to the option and the target culture(s).	3–4 minutes
Part 2: Discussion	A discussion with the teacher based on the presentation follows. Depending on the flow of conversation, the teacher may decide to introduce the other option studied.	5–6 minutes

The individual oral should last no more than 10 minutes in total. The timings given for each part of the individual oral are approximate, since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to move from the presentation to the discussion. However, it is imperative that both parts take place within the allotted 10 minutes. Examiners are instructed to stop listening to the recording after 10 minutes.

Conduct of the individual oral

The individual oral must be conducted in the target language that is being assessed.

C2 Language acquisition

Learn more

Recording requirements

Although teachers are required to send only five, eight or ten samples to a moderator for the purpose of moderation, they must record all candidates as additional samples could be requested at a later date.

Practical arrangements

- The teacher should prepare a selection of photographs (visual stimuli), with captions or titles in the target language, selected from a range of sources. The photographs should relate to the two options covered in the course. The photographs should not be seen by the students prior to the examination. The IB will not provide the visual stimuli.
- The same photograph may be used for up to 5 candidates, but the caption/title must change each time the photograph is used. The same photographs may only be used in ensuing sessions if teachers are able to ensure the confidentiality of the images and types of questions.
- The candidate is entitled to 15 minutes' supervised preparation time immediately prior to recording his or her individual oral. Schools should ensure that a quiet space is provided where the candidate will not be disturbed.
- The candidate may write working notes (approximately 10 brief points) during his or her preparation time, but should not have access to dictionaries or other support material.

The preparation room

A quiet room with adequate supervision must be provided so that the student can prepare his or her presentation properly. The student must not be in a position to hear other students being tested, or be allowed to communicate with anyone. Only paper provided by the school should be used in the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination.

Role of the teacher during the individual oral

- During the candidate's presentation, the teacher should act as no more than a sympathetic listener.

C2 Language acquisition

- In the subsequent discussion, teachers should not limit themselves to a question and answer format, but should try to generate an authentic discussion.
- For further information, see the [Language B guide](#).

Samples for moderation

The moderation of internal assessment is based on recordings of the individual oral. Samples of the interactive oral activities will not be required.

The samples of the individual oral submitted to the IB for moderation must be those identified by IBIS. The recording and a copy of the visual stimulus should be submitted electronically, as well as the marks for criterion A and criterion B for each sample.

Note: The criterion marks entered for the moderation sample relate **only** to the individual oral, whereas the total mark combines both the individual and interactive oral activities. For this reason, the sum of the criterion marks will be less than the overall mark entered.

Brief comments to support the marks awarded by the teacher to each sample may be provided in the “Marking comments” box. Comments will be visible to the moderator and must be in the target language. For non-Roman script languages, the comments must be copied and pasted into the “Marking comments” box, rather than typed in directly.

See section [B3.3](#) for more information about moderation.

C2a.1.4 Interactive oral activity

The guidelines for the interactive oral activities are different from those for the individual oral. All language B candidates are required to take part in a minimum of three oral activities that enable appropriate assessment of their listening and speaking skills. The mark for one of these interactive oral activities (the highest-scoring mark) will account for one-third of the candidate’s internal assessment mark. Teachers should keep a written record of the three assessed interactive oral activities for each candidate.

C2 Language acquisition

To ensure the assessment of listening skills, at least one of the three interactive oral activities completed must be an oral response to a listening stimulus such as a film, a radio broadcast, an interview, a voice-recorded extract or a song.

C2a.1.5 Calculating final marks

The mark for the individual oral and the best individual mark for performance in an interactive oral activity are combined to give a total mark out of 30.

The different weighting given to the individual oral (20%) and the interactive oral activities (10%) is already reflected in the total mark available for each component. Schools do not need to perform any further calculation.

C2a.1.6 Written assignment

The language B written assignment constitutes 20% of the total mark. The written assignment should take place in the second year of the language B course and is externally assessed. It is not timed or completed under supervised conditions. It must be the student's own independent work, produced under the teacher's guidance.

Assessment requirements

The written assignment must be in the target language and word processed. The written assignment has two parts: a rationale and the task.

Weighting: 20%

	WORD COUNT	REQUIREMENTS
SL	Task consisting of 300–400 words* plus rationale of 150–200 words	Intertextual reading followed by a written exercise, based upon a topic chosen from the core
HL	Task consisting of 500–600 words* plus rationale of 150–250 words	Creative writing based on one of the literary works studied

C2 Language acquisition

*Chinese: Task consisting of 360–480 characters plus rationale of 180–240 characters at SL. Task consisting of 600–720 characters plus rationale of 180–300 characters at HL.

*Japanese: Task consisting of 600–800 characters plus rationale of 300–400 characters at SL. Task consisting of 1,000–1,200 characters plus rationale of 300–500 characters at HL.

Assignment planning

The choice of subject of the written assignment must be made by the candidate in consultation with their teacher.

At SL, the assignment must be based upon three or four sources selected by the candidate that are relevant to the target culture, written in the target language and linked to each other by a core topic.

At HL, the assignment must be based upon one or two works of literature, originally written in the target language and studied in the target language as part of the course.

Teachers must ensure that all candidate work for assessment is prepared according to the requirements and must explain clearly to candidates that the work is to be entirely their own.

The importance of the rationale—and meeting its requirements—should be stressed to the candidates.

Assignment completion

Teachers should ensure that candidates are familiar with the assessment criteria for the written assignments. They should offer advice and support to candidates during the planning stage and the period when the candidate is working on the task.

The assignment must be completed in the second year of the language B course. Teachers should ensure that each task is the candidate's original choice and that the assignment produced is authentic and individual work. Teachers may give verbal advice on a first draft of the task, but must not write comments on, or correct, the candidate's work in any way. After initial feedback, teachers should not provide any further assistance. All sources used must be referenced by the candidate in a bibliography at the end of the assignment—see [Effective citing and referencing](#) (July 2014) for further information.

C2 Language acquisition

The rationale and the task should be presented in a single document, with the rationale preceding the task. If a candidate has included illustrations in support of his or her work, these must be electronically embedded into the document, not reproduced in a separate document.

Candidates must include the word count for the rationale and the word count for the task at the end of each section.

The written assignment must not contain (for example, in a header or footer) any details identifying the task as belonging to the candidate (candidate/school name or number, school logo, and so on).

Assignment submission

The completed written assignment must be uploaded for external assessment by **15 March 2019** for the May session and **15 September 2019** for the November session. The completed assignment should be saved in a single file in the following order.

1. Rationale (word count included at the end of that section)
2. Task (word count included at the end of that section)
3. Bibliography

C2a.1.7 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

C2 Language acquisition

SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Upload written assignments for external assessment	IBIS eCoursework upload	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload sample internal assessment recordings	IBIS eCoursework upload, along with the visual stimulus	20 April 2019/ 20 October 2019

C2b.1 Language ab initio

C2b.1.1 Supporting publications

The information given in this section must be read in conjunction with the following supporting publications.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Language <i>ab initio</i> guide	March 2011, updated August 2013, August 2014
Ab initio language-specific syllabuses on the programme resource centre (select the required language-specific syllabus from the '11 more languages' drop-down menu)	March 2011

C2b.1.2 Subject availability

The list of languages offered by the IB for language ab initio can be found in section [B1.6.6](#).

C2 Language acquisition

Language ab initio is only available at SL and cannot be taken as an anticipated subject.

C2b.1.3 Internal assessment—individual oral

The internal assessment of candidates' compulsory individual oral constitutes 25% of the total mark.

The individual oral is assessed using the individual oral assessment criteria in the [Language ab initio guide](#). Moderation of the individual oral is by inspection of a sample of candidates' work.

The recordings are uploaded on IBIS. The candidates whose work is selected for the sample will be indicated on IBIS.

Internal assessment requirements

Duration and format of the individual oral

The duration of the individual oral is 7–10 minutes (plus 15 minutes of preparation).

The individual oral tests the candidate's ability to understand and respond effectively to spoken language; this entails not only conveying messages and responding to spoken language, but also demonstrating an awareness of social context. The individual oral is a recorded summative oral assessment conducted in the second year of the course between the teacher and candidate in the school.

Learn more

The individual oral comprises three distinct parts plus preparation time.

C2 Language acquisition

Element	Description	>Time allocated
Supervised preparation time	The candidate receives two previously unseen stimuli and selects one for the presentation. Working notes can be made at this stage.	15 minutes
Part 1: Presentation	Presentation of a visual stimulus by the candidate	(approximately) 1–2 minutes
Part 2: Questions	Follow-up questions on the visual stimulus	(approximately) 2–3 minutes
Part 3: Conversation	At least two questions on the written assignment followed by general conversation on a broad range of topics	(approximately) 4–5 minutes

The individual oral should last no more than 10 minutes in total. The timings given for each part of the individual oral are approximate, since they will depend on the flow of the conversation. The teacher is best placed to decide the appropriate moment to move to the general conversation. However, it is imperative that all three parts take place within the allotted 10 minutes. Examiners are instructed to stop listening to the recording after 10 minutes.

Note: The topics in part 3 of the individual oral are chosen from the language ab initio course. These topics must be different from the topic of part 1 and the topic of the written assignment.

Teacher preparation for the individual oral

A quiet room with adequate supervision must be provided so that the candidate can prepare his or her presentation properly. The candidate must not be in a position to hear other candidates being

C2 Language acquisition

tested, or be allowed to communicate with anyone. Only paper provided by the school should be used in the preparation room. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination. Make arrangements for the supervision of candidates in this preparation room.

The teacher is responsible for the selection of the visual stimuli (two per candidate). The teacher should take care to choose stimuli that are relevant to the topics prescribed in the core syllabus and that are culturally related to the language. They should use as wide a range of visual stimuli as possible. The visual stimuli should be reviewed each year so that they remain up-to-date and unknown to the candidates. Any assessment material prepared in advance must be kept under secure conditions. Candidates must not have advance knowledge of the stimuli that will be used. The candidate chooses one stimulus from a choice of two at the beginning of the 15 minutes' preparation time.

When assessing several candidates on the same day, or within a few days, any repetition of the visual stimuli must be at random to ensure variety and to ensure that candidates cannot determine the content of their assessment, including the questions on the stimulus and issues arising from it.

The number of stimuli the teacher will require is shown in the table below.

C2 Language acquisition

NUMBER OF CANDIDATES	NUMBER OF VISUAL STIMULI REQUIRED
1	2
2	3
3	4
4	5
5–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Candidate preparation time

The purpose of the preparation time is to enable the candidate to prepare a short presentation on one stimulus from a choice of two presented by the teacher.

Learn more

At the beginning of the 15-minute preparation period, the candidate should be shown two previously unseen visual stimuli. These should be from different topic areas within the three themes and should represent different genres (for example, picture, photograph, cartoon) provided by the teacher. They should also be relevant to the age group and the culture(s) of the country (or countries) where the language is spoken. The candidate chooses one of the two stimuli to prepare.

The individual oral

Part 1: The candidate should begin the individual oral by giving a presentation based on the visual stimulus.

Part 2: Follow-up questions on the visual stimulus.

C2 Language acquisition

Part 3: General conversation should begin with at least two questions on the written assignment. These questions must not be given to the candidate in advance.

At least two topics from the language *ab initio* course should be discussed in the general conversation. These should be different from those of the visual stimulus and the written assignment. They could include topics such as personal interests (for example, hobbies) or ones of a more general nature (for example, environment, education or future studies).

C2b.1.4 Samples for moderation

The moderation of the internal assessment is based on recordings of one activity: the individual oral. The samples of the individual oral to be submitted for moderation must be those that have been identified by IBIS. Enter marks for all candidates on IBIS.

The coordinator should upload the following items to IBIS.

- The predicted grades and marks for internal assessment
- The sample recordings of the individual oral
- Copies of the visual stimuli used by the teacher

C2b.1.5 Written assignment

The language *ab initio* written assignment constitutes 20% of the total mark. The written assignment takes place in the second year of the language *ab initio* course in the candidate's own time with teacher guidance. It is not timed or completed under supervised conditions.

Requirements

Written assignment

The written assignment must be written in the target language and uploaded to IBIS. The requirements of the written assignment are as follows.

C2 Language acquisition

WORD COUNT	SOURCES	COMMUNICATIVE PURPOSES	WHEN
200–350 words*	2–4 sources in the target language (additional sources in other languages are optional and must not be uploaded)	Description, comparison and reflection	Research during the candidate's own time Writing of assignment in the candidate's own time

*For Mandarin: 240–420 characters

*For Japanese: 400–700 characters

Assignment planning

The written assignment tests the candidate's intercultural understanding as well as language productive, interactive and receptive skills. During the second year of the course, the candidate will demonstrate this by choosing and independently researching one of the prescribed topics (see [Language *ab initio* guide](#)), presenting the results of his or her research in a continuous piece of writing in the target language based on a number of sources.

The aim of the assignment is for candidates to:

- develop intercultural understanding by reflecting on differences and similarities between cultures
- describe aspects of the target culture(s)
- compare aspects of the target language culture(s) with similar aspects in the candidate's culture(s)
- reflect on differences and/or similarities by responding to a set of guiding questions
- develop language competence.

The use of a bilingual translation or monolingual dictionary and reference material is allowed during the research and in the production of the written assignment.

Sources may be taken from the internet, magazines, newspapers, advertisements, brochures, textbooks, films, novels and so on.

The written assignment should take the form of short responses under the following three headings in the target language.

C2 Language acquisition

- A—description
- B—comparison
- C—reflection

Learn more

- Section A: A description of the chosen topic
- Section B: A comparison of the differences and/or similarities between the chosen topic in the target culture(s) and in the candidate's culture(s)
- Section C: A reflection related to the chosen topic

The reflection must include answers to all the following questions. The candidate should write out the questions in the written assignment.

- Which aspect of your chosen topic surprised you?
- Why do you think these cultural similarities/differences exist?
- What might a person from the target culture(s) find different about your chosen topic in your culture(s)?

If the word limit is exceeded, the assessment will be based on the first 350 words or character equivalent.

Assignment completion

Teachers should ensure that candidates are familiar with the assessment criteria for the written assignments. They should offer advice and support to candidates during the planning stage and the period when the candidate is working on the task."

The assignment must be completed in the second year of the language ab initio course. Teachers should ensure that each task is the candidate's original choice and that the assignment produced is authentic and individual work. Teachers may give verbal feedback on a first draft of the task, but must not comment on or correct the candidate's work in any way. After initial feedback, teachers should not provide any further assistance.

Candidates must include the word count at the end of the assignment.

C2 Language acquisition

All sources used must be referenced by the candidate in a bibliography at the end of the assignment. Only the 2–4 relevant target language sources should be uploaded in a single, separate document.

Written assignment submission

The completed written assignment must be uploaded for external assessment by **15 March 2019** for the May session and **15 September 2019** for the November session.

C2b.1.6 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Upload written assignments and associated source material for external assessment	IBIS eCoursework upload	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload sample internal assessment recordings	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C2c.1 Classical languages

Classical languages may be offered as a language acquisition subject.

C2c.1.1 Supporting publications

The information given in this section must be read in conjunction with following supporting publications.

C2 Language acquisition

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS

Title of publication	Date of issue
Classical languages guide	February 2014, updated August 2017

C2c.1.2 Internal assessment

Internal assessment constitutes 20% of the candidate's total mark.

Internal assessment requirements

Each candidate is required to produce an in-depth individual study based on a research dossier.

Information regarding the research dossier can be found under the "Approaches to the teaching and learning of classical languages" and "Internal assessment" sections of the [Classical languages guide](#). The guide includes criteria for the assessment of the candidate's individual study. Each criterion has achievement levels with descriptors.

Samples for moderation

The teacher or coordinator must enter the marks of all candidates on IBIS for the individual study by the specified deadline. Samples identified by IBIS must be uploaded via IBIS eCoursework.

C2c.1.3 Classical languages prescribed authors and passages

Prescribed authors and passages for Latin and Classical Greek are listed in the [Classical languages guide](#) under "Syllabus content".

C2c.1.4 Use of dictionaries in the examination

SL and HL paper 1

The use of a bilingual/translation dictionary (to/from the response language) is allowed for candidates not working in their best language. In addition, a simple Latin or Classical Greek dictionary (for English, French or Spanish, according to the response language) is allowed.

C2 Language acquisition

Learn more

For example, if 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.

Dictionaries with declensions and conjugations may be used at the discretion of the school.

SL and HL paper 2

The use of a bilingual/translation dictionary is allowed for candidates not working in their best language.

Learn more

For example, if 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 bilingual/translation English/Italian dictionary.

Candidates are **not** allowed Latin or Classical Greek dictionaries of any kind for SL or HL paper 2.

C2c.1.5 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. No forms are required for classical languages. Form 2/CLCS is no longer required.

For submission dates, please refer to the [Assessment calendar](#).

C2 Language acquisition

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit internal assessment sample work	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C3 Individuals and societies

Overview

This section contains information on subjects in the individuals and societies subject group. Information on subjects not specifically mentioned in this section can be found in the relevant subject guides, listed in section C3.1. Information on environmental systems and societies can be found in section C10a.

C3.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Business management guide	February 2014, updated August 2015, November 2015, May 2017
Economics guide	November 2010, updated November 2011, August 2012
Environmental systems and societies guide	Published May 2015, updated August 2015, June 2016, July 2016, November 2016, October 2017
Geography guide	Published February 2017
Global politics guide	February 2015, updated November 2015, November 2016
History guide	January 2015, updated July 2017
Information technology in a global society guide	January 2010, updated January 2016
Philosophy guide	January 2014
Psychology guide	Published February 2017, updated May 2017
Social and cultural anthropology guide	Published June 2017
World religions guide	May 2011, updated May 2017

C3 Individuals and societies

C3.2 Internal assessment—all individuals and societies subjects

Internal assessment, based on work completed by candidates during the course, is a requirement for all individuals and societies subjects at both SL and HL. Submission of sample work from candidates allows the IB to moderate the marking of teachers to achieve a common standard across schools.

C3.2.1 Samples for moderation

The samples required for moderation are those identified by IBIS.

Teachers should submit to the coordinator:

- candidates' predicted grades and marks for internal assessment
- the work of the sample candidates.

This should be completed by an internally agreed school deadline.

C3.2.2 Internal assessment requirements

The following table summarizes the nature of the work for internal assessment that is required for each individuals and societies subject.

C3 Individuals and societies

SUBJECT AND LEVEL	NATURE OF WORK	FORMAT OF WORK
Business management HL	A research project composed of a research proposal (maximum 500 words) and a written report (maximum 2,000 words), which addresses an issue facing an organization or analyses a decision to be made by an organization (or several organizations)	Research project
Business management SL	A written commentary (maximum 1,500 words) based on 3–5 supporting documents about a real issue or problem facing a particular organization	Written commentary
Economics SL/HL	A portfolio of three commentaries (each commentary must not exceed 750 words)	Portfolio and form 3/CSE
Geography SL/HL	One fieldwork written report of 2,500 words related to material in the syllabus	Fieldwork
Global politics HL extension	An individual oral analysis of two case studies from two different HL extension topics	Two 10-minute video presentations
Global politics SL/HL	A written report of 2,000 words maximum on a political issue explored through an individual engagement activity	Written report on engagement activity
History SL/HL	A historical investigation of up to 2,200 words	Written assignment
Information technology in a global society SL/HL	Project: A zip file (maximum size 750 MB) containing a cover page, product, screencast	Project

C3 Individuals and societies

	and documentation of up to 2,000 words	
Philosophy SL/HL	A philosophical analysis of non-philosophical material of no more than 2,000 words	Philosophical analysis
Psychology SL/HL	An experimental study of 1,800–2,200 words	Experimental study
Social and cultural anthropology HL	Three compulsory activities 1. Fieldwork proposal form 2. Critical reflection 3. Research report and reflection Total word limit: 2,400 words	Fieldwork
Social and cultural anthropology SL	Four activities 1. Observation report 2. Methodological and conceptual extension of initial fieldwork 3. Second fieldwork data collection and analysis 4. Critical reflection Total word limit: 2,000 words	Fieldwork
World religions SL	An investigative study of an aspect of the religious experience, practice or belief of a group and/or individual adherents (between 1,500 and 1,800 words maximum)	Written analysis

C3.3 Business management SL and HL: Case study

Each examination session will use a different case study for SL and HL paper 1. Three months before the examination session, a copy of the case study for use in the written examinations will be made available to schools on IBIS and the programme resource centre.

C3 Individuals and societies

The case study for the May examination session will be released in the first week of February. The case study for the November examination session will be released in the first week of August.

Learn more

For example, in February 2019, schools will be able to access the case study to be used in the May 2019 examination session and, in August 2019, schools will be able to access the case study to be used in the November 2019 examination session.

Schools are responsible for providing candidates with a clean copy of the case study for the paper 1 examination.

C3.4 Economics

C3.4.1 Internal assessment

The form [3/CSE](#), which is required to accompany the economics internal assessment component, replaces both the Commentary coversheet and the Summary portfolio coversheet that were used previously. Please refer to [Assessment forms](#).

C3.5 Global politics

C3.5.1 Internal assessment

At SL and HL, candidates undertake an engagement activity through which they explore a political issue of personal interest experientially. They then write a 2,000-word analytical report, including research and evaluation of the issue.

At HL, candidates additionally are required to undertake an extension task. They research and present two 10-minute-long oral presentations. In these presentations, they must analyse two case studies of two global challenges they have researched in depth. The presentations are video recorded. A form [3/CSGP/HX](#) must be completed for each candidate.

Samples for moderation will be required—see [C3.2.1](#) for details.

C3 Individuals and societies

C3.6 Information technology in a global society (ITGS)

C3.6.1 Project

School level

The school is required to upload a zip file for each candidate containing their ITGS project (see the [Information technology in a global society teacher support material](#) for details).

It is strongly advised that the zip file name, as well as the footers on each page, should include the candidate's surname. The filename must not include the school number or the candidate's forename.

Candidate level

Each candidate is expected to submit his or her project in a zip file.

Each project must include the following elements.

- Cover page htm (htm web page contained within Forms.zip, available for download from the programme resource centre)
- Documentation (folder contained in Forms.zip)
- Project (folder contained within Forms.zip)
- A screencast

It is advisable that the teacher provides a rationale for the marks awarded as an additional document within the zip file. This information assists the moderation process.

The screencast should be located in the top level folder of the zip file.

C3.6.2 Case study (HL)

In May, the Assessment Division, IB Global Centre, Cardiff will publish a copy of the case study for HL paper 3 for use in the written examinations the following year. This will be published on the programme resource centre and on IBIS.

[Learn more](#)

C3 Individuals and societies

For example, since May 2018, schools have been able to access the case study to be used in the May and November 2019 examinations.

Schools are responsible for providing candidates with a clean copy of the case study in the HL paper 3 examination.

C3.7 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C4 Sciences

Overview

This section contains information on subjects in the sciences subject group—biology, chemistry, computer science, design technology, physics, and sports, exercise and health science. Information on environmental systems and societies can be found in section C10a.

C4.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
TITLE OF PUBLICATION	DATE OF ISSUE
Biology guide	February 2014, updated August 2015
Chemistry guide	Published February 2014, updated February 2015
Computer science guide	Published January 2012, updated March 2016
Design technology guide	March 2014
Environmental systems and societies guide	Published May 2015, updated August 2015, June 2016, July 2016, November 2016, October 2017
Physics guide	Published February 2014, updated February 2016, October 2017 and February 2018
Sports, exercise and health science guide	January 2016, updated May 2016

C4.2 Internal assessment requirements—biology, chemistry, physics, and sports, exercise and health science

The internal assessment requirements are the same for biology, chemistry, physics and sports, exercise and health science.

C4 Sciences

The individual investigation, with generic assessment criteria, will allow a wide range of practical activities that satisfy the varying needs of biology, chemistry, physics and sports, exercise and health science.

The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24. See the relevant subject guide for further information on the assessment criteria.

C4.2.1 Practical requirements for the course

Details of the practical requirements can be found in the relevant subject guide.

C4.2.2 Documentation relating to internal assessment

Individual candidate coversheet

The individual candidate coversheet (form [4/ICCS](#)) are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Practical scheme of work

The practical scheme of work (PSOW) is the practical course planned by the teacher; it acts as a summary of all the investigative activities carried out by a class. Details are recorded on form 4/PSOW. One 4/PSOW form must be produced for each class and level. Where a class contains both SL and HL candidates, two 4/PSOW forms must be completed, one for each level.

The 4/PSOW forms are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Assessment

Teachers must assess the investigations to be moderated by the examiner using the criteria in the “Internal assessment” section of the relevant subject guide.

C4.2.3 Samples for moderation

Teachers must read section [B3.2](#) for general information on internal assessment. The samples chosen for moderation must be those identified by IBIS.

Sending sample work for moderation

Teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure there is an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on both the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

An individual investigation must be uploaded for each candidate in the sample.

The final mark for internal assessment

The final mark out of 24 must be recorded in the "Internal assessment" option on IBIS.

C4.3 Internal assessment requirements—computer science

The model of internal assessment for computer science consists of a computational solution developed by the candidate. Each candidate must also participate in a sciences project. For both SL and HL, it is expected that each candidate will spend 30 hours on the computational solution and 10 hours on the sciences project.

For HL candidates, internal assessment contributes 20% of the total mark. For SL candidates, it contributes 30% of the total mark.

For SL and HL, the internal assessment final mark is out of 34. A combined SL and HL sample set is uploaded for external moderation by the IB.

C4 Sciences

C4.3.1 Case study (HL)

In May, the Assessment Division, IB Global Centre, Cardiff, will publish a copy of the case study for HL paper 3 for use in the written examinations the following year. This will be published on the programme resource centre and on IBIS.

Learn more

For example, since May 2018, schools have been able to access the case study to be used in the May and November 2019 examinations.

Schools are responsible for providing candidates with a clean copy of the case study in the HL paper 3 examination.

C4.3.2 Documentation relating to internal assessment

Individual candidate coversheet

The individual candidate coversheet (form [4/ICCS](#)) are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Assessment

Teachers must assess the work to be moderated by the examiner using the criteria in the “Internal assessment” section in the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one sciences subject are not required to do two action phases of the sciences project. They do the same work as every other candidate undertaking the sciences project.

C4.3.3 Samples for moderation

Teachers must read section [B3.2](#) for general information on internal assessment. The samples chosen for moderation must be those identified by IBIS.

C4 Sciences

Sending sample work for moderation

Teachers are required to upload a sample set of candidates' work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on both the suitability of the investigations for assessment against the criteria and how well the school's marking agreed with the external IB standard.

Each candidate is expected to submit his or her solution in a zip file. (A template, [Forms.zip](#), is available in the [Computer science teacher support material](#).) The zip files chosen for the sample set must be uploaded. The top level of each candidate's zip file should contain:

- a cover page in HTML format
- a "Product" folder, containing the final product
- a "Documentation" folder, containing the associated documentation
- a screencast, demonstrating the product functioning
- it is recommended that the teacher adds a rationale for the marks awarded as a PDF file within the top level folder.

The examiner will moderate this work to check the marks awarded by the teacher. The school must retain a copy.

The final mark for internal assessment

The final mark out of 34 must be recorded in the "Internal assessment" option on IBIS.

C4.4 Internal assessment requirements—design technology

The internal assessment requirement is worth 40% of the final assessment and consists of one design project. The performance in internal assessment at both SL and HL is marked against four common assessment criteria. At HL, an additional two assessment criteria apply. The expectations at SL and HL for the four common assessment criteria are the same.

C4 Sciences

At SL, the design project should be completed in about 40 hours. At HL, the design project should be completed in about 60 hours. Each criterion should be addressed in about 10 hours.

If both SL and HL are taken in the school, separate sample sets need to be submitted for external moderation for each level.

C4.4.1 Practical requirements for the course

Details of the practical requirements can be found in the [Design technology guide](#).

C4.4.2 Documentation relating to internal assessment

Individual candidate coversheet

The individual candidate coversheet (form [4/ICCS](#)) are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Practical scheme of work

The practical scheme of work (PSOW) is the practical course planned by the teacher; it acts as a summary of all the teacher-directed activities carried out by a class. Details are recorded on the [4/PSOWDT](#) form. One 4/PSOWDT form must be produced for each class and level. Where a class contains both SL and HL candidates, two 4/PSOWDT forms must be completed, one for each level.

The 4/PSOWDT forms are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Assessment

Teachers must assess the work to be moderated by the examiner using the criteria in the “Internal assessment” section of the subject guide.

Candidates taking two (or three) sciences

Candidates taking more than one sciences subject are not required to do two action phases of the sciences project. They do the same work as other candidates undertaking the sciences project.

C4 Sciences

C4.4.3 Samples for moderation

Teachers must read section [B3.3](#) for general information on moderation. The samples chosen for moderation must be those identified by IBIS.

For each candidate selected by IBIS for inclusion in the sample, the following documents are to be uploaded.

- The design project, marked by the teacher, for each candidate in the sample
- Optional supporting teacher comments that provide a rationale for the marks awarded (A4 portrait-size or equivalent)

The final mark for internal assessment

The final mark out of 36 (SL) or 54 (HL) must be recorded in the “Internal assessment” option on IBIS.

C4.5 Summary of the coordinator’s requirements

The following is a summary of what the coordinator will need from the teacher(s) of science.

C4 Sciences

MATERIAL REQUIRED BY INTERNAL SCHOOL DEADLINE	
Biology, chemistry, physics and sports, exercise and health science SL and HL combined	<p>For submission via IBIS</p> <ul style="list-style-type: none"> The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS-selected sample candidates <p>For upload</p> <ul style="list-style-type: none"> An individual investigation, marked by the teacher, for each candidate in the sample
Computer science SL and HL combined	<p>For submission to the Assessment Division, IB Global Centre, Cardiff, via IBIS</p> <ul style="list-style-type: none"> The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS-selected sample candidates <p>For upload</p> <ul style="list-style-type: none"> A zip file containing all relevant files and documentation for each candidate in the sample
Design technology SL Design technology HL (separate samples for SL and HL)	<p>For submission to the Assessment Division, IB Global Centre, Cardiff, via IBIS</p> <ul style="list-style-type: none"> The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS-selected sample candidates <p>For upload</p> <ul style="list-style-type: none"> A design project, marked by the teacher, for each candidate in the sample

C4.6 Examination materials

Master copies of the data booklets for physics and chemistry, and the case study and [Approved notation for developing pseudocode](#) booklet for computer science, will be available to coordinators on IBIS and on the programme resource centre. 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.

C4 Sciences

Learn more

- Physics candidates require the data booklet for papers 1, 2 and 3.
- Chemistry candidates require the data booklet for papers 2 and 3 only.
- Computer science candidates require the [Approved notation for developing pseudocode](#) booklet for papers 1 and 2, and the case study for HL paper 3.

C4.7 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates please refer to the [Assessment calendar](#).

SESSION	ACTION	TO	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Assessment Division, IB Global Centre, Cardiff	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work: biology, chemistry, physics, sports, exercise and health science	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work: design technology	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work: computer science	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C5 Mathematics

Overview

This section contains information on subjects in the mathematics subject group—mathematics SL and HL, further mathematics HL and mathematical studies SL.

C5.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Mathematics SL guide	March 2012, updated May 2016
Mathematics HL guide	June 2012, updated August 2014, May 2016, November 2016
Further mathematics HL guide	June 2012, updated August 2014, May 2016
Mathematical studies SL guide	March 2012

C5.2 Internal assessment requirement—mathematics

Internal assessment based on work completed by candidates during the course is a requirement for all mathematics subjects, except further mathematics HL. Of the total marks, 20% is allocated for this component. The submission of sample work from candidates allows the IB to moderate the marking of teachers to ensure an equivalent standard across schools.

C5.3 Subject-specific information

C5.3.1 Mathematical studies SL: The project

The projects submitted for mathematical studies SL are each assessed against seven assessment criteria related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the [Mathematical studies SL guide](#).

C5 Mathematics

Learn more

In summary, the criteria are as follows.

- Criterion A: Introduction
- Criterion B: Information/measurement
- Criterion C: Mathematical processes
- Criterion D: Interpretation of results
- Criterion E: Validity
- Criterion F: Structure and communication
- Criterion G: Notation and terminology

C5.3.2 Mathematics SL and HL: The exploration

The explorations submitted for mathematics SL and HL are each assessed against five assessment criteria related to the aims and objectives of the course. These assessment criteria, with descriptors for each level, can be found in the appropriate guide.

Learn more

CRITERION	DESCRIPTION
Criterion A	Communication
Criterion B	Mathematical presentation
Criterion C	Personal engagement
Criterion D	Reflection
Criterion E	Use of mathematics

It should be noted that four of the criteria are identical for both SL and HL courses, but the fifth one —“Use of mathematics”—differs between SL and HL. See the relevant subject guides.

C5 Mathematics

C5.3.3 Samples for moderation

The sample projects/explorations to be submitted must be those that are identified by IBIS.

Where there are two or more teachers of a subject within a school, they must agree on standards before arriving at the final mark for each candidate. That is, internal standardization of marks must take place within the school.

Teachers/coordinators are required to upload a sample set of candidates' work for the purpose of moderation.

Where a moderation factor is applied, schools will receive feedback on how well the school's marking agreed with the external IB standard and the suitability of the project/exploration.

After the internal assessment marks (and predicted grades) for every candidate have been entered, IBIS will choose the sample candidates, and criteria marks need to be entered for these candidates. It is important that relevant background information and comments regarding each criterion are included with the sample. It is recommended that this be incorporated on the work itself and in the "Marking comments" box with the entry of the teacher criteria marks on IBIS. For each sample candidate chosen by IBIS, the sample project/exploration must be uploaded.

See also section [B3.3](#) on moderation.

C5.4 Mathematics formula booklets

A copy of the IB's formula booklets for each subject, for use by candidates during all mathematics courses and in the examinations, is available on IBIS. Clean copies must be available for the examinations in May/November.

C5 Mathematics

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Mathematical studies SL formula booklet	March 2012, updated 2015 (version 2)
Mathematics SL formula booklet	March 2012, updated 2015 (version 2)
Mathematics HL, further mathematics HL formula booklet	September 2012, updated 2015 (version 2)

C5.5 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment for all mathematics subjects	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work for all mathematics subjects	IBIS e-Coursework upload	20 April 2019/ 20 October 2019

C6 The arts

Overview

The information in this section relates to subjects within the arts group—[dance](#), [film](#), [music](#), [theatre](#), [visual arts](#). Information on literature and performance is contained in section [C10b](#).

C6a Dance

C6a.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Dance guide	May 2011

Internal assessment is a requirement for dance at both SL and HL. Of the total marks for dance, 40% is allocated to this component at both SL and HL.

The submission of (sample) work from candidates at each level allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

C6a.2 Internal and external assessment: Digital video recordings

Each candidate must submit two digital video recordings, one for performance (internal assessment) and one for composition and analysis (external assessment). Each digital video recording must contain no more than one candidate's work for one component.

Performance component

When presenting a group for performance assessment, an identifying tag must be worn. The candidate must be in high contrast. (For example, if the candidate wears a white/light-coloured T-shirt, then the other dancer(s) should wear black/darker-coloured shirts.) The identifying tag must be clearly visible on the video recording. To further facilitate identification of the candidate, include in

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the teacher's comments, and/or the programme notes, a description of the candidate's clothing (top and bottoms), their hair colour/style and their placement on stage when they first appear.

For the performance component at SL and HL use a studio setting for the open showing. Refer to the [Dance guide](#) for full filming requirements.

Composition and analysis component

For the composition and analysis component (SL/HL), composition uploads must be independent dance piece(s) performed and filmed in a studio setting under working lights. Other production elements, such as costumes or theatrical lighting, must not be used.

However, HL candidates may have one of the three compositions filmed in a theatrical setting under working lights (not theatrical lighting). If costume is part of the essence of this dance, then costume may be worn; otherwise, candidates must wear regular practice clothes. Refer to the [Dance guide](#) for full filming requirements.

C6a.3 Internal assessment requirements

No other activities should be taking place at the time of the candidate's presentation. The teacher or candidate may ask for the performance of their chosen repertoire to be repeated, if appropriate. If so, indicate which of the two performances is the better one.

Refer to the [Dance guide](#) for the internal assessment criteria. Each criterion has achievement levels with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The teacher responsible for the IB dance course should assess the dance performances. Where there is more than one dance teacher teaching the course, internal standardization must take place.

Dance performance

The internal assessment component is based on the performance part of the course of study. At both SL and HL, the performance accounts for 40% of the total marks.

The total mark out of 22 should be submitted via IBIS by **20 April/20 October**.

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C6a.4 Marks for internal assessment

Teachers should ensure that they have used the correct assessment criteria and descriptors for internal assessment. Use whole numbers only; do not use decimals, fractions or estimates.

Add up the marks and check that the total marks for the component are correctly entered.

C6a.5 Moderation of internal assessment

The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools. IBIS automatically selects the required number of samples to be sent for each subject.

Samples for moderation

The coordinator must upload by **20 April/20 October**:

- the sample candidate's programme notes
- the sample candidate's digital video recording of his or her performance.

C6a.6 External assessment

Composition and analysis

This external assessment component is based on the composition and analysis part of the course of study. At SL, the composition and analysis accounts for 40% of the marks, and at HL it accounts for 35%.

The coordinator must upload by **30 April/30 October**:

- the candidate's analytical statement
- the candidate's digital video recording of his or her dance composition.

If a candidate is arranging standard repertoire or traditional dances, a recording of the repertoire or the traditional dance from which the candidate has made the arrangement must also be uploaded.

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Dance investigation

The external assessment component is based on the dance investigation part of the course of study. At SL, the dance investigation accounts for 20% of the total marks, and at HL it accounts for 25%.

The coordinator must upload the candidate's dance investigation by **30 April/30 October**.

C6a.7 Authentication of dance coursework

With effect from May 2019, schools are required to complete and submit a coursework authentication form (6/DCAF) for every dance candidate. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work.

The 6/DCAF must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. The form is completed by the teacher, not the candidate.

The 6/DCAF can be found in [Assessment forms](#) (available to coordinators and teachers).

The 6/DCAF is submitted by uploading it with the dance composition and analysis.

C6a.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from dance teachers.

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MATERIAL REQUIRED BY INTERNAL SCHOOL DEADLINE	
Internal assessment	For upload: Internal assessment work Each sample candidate's performance digital video recording Each sample candidate's programme notes Selected sample list For entering on IBIS: Predicted grades Dance performance marks
External assessment	For upload: Composition and analysis Each candidate's composition digital video recording Each candidate's analytical statement For upload: Dance investigation Each candidate's dance investigation

C6a.9 Ethical considerations

As part of the collective consideration of the school, dance candidates must be supported in maintaining an ethical perspective during their course (for example, candidate submissions must contain no music with gratuitously violent lyrics).

C6a.10 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

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SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload all external assessment work for composition and analysis	IBIS eCoursework upload Candidate checklist 6/DCACS Coursework authentication form 6/DCAF	30 April 2019/ 30 October 2019
May 2019/ November 2019	Upload all dance investigations	IBIS eCoursework upload Candidate checklist 6/DDICS (HL only)	30 April 2019/ 30 October 2019
May 2019/ November 2019	Upload sample internal assessment work for performance	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C6b Film

C6b.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Film guide	February 2017

C6b.2 Internal assessment

Internal assessment is a requirement for film at both SL and HL. At standard level, internal assessment accounts for 40% of the total marks. At higher level, internal assessment accounts for 60% of the total marks.

C6b.3 Internal assessment requirements

The criteria for internal assessment are published in the [Film guide](#). Each criterion has achievement levels with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching film.

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Film portfolio

SL and HL

The following should be read in conjunction with the relevant sections of the *Film guide*.

Teachers must ensure that their students are appropriately prepared for the demands of this task through the careful planning and delivery of the “Exploring film production roles” core syllabus area. Only specific elements of this task may be teacher-led, and students should be made fully aware of the assessment criteria against which their work will be judged. Exercises and experiments that are led by the teacher must still demonstrate student initiative and voice. The teacher should stress the importance of risk-taking, trial and error, and the value of failure in developing the skills required for the film portfolio.

Teachers and candidates should refer to the assessment criteria and descriptors for guidance during the course, in addition to the course details. Please note: No element of the work submitted for this assessment may appear in any other DP film assessment (including the HL collaborative film project task).

The portfolio pages should present an edited collection of key learning experiences intended to showcase the filmmaker’s intentions, approach, planning work and development of skills in a variety of **film production roles**. Students are required to select clips of evidence from their gathered film production work in order to assemble a film reel for assessment. Details of how to structure the film reel are given in the *Film guide*.

The candidates’ portfolio should be evaluated by the teacher using the assessment criteria and descriptors. The total mark should be submitted on IBIS by **20 April/20 October**.

Collaborative film project

HL only

The following should be read in conjunction with the relevant sections of the *Film guide*.

Teachers must ensure that their students are appropriately prepared for the demands of this task through the careful planning and delivery of the “Collaboratively producing film” core syllabus

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activities. This assessment task must not be teacher-led and students should be made fully aware of the assessment criteria against which their work will be judged.

Teachers and candidates should refer to the assessment criteria and descriptors for guidance during the course, in addition to the course details. Please note: No element of the work submitted for this assessment may appear in any other DP film assessment (including the SL/HL film portfolio).

Details of how to structure the film's black slate and project report are given in the Film guide.

Teachers are required to meet with students at each stage of inquiry, action and reflection to discuss the progress made to date, and to verify the authenticity of the coursework being created by each student. The key outcomes of these one-to-one interactions, which might be formal meetings and/or informal discussions in the classroom, must be summarized by the teacher on the DP film *Coursework authentication form (6/FCAF)*, which is submitted to the IB as part of the upload of assessment material.

The candidates' portfolio should be evaluated by the teacher using the assessment criteria and descriptors. The total mark should be submitted on IBIS by **20 April/20 October**.

C6b.4 Marks for internal assessment

Teachers should ensure that they have used the correct assessment criteria and descriptors for each level and component for internal assessment (as published in the *Film guide*, February 2017). Use whole numbers only; do not use decimals, fractions or estimates.

Add up the marks and check that the total marks for each component are correctly entered.

C6b.5 Moderation of internal assessment

The submission of internal assessment/predicted grade data and sample work

The coordinator must upload internal assessment/predicted grade (IA/PG) data on IBIS by **20 April/20 October**.

Internal assessment components of the sample candidates at both levels must be uploaded by **20 April/20 October**.

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C6b.6 External assessment

Textual analysis

The following should be read in conjunction with the relevant sections of the *Film guide*.

Teachers must ensure that their students are appropriately prepared for the demands of this task through the careful planning and delivery of the “Contextualizing film” core syllabus areas.

At SL the textual analysis accounts for 30% of the total marks. At HL, the textual analysis accounts for 20% of the total marks.

Teachers will choose three to five films from the IB prescribed list, which is published in the September Diploma Programme *Coordinator’s notes*. The list is valid for two years for each individual year group of students.

These films must not have been studied in class. Candidates should be provided with the name of the chosen films one month in advance of the deadline for submission to the teacher.

Teachers are required to meet with students at each stage of inquiry, action and reflection to discuss the progress made to date, and to verify the authenticity of the coursework being created by each student. The key outcomes of these one-to-one interactions, which might be formal meetings and/or informal discussions in the classroom, must be summarized by the teacher on the DP film *Coursework authentication form (6/FCAF)*, which is submitted to the IB as part of the upload of assessment material.

The coordinator must upload each textual analysis on IBIS by **30 April/30 October**.

Comparative study

The following should be read in conjunction with the relevant sections of the *Film guide*.

Teachers must ensure that their students are prepared for the demands of this task through the careful planning and delivery of the “Contextualizing film” core syllabus areas.

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At SL the comparative study accounts for 30% of the total marks. At HL, the comparative study accounts for 20% of the total marks.

Teachers are required to meet with students at each stage of inquiry, action and reflection to discuss the progress made to date, and to verify the authenticity of the coursework being created by each student. The key outcomes of these one-to-one interactions, which might be formal meetings and/or informal discussions in the classroom, must be summarized by the teacher on the DP film *Coursework authentication form (6/FCAF)*, which is submitted to the IB as part of the upload of assessment material.

The coordinator must upload each comparative study on IBIS by *30 April/30 October*.

Non-submission of material for assessment

Coordinators enter "F" as the mark to indicate on IBIS those candidates who have not submitted assessment material for a particular component. The same screen can be printed off and used as a checklist for collecting candidates' work.

C6b.7 Authentication of film coursework

With effect from May 2019, schools are required to complete and submit a coursework authentication form (6/FCAF) for every film candidate. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work.

The 6/FCAF must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. The form is completed by the teacher, not the candidate.

The 6/FCAF can be found in [Assessment forms](#) (available to coordinators and teachers).

The 6/FCAF is submitted by uploading it with the textual analysis.

C6b.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from film teachers.

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MATERIAL REQUIRED BY INTERNAL SCHOOL DEADLINE	
SL and HL film portfolio (internal assessment)	<p>For uploading: Internal assessment sample work One film portfolio for each sample candidate Predicted grades Film portfolio marks out of 24</p>
HL collaborative film project (internal assessment)	<p>For uploading: Internal assessment sample work One collaborative film project for each sample candidate Predicted grades Collaborative film project marks out of 24</p>
SL and HL external assessment	<p>For uploading: Textual analysis Each candidate's textual analysis One 6/FCAF for each candidate (for the textual analysis, comparative study and collaborative film project), signed and dated by the teacher For uploading: comparative study Each candidate's comparative study</p>

C6b.9 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

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SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload sample film portfolios and collaborative film projects	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Upload all textual analyses	IBIS eCoursework upload Form 6/FCAF	30 April 2019/30 October 2019
May 2019/ November 2019	Upload all comparative studies	IBIS eCoursework upload	30 April 2019/ 30 October 2019

C6c Music

C6c.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Music guide	February 2009, updated November 2014

C6c.2 Internal assessment

Internal assessment is a requirement for music at both SL and HL. At both levels, internal assessment accounts for 50% of the total marks.

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SL—candidates are expected to submit work for one of the following.

- Solo performing—50%
- Group performing—50%
- Creating—50%

HL—candidates are expected to submit work for both of the following.

- Solo performing—25%
- Creating—25%

C6c.3 Internal assessment requirements

The internal assessment must be made by the person responsible for teaching the Diploma Programme music course, not by an instrumental/vocal teacher. The criteria for the assessment of the IA components are published in the [Music guide](#). The level descriptors must be used to assess the achievement of each candidate in each criterion. For the SL group performing component each member of the group will receive the same mark. Where there is more than one music teacher teaching the course, internal standardization of the marking must take place.

The submission of work from a sample of candidates, as notified by IBIS, allows the IB to moderate teachers' marks in order to achieve a common standard across schools.

The IA must be undertaken in time to submit marks to the Assessment Division, IB Global Centre, Cardiff, via IBIS by **20 April/20 October**.

The sample work for IA must be uploaded to the eCoursework interface via IBIS by **20 April/20 October**.

Solo performing component

Each candidate performs music of their own choice.

- The performance should last 15 minutes at SL and 20 minutes at HL. For musical reasons, submissions will be allowed to be 1 minute shorter or longer at SL and 2 minutes shorter or longer at HL.

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- Each performance must be recorded so that it can be uploaded.
- Candidates' performances can be uploaded as a single recording or as a separate recording for each performance. The tracks (along with information about the composer, instrument/voice and duration) should be uploaded to the eCoursework interface in the same order that they appear on the 6/MSP form.
- When uploading the sample work, the marks awarded for each criterion must be recorded on IBIS for each sample.
- When entering the marks for each criterion, teachers are encouraged to include comments explaining why the marks have been awarded.
- Teachers should indicate on the form [6/MSP](#) whether candidates are presenting at SL or HL.

Guidance for when there are irregularities

1. If the length of a candidate's solo performance has not reached the minimum time, the maximum mark attainable under criterion D ("Musical communication") is 4 marks (out of 6 marks). If the length of the performance has not reached the minimum, attainment on criteria A, B and C is likely to be self-limiting. Candidates must be encouraged to submit performance portfolios as close to the time requirements as possible.
2. Where a candidate has a performance that goes beyond 16 minutes at SL or 22 minutes at HL, no marks should be attributed to the performance beyond that length of time.
3. Where a candidate submits a mixture of instrumental and vocal work, this should be accepted and the candidate's work marked against the assessment criteria in the usual way.
4. Where a candidate fails to present his or her solo performing component with either instruments(s), voice, or by using music technology (see "Performing" in the guide), but presents a combination as an irregularity instead, the pieces must be marked separately and only the higher of the two should contribute to the overall mark for internal assessment.
5. Where a candidate submits one piece as a member of a small group that exceeds the requirement of a maximum of 5 minutes in duration, or where a candidate submits more than one group piece, marks must not be applied beyond the permitted 5 minutes for the group piece and/or only for the first presented group piece.
6. Where a small group piece does not allow a candidate's contribution to be clearly identifiable, this piece cannot form part of the assessment. Only small group pieces where the candidate's contribution is clearly identifiable can contribute to the total performance time.
7. Where a candidate using musical technology for their solo performance has, in addition, submitted small group pieces, these cannot be attributed any marks.

The assessment of the solo performing component must be undertaken in time to submit marks on IBIS by 20 April/20 October.

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Group performing component (SL only)

A selection from two public performances by each group containing DP music candidates must be recorded.

- The performances presented for assessment must be from the same musical group.
- The selection must be between 20 and 30 minutes in length.
- Each performance must be recorded so that it can be uploaded.
- Candidates' performances can be uploaded as a single recording or as a separate recording for each performance. The tracks (along with information about the composer, instrument/voice to be assessed and duration) should be uploaded to the eCoursework interface in the same order that they appear on the [6/MGP form](#).
- When uploading the sample work, the marks awarded for each criterion must be recorded on IBIS for each sample.
- When entering the marks for each criterion, teachers are encouraged to include comments explaining why the marks have been awarded.

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

Learn more

The following are provided as examples.

One candidate, a bass guitarist, plays in two groups. A choice must 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 only must be submitted.

A school choir sometimes performs unaccompanied and sometimes performs with the school orchestra. These are two different groups. The school must therefore decide whether to submit recordings of the unaccompanied singing or the accompanied singing. They cannot be combined into one submission.

A school registers five candidates: two are in the school band, two are in the school choir, and one is in the folk group. The school must submit recordings for each of the three groups.

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Guidance for when there are irregularities

1. Where a recording is less than the minimum of 20 minutes, the maximum mark attainable under criterion D (“Musical communication”) is 4 marks (out of 6 marks). If the length of the performance has not reached the minimum, attainment on criteria A, B and C is likely to be self-limiting. Candidates must be encouraged to submit performance portfolios as close to the time requirements as possible.
2. Where a recording exceeds the time limit of 30 minutes, the assessment must be based on the first 30 minutes only. (Teachers must not assess material that is over the time requirement.)
3. If a candidate performs in more than one group that can be identified as distinct (see the section “Group performing—SLG”) the examiner will moderate each group separately and the highest mark will be allocated to the candidate(s).

The assessment of the group performing component must be undertaken in time to submit marks on IBIS by 20 April/20 October.

Creating component

Each SL and HL candidate opting for the creating component must produce original pieces of coursework, scores and recordings, together with written reflective statements. For the “arranging” option, a copy of the original work (audio or score) is also required.

At SL, two pieces of coursework are required. At HL, three pieces of coursework are required.

- The assessment of each candidate must be based on the pieces of coursework and the candidate’s reflective statements.
- Recordings of the work are required to be uploaded for all components, except stylistic techniques.
- When uploading recordings, a separate audio file should be supplied for each component that requires a recording. Care should be taken to upload the audio files in the order in which the pieces are listed on the [6/MC](#) form.
- When uploading the sample work, the marks awarded for each criterion must be recorded on IBIS for each sample.
- When entering the marks for each criterion, teachers are encouraged to include comments explaining why the marks have been awarded.

Guidance for when there are irregularities

1. Where an HL candidate submits less than the required three pieces of work, reduce the overall mark by a percentage of the missing work.

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The following are provided as examples.

The candidate submits two out of the three required works. Mark without penalty.

Teacher awards a total of 12 marks.

$$12 \div 3 \times 2 = 8 \text{ marks}$$

Therefore, the candidate is eligible for two-thirds of the total mark.

or

The candidate submits one out of the three required works. Mark without penalty.

Teacher awards 12 marks.

$$12 \div 3 \times 1 = 4 \text{ marks}$$

Therefore, the candidate is eligible for one-third of the total mark.

3. Where an HL candidate submits less than the minimum duration of 3 minutes for “composing”, “music technology composing”, “arranging”, “improvising” or “16 bars for stylistic techniques”, no penalty is applied. The work is likely to be self-limiting against the assessment criteria.
4. Where an SL candidate submits only one piece of work instead of the required two pieces, or any piece is shorter than the required 3 minutes for “composing”, “music technology composing”, “arranging”, “improvising” or “16 bars for stylistic techniques”, reduce the overall mark by 50%.

The following is provided as an example.

The candidate submits one out of the two required works. Mark without penalty.

Teacher awards 12 marks.

$$12 \div 2 = 6 \text{ marks}$$

Therefore, the candidate is eligible for only half of the total mark.

5. Where a candidate exceeds the time limit of 6 minutes, the assessment must be based on the first 6 minutes of each piece.
6. Where a candidate’s submission includes options that are subject to a different criterion D (“notation—composing, arranging and stylistic techniques”; “sound quality—music technology composing”; “spontaneity—improvising”), teachers are advised to give an individual mark for each piece of work in relation to criterion D, add together and divide by 2 (for SL) or 3 (for HL) assuming the correct number of pieces of work have been submitted. If the resulting mark is not a whole number, round the mark up if 0.5 or above, or down if less than 0.5.
7. Where a candidate for one or more pieces of work fails to submit:

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- Composing: The recording, score and/or reflective statement
 - The work can be assessed without a recording.
 - The work cannot be assessed if there is no score.
 - The work can be assessed without reflective statements, but no marks will be awarded for criterion F.
- Music technology composing: The recording or reflective statement
 - The work cannot be assessed if there is no recording.
 - The work can be assessed without reflective statements, but no mark can be awarded for criterion F.
- Arranging: The recording, score, original piece (score or audio) that has been worked from and/or reflective statement
 - The work can be assessed without a recording.
 - The work cannot be assessed if there is no score.
 - The work cannot be assessed without a copy of the original piece (score or audio).
 - The work can be assessed without reflective statements, but no mark can be awarded for criterion F.
- Improvising: The recording or reflective statement
 - The work cannot be assessed if there is no recording.
 - The work can be assessed without reflective statements, but no mark can be awarded for criterion F.
- Stylistic techniques: The required number of scores and/or reflective statements
 - The work cannot be assessed if there are no scores.
 - Where there is only one score, point 3 above applies for both SL and HL.
 - The work can be assessed without reflective statements, but no mark can be awarded for criterion F.

Please refer to the “Creating options” table in the “Syllabus content” section of the [Music guide](#).

The assessment of the creating component must be undertaken in time to submit marks on IBIS by

20 April/20 October.

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C6c.4 External assessment

Musical links investigation

Submission of the musical links investigation

All musical links investigations (MLIs) must be uploaded to the eCoursework interface on IBIS. Each candidate's submission must include the actual MLI and may also include one or more supporting audio recordings and/or supporting material, such as music notation.

Submissions **should not** contain links to external material. Examiners will not be required to follow such links, and work submitted via such links will not be assessed. Please refer to the MLI "Format" section of the [Music guide](#).

Examination paper 1: Listening paper SL and HL

Music tracks for the music SL and HL listening paper are available to schools via a computer based secure audio package. Schools electing to use this package will be able to download the packages for PC or Mac, along with a user guide. The downloaded package will not be accessible until the day of the examination; any attempt to run the package in advance will be unsuccessful. The login codes required to access the package(s) will be supplied inside the music question papers. Compact discs (CDs) for use in personal CD players will still be supplied to schools in sealed packs that must not be opened prior to the examination. These packs must be kept in secure storage prior to the examination. See [Annex 3](#) for more information on secure storage of examination materials.

Candidates at SL and HL are to be given 5 minutes of reading/listening time before they begin answering the paper.

It is the school's responsibility to provide candidates with clean copies of scores for the prescribed works, and with manuscript paper.

C6c.5 Prescribed works

In accordance with the requirements prescribed in the [Music guide](#), candidates study two prescribed works.

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Examinations in 2018 and 2019

The two prescribed works for the May and November examination sessions in 2018 and 2019 are as follows.

- Johann Sebastian Bach's Brandenburg Concerto, No. 2 in F Major (BWV 1047)
- Zoltán Kodály's Dances of Galánta

Examinations in 2020 and 2021

The two prescribed works for the May and November examination sessions in 2020 and 2021 are as follows.

- Franz Joseph Haydn's Symphony No. 94 in G major (Hob. 1:94) *The Surprise*
- Sergei Rachmaninoff's *Rhapsody on a Theme of Paganini*, Op. 43

Scores for the prescribed works used in examinations

Coordinators should ensure that candidates take a score of the appropriate prescribed works into the examination room with them. The scores must be clean and not marked in any way except for bar or measure numbers, written before the day of the examination, if necessary. If this is done, numbers must be entered every five or ten bars or measures.

Some scores may contain additional information, for example, a written foreword, which may include information useful to the candidate during the examination. Schools are required to ensure that any such pages are securely fastened so they cannot be used during the examination.

C6c.6 Authentication of music coursework

As part of the online submission process, each candidate must declare that:

- the work submitted for assessment is their own work and is the final version
- they have acknowledged each use of the words or ideas of another person.

As part of the online submission process, teachers or coordinators will have to declare that, to the best of their knowledge, the work submitted is the candidate's own work and that there are no suspected or confirmed instances of academic misconduct.

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In the case of the internally assessed component, validation of work applies to the work of all candidates and not just to the sample work that is submitted to the IB for the purpose of moderation.

Music coursework authentication forms

With effect from May 2019, schools are required to complete and submit a coursework authentication form (6/MCAF) for every music candidate. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work.

The 6/MCAF must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. The form is completed by the teacher, not the candidate.

The 6/MCAF can be found in [Assessment forms](#) (available to coordinators and teachers).

The 6/MCAF is submitted by uploading it with the musical links investigation.

C6c.7 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

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SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work for: <ul style="list-style-type: none"> • creating • solo performing 	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit the number of group performances	IBIS eCoursework upload	15 November 2018/ 15 May 2019
May 2019/ November 2019	Submit sample internal assessment work for: <ul style="list-style-type: none"> • creating • solo performing • group performing 	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit all musical links investigations	IBIS eCoursework upload	30 April 2019/ 30 October 2019

C6d Theatre

C6d.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Theatre guide	April 2014, updated February 2017

C6 The arts

C6d.2 Internal assessment

Collaborative project

Internal assessment is a requirement for theatre at both SL and HL. At both levels, internal assessment is based on the collaborative project (see [Theatre guide](#) for details), which at HL accounts for 25% of the total marks and at SL accounts for 35% of the total marks.

The submission of sample work from candidates at each level is submitted to allow the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

Internal assessment requirements

To prepare for the video recording of the collaborative project, read section [B3.6](#).

During the performance individuals who are not part of the collaborative group may operate any pre-designed technical production elements on behalf of the group.

The video recording must capture the full 13–15 minutes of the live presentation and must be a continuous, unedited record without the camera being turned off at any point. Teachers are not permitted to direct any part of this assessed task.

From the 13–15 minutes of footage, each candidate must extract up to 4 minutes. This extract can either be one continuous shot of 4 minutes or two separate shots totalling no more than 4 minutes. Teachers must assess the individual candidate's selected footage and not the whole presentation.

Information about the content and structure of the process portfolio can be found in the [Theatre guide](#). The criteria for internal assessment, which are the same at SL and HL, are available in the [Theatre guide](#).

Learn more

Each criterion has achievement levels with descriptors. The descriptors should be used to assess the performance of each candidate against each criterion. The assessment should be made by the person responsible for teaching theatre.

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In deciding the achievement level and marks for each criterion, whole numbers, not decimals, fractions or estimates, should be used. The marks should be checked before the total for each candidate is entered on IBIS.

The teacher/coordinator must submit internal assessment/predicted grade (IA/PG) data on IBIS by **20 April/20 October**.

C6d.3 External assessment

Solo theatre piece

The HL solo theatre piece consists of a 4–8-minute video recording of each candidate's theatre piece based on an aspect of the theory that has been researched. It also consists of a report that includes the candidate's research into, and understanding of, the theorist, the theory and the context of the theorist's work.

Learn more

The report records the candidate's practical explorations of the selected aspect of the chosen theory, the development of the solo piece, and analysis and evaluation of the theatre piece. The materials for the content of the presentation will be drawn from the candidate's theatre journal.

The video recording must be a continuous, unedited record and the camera must not be switched off at any point during the presentation. Information about the size and structure of the report can be found in the [Theatre guide](#).

In addition to the video recording and written report, each candidate must submit a separate list of all the sources—both primary and secondary—that have been cited.

Learn more

Practical arrangements

C6 The arts

The maximum word count for the report is 3,000 words. Refer to the [Theatre guide](#) for details on how the report is to be structured and presented.

A schedule should be prepared showing the order in which the candidates will make their presentations, with up to 8 minutes allowed for each presentation. The candidate presents the solo piece to an audience.

The candidate's presentation must be in the candidate's registered response language.

Teachers are not permitted to direct any part of the assessed task. The candidate must make the presentation on their own, and may not be supported by anyone. Technical or scenic elements used in the performance do not have to be made or operated by the student.

Please refer to the [Theatre guide](#) for further details.

Director's notebook

In this notebook (maximum 20 pages), the candidate writes from a director's perspective as they explore the processes involved in transforming a play text into live action. Refer to the [Theatre guide](#) for details of how the notebook should be presented.

Research presentation

Candidates are required to give a presentation (maximum 15 minutes) to their peers on a theatre tradition that they have not previously studied. Each candidate's video of their presentation, and their list of sources and resources, is submitted for assessment. Details of the content and structure of the presentation can be found in the [Theatre guide](#).

C6d.4 Authentication of theatre materials

As part of the online submission process, each candidate must declare that:

- the work submitted for assessment is their own work and is the final version
- they have acknowledged each use of the words or ideas of another person.

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As part of the online submission process, teachers or coordinators will have to declare that, to the best of their knowledge, the work submitted is the candidate's own work and that there are no suspected or confirmed instances of academic misconduct.

In the case of the internally assessed component, validation of work applies to the work of all candidates and not just to the sample work that is submitted to the IB for the purpose of moderation.

Theatre coursework authentication forms

With effect from May 2019, schools are required to complete and submit a coursework authentication form (6/TCAF) for every theatre candidate. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work.

The 6/TCAF must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. The form is completed by the teacher, not the candidate.

The 6/TCAF can be found in [Assessment forms](#) (available to coordinators and teachers).

The 6/TCAF is submitted by uploading it with the director's notebook.

C6d.5 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

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SESSION	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit internal assessment marks for: SL Collaborative project HL Collaborative project	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit predicted grades for SL and HL candidates	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit internal assessment sample work: SL Collaborative project (process portfolio, video recording and list of sources) HL Collaborative project (process portfolio, video recording and list of sources)	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit: HL only Solo theatre piece (written report, video recording and list of sources)	IBIS eCoursework upload	30 April 2019/ 30 October 2019
May 2019/ November 2019	Submit: SL Director's notebook (up to 20 pages of visuals and writing with list of sources) HL Director's notebook (up to 20 pages of visuals and writing with list of sources)	IBIS eCoursework upload	30 April 2019/ 30 October 2019
May 2019/	Submit: SL	IBIS eCoursework upload	30 April 2019/

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November 2019	Research presentation (one 15-minute video and list of resources) HL Research presentation (one 15-minute video and list of resources)	30 October 2019
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C6e Visual arts

C6e.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Visual arts guide	February 2014, updated February 2017

Other supporting documents are available on the “Visual arts” section of the programme resource centre.

C6e.2 Visual arts eCoursework

The eCoursework interface on IBIS allows coordinators and teachers to upload the work to be submitted for assessment. If permitted by the coordinator or teacher, candidates may upload their work to the candidate website (candidates.ibo.org) for authentication and submission to the IB.

Teachers should consider the educational value of students producing both their visual arts work and its digital documentation during the two years of the course. Candidates should be encouraged to manage their own eCoursework independently, to become familiar with the process of documenting their own art pieces digitally as early as possible in the course. In this way, they will acquire important skills and take control of the digital reproductions of their own artworks. Only when satisfied with the quality of their digital images should candidates upload the files and submit their eCoursework to teachers/coordinators for authentication and final submission to the IB.

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C6e.3 Predicted grades and internal assessment mark entry

By **20 April/20 October**, teachers or coordinators are required to complete the following on IBIS under the “IAPG” section.

- Submit the candidates’ predicted grades on the “Predicted grade” screen. To grade the candidates’ work, teachers must refer to the [Grade descriptors](#) available on the [programme resource centre](#). Teachers should make sure that they refer to the arts subject group grade descriptors.
- Enter the candidate’s total mark, out of 30, on the “Internal assessment (IA) marks” screen. Teachers/coordinators need to choose the “Select the sample” option in order for IBIS to generate the sample required for moderation.

As it is possible that additional samples of candidate work may be requested for moderation, schools should store the eCoursework, documenting the exhibitions for all students until after the close of session (**15 September/15 March**), so that if any further material needs to be submitted, this is immediately available.

When submitting the requested sample of candidate work on IBIS in the “eCoursework” section, teachers must also enter the following additional information about the exhibition.

- The breakdown of marks awarded for each criterion
- A short statement that refers to the relevant assessment criteria and supports the final mark. Comments should justify the marks awarded in a meaningful manner, not simply reiterate the level descriptors. Examiners are looking for information about what the candidate has done in the artwork submitted, and for useful observations about the exhibition, in order to better identify evidence that relates to the assessment criteria.

It is important for the integrity of the moderation process that the internal assessment by the teacher considers and refers to the same evidence that is available to the moderator. Teachers should, therefore, always refer to the digital, on-screen version of the submitted work when marking the exhibition.

C6e.4 The exhibition submission

The materials for the internally assessed exhibition component will be submitted as a portfolio of individual files as specified in the following table.

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FILE	LIMIT (HL)	LIMIT (SL)	MANDATORY/ OPTIONAL	FILE TYPES ALLOWED	MAXIMUM FILE SIZE
Curatorial rationale	700 words	400 words	Mandatory	Text: DOC, DOCX, PDF, RTF	1 MB
Exhibition photographs	2	2	Mandatory	Image: JPG, JPEG, PNG	5 MB
Artworks (Exhibition text is entered when uploading each artwork file. This will state title, medium, size and a brief outline of intentions, as well as references to any sources used by the candidate as inspiration— 500 characters*)	8–11	4–7	Mandatory	Image: JPG, JPEG, PNG Video: M4V, MOV, MP4	5 MB 5 minutes/500 MB
Additional supporting photographs	2 per artwork	2 per artwork	Optional	Image: JPG, JPEG, PNG	5 MB

*Please note that reference to source material used for the creation of individual art works can also be included in the curatorial rationale. Bibliographic references are not included in the word count.

The two exhibition photographs (mandatory for the internal assessment)

The exhibition photographs must show clear and uninterrupted views of the candidate's exhibition, giving the examiner the opportunity to get an idea of the whole display, including scale, arrangement, presentation, colour and impact. Exhibition photographs must not include the work of other candidates or any extra art pieces by the candidate that are not part of the exhibition submitted for assessment.

Documenting the artworks

Each artwork included as part of a candidate's exhibition (other than electronic, lens-based and screen-based artworks that exist as digital pieces) should be captured as a still or video image, as the candidate prefers. It is recommended that candidates are actively involved in the process of digitally

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documenting their own work. The maximum size for image files is 5 MB; however, it is expected that the majority of files will not exceed 3 MB.

The files documenting the artworks selected for the exhibition must be uploaded to the numbered slots on the upload screen in the order in which the candidate wishes them to be seen in the exhibition. Four file slots at SL and eight file slots at HL appear as mandatory on the “Upload” screen, but up to seven artworks at SL and eleven artworks at HL can be submitted. The teacher or coordinator should contact IB Answers (support@ibo.org) for advice about submitting the exhibitions of candidates who produce less than the minimum number of artworks required.

There is no prescribed number of art-making forms that need to be represented in the exhibition. Candidates themselves should select the resolved pieces that represent their most successful achievements against the assessment criteria and present them to an audience.

In the case of temporary artworks that are digitally documented, the artwork that the candidate submits for assessment must be the one that was actually displayed in the candidate's exhibition.

Learn more

The following cases are provided as examples.

Case 1: A melting ice sculpture is presented in the exhibition and, for assessment purposes, the candidate has opted to submit a video documenting the artwork. In this case, the melting ice sculpture is the artwork, the medium is melting ice and the size of the actual object must be provided.

Case 2: A video showing a melting ice sculpture is shown as part of the candidate's exhibition, and this piece of video art is submitted for assessment. This will be a time-based artwork and the film duration will be indicated in the “Size” field when uploading the file.

Case 3: A printed photograph is part of the exhibition and, for assessment purposes, the digital version of the photo is presented. The actual artwork is the printed photograph, and the medium and size entered when uploading the file should refer to the exhibited object, specifying on what support the image was printed. The digital file should be submitted for assessment only if the final

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printed version did not differ significantly; otherwise, the final printed object should be reproduced and submitted.

Two additional supporting photographs (optional files)

The submission of up to two additional supporting photographs for each artwork is optional. File slots are available on IBIS to allow candidates to upload up to two additional, optional image files in support of each of the artworks included in their exhibition. No additional data (title, size, medium, text) is required for the additional photographs.

Learn more

The additional supporting photographs allow the candidates to enhance a particular aspect, a specific detail or a specific part of their artworks, or to offer more than one view of the same piece. This option should be used only when one image is insufficient and more photographs are needed to document a single artwork. In the majority of cases, this should not be necessary as examiners are able to zoom in to enlarge details of the artworks.

C6e.5 Submission of externally assessed components

As candidates will submit their work digitally, the guide uses the term “screens” for both the comparative study and the process portfolio. As stated in the [Visual arts guide](#), the “size and format of screens submitted for assessment is not prescribed. Submitted materials are assessed on screen and candidates must ensure that their work is clear and legible when presented in a digital, on-screen format”.

Learn more

A screen is a digital page. Candidates are free to compose their digital pages as they prefer and there is no prescribed way to produce the pages of the PDF document they must submit for assessment. Candidates can compose screens using photos or scanned images of their artwork, using text, using downloaded images that they appropriately reference, scanning full pages or

C6 The arts

handwritten or figurative sections from their visual arts journal, to mention some possibilities. Full pages of the visual arts journal can be reproduced, but this is not a requirement.

The content of a screen is very important and needs to be considered for its end purpose—assessment. The examiner needs to be able to view and understand what is presented on a screen. The material needs to be legible and clear, without having to enlarge or reformat the screen. This must be considered with particular attention when candidates opt to submit scanned pages that are not digitally composed. The presentation of materials needs to match assessment criterion E for both the process portfolio and the comparative study.

The process portfolio submission

The materials for the externally assessed process portfolio component must be submitted as specified in the following table.

FILE	LIMIT (HL)	LIMIT (SL)	MANDATORY/ OPTIONAL	FILE TYPES	MAXIMUM FILE SIZE
Process portfolio	13–25 screens	9–18 screens	Mandatory	PDF	20 MB

The process portfolio must be submitted as a PDF document and must contain text and still images only. No embedded video or links to video files are allowed. In the case of documenting the creative process for time-based artworks, candidates are required to use screenshots.

Learn more

The process portfolio is not a physical object but a documentation of the candidate's creative processes and a digital compilation of evidence of the candidate's art-making practices demonstrating his or her achievement against the assessment criteria. It could include scans or screenshots of the most suitable pages from the visual arts journal, but candidates are no longer restricted to this.

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Careful consideration should be exercised when choosing the number of art-making forms in order to match the course requirements. The specific examples indicated in the table of art-making forms in the [Visual arts guide](#) are for guidance only and are not intended to represent an exhaustive list.

Teachers should discuss with candidates their choice of media and ensure that candidates submit work showing that they have worked in the correct number of art forms required for the level for which they have been entered.

The submitted process portfolio screens may include resolved works that are also submitted for part 3: exhibition assessment task, but these should always be clearly labelled to identify them as such.

The revised edition of the [Visual arts guide](#) (February 2014, updated February 2017) states that it is a requirement for candidates to include a list of sources in their process portfolio. If a screen is given over to the list of sources this will not be included in the overall screen count.

The comparative study submission

The materials for the externally assessed comparative study component must be submitted as specified in the following table.

FILE	LIMIT (HL)	LIMIT (SL)	MANDATORY/ OPTIONAL	FILE TYPES	MAXIMUM FILE SIZE
Comparative study	10–15 plus 3–5 screens	10–15 screens	Mandatory	PDF	20 MB
List of sources	N/A	N/A	Mandatory	Text: DOC, DOCX, PDF, RTF	1 MB

The comparative study must be submitted as a PDF document and must contain text and still images only. No embedded video or links to video files are allowed. When analysing and comparing time-based artworks, candidates are required to use screenshots.

Teachers are reminded that artworks for the comparative study should be chosen by the candidate themselves. Teachers should discuss the choice of selected artworks with each candidate and remind the students that their selection should match all the requirements for the relevant level and allow them to match all the assessment criteria. The assessment criteria must be shared with candidates.

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Referring to “sound and reliable sources” is one of the requirements for the successful completion of this component: teachers need to challenge their students on this aspect of their work. Candidates should be encouraged not to consider forms of artistic expression that are the domains of other DP courses, such as film or computer science.

C6e.6 Authentication of coursework

Visual arts coursework authentication forms

With effect from May 2019, schools are required to complete and submit a coursework authentication form (6/VACAF) for every visual arts candidate. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work.

The 6/VACAF must be used to record three interactions with each candidate at various stages during the creation of his or her coursework. The form is completed by the teacher, not the candidate.

The 6/VACAF can be found in [Assessment forms](#) (available to coordinators and teachers). The 6/VACAF is submitted by uploading it with the comparative study.

C6e.7 Summary of the coordinator’s requirements

The following materials are required by the deadlines shown in the “Summary of latest submission dates” table in section [C6e.8](#).

- Predicted grades
- Marks for internal assessment
- Authenticated candidate work
- Internal assessment marks breakdown and teachers’ comments
- The coursework authentication forms (6/VACAF)

C6e.8 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

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For submission dates, please refer to the [Assessment calendar](#).

SESSION	LEVEL	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	SL/HL	Submit the predicted grades Enter the marks for the internally assessed component—exhibition	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	SL/HL	Upload materials for the internally assessed component Exhibition Please refer to the “Internal assessment” sections within the Visual arts guide for the formal requirements	IBIS eCoursework upload	20 April 2019/ 20 October 2019
May 2019/ November 2019	SL/HL	Upload materials for the externally assessed components Comparative study Please refer to the Visual arts guide for the formal requirements Process portfolio Please refer to the Visual arts guide for the formal requirements	IBIS eCoursework upload	30 April 2019/ 30 October 2019

C7 The extended essay

Overview

This section covers the requirements for the extended essay (EE).

The [Extended essay website](#) (for first assessment 2018) is now wholly applicable. EEs submitted based on the old criteria (A–K) will be marked to the new criteria (A–E) without exceptions. This also applies to 6 or 12-month retake candidates from the preceding November or May sessions. The [Reflections on planning and progress form \(EE/RPPF\)](#) is now compulsory and is an explicitly assessed element. Failure to submit the EE/RPPF, or writing the reflections in a language other than that of the essay will result in a mark of 0 for criterion E.

Please refer to the [Extended essay website](#) for further information.

C7.1 Supporting publications

The information given in this section should be read in conjunction with the [Extended essay website](#) and the [DP Coordinator's notes](#).

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
TITLE OF PUBLICATION	DATE OF ISSUE
Extended essay website (for first assessment May 2018)	February 2016

C7.2 Regulations—May and November 2019

The following regulations apply for the May and November 2019 sessions.

- Retake candidates from previous sessions submitting the EE from May 2018 will be assessed against the May 2018 criteria, and must include an *EE/RPPF*. Failure to submit the form will result in a mark of 0 awarded for criterion E. To permit a 6 or 12-month retake in a completely different subject the school must be sure that the process can be followed correctly, and not to the detriment of the candidate. Changes in registration are permitted but are left to the school's discretion as to whether they should be supported in light of the process requirements.
- Only candidates registered under the diploma, course or retake categories may submit an EE.

C7 The extended essay

- Twelve-month and six-month retake candidates wishing to improve the grade for their EE may submit either a revised or a new EE, written to the May 2018 criteria.
- If a diploma candidate's registration is changed to "Withdrawn" from the EE requirement, regardless of whether the candidate is withdrawn from other subjects, this results in a change of category from diploma to course.
- An EE submitted for assessment in a subject and/or response language for which it is not registered will not be assessed.
- An *EE/RPPF* submitted in a language other than that of the essay will be awarded a mark of 0.
- It is not permitted for a relative of the candidate to undertake the role of the supervisor.
- In exceptional circumstances, a candidate may receive specialist guidance from someone outside the school (for example, in sciences and in languages) but, in all cases, the candidate must have a supervisor assigned to him or her who is a teacher in the school. This school supervisor must be able to give general advice on writing an EE and must verify the authenticity of the candidate's work.
- EEs prepared for subjects that are not available in the given session will need to be rewritten and submitted in a subject that is available. It is vital that coordinators make the list of permitted subjects for each session available to supervisors and candidates.
- A grade E in the EE and/or theory of knowledge (TOK) results in no diploma being awarded. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded.
- An EE can only be marked or remarked in the subject for which it was originally registered. The subject can only be changed if the essay is submitted again (with or without changes) in a future session. Please note that the IB is unable to make exceptions to the regulations governing the requirements of the EE.
- The EE files uploaded and authenticated by the coordinator or administrator are considered final for assessment purposes without exception.

C7.3 Subject availability

Please note that subject availability for the EE is not the same for May and November sessions. For any candidates submitting an EE, the coordinator must ensure that the subject is available in the given session. Six-month retake candidates can only resubmit their EE in a subject that is being offered in the retake session. If the subject is not available, then they will have to rewrite their essay on a subject that is available by the usual deadline.

C7 The extended essay

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question itself, as it is an assessed element of the EE. For peer guidance, consult the [extended essay forum](#).

C7.3.1 Studies in language and literature

EEs in studies in the language and literature subject group are intended for candidates whose best language is the language A chosen for the EE.

A candidate's choice of a studies in language and literature EE must be from the list of available language A: literature, or language A: language and literature for the session concerned. If a school has submitted a special request for a language A: literature subject 18 months before the written examinations, and this has been authorized as a taught subject, candidates in that school are automatically permitted to register for an EE in that language as a studies in language and literature EE; there is no need to submit a separate EE special request form via IBIS.

If a school has a candidate who wishes to submit an EE in a language A: literature subject for which the school has not submitted a special request, it is necessary to submit the appropriate form via IBIS under the "Subject" tab followed by "Advance notice requirements". On receipt of this completed form, the Assessment Division, IB Global Centre, Cardiff, will decide whether an EE can be submitted in the studies in language and literature language concerned. The decision will be based on whether the language has been requested by another school and whether an examiner for that language is available to mark the EE. The IB cannot guarantee that a candidate will be able to submit an EE in a special request language. It is therefore recommended that the candidate consider an alternative subject for his or her EE.

C7.3.2 Language acquisition

EEs in language acquisition languages are for learners of a second or an additional language. A candidate is not permitted to submit a language acquisition extended essay in the language A that is his or her chosen studies in language and literature subject. The candidate must indicate which category the essay relates to on the coversheet (category 1, category 2 or category 3).

C7 The extended essay

The list of languages available for language acquisition EEs matches the combined list of available language B and language ab initio languages for May and November. There is no special request service for language acquisition languages. A candidate cannot submit a language acquisition EE in a subject they are taking as language A. This does not apply to Classical Greek and Latin submissions.

Classical Greek or Latin are available in English and Spanish as the response language for either the May or November session. If a candidate wishes to write his or her classical Greek or Latin EE in French, the coordinator must obtain permission from the IB by *15 November/15 May* 18 months before the written examinations. An option to submit this as a special request is available on IBIS.

C7.3.3 All other subject groups

For all subjects listed below, the EE can be written in English, French or Spanish for examination sessions in 2019. Biology and history can be written in English, French, Spanish or German.

Biology	Literature and performance
Business management	Mathematics
Chemistry	Music
Computer science	Philosophy
Dance	Physics
Design technology	Psychology
Economics	Social and cultural anthropology
Environmental systems and societies	Sports, exercise and health science
Film	Theatre
Geography	Visual arts
Global politics	World religions
History	World studies
Information technology in a global society	

C7 The extended essay

C7.3.4 World studies

World studies is available as a subject for an EE in English, French or Spanish. When registering a candidate for a world studies EE, please indicate the global theme the candidate has chosen. The themes are as follows.

- Science, technology and society
- Culture, language and identity
- Conflict, peace and security
- Equality and inequality
- Health and development
- Environmental and/or economic sustainability

More information on the themes can be found on the [Extended essay website](#).

C7.3.5 Change of subject

It is the school's responsibility to ensure that each EE is submitted against the correct subject. If a discrepancy between the registration and the actual subject of the EE is identified, the coordinator must contact the IB and request a change to the subject for which the EE is registered. The EE for a candidate should not be uploaded until the registration change is authorized and the IBIS eCoursework upload screen is updated. Failure to do this will result in the EE being assessed as the original subject for which it was registered.

C7.4 Completion of the *EE/RPPF* for upload

All EEs must be submitted with the required completed [Reflections on planning and progress form \(EE/RPPF\)](#). If the form is not submitted, the candidate will be awarded a mark of 0 for criterion E.

Examiners will stop reading reflections that continue beyond 500 words. Anything that appears after that point on the form will not be taken into consideration against criterion E.

The *EE/RPPF* is assessed and must be completed in the same language as the EE. This includes all languages for EE in the studies in language and literature, and language acquisition subject groups.

C7 The extended essay

For example, a history EE registered in French would need to have reflections written in French. An EE/RPPF submitted in a language other than that of the essay will be awarded a mark of 0.

For more information on completing the *EE/RPPF*, please visit the [Extended essay website](#). Refer to section [C7.4.1](#) for information about the submission of EEs.

C7.4.1 Electronic submission of EEs in 2019

All schools are required to upload EEs. There is no provision to send hard copy essays to examiners.

Each EE will need to be accompanied by the respective EE/RPPF which takes the place of the coversheet. Supervisors/coordinators will also be required to confirm the authenticity of the work and state—at the point of upload—the number of hours spent with each candidate.

For studies in language and literature, and language acquisition EEs, the system will also prompt—at the point of upload—the candidate/coordinator to indicate which category of study the candidate has pursued (for example, language acquisition, category 2(b), studies in language and literature, category 3).

More information on the upload process and anonymizing student work can be found in the documents available in **IBIS library>User guides>e-Coursework**.

Coordinators are requested to convey [recommended formatting guidelines](#) to supervisors and candidates.

Receiving an electronic version of an EE will make it easier for examiners to gauge at which point an essay has reached 4,000 words, and they will not assess beyond it. Candidates must be reminded of the penalty for exceeding the word count or circumventing it using footnotes incorrectly (for anything other than referencing). The word count should be stated clearly on the title page of the EE.

C7.5 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's EE. These grades must be entered on IBIS by **20 April/20 October**, approximately three weeks before the written examinations. For the EE, the grades are on a scale of A to E, with A being the highest grade. The grade descriptors

C7 The extended essay

can be found on the Extended essay website. Schools must base their predicted grades on the qualitative grade descriptors and not the numerical boundaries, which will be set once the marking has been completed for the May 2018 session and which are subject to change. For more information, please see the assessment grade descriptors section of the [Extended essay website](#) website. For more information on grade boundaries for fixed tasks, please see the document available on the PRC entitled *Assessment principles and practices: Quality assessments in a digital age*.

Please note that clean copies of the EE must be uploaded for assessment, as the EE is externally assessed, and supervisors should not upload annotated versions to the IB. Schools should take care to ensure that the version of the EE uploaded to IBIS is the final version, without tracked changes. The uploaded versions will be considered final for the purposes of EE assessment.

C7.6 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May/November 2019	Submit EEs for assessment	IBIS eCoursework upload with <i>EE/RPPF</i>	15 March/ 15 September 2019
May/November 2019	Submit predicted grades	Via IBIS	20 April/ 20 October 2019

C8 Theory of knowledge

Overview

This section covers the requirements for the theory of knowledge (TOK) core component.

C8.1 Supporting publications

The information given in this section should be read in conjunction with the following publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Theory of knowledge guide	April 2013, updated August 2015

C8.2 Response languages for theory of knowledge

The following response languages are available to TOK candidates in May and November sessions.

- English
- Spanish
- French
- German
- Chinese (traditional and simplified characters)

Both the presentation and essay must be completed in the target response language.

C8.3 Internal assessment: The presentation

The teacher must assess each candidate's presentation according to the assessment instrument in the [Theory of knowledge guide](#). A copy of the assessment instrument should be made available to candidates. The assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete.

C8 Theory of knowledge

C8.3.1 Internal assessment requirements

Each candidate must make one or more individual and/or small group (maximum three) oral presentations to the class during the course in the same language as they are registered for the subject. The presentation must not be read from a script. Teachers must remind their students that they are only allowed to bring notes as an aide-mémoire and that they must not read directly from a script. As soon as a teacher notices that the candidate is reading directly from their notes, they should be stopped and given another opportunity to do the presentation meeting the requirements.

Approximately 10 minutes per presenter should be allowed, meaning a maximum of approximately 30 minutes for a group presentation. Before the presentation, each candidate must complete the candidate's section of the presentation planning document *TK/PPD*. If there is a group presentation, each candidate must submit an identical copy of the *TK/PPD*. In the case of a group presentation, each candidate within the group must receive the same mark. The planning document should be presented in skeleton or bullet-point form, and must not exceed 500 words.

C8.3.2 Completed planning and progress forms (*TK/PPD*)

The presentation will be assessed by the TOK teacher, using the *TK/PPD*. All schools are required to submit a sample of *TK/PPDs* on IBIS by 20 **April/20 October**.

C8.3.3 Submission of marks for the presentation

The total teacher's mark for each candidate's presentation must be entered on IBIS no later than 20 April/20 October.

If a candidate fails to make a presentation for TOK, indicate this on IBIS with an "F".

When a teacher or coordinator enters candidates' marks for internal assessment on IBIS, the system generates a list of candidates whose work will comprise the sample for moderation. The system requires that teacher/coordinator enter the IA mark and criteria marks for each candidate. In the TOK presentation, the marking is based on global impression marking, so there are no assessment criteria. The same mark as the IA mark out of 10 must be entered on IBIS under "Criteria marks total". No comments on the marking are required because these are already included on the *TK/PPD*.

C8 Theory of knowledge

It is very important that teachers ensure that the mark they enter on IBIS for a particular candidate is the same mark entered on the candidate's *TK/PPD*.

C8.3.4 Moderation of internal assessment

Marks awarded by teachers for the presentation will be subject to moderation through sampling of the associated *TK/PPDs*. The objective is to judge whether the contents of the *TK/PPD* justify the marks given by the teacher for the presentation.

The sample *TK/PPDs* submitted by the school must be those that have been identified on IBIS and must be uploaded via IBIS.

If more than one candidate selected in the sample has completed the same group presentation, please use the "Change" button to add a candidate, with the same or similar mark, who has completed a different presentation.

Where there are two or more TOK teachers within a school, internal standardization of marks between them must take place within the school.

C8.3.5 Recording the presentations

A selection of schools in each session will be required to record some or all of their candidates' presentations.

Learn more

These schools may be chosen:

- at random, in order to examine the relationship between plans and performance
- because candidates are producing excellent presentations that could be used for professional development purposes
- because an anomaly has been identified (for example, in the correlation between the marks for the presentations and the essays of candidates in previous sessions).

C8 Theory of knowledge

It is not necessary for schools to record presentations unless they are asked to do so. Selected schools will be notified 14 months in advance of the deadlines for submission, which are **20 April** (May session) and **20 October** (November session).

C8.4 External assessment: The essay

C8.4.1 Topic choice

Six prescribed titles are published for each examination session—on 1 September for the following May session and on **1 March** for the following November session.

The prescribed titles are published on the [Theory of knowledge](#) page of the programme resource centre and on IBIS as a news item.

A candidate's essay will be assessed against their chosen title as published, so candidates must not modify the title. Essays not written on one of the correct prescribed titles will automatically be awarded zero marks.

Candidates must be aware of the assessment instrument that will be used to assess their essays.

Candidates must not insert illustrations and graphics (unless essential to support the content of their essay) in any part of their essay.

Candidates should be careful not to include any identifiers in any part of their essay, such as:

- any names (for example, their own name, or the name of their school or teacher)
- their candidate session number or personal code
- the school's logo.

C8.4.2 Submission of the essays

All TOK essays must be uploaded via IBIS.

For each session, a news item on IBIS will announce the date in January/July when uploading the essays can start. The deadline for completing the upload is **15 March/15 September**, about two months before the written examinations.

C8 Theory of knowledge

C8.4.3 Submission of planning and progress forms (TK/PPF)

Schools are required to submit to the IB one planning and progress form (TK/PPF) per candidate. Failure to submit this form may result in no grade being issued for the candidate. The form is intended to strengthen the process of writing the essay and support the authenticity of a candidate's work. It must be uploaded by the coordinator. The Theory of knowledge planning and progress form (TK/PPF) should not be confused with the presentation planning document (TK/PPD).

C8.5 Regulations

C8.5.1 May and November 2019

- All diploma candidates must submit for assessment one essay of a maximum of 1,600 words, written on one of the six prescribed titles for the session for which the candidate is registered.
- Only candidates registered under the diploma, course or retake categories may be registered for TOK. A course candidate cannot be registered for TOK more than once in an examination session.
- A retake candidate wishing to improve his or her grade for TOK may either carry forward their presentation mark or do a new presentation.
- A retake candidate wishing to improve his or her grade for TOK must submit an essay based on one of the prescribed titles for the session for which the candidate is registered.
- If a diploma candidate withdraws from TOK, but does not withdraw from all subjects, this results in a change of category from diploma to course.
- Grade E in either the EE or TOK results in no diploma being awarded. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded.

C8.6 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and the essay. Predicted grades must be determined by using the grade descriptors document published under **Implementation>Assessment>General resources** on the programme resource centre. These grades must be entered on IBIS by **20 April/20 October**.

C8 Theory of knowledge

C8.7 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the documents that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD	LATEST SUBMISSION DATE
May 2019/ November 2019	Upload TOK essays for assessment	IBIS eCoursework upload	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit the planning and progress forms (TK/PPF)	IBIS eCoursework upload	15 March 2019/ 15 September 2019
May 2019/ November 2019	Submit TOK predicted grades and marks for the presentation	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit the sample presentation planning documents (TK/PPD)	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C9 Creativity, activity, service

Overview

This section covers the requirements for the creativity, activity, service (CAS) core component.

C9.1 Supporting publications

The information given in this section should be read in conjunction with the following publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSION	
Title of publication	Date of issue
Creativity, activity, service guide	March 2015

C9.2 Regulations

C9.2.1 May and November 2019

Schools are required to offer a creativity, activity, service (CAS) programme that meets agreed CAS aims and has received IB approval. (Full details about designing a CAS programme can be found in the [Creativity, activity, service guide](#).)

- All diploma candidates must engage in the programme of experiences/projects known as CAS. Non-completion of CAS requirements will result in the diploma being withheld until the candidate has completed the requirements.
- In addition to diploma candidates, CAS is also available to course candidates.
- A candidate cannot be registered for more than one CAS programme in an examination session.
- Candidates have up to one year to complete the CAS requirement after the issue of examination results.
- If they complete the requirements at any time within that period candidates will then receive the full diploma. Otherwise they will retain the course certificate already awarded.

C9.3 Creativity, activity, service completion

Schools are responsible for evaluating candidates' CAS experiences and projects according to the learning outcomes given in the [Creativity, activity, service guide](#). Coordinators must notify the IB whether or not candidates have completed their CAS programme by completing the appropriate

C9 Creativity, activity, service

electronic form on IBIS by **1 June/1 December** for the May/November session in the year of assessment.

Candidates who fail to complete the CAS programme by 1 June/1 December are allowed one further year only in which to complete it. This further year expires on **1 June/1 December**, 11 months after the issue of results. This allowance of one year is available because there is no retake category for CAS.

Schools must retain supporting evidence from all CAS candidates until **30 December/30 June** in case there are queries relating to candidates' completion of the CAS requirements. See also section [C9.4](#) for further information on retention of candidates' materials during the five-year review period.

C9.4 Creativity, activity, service evaluation

The implementation of CAS in a school is evaluated every five years as part of the school's DP evaluation process. Details are found in the [Guide to programme evaluation](#).

Schools that are using online CAS management systems must, upon request from any IB Global Centre, provide authorization for the IB to access student records stored on the management system. The online CAS management system provider should provide a template letter. Schools should contact their IB Global Centre if they require further details.

The Schools Division staff, or an authorized representative, may visit the school or ask to see CAS planning and implementation records at any time. This may be as part of the programme evaluation process, at the IB Global Centre's initiative or following a request by the school. Schools are required to keep central CAS records for all students registered for CAS; these must be made available to the IB Global Centre, on request, for six months after the school's examination session.

C9.5 Summary of latest submission dates: May and November 2019 sessions

Where applicable, all coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

C9 Creativity, activity, service

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Final date for notifying the IB of individual candidates completing CAS	Via IBIS	1 June 2019/ 1 December 2019

C10 Interdisciplinary subjects

Overview

This section contains information on the two interdisciplinary subjects: environmental systems and societies, and literature and performance.

C10a Environmental systems and societies

This section contains information on environmental systems and societies (ESS), an interdisciplinary (individuals and societies, and sciences) SL-only course.

C10a.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Environmental systems and societies guide	Published May 2015, updated August 2015, June 2016, July 2016, November 2016, October 2017

C10a.2 Internal assessment requirements

The internal assessment, contributing 25% of the final assessment, consists of an individual investigation of an environmental systems and societies (ESS) research question taking about 10 hours. The individual investigation should cover a topic that is appropriate to the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment is marked against assessment criteria, with a total mark out of 30.

The internal assessment investigation must not exceed 2,250 words. Investigations exceeding this length are likely to be penalized in the “Communication” criterion as not being sufficiently concise. Teachers must not mark beyond this, and examiners have been instructed to stop marking at this point.

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Practical requirements for the course

Details of the practical requirements for the course can be found in the [Environmental systems and societies guide](#).

C10a.3 Documentation relating to internal assessment

Practical scheme of work

The practical scheme of work (PSOW) acts as a summary of all the investigative activities carried out by a class. Details are recorded on the [ES&S/PSOW](#) form. One [ES&S/PSOW](#) must be produced for each class.

The [ES&S/PSOW](#) forms are not submitted for assessment but are retained by the school. These may be requested during the five-year school evaluation process.

C10a.4 Samples for moderation

Teachers must read section [B3.2](#), which gives general information on internal assessment. The samples chosen must be those identified by IBIS.

The final mark for internal assessment

The final mark out of 30 must be recorded on the “Internal assessment” option on IBIS.

C10a.5 Summary of the coordinator’s requirements

The following is a summary of what the coordinator will need from ESS teacher(s).

C10 Interdisciplinary subjects

MATERIAL REQUIRED BY INTERNAL SCHOOL DEADLINE	
Environmental systems and societies SL	<p>For submission via IBIS The predicted grades and final mark for internal assessment for each candidate The criteria marks for the IBIS-selected sample candidates</p> <p>For upload An individual investigation, marked by the teacher for each candidate in the sample</p>

C10a.6 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit sample internal assessment work	IBIS eCoursework upload	20 April 2019/ 20 October 2019

C10 Interdisciplinary subjects

C10b Literature and performance

C10b.1 Supporting publications

The information given in this section must be read in conjunction with the following supporting publications for literature and performance.

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS	
Title of publication	Date of issue
Literature and performance guide	March 2011, updated August 2012 and August 2013
Prescribed lists of authors (PLA)	From February 2011
Prescribed literature in translation list (PLT)	February 2011

C10b.2 Internal assessment

Internal assessment is a requirement for the literature and performance course. It has two parts: performance and individual oral presentation. The two parts are assessed jointly using the assessment criteria. Of the total marks for the subject, 40% is allocated to internal assessment parts. The submission of sample work from candidates allows the IB to moderate teachers' marks for these parts in order to achieve a common standard across schools.

C10b.2.1 Internal assessment requirements

The criteria for internal assessment are published in the [Literature and performance guide](#). Each criterion has achievement levels with descriptors. The descriptors should be used to assess the performance of each candidate on each criterion. The assessment should be made by the person responsible for teaching the literature and performance course.

C10 Interdisciplinary subjects

The teacher enters the marks for internal assessment onto the Literature and performance SL internal assessment coversheet 1&6/LPIA. The purpose of the “Brief description of the performance” field on the coversheet is to help moderators understand how teachers have arrived at their mark. It must also include a sentence that allows moderators to identify the candidate in the performance without providing the name of the candidate. For example, “This candidate is wearing a red top in the performance” or “This candidate plays the part of Romeo in the performance”.

Performance

This section of the internal assessment is based on parts 1, 2 and 3 of the course of study. The text on which the performance is based must be either a poetry or prose text that has **not** been used for paper 1, paper 2 or the written coursework.

Candidates are required to give one performance of a transformed text, either solo or as a member of a group. This performance must be recorded for the purpose of moderation.

Learn more

Recordings should be made using a fixed camera on a tripod, using a wide-angle lens setting in order to show the whole of the performance space. In some situations, it may be necessary to use a separate microphone in order to obtain reasonable sound quality. Care should be taken to minimize background noise.

In conducting the assessment, the teacher is encouraged to take into account all aspects of a candidate’s involvement in, and contribution to, the performance.

The candidates’ involvement in, and contribution to, performance should be evaluated by the teacher using assessment criteria A and B, and given a mark out of 20. It is expected that teachers will assess the candidate’s performance first, according to criteria A and B.

The oral presentation, which does not have to take place immediately after the performance, is assessed separately, according to criteria C, D and E.

The marks are then added together to give a combined total out of 40.

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Individual oral presentations

This section of the internal assessment is based on parts 1, 2 and 3 of the course of study and is based on the same text used for the performance.

The teacher should evaluate candidates' individual oral presentations by using assessment criteria C, D and E. The presentation must be recorded for the purpose of moderation.

C10b.2.2 Marks for internal assessment

Teachers should ensure that they 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 marks and check that the total marks for each component are correctly entered.

C10b.2.3 Moderation of internal assessment

See section [B3.3](#) for information about the purpose and process of moderation.

C10b.3 External assessment

C10b.3.1 Written coursework

The written coursework section of the external assessment is based on a play by a playwright listed on the [Prescribed list of authors](#) (PLA). The written coursework accounts for 20% of the total marks.

Ensure that all candidates' written coursework submissions are uploaded via IBIS.

C10 Interdisciplinary subjects

C10b.4 Summary of the coordinator's requirements

MATERIAL REQUIRED BY INTERNAL SCHOOL DEADLINE	
External assessment	<p>For upload via IBIS</p> <p>All written coursework</p>
Internal assessment	<p>For submission on IBIS</p> <p>All performance and individual oral presentations with internal assessment coversheet 1&6/LPIA</p> <p>For submission via IBIS</p> <p>Predicted grades</p>

C10b.5 Summary of latest submission dates: May and November 2019 sessions

All coursework is submitted via the IBIS eCoursework system. Coordinators and teachers should refer to the [Assessment forms](#) for detailed information about the forms that are required to be submitted.

For submission dates, please refer to the [Assessment calendar](#).

C10 Interdisciplinary subjects

SESSION	ACTION	METHOD/FORM	LATEST SUBMISSION DATE
May 2019/ November 2019	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit all individual performances and oral presentations	IBIS eCoursework upload with coversheet 1&6/LPIA	20 April 2019/ 20 October 2019
May 2019/ November 2019	Submit written coursework for assessment	IBIS eCoursework upload	15 March 2019/ 15 September 2019

C11 School-based syllabuses

Overview

This section contains information relating to the assessment of school-based syllabuses (SBSs). Coordinators should refer to section [B1.8](#) for a list of available SBSs and regulations governing these.

C11.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

C11 School-based syllabuses

MAY AND NOVEMBER 2019 EXAMINATION SESSIONS

Title of publication	Date of issue
Language acquisition subjects	
<i>Language ab initio guide</i>	February 2018
Beginners' Hindi language-specific syllabus	2011, for first exams in 2013
Individuals and societies subjects	
<i>Art history guide</i>	2008, updated September 2012 and November 2016
<i>Brazilian social studies guide</i>	2010, for first exams in May 2012 and November 2013
Chile and the Pacific Basin guide	2008, for first exams in May 2010
<i>Classical Greek and Roman studies guide</i>	2015, for first exams in May 2017
<i>Modern history of Kazakhstan guide</i>	2017, for first exams in May 2019

C11 School-based syllabuses

Political thought guide	2015, for first exams in May 2017
Turkey in the 20th century guide	2013, for first exams in May 2014
World arts and cultures guide	2017, for first exams in May 2019
Science subjects	
Astronomy guide	2015, for first exams in 2017
Food science and technology guide	2017, for first exams in May 2019
Marine science guide	2014, for first exams in May 2016

C11.2 Internal assessment requirements

Internal assessment, based on work completed by candidates during the course, is a requirement for all SBS subjects. The submission of sample work from candidates allows the IB to moderate the marking of teachers in order to achieve a common standard across schools.

C11 School-based syllabuses

All coursework is submitted via the IBIS eCoursework system. No assessment forms are now required to be submitted with the internal assessment for any of the current SBS subjects.

For submission dates, please refer to the table in [C11.1](#) or to the [Assessment calendar](#).

SESSION	SUBJECT(S)	ACTION	METHOD/Form	LATEST SUBMISSION DATE
May 2019/ November 2019	All subjects	Submit predicted grades and marks for internal assessment	Via IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	All subjects	Upload: <ul style="list-style-type: none"> • sample internal assessment work, including entering appropriate candidate information for the SBS • a breakdown of the marks (by criteria) for the candidates in the upload sample 	Upload	20 April 2019/20 October 2019

C11.2.1 School-based syllabuses in language acquisition (Beginners' Hindi)

The individual oral

Upload:

- the sample recordings of the individual oral work
- copies of the visual stimuli used by the teacher.

Follow the instructions for language ab initio internal assessment (see section [C2b.1.3](#)).

C11 School-based syllabuses

See section [C2b.1.5](#) for information on requirements for the written assignment (externally assessed).

C11.2.2 School-based syllabuses for individuals and societies subjects

The following table summarizes the nature of the work that is required for each individuals and societies SBS subject. The *3/SBSCS* form is no longer required.

C11 School-based syllabuses

SUBJECT AND LEVEL	NATURE OF WORK
Art history: A cross-cultural art historical investigation of up to 2,000 words	Written assignment
Brazilian social studies: A geographical or historical investigation of 1,800–2,200 words	Written assignment
Chile and the Pacific Basin: A historical investigation of a topic of the student's own choice, of up to 2,000 words	Written assignment
Classical Greek and Roman studies: An annotated research dossier on an aspect of classical civilization, of no more than 1,500 words	Written assignment–research dossier
Modern history of Kazakhstan: An investigative project that explores an issue related to the modern history of Kazakhstan (from 1900 until 10 years before the exam), of no more than 2,200 words	Written assignment
Political thought: An investigation linking political theory and a contemporary political issue, of no more than 1,500 words	Written assignment

C11 School-based syllabuses

<p>Turkey in the 20th century: An interdisciplinary investigative project relating to one of the six topics of the course, of no more than 1,500 words</p>	<p>Written assignment</p>
<p>World arts and cultures: An investigation of no more than 2,000 words into different interpretations of an aspect of artistic and cultural heritage, including an element of intercultural comparison</p>	<p>Written assignment</p>

C11.2.3 School-based syllabuses for sciences: Astronomy, food science and technology, and marine science

The internal assessment requirements are the same for astronomy, food science and technology and marine science as they are at SL for biology, chemistry, physics, and sports, exercise and health science (the requirements for these are given in sections [C4.2](#) and [C4.6](#)).

The individual investigation, with generic assessment criteria, will allow a wide range of practical activities that satisfy the varying needs of each of these subjects.

The performance in internal assessment is marked against common assessment criteria, with a total mark out of 24. See the relevant subject guide for further information on the assessment criteria, and for details of the practical requirements of each.

Individual candidate coversheet

The individual candidate coversheet (form [4/ICCS](#)) is no longer required.

C11 School-based syllabuses

Practical scheme of work

The practical scheme of work (PSOW) is the practical course planned by the teacher; it acts as a summary of all the investigative activities carried out by a class. Details are recorded on form [4/PSOW](#). One 4/PSOW form must be produced for each class and level.

The 4/PSOW forms are not submitted for assessment but are retained by the school. These may be requested during the five-yearly school evaluation process.

Assessment

Teachers must assess the investigations to be moderated by the examiner using the criteria in the “Internal assessment” section of the relevant subject guide.

Teachers must read section [B3.2](#) for general information on internal assessment. The samples chosen for moderation must be those identified by IBIS.

Sending sample work for moderation

Teachers are required to upload a sample set of candidates’ work for the purpose of moderation. The examiner will moderate this work to ensure an equivalent standard between schools.

Where a moderation factor is applied, schools will receive feedback on both the suitability of the investigations for assessment against the criteria and how well the school’s marking agreed with the external IB standard.

An individual investigation must be uploaded for each candidate in the sample.

The final mark for internal assessment

The final mark out of 24 must be recorded in the “Internal assessment” option on IBIS.

The 4/PSOW form should be completed and retained by the school.

C11 School-based syllabuses

C11.3 Summary of latest submission dates: May and November 2019 sessions

SESSION	ACTION	BY	SEND TO	DEADLINES
May 2019/ November 2019	Internal assessment marks and predicted grades Submit subject predicted grades and the marks for internal assessment	School	IBIS	20 April 2019/ 20 October 2019
May 2019	Beginners' Hindi Upload written assignments for external assessment—follow the instructions in section B3.9	School	IBIS	15 March 2019
May 2019/ November 2019	Coursework (all SBSs) Upload sample internal assessment work, including appropriate information for the SBS subject group (see section B3.9)	School	IBIS	20 April 2019/ 20 October 2019
May 2019/ November 2019	Written examinations (all SBSs)	School	Scanning centre	Within 24 hours of the examination date

C11 School-based syllabuses

	Send unmarked scripts to scanning centre—follow instructions in annex 1, section 16			
May 2019	<p>Teacher comments on examinations (G2)</p> <p>G2 forms are made available on the programme resource centre after each session for teachers to comment on the examinations</p>	School	Programme resource centre	21 May 2019

Annex 1: Conduct of IB examinations

1.0 Introduction

It is essential that all invigilators of IB examinations receive a copy of this booklet on the conduct of the written examinations. In addition to providing each invigilator with a personal copy, coordinators must also place a copy of this booklet in the examination room.

Throughout this annex, specific terms are used. It is important that these terms are understood and used consistently. The key terms are listed in the table below.

Annex 1: Conduct of IB examinations

TERM	MEANING
Answer booklet	Four-page booklets for candidates to write responses in. A special version is available for languages that are written from right to left, such as Arabic, Hebrew, Urdu and Dhivehi.
Answer coversheet	With the exception of the paper 1 multiple-choice examinations for biology, chemistry, design technology, sports, exercise and health science, and physics, a candidate will have a blue answer coversheet provided by the IB for every examination. The appropriate coversheet must be completed correctly and attached to the front of a candidate's script using a string tag.
Script	A script includes the answer coversheet, the structured examination paper in which the candidate has written their answers, the answer booklet(s) and any graph paper used, as appropriate to the examination. Unstructured examination papers must not be attached to, or enclosed with, candidates' scripts.
Semi-structured examination paper	This is the type of examination paper in which candidates write some of their answers (normally the answers to questions in section A), with the remainder of the answers written in one or more answer booklets (normally the answers to questions in section B).
Structured examination paper	This is the type of examination paper in which candidates write all of their answers (supplemented with an answer booklet when necessary). This is also referred to as a "write-on" examination paper.
Unstructured examination paper	This is the type of examination paper in which candidates do not write any answers. Answers are written in one or more answer booklets. The examination paper must not be sent with the script.

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2.0 Examination materials and stationery

2.1 All examination material must be stored in a secure storage area that complies with current requirements. Access to the secure storage area should be strictly limited and all keyholders accountable to the coordinator/head of school. Storage arrangements must ensure the complete security of examination materials.

Schools should note that a new secure storage policy will become obligatory, and must be complied with, from May 2019. For full details, see [Annex 3: Secure storage of confidential IB material](#).

2.2 Coordinators must print sufficient copies of the following items for use in lessons and examinations. They are available on the programme resource centre. (This table may be updated in November 2019 and coordinators should check to see that they are using the latest version.)

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SUBJECT	LEVEL	PAPER(S)	ITEM
Astronomy	SL	1 and 2	Data booklet (first assessment 2017)
Business management	SL/HL	1	Case study
Business management	SL/HL	1 and 2	Formulae sheet (published February 2014, updated May 2017, copied from the subject guide)
Chemistry	SL/HL	2 and 3	Data booklet (fourth edition, published January 2017)
Computer science	SL/HL	1 and 2	Approved notation for developing pseudocode
Computer science	HL	3	Case study
Further mathematics	HL	1 and 2	Formula booklet (2015, version 2)
Information technology in a global society (ITGS)	HL	3	Case study
Mathematical studies	SL	1 and 2	Formula booklet (2015, version 2)
Mathematics	SL	1 and 2	Formula booklet (2015, version 2)
Mathematics	HL	1, 2 and 3	Formula booklet (2015, version 2)
Physics	SL/HL	1, 2 and 3	Data booklet (November 2016)

Booklets, case studies, formulae sheets, prescribed works, dictionaries and other documents used in examinations must be “clean” copies without annotations or any other marks.

2.3 Ensure that sufficient clean copies of the prescribed work scores for music SL/HL paper 1 are available for the candidates’ examination. It is the responsibility of the coordinator to provide these scores, not the candidates.

2.4 Ensure that candidates know what they should bring to the examinations and any limitations, particularly restrictions on stationery and the types of calculator that can be used. Depending on

Annex 1: Conduct of IB examinations

the subject of the examination, candidates will need a pen with black or dark blue ink, a pencil (and sharpener if required), a ruler, an eraser and basic geometry instruments (for example, a protractor). A bilingual translation dictionary is permitted for all subject groups (except studies in language and literature, language acquisition) including classical languages examinations.

2.5 Candidates must be made fully aware of the regulations involving calculators, and the implications of any infringement of these rules, during the pre-examination period. In particular, their attention must be drawn to the list of prohibited calculators and the requirements involving resetting memory and examination modes. On the day of the examination, the school must be satisfied that the calculators being used are compliant and clearly visible on candidates' desks. It must be clear to candidates before the start of an examination that requires the use of a calculator that the regulations involving calculators must not be infringed. It is recommended that invigilators are familiar with the calculator requirements. See "[Annex 2: Calculators guidance](#)" in [Diploma Programme](#) and [Career-related Programme Assessment procedures](#).

2.6 No candidate is permitted to use a personal computer or laptop in an IB examination unless authorization has been given by the Assessment Division, IB Global Centre, Cardiff, in the case of a candidate requiring inclusive access arrangements.

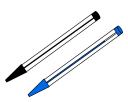






2.7 IB stationery used in examinations, specifically graph paper and answer booklets, must be kept just as secure as the examination papers themselves. IB stationery must not be used for any purpose (including "mock" or "trial" examinations) other than the actual IB examinations in May and November.

2.8 On structured examination papers, candidates must write their answers in the boxes on the paper. If candidates are unable to complete their answer in the box provided, they should continue their answer in a four-page answer booklet and indicate within the box that they have done this.

2.9 Permissions for general stationery items

The table below indicates which items are permitted for use during the examinations and which items are not permitted.

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ITEMS PERMITTED		ITEMS NOT PERMITTED	
	A pen with black or dark blue ink		Correction fluid/pens
	General stationery (ruler, eraser, protractor)		Rough/scratch paper
	Pencil with a soft lead (for dark lines)		A bilingual translation dictionary for studies in language and literature, and language acquisition examinations (please note the exception for classical languages)
	A bilingual translation dictionary for all subject groups (except studies in language and literature, language acquisition) including classical languages examinations		Notes, books, guides or reference material of any kind

2.10 Stationery requirement breakdown by subject level and component

The following tables suggest initial stationery requirements for each examination. However, please note candidates should be provided with as much stationery as they require, regardless of the format of the examination paper.

The tables show subjects listed alphabetically for ease of reference. Each row shows the examination requirements for the subject, level and paper in three columns—these are as follows:

- **Enclosed with examination paper mailing to schools:** This column outlines the type of examination paper enclosed and any additional materials that may be enclosed with each paper (for example, source/text booklets, score booklets, MCQ answer sheets); please note that some additional materials may be included in separate bags to the exam papers (for example, geography resource booklet required for the paper 2 examinations). These materials are mailed to schools in

Annex 1: Conduct of IB examinations

April (for May examinations) and October (for November examinations); this allocation is known as the “examination paper” mailing.

- **Enclosed with examination stationery mailing to schools:** This column outlines the typical allocation of answer booklets/graph paper for each candidate in the given examination. The answer booklets and graph paper are mailed out to schools in February (for May examinations) and August (for November examinations); this allocation is known as the “examination stationery” mailing.
- **Additional requirements (provided by school or candidate as appropriate):** This column outlines any further requirements that need to be provided for the given examination. This may include booklets that need to be printed from IB sources such as IBIS or the programme resource centre (for example, data/resource booklets or case studies) and items that are to be brought into the examinations (for example, calculators).

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SUBJECT	LEVEL	COMPONENT(S)	ENCLOSED WITH EXAMINATION PAPER MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ADDITIONAL REQUIREMENTS (PROVIDED BY SCHOOL/ CANDIDATE AS APPROPRIATE)
				Four-page answer booklets	Graph paper	
Biology	SL/HL	Paper 1	<ul style="list-style-type: none"> • MCQ examination paper • Personalized MCQ answer sheets 			
Biology	SL/HL	Papers 2 and 3	<ul style="list-style-type: none"> • Structured examination paper 			<ul style="list-style-type: none"> • Calculator
Business management	HL	Paper 1	<ul style="list-style-type: none"> • Unstructured examination paper 	3	*	<ul style="list-style-type: none"> • Calculator • Case study • Formulae sheet
Business management	HL	Paper 2	<ul style="list-style-type: none"> • Unstructured examination paper 	3	*	<ul style="list-style-type: none"> • Calculator • Formulae sheet
Business management	SL	Paper 1	<ul style="list-style-type: none"> • Unstructured examination paper 	2	*	<ul style="list-style-type: none"> • Calculator • Case study • Formulae sheet
Business management	SL	Paper 2	<ul style="list-style-type: none"> • Unstructured examination paper 	2	*	<ul style="list-style-type: none"> • Calculator • Formulae sheet
Chemistry	SL/HL	Paper 1	<ul style="list-style-type: none"> • MCQ examination paper • Personalized MCQ answer sheets 			
Chemistry	SL/HL	Papers 2 and 3	<ul style="list-style-type: none"> • Structured examination paper 			<ul style="list-style-type: none"> • Calculator • Data booklet
	SL/HL	Paper 1				

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Classical languages			<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Latin/Classical Greek dictionary†
Classical languages	SL/HL	Paper 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Computer science	SL/HL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		<ul style="list-style-type: none"> Approved notation for developing pseudocode
Computer science	HL	Paper 3	<ul style="list-style-type: none"> Unstructured examination paper 	3		<ul style="list-style-type: none"> Case study
Design technology	SL/HL	Paper 1	<ul style="list-style-type: none"> MCQ examination paper Personalized MCQ answer sheets 			
Design technology	SL/HL	Papers 2 and 3	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator

* Indicates that a small proportion of candidates are likely to require this material.

† Although not a requirement, it is strongly advised that candidates have access to this material.

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SUBJECT	LEVEL	COMPONENT(S)	ENCLOSED WITH EXAMINATION PAPER MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ADDITIONAL REQUIREMENTS (PROVIDED BY SCHOOL/ CANDIDATE AS APPROPRIATE)
				Four-page answer booklets	Graph paper	
Economics	SL/HL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Economics	HL	Paper 3	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator
Environmental systems and societies	SL	Paper 1	<ul style="list-style-type: none"> Structured examination paper Resource booklet 			<ul style="list-style-type: none"> Calculator
Environmental systems and societies	SL	Paper 2	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator
Further mathematics	HL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2	1	<ul style="list-style-type: none"> Mathematics HL and further mathematics HL formula booklet Graphic display calculator
Geography	SL/HL	Paper 1	<ul style="list-style-type: none"> Unstructured examination paper Resource booklet 	2		
Geography	SL/HL	Paper 2	<ul style="list-style-type: none"> Structured examination paper Resource booklet 			
Geography	HL	Paper 3		2		

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			<ul style="list-style-type: none"> • Unstructured examination paper 			
Global politics	SL/HL	Paper 1	<ul style="list-style-type: none"> • Unstructured examination paper 	2		
Global politics	HL	Paper 2	<ul style="list-style-type: none"> • Unstructured examination paper 	3		
Global politics	SL	Paper 2	<ul style="list-style-type: none"> • Unstructured examination paper 	2		
History	SL/HL	Paper 1	<ul style="list-style-type: none"> • Unstructured examination paper • Source booklet 	3		
History	SL/HL	Paper 2	<ul style="list-style-type: none"> • Unstructured examination paper 	3		
History	HL	Paper 3	<ul style="list-style-type: none"> • Unstructured examination paper 	3		
ITGS	SL/HL	Paper 1	<ul style="list-style-type: none"> • Unstructured examination paper 	3		
ITGS	SL/HL	Paper 2	<ul style="list-style-type: none"> • Structured examination paper • Article 			
ITGS	HL	Paper 3	<ul style="list-style-type: none"> • Structured examination paper 			<ul style="list-style-type: none"> • Case study

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SUBJECT	LEVEL	COMPONENT(S)	ENCLOSED WITH EXAMINATION PAPER MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ADDITIONAL REQUIREMENTS (PROVIDED BY SCHOOL / CANDIDATE AS APPROPRIATE)
				Four-page answer booklets	Graph paper	
Language A § ‡	HL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Language A § ‡	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Language ab initio	SL	Paper 1	<ul style="list-style-type: none"> Structured examination paper Text booklet 			
Language ab initio	SL	Paper 2	<ul style="list-style-type: none"> Structured examination paper 			
Language B	SL/HL	Paper 1	<ul style="list-style-type: none"> Structured examination paper Text booklet 			
Language B ‡	SL/HL	Paper 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Literature and performance	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Mathematical studies	SL	Paper 1	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Mathematical studies SL formula booklet Graphic display calculator
Mathematical studies	SL	Paper 2		2	1	<ul style="list-style-type: none"> Mathematical studies SL

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			<ul style="list-style-type: none"> Unstructured examination paper 			formula booklet <ul style="list-style-type: none"> Graphic display calculator
Mathematics	HL	Paper 1	<ul style="list-style-type: none"> Semi-structured examination paper 	2		<ul style="list-style-type: none"> Mathematics HL and further mathematics HL formula booklet
Mathematics	HL	Paper 2	<ul style="list-style-type: none"> Semi-structured examination paper 	2		<ul style="list-style-type: none"> Mathematics HL and further mathematics HL formula booklet Graphic display calculator
Mathematics	HL	Paper 3	<ul style="list-style-type: none"> Unstructured examination paper 	2		<ul style="list-style-type: none"> Mathematics HL and further mathematics HL formula booklet Graphic display calculator
Mathematics	SL	Paper 1	<ul style="list-style-type: none"> Semi-structured examination paper 	2		<ul style="list-style-type: none"> Mathematics SL formula booklet
Mathematics	SL	Paper 2	<ul style="list-style-type: none"> Semi-structured examination paper 	2		<ul style="list-style-type: none"> Mathematics SL formula booklet Graphic display calculator

§ Language A refers to both “literature” and “language and literature” subjects.

‡ Please note that squared paper is provided for candidates completing examinations in Chinese and Japanese languages.

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SUBJECT	LEVEL	COMPONENT(S)	ENCLOSED WITH EXAMINATION PAPER MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ADDITIONAL REQUIREMENTS (PROVIDED BY SCHOOL/ CANDIDATE AS APPROPRIATE)
				Four-page answer booklets	Graph paper	
Music	SL/HL	Paper 1	<ul style="list-style-type: none"> Unstructured examination paper Score booklet Examination CD Log-in codes for music audio package 	3		<ul style="list-style-type: none"> Manuscript paper Clean score of prescribed work CD-playing device (for example, personal CD player) or music audio package Headphones
Nature of science	SL	Paper 1	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator
Nature of science	SL	Paper 2	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator
Philosophy	HL	Papers 1, 2 and 3	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Philosophy	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Physics	SL/HL	Paper 1	<ul style="list-style-type: none"> MCQ examination paper Personalized MCQ answer sheets 			<ul style="list-style-type: none"> Data booklet
Physics	SL/HL	Papers 2 and 3	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator Data booklet

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Psychology	HL	Papers 1, 2 and 3	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Psychology	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Social and cultural anthropology	HL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	3		
Social and cultural anthropology	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Sports, exercise and health science	SL/HL	Paper 1	<ul style="list-style-type: none"> MCQ examination paper Personalized MCQ answer sheets 			
Sports, exercise and health science	SL/HL	Papers 2 and 3	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator
World religions	SL	Paper 1	<ul style="list-style-type: none"> Structured examination paper 			
World religions	SL	Paper 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		

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SUBJECT	LEVEL	COMPONENT(S)	ENCLOSED WITH EXAMINATION PAPER MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ENCLOSED WITH EXAMINATION STATIONERY MAILING TO SCHOOL	ADDITIONAL REQUIREMENTS (PROVIDED BY SCHOOL/ CANDIDATE AS APPROPRIATE)
				Four-page answer booklet	Graph paper	
School-based syllabus (SBS) subjects						
Art history	SL	Paper 1	<ul style="list-style-type: none"> Unstructured examination paper Resource booklet 	2		
Art history	SL	Paper 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Astronomy	SL	Papers 1 and 2	<ul style="list-style-type: none"> Structured examination paper 			<ul style="list-style-type: none"> Calculator Data booklet
Brazilian social studies	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Chile and the Pacific Basin	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Classical Greek and Roman studies	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Food Science and Technology	SL	Papers 1 and 2	<ul style="list-style-type: none"> Structured examination paper 			
Marine science	SL	Papers 1 and 2	<ul style="list-style-type: none"> Structured examination paper 		*	<ul style="list-style-type: none"> Calculator

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Modern History of Kazakhstan	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Political thought	SL	Papers 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
Turkey in the 20th century	SL	Paper 1	<ul style="list-style-type: none"> Unstructured examination paper Source booklet 	2		
Turkey in the 20th century	SL	Paper 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		
World art and cultures	SL	Paper 1 and 2	<ul style="list-style-type: none"> Unstructured examination paper 	2		

*Indicates that a small proportion of candidates are likely to require this material.

3.0 The examination schedule

3.1 The Diploma Programme (DP) [schedule of examinations](#) must be strictly observed. Each examination must be taken during the morning or afternoon as scheduled by the IB, unless the Assessment Division, IB Global Centre, Cardiff, authorizes a rescheduling. Coordinators may vary the starting times of the morning and afternoon sessions at their discretion. However, morning examinations must start after 7.00am and finish before 1.00pm local time, and afternoon examinations must start after 12.00pm (noon) and finish by 6.00pm local time.

3.2 The IB designates the date on which the written examinations must be taken for school-based syllabus (SBS) subjects. However, an exception is made where only one school is offering an SBS. In these circumstances, the examination(s) must be scheduled during the period 15 April to the last date in the May examination schedule/15 October to the last date in the November examination schedule.

3.3 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.

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3.4 In circumstances of an extreme nature that threaten the safety of candidates and/or teachers (for example, civil unrest, natural disaster) where rescheduling is necessary, the coordinator should contact IB Answers for advice. If, for any reason, IB Answers cannot be contacted, the examination must be rescheduled to the next earliest possible date. Immediately after the examination, a full report must be sent to the Assessment Division, IB Global Centre, Cardiff, using the email link “Adverse circumstances” under “Contact us” on IBIS. The final award committee will determine whether grades will be issued to the candidates in the subject(s) and level(s) concerned.

4.0 Candidates authorized to take the examinations

4.1 At the discretion of the school, candidates should be in good standing at the time of the examinations. Candidates who are registered for an examination session, but who are subsequently excluded from school, normally forfeit their right to be examined by the IB in the school at which they have registered.

4.2 Each candidate must take their examinations at the school where they are registered unless the IB has authorized an alternative venue. Also, each candidate must have attended an IB World School that offers the DP and have followed courses in subjects of the DP.

5.0 Preparation for invigilation

5.1 The term “invigilator” is used to indicate a person responsible for supervising an examination. In this context, the term “invigilator” means the same as proctor or supervisor.

5.2 There must be sufficient invigilators to ensure the adequate supervision of all examinations. The IB requires a ratio of 1 invigilator for every 20 candidates, with a minimum of 2 invigilators per examination room. The only exception to the minimum is where schools have a small number of candidates in separate examination rooms; in these instances schools may use a “floating” invigilator in order to meet the minimum invigilator requirement (that is, one person can act as the second invigilator for up to three examination rooms). “Floating” invigilators must be easily contactable by each in situ invigilator. Schools are permitted to run more than one examination in an examination room.

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5.3 An invigilator will normally be a member of the school's teaching faculty (staff) for the DP. However, it is acceptable to recruit responsible adults who are not teachers, provided that they are appropriately trained in the process. The school has responsibility for the training and conduct of all invigilators.

5.4 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 5 minutes' reading time before the start of each examination (except in multiple-choice examination papers).

5.5 Teachers of the subject of the examination must not invigilate. An exception is made for a coordinator who is also a subject teacher. However, in this case, a second teacher must also act as an invigilator. The purpose of this restriction is to help ensure that no questions arise regarding the integrity of the examination.

5.6 Coordinators should ensure that invigilators do not supervise examinations for long periods without being replaced or given a break.

5.7 At least two weeks before the start of the written examinations, coordinators should make available a copy of the examination schedule and the invigilation schedule to each invigilator. It is the responsibility of the coordinator to ensure that all invigilators understand their responsibilities and know how IB examinations are conducted and supervised.

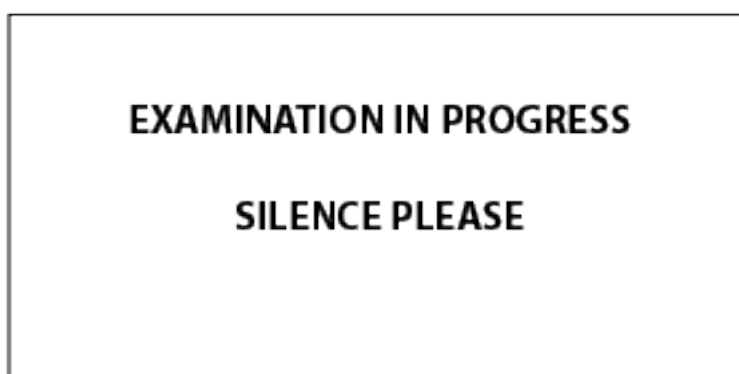
5.8 All invigilators who are present for an examination that permits a candidate to use a calculator must be familiar with the [guidance on calculators](#). Furthermore, such invigilators must understand how to check that candidates are not infringing the rules governing the use of calculators.

6.0 Preparation of the examination room

6.1 Make sure that invigilators can contact someone outside the examination room in an emergency (A mobile phone/cellphone may be used for this purpose, but otherwise it should be kept switched off during the examination.) Candidates may need to leave the room temporarily, so both male and female invigilators must be available.

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6.2 For all examinations, place a large clock in the room where all candidates can see it, and a board or flip chart showing the start and finish times. Display in or outside the examination room a copy of the poster *Conduct of the examinations: Notice to candidates* and the poster *Conduct of the examinations: Items not permitted*. Display outside the examination room a notice that reads:



Copies of these instructions must be available to the invigilators in the examination room.

6.3 Remove any information (such as posters, periodic tables, pictures, teaching aids and maps) that may be helpful to candidates during any examination from the walls, noticeboards and bookcases in the examination room. Particular care must be taken if an examination is being held in a library or similarly resourced room.

7.0 Conduct of the examinations

7.1 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 examinations. No person is permitted to take any confidential examination material, such as a copy of an examination paper, from the room.

7.2 IB examinations must be conducted according to the instructions given here. If candidates are present in the room for examinations other than IB examinations, all instructions concerning the conduct of IB examinations must still be observed without interference of any kind.

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7.3 The document *Conduct of the examinations: Notice to candidates* must be read by all candidates and, if necessary, explained to them. Each candidate must be provided with his or her own copy, which can be downloaded from IBIS.

7.4 At least one week before the start of the written examinations, copies of the posters *Conduct of the examinations: Notice to candidates* and *Conduct of the examinations: Items not permitted* must be displayed at a suitable location within the school. Preferably, this should be outside or close to the room where the examinations will be held, but this is at the discretion of the coordinator. These posters are sent to schools with the consignment of examination stationery.

8.0 Seating arrangements for candidates

8.1 It is not a requirement of the IB to place a card with the candidate's session number on each desk or table. However, candidates must know their session number.

8.2 A record of where each candidate sat in the examination room must be kept for each examination. The seating plan must indicate the direction in which the candidates were facing during the examination. In cases of alleged academic misconduct, the Assessment Division, IB Global Centre, Cardiff, will request a copy of the seating plan.

Retain the seating plans until after the issue of results. Do not send your seating plans to the Assessment Division, IB Global Centre, Cardiff (or the scanning centre), unless you are requested to do so.

8.3 Candidates themselves (rather than their desks) must be seated a minimum of 1.5 metres apart and must not be able to overlook the work of other candidates (for example, when seated in an auditorium) or to exchange information. If possible, arrange the seating so that candidates have individual desks or tables. Each candidate must 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; all candidates must be facing in the same direction.

8.4 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.

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9.0 Before candidates arrive for an examination

9.1 The coordinator should normally start and end each examination, although they do not need to be present for the full duration of every examination. If another person is starting an examination, the coordinator must provide that person with the materials required.

9.2 The coordinator must arrive at the examination room well before the scheduled start time to ensure that the room is correctly arranged.

9.3 The coordinator must ensure that candidates will not be distracted during the examination (for example, by noise outside the examination room, or by teachers or other persons seeking access to the room). Disruptive events, such as fire drills or building maintenance, must be scheduled for another time.

9.4 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.

10.0 When the candidates arrive

10.1 Before the candidates enter the examination room, they should be informed that only authorized materials required for the examination may be taken to their desk. All personal belongings, including any communications devices, must be left outside or placed at the back of the room. If belongings are placed at the back of the examination room, ensure that any mobile phones/cellphone are switched off. Candidates should also be informed that, once they have entered the examination room, they are subject to the IB's regulations governing the conduct of examinations.

10.2 Admit candidates to the examination room at least 10 minutes before the examination is due to begin. They must enter the room in a quiet and orderly manner.

10.3 Once the candidates have entered the examination room, the examination is in progress until all scripts and any other examination materials have been collected.

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10.4 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.

10.5 Check the identity of each candidate against the answer coversheets/multiple-choice answer 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.

10.6 Candidates who have not been registered for the subject or level of an examination must not be allowed to take the examination unless authorization has been received from the Assessment Division, IB Global Centre, Cardiff. If authorization has been received, use one of the generic coversheets available on IBIS. Details on the front of the generic coversheet must be completed.

10.7 It is preferable that candidates do not take to their desk or 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.

10.8 Candidates may take to their desk or table only the following items.

- General stationery (for example, pens, pencils, an eraser, geometry instruments and a ruler)
- A bilingual translation dictionary is permitted for all subject groups (except studies in language and literature, language acquisition) including classical languages examinations. The dictionary must not contain notes of any kind and is only permitted if the response language of the examination is not the best language of the candidate; an electronic dictionary is not permitted)
- Other materials specified by the IB as required for a particular examination (for example, an approved electronic calculator)

10.9 The use of pencil is permitted for drawing graphs or diagrams. If possible, candidates should be encouraged to use a pencil with a soft lead that produces dark lines, rather than a pencil that tends to result in thin grey lines. This will aid the electronic scanning of candidates' scripts. Coloured pencils are only permitted for examinations in geography.

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10.10 Candidates are not permitted to use correcting fluid/pens. A candidate must neatly cross out any mistakes (except when there is a mistake in a question number box—in this instance, the relevant box must be completely filled in and the next one used). Gel pens/highlighting pens can only be used to highlight questions or other information on an examination paper; they must not be used in conjunction with a candidate's answer to any question. (This is because candidate's scripts are scanned and the images made available to examiners electronically—gel pens/highlighting pens are not amenable to this process.)

10.11 Candidates must write their answers in either dark blue or black ink (except for multiple-choice examination papers, when pencil is used), and use soft pencil for graphs and diagrams. The use of colour is only permitted in geography examinations. Gel pens must not be used as they cause difficulties during the scanning process.

10.12 Candidates must not share stationery, dictionaries, calculators or other material during an examination.

10.13 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.

10.14 Personal belongings not required for the examination must be removed from candidates. However, articles that a candidate may consider a "lucky charm" or similar may be placed on a candidate's desk or table at the discretion of the coordinator. The article must be thoroughly inspected to ensure that it does not provide unauthorized material.

10.15 The coordinator or invigilator must be particularly vigilant for any unauthorized electronic devices. Candidates are not permitted to bring such devices (for example, a mobile phone/cellphone a personal stereo/radio, a computer/tablet, an electronic or smart watch or calculator that allows communication) to their desk/table and must be instructed to switch off a watch alarm if it is set to go off during the examination. A personal clock, other than a wristwatch, is not permitted. Candidates are not permitted to use a mobile phone/cellphone as a calculator regardless of the applications on the device.

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10.16 Drinking water is permitted at the discretion of the coordinator. Food, refreshments and drinks other than water are only permitted for those candidates with a medical condition, such as diabetes.

10.17 If authorized by 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 the examination in a separate room. This can be arranged at the discretion of the coordinator.

11.0 Starting the examination

11.1 Inform the candidates that they must remain silent until they have left the examination room.

11.2 Ensure that all candidates have the correct coversheet and sufficient stationery, such as answer booklets (if required), pencils and graph paper. Candidates must not be given rough/scratch paper on which to write a draft, any working out or plan for an answer. For unstructured examination papers, such work must be written in the answer booklet(s). For structured/semi-structured examination papers, the working out or plan can be written on the examination paper, supplemented with an answer booklet if necessary. If a candidate does not want this draft work to be marked, a line must be drawn through that work. In both scenarios, the candidate's draft work, and so on, must be submitted and not retained either by the school or by the candidate.

11.3 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 or 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.

11.4 If the wrong packet of examination papers is opened by mistake, seal the packet and report the incident to the head of school and IB Answers 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 IB Answers and inform the head of school.

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11.5 Section 15.0 “Invigilators' instructions to candidates” provides the actual instructions that must be given verbally to candidates at the start of the examination. (The coordinator or invigilator for each examination must already be familiar with the text.)

11.6 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.

11.7 Write the start and finish times of each examination paper on a board or flip chart in view of all candidates.

11.8 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 authorization from the Assessment Division, IB Global Centre, Cardiff.

11.9 Allow the candidates 5 minutes of reading time at the start of each examination (except for multiple-choice examination papers). These 5 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, write notes, refer to dictionaries, highlight questions or write draft answers to questions. For a music examination, these 5 minutes can include listening to the music tracks for section B of the examination paper.

11.10 On structured and semi-structured examination papers where candidates write their answers in designated boxes, if a candidate is unable to complete their answer in the box provided, they must continue their answer in an answer booklet. The candidate must indicate they have done this by writing a note in the answer box. The number of the question that is being answered must be shown in the answer booklet.

12.0 During the examination

12.1 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’

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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.

12.2 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 academic misconduct. Invigilators must not remain in one place for a long period, but when moving about the examination room they must avoid distracting the candidates.

12.3 One invigilator should be seated at the back of the room so that candidates cannot see which part of the room the invigilator is observing.

12.4 During the examination, the invigilator must keep an accurate record of any events. The following are examples of the type of events that must be recorded.

- If a candidate is allowed a temporary absence (for example, to go to the bathroom or because of illness), the session number or name of that candidate must be recorded, as well as the time when he or she left and returned to the room.
- If a candidate feels ill, but continues with the examination, record the name of the candidate and the time when the illness appeared to begin.
- If a candidate is thought to have engaged in misconduct, record the name of the candidate and the nature of the incident.

12.5 Do not leave candidates unsupervised at any time. If an invigilator must leave the examination room, another invigilator must remain to supervise the candidates.

12.6 Other than candidates for the examination, only the head of school, coordinator, invigilators and authorized IB inspectors are allowed into the examination room. No other person should be given access, except in an emergency or with authorization from the Assessment Division, IB Global Centre, Cardiff.

13.0 Attendance

13.1 Coversheets: The absence of any candidate must be indicated on their answer coversheet one hour after the start of the examination. On the coversheet there is a box next to the heading “Invigilator only: Candidate absent” for this purpose. If a candidate is absent, put a cross in this

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box. (There is no requirement to indicate the same information on IBIS about candidates who were absent from a written examination.) If a candidate who would have received a generic coversheet is absent, complete the coversheet on his or her behalf and put a cross in the box. If there are adverse circumstances to justify the absence of the candidate, submit a completed form *Candidate(s) affected by adverse circumstances* to the Assessment Division, IB Global Centre, Cardiff, as soon as practicable.

13.2 Temporary absence: If a candidate has to go to the bathroom, or feels ill, or has an emergency situation, they 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.

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.

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.

13.3 Early departure from the examination: Candidates must not be allowed to leave the examination room during the first hour or during the last 15 minutes of an examination (subject to section 13.4). Consequently, candidates must not be allowed to leave the examination room if the duration of the examination is 1 hour and 15 minutes or less. This ruling is intended to prevent any disruption during the close of an examination, so that candidates are not moving around the room while scripts, examination papers and other material are being collected and accounted for.

13.4 On the occasions when two or more examinations are scheduled for the same time of day, but end at different times, the coordinator may decide whether candidates are permitted to leave the examination room before the last 15 minutes of an examination. If candidates are permitted to leave, they must do so without disturbing those candidates who are continuing their examination.

If a candidate leaves the examination before the scheduled finishing time, they must not be allowed to return.

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14.0 Ending the examination

14.1 It is the responsibility of the candidate to ensure that the coversheet for the examination is correctly completed before leaving the examination room. Candidates must attach material using a string tag in the correct sequence, with the answer coversheet at the front, followed by the structured examination paper if one has been used for the examination (they must not attach an unstructured examination paper), then their answer booklet(s) and finally any graph paper that has been used.

14.2 Candidates must place their examination material on their table or desk so that it can be easily collected from them. Before the candidates leave their desk or table, collect all examination papers, coversheets with answer booklets and graph paper attached, multiple-choice answer sheets and all unused material.

14.3 If a candidate attempts an examination paper, their script—no matter how limited in content—must be sent for marking. If no script is received for a candidate, the candidate will not be eligible for a grade in the subject concerned.

14.4 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, data booklets, answer booklets or graph paper out of the room.

15.0 Late arrivals

15.1 Late arrivals—less than 60 minutes

During the first 60 minutes of an examination, the coordinator/invigator may allow late arrivals into the examination room to take the examination, regardless of the reason why a candidate is late. Direct such candidates to their seats with the minimum of disturbance to other candidates. The candidate may be allowed the full time for their examination if there are adequate arrangements for supervision. Whether a late arrival is allowed into an examination is entirely at the discretion of the coordinator.

The Conduct of the examinations: Notice to candidates poster advises candidates that they must arrive on time for their examinations. This is not a contradiction of the paragraph above. The statement on the poster is to prevent candidates from assuming they are able to arrive for an examination

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whenever they wish during the first 60 minutes. Clearly this would be very disruptive for coordinators and invigilators.

15.2 Late arrivals—after 60 minutes—no acceptable reason

If there is no acceptable reason for lateness, the candidate must not be allowed into the examination, neither can the examination be rescheduled for a later time.

Learn more

Unacceptable reasons for lateness are circumstances reasonably within the control of the candidate, such as misreading/misunderstanding the examination timetable or oversleeping.

The candidate must be shown as "absent" from the examination on the answer coversheet. The candidate will not be eligible for the award of a grade in the subject concerned.

15.3 Late arrivals—after 60 minutes—acceptable reason

If there is an acceptable reason for lateness, at the discretion of the coordinator the candidate may be allowed into the examination and given the full time for the examination. Direct such candidates to their seats with the minimum of disturbance to other candidates.

Learn more

Acceptable reasons normally arise from circumstances beyond the control of the candidate (for example, civil unrest, road accident).

The IB reserves the right ultimately to determine what constitutes an acceptable reason and may overrule the decision of the coordinator.

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

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the security of the examination. Whether to allow the examination in these circumstances is left to the discretion of the coordinator. However, no assumption should be made either by the coordinator or candidate that a grade will necessarily be issued.

The session number and name of the candidate, time of arrival, and the exceptional circumstances causing the late arrival must be reported to the Assessment Division, IB Global Centre, Cardiff, using the email link “Adverse circumstances” under “Contact us” on IBIS immediately after the examination. If there has been a possible breach in the security of the examination, this must also be reported. A decision on whether or not to award a grade in such circumstances will be taken by the final award committee.

16.0 Invigilators' instructions to candidates

This section contains the verbal instructions that must be given to candidates during the course of each examination, according to the type of examination paper being taken.

16.1 Unstructured examination papers that require candidates to write their responses in one or more answer booklets

Starting the examination

Make these announcements immediately before the examination begins.

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notices 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. The possession of unauthorized material is a breach of regulations.

Are the subject, level and language of your examination paper correct?

Do you have everything you need for the examination?

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Check the details on your coversheet. Please tell me if any of the details are not correct for this examination.”

[Allow time for the candidates to do this.]

“Use blue or black ink for all written text. Pencil may be used only for graphs, diagrams or charts. Coloured pencils are not permitted (except in geography examinations).

The number of pages in the examination paper is on the front page. Turn the pages to check none are missing.”

[Allow time for the candidates to do this.]

“Does anyone have an examination paper that is incomplete?”

Read all the instructions very carefully. Do not answer more questions than required.

Write as clearly as possible using both sides of each page in your answer booklet. If you require another booklet, please ask for one.

Write your session number and name on the front page of your answer booklet in the boxes provided. Do this carefully please.

If you use graph paper for all or part of a question, please write ‘see graph paper’ alongside the question number in the answer booklet.

Write the number of each question you answer in the appropriate boxes provided. If you enter an incorrect question number in a box, fill in the box completely and write the correct question number in the next available box.

After I finish this instruction, you will have 5 minutes to read the questions carefully. During this reading time you are not allowed to write, (refer to a dictionary), highlight questions (or use a calculator).

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You may now open your examination paper. Your reading time starts now.”

[Allow 5 minutes’ reading time.]

“Your reading time is over. You have [state time allowed] for this examination paper. You may start to write. The time now is [give the precise start time].”

During the examination

Make these announcements at the appropriate times.

“The time remaining is 30 minutes.

The time remaining is 5 minutes. Please ensure you draw a line through any work that you do not wish to be marked; if this applies to a whole question, remember to fill in the relevant question number box as well.”

Ending the examination

Make these announcements at the end of the examination.

“The examination has ended. Please stop writing immediately. Do not make any additions or amendments to your answers.

Check that you have written the question number for each of your answers in the appropriate box(es) in the answer booklet(s) (and graph paper) used. Make sure that both your session number and name are written on the front page of each answer booklet (and graph paper) used.

Complete all details on your coversheet, if you have not already done so.

Make sure that your coversheet is fastened to your answer booklet(s) (and graph paper) using a string tag.

Place the examination paper and script separately on your desk/table ready for collection.”

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16.2 Structured and semi-structured examination papers in which candidates write all or some of their answers (supplemented with answer booklets and/or graph paper)

Starting the examination

Make these announcements immediately before the examination begins.

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notices 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. The possession of unauthorized material is a breach of regulations.

Are the subject, level and language of your examination paper correct?

Do you have everything you need for the examination?

Check the details on your coversheet. Please tell me if any of the details are not correct for this examination.”

[Allow time for the candidates to do this.]

“Use blue or black ink for all written text. Pencil may be used only for graphs, diagrams or charts. Coloured pencils are not permitted (except in geography examinations).

The number of pages in the examination paper is on the front page. Turn the pages to check none are missing.”

[Allow time for the candidates to do this.]

“Does anyone have an examination paper that is incomplete?

Read all the instructions very carefully. Do not answer more questions than required.”

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[For structured examination papers, make the following announcement.]

“Write your answers in the appropriate spaces on the examination paper. Answer booklets are available if you require more space than is available in the examination paper. If you use an answer booklet, remember to write your session number and name on the front page and the question number at the start of each answer. If you enter an incorrect question number in a box, fill in the box completely and write the correct question number in the next available box.”

[For semi-structured examination papers, make the following announcement.]

“For section A, write your answers in the appropriate spaces on the examination paper. For section B, answer booklets are provided. When you use an answer booklet, remember to write your name and session number on the front page and the question number at the start of each answer. If you enter an incorrect question number in a box, fill in the box completely and write the correct question number in the next available box.

Where an answer is required in a designated box, you must write your answer in the box provided. If you are unable to complete your answer in the box, continue your answer in an answer booklet and write in the box that you have done so.

After I finish this instruction, you will have 5 minutes to read the questions carefully. During this reading time you are not allowed to write, (refer to a dictionary), highlight questions (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.

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The time remaining is 5 minutes. Please ensure you draw a line through any work that you do not wish to be marked.”

Ending the examination

Make these announcements at the end of the examination.

“The examination has ended. Please stop writing immediately. Do not make any additions or amendments to your answers.

Check that you have written the question number for each of your answers in the appropriate box(es) in any answer booklet(s) (and graph paper) used.

Make sure that both your session number and name are written on the front page of any answer booklet(s) (and graph paper) used.

Complete all details on your coversheet, if you have not already done so.

Make sure that your coversheet is attached to the examination paper using a string tag. Attach any answer booklets (and graph paper) at the back.

Place your script on your desk or table with the coversheet uppermost, ready for collection.”

16.3 Multiple-choice examination papers

Starting the examination

Make these announcements immediately before the examination begins.

“Do not open the examination paper until I instruct you to do so.

Do you have any questions about the notices to candidates displayed in the school?

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Does anyone have any unauthorized material in his or her possession? This is your last opportunity to say so. The possession of unauthorized material is a breach of regulations.

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 answer sheet. Please tell me if any of the details are not correct for this examination.”

[Allow time for the candidates to do this.]

“Use a soft pencil that produces dark lines.

Read the instructions on the answer sheet.”

[Allow time for the candidates to do this and give guidance, as appropriate.]

“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 are missing.”

[Allow time for the candidates to do this.]

“Does anyone have an examination paper that is incomplete?

Read all the 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 now is *[give the precise start time]*.”

During the examination

Make these announcements at appropriate times.

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“The time remaining is 30 minutes.

The time remaining is 5 minutes.”

Ending the examination

Make these announcements at the end of the examination.

“The examination has ended. Please stop writing immediately. Do not make any additions or amendments to your answers.

Place your answer sheet and examination paper on your table or desk with the front page(s) uppermost, ready for collection.”

17.0 After candidates have left the examination room

The invigilators continue to be responsible for secure delivery of the examination until the scripts are sealed in the envelope. We recommend that the following actions take place in the examination room, but they may also be completed in a separate secure room under the supervision of at least one invigilator and the coordinator. This secure room must not be used for any other purpose during the sorting of examination papers and anyone, including teachers, not involved in the examination process must not be present. The IB is not responsible for any material lost because of errors in this process:

17.1 Multiple-choice answer sheets: 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.

In a secure location, ideally the examination room:

- for any absent candidate answer sheets, ensure that the “candidate absent” box is checked
- place the candidates’ answer sheets in the addressed yellow plastic envelope provided (use separate envelopes for each subject, level and paper)
- protect the answer sheets with stiff card to guard against damage in the post

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- seal the envelope.

17.2 All other scripts: Arrange the candidates' scripts (each with the answer coversheet attached to the front) in numerical candidate order according to the session numbers. Do not photocopy them. Check that there is an answer coversheet and script for each candidate who was present for the examination and include any coversheets for candidates who were absent, ensuring that a cross has been written in the absence box.

In a secure location, ideally the examination room:

- for any absent candidate coversheets, ensure that the "candidate absent" box is checked
- place the candidates' answer coversheets/scripts in the blue unaddressed plastic envelope provided (use separate envelopes for each subject, level and paper, and where possible include at least 20 scripts in each envelope)
- ensure that the QR code on the top answer coversheet shows through the window in the blue script envelope
- do not enclose a copy of the blank examination question paper
- write the number of scripts contained within the envelope in the box provided
- seal the envelope.

17.3 Where individual candidates are taking their examination outside of the main examination room (due to access arrangements etc.) we recommend that all material is placed in a separate envelope in the presence of the candidate. This must then be taken directly to the main examination hall.

If the candidate is not taking their examination nearby we require that their work is sealed in an envelope before it is transferred to the main examination room. The invigilator is responsible for ensuring this is done securely.

17.4 Examination question papers and stationery: Lock up the examination papers and remaining stationery on secure storage (except those papers on which candidates have written their answers, which will be sent for marking). Also ensure that candidates do not have access to examination stationery, such as answer booklets and graph paper, until the next examination. Similarly, examination stationery, such as answer paper or graph paper, must not be used by teachers, the coordinator or any other person for any purpose. For reasons of security, examination stationery must only be used by candidates in IB examinations.

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No earlier than 24 hours after an examination, the paper for that examination must be made available to the appropriate subject teacher(s). This is necessary so that the teacher(s) concerned can review the paper and submit their feedback to the Assessment Division, IB Global Centre, Cardiff, using the appropriate [form](#).

17.5 Mailing candidates' examination scripts/MCQ answer sheets:

- Ensure that each envelope is sent to the appropriate address within 24 hours of the examination. If coordinators are unable to arrange the dispatch due to public holidays, or other logistical problems, the examination scripts and/or MCQ answer sheets must be locked away in the school's secure storage facility, and sent at the earliest possible opportunity.
- Use a means of delivery that is fast, secure and traceable. The scripts should arrive at the appropriate address specified no later than seven days after the examination.
- Do not use a postal service that is the equivalent of "cash on delivery". The scanning centre will not pay the postage for your assessment material and it will be returned to your school.
- If you are sending the package to another country and there is a requirement to declare the value of the package for customs, indicate a nominal value (for example, the equivalent of US\$1) so that the recipient does not have to pay customs duty.
- If two or more components within a subject/level (for example, paper 1 and paper 2) are being sent to the same location, they should be sent in separate courier despatches in case one of the packages is mislaid.
- Keep proof of postage and a record of which candidates' work was included in each package.
- Ensure that the QR code/barcode in the top right-hand corner of the top answer coversheet/MCQ answer sheet shows through the window in the blue/yellow envelope. This will enable the quick identification of the contents of the envelope.

Information concerning unusual circumstances affecting a candidate, or group of candidates, must be reported directly using the form [Candidate\(s\) affected by adverse circumstances \(D2\)](#).

17.6 Proof of postage: It is important to retain proof of postage, including the date when each package was sent to the scanning centre. If the package is mislaid in the post, the Assessment Division, IB Global Centre, Cardiff, will request proof of postage and a list of those candidates for whom work was or was not included. Unless this information can be produced, candidates may not be eligible for grades in the subject/level concerned.

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18.0 Publications

This list shows publications that are required or recommended for the administration of the examinations.

PUBLICATION NAME	LOCATION
<i>Conduct of the examinations: Notice to candidates (poster)</i>	Examination stationery mailing
<i>Conduct of the examinations: Items not permitted (poster)</i>	Examination stationery mailing
<i>Access and inclusion policy</i>	Programme resource centre
<i>General regulations: Diploma Programme</i>	Programme resource centre
Use of calculators in examinations 2019	Programme resource centre

19.0 Contacts

REQUIREMENT	CONTACT	METHOD
Adverse circumstances	Adverse circumstances	Send the form Candidate(s) affected by adverse circumstances via the appropriate “Contact us” link on IBIS
Misconduct	Academic honesty	Via “Contact us” link on IBIS
General inquiries	IB Answers	support@ibo.org
Emergency contact	IB Answers	UK: +44 29 2054 7740 Switzerland: +41 22 309 2515 Singapore: +65 6579 5055 US: +1 301 202 3025 The Netherlands: +31 70 352 6055

Annex 2: Calculators guidance

1.0 Introduction

This annex contains an overview of the use of calculators in IB examinations.

A graphic display calculator (GDC) is a calculator that is capable of displaying tabular, matrix, list, geometrical and graphical representations, in addition to having 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. Not all GDCs are suitable for use in examinations that require GDCs. The document *Use of calculators in examinations* is updated annually in February for the May and November sessions and may be found on the programme resource centre, on the home pages of subjects that require calculators. This document contains a list of recommended and prohibited GDCs, along with required examination settings and approved apps. It is essential that invigilators have a copy of this document.

It is strongly recommended that candidates have access throughout the subject course(s) to a single GDC from the list of recommended models.

2.0 Groups and subjects

Calculators of the types indicated as suitable are allowed only in the subjects listed in the table below.

SUBJECTS	CALCULATORS
Business management Environmental systems and societies	A four-function calculator, scientific calculator or GDC is required for all examinations.
Economics HL paper 3	While all questions requiring a calculator can be answered fully using a four-function (plus, minus, multiply, divide) calculator, GDCs are allowed during the examination. The graphing functions on these calculators may assist students and it is therefore recommended that all students are familiar with the use of GDCs.

Annex 2: Calculators guidance

SUBJECTS	CALCULATORS
Astronomy Marine science Nature of science	<p>A calculator with the following minimum functionalities is required for all examinations (a GDC is recommended).</p> <ul style="list-style-type: none"> • decimal logarithms • values of x^y and $x^{1/y}$ • value of π (pi) • trigonometric functions • inverse trigonometric functions • natural logarithms • values of e^x • scientific notation
Biology Chemistry Design technology Physics Sports, exercise and health science	<p>Calculators are not allowed for paper 1. On paper 2 and paper 3, a calculator with the following minimum functionalities is required (a GDC is recommended).</p> <ul style="list-style-type: none"> • decimal logarithms • values of x^y and $x^{1/y}$ • value of π (pi) • trigonometric functions • inverse trigonometric functions • natural logarithms • values of e^x • scientific notation

Annex 2: Calculators guidance

SUBJECTS	CALCULATORS
Mathematical studies SL Further mathematics HL	<p>A GDC with the following minimum functionalities is required for all papers.</p> <ul style="list-style-type: none"> • draw graphs with any viewing window • solve equations numerically • find a numerical derivative at a point • find a numerical definite integral • financial package • add and multiply and find inverse matrices (further mathematics HL only) • find statistical values including: <ul style="list-style-type: none"> – normal distribution – binomial distribution – Poisson distribution – t-distribution – binomial coefficient $\binom{n}{r}$, nPr – 1 and 2 var stats • chi squared values (including p values). <p>Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function or scientific calculators, or using a less-able GDC, will be at a disadvantage.</p>
Mathematics SL Mathematics HL	<p>Calculators are not allowed for paper 1. A GDC with the following minimum functionalities is required for all other papers.</p>

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- Draw graphs with any viewing window
- Solve equations numerically
- Find a numerical derivative at a point
- Find a numerical definite integral
- Financial package
- Find statistical values including:
 - normal distribution
 - binomial distribution
 - Poisson distribution
 - t-distribution
 - binomial coefficient $\binom{n}{r}$, nPr
 - 1 and 2 var stats
 - chi squared values (including p values).

Examiners will set questions assuming that all candidates have a GDC with the minimum functionalities listed here. Candidates using only four-function or scientific calculators, or using a less-able GDC, will be at a disadvantage.

Statistical tables are not allowed in mathematics subject examinations. Candidates must have access to calculators that are able to find relevant statistical values. Different courses have different requirements, but the minimum requirements listed above are for all the mathematics courses. Some of these may not be relevant to every course.

3.0 General restrictions applying to all calculators used in examinations

Restrictions on the use of certain technology are in place to discourage malpractice and maintain fair and reasonable access to technology that is generally required in the good practice of teaching and assessment.

- Telephones, pagers, calculator-watches, personal computers (PCs) and personal data assistants (PDAs) are not allowed in any subject examinations.
- Only the manufacturer's operating system may be used.

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- Computer algebra systems (CAS)-equipped calculators (symbolic manipulation, whether in-built or programmed) are not allowed in any subject examinations.
- Calculators with wireless/infrared communication are not allowed in any subject examinations.
- Examination questions must not be stored in, or recorded into, the memory of a calculator.
- Peripheral hardware must not be taken into the examination room (for example, keyboards, link cables and so on).
- Calculators must not be shared or exchanged during examinations.
- Calculator manuals must not be taken into the examination room.
- More than one calculator per candidate may be brought into the examination room. However, a spare set of batteries is a preferable alternative to several calculators.

4.0 Responsibilities

4.1 Coordinators and invigilators

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.

During the examination, if a coordinator/invigilator finds that a candidate has used unauthorized material or technology, the matter should be reported in the same way as any other breach of examination regulations. During any inspection, the coordinator should expect to show visiting IB representatives that this checking procedure is being followed.

4.2 Teachers and candidates

Teachers of all Diploma Programme (DP) subjects that permit or require the use of calculators in examinations should make candidates aware of both the requirements and restrictions of use before the relevant examinations take place. The potential consequences of breaches of these requirements by candidates would be similar to consequences of any other breaches of examination regulations.

Teachers are responsible for monitoring the use of calculators by candidates throughout the course 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 TestGuard®.

IB policy

This document contains the full IB policy on the storage of IB confidential materials on school premises and the measures that schools will need to take to implement the policy.

The policy becomes mandatory from the May 2020 examination session.

All examination question papers, examination stationery and other confidential material must be immediately transferred to and kept within secure storage (on the school premises) by an authorized keyholder.

This secure storage must be a safe or storage cabinet within a secure storage room

To ensure compliance, schools must meet all of the following requirements for both the secure storage room and the safe or secure storage cabinet.

Secure storage room

Schools must have a secure storage room designated solely for the storage of confidential material. To be acceptable, this room:

- must be in a fixed building
- must have floors, ceiling and walls of solid construction or equivalent security; where the wall is not of solid construction, it must be re-enforced for equivalent strength and security
- must have a solid or reinforced door with strong hinges; any glass sections of a door must be constructed with toughened safety glass or equivalent security measures
- must have a quality security lock, preferably a combination lock or lock of equivalent security, with two to four keyholders (or combination keepers)—these will generally be the head of school, the coordinator and the examinations officer(s).
- must be in an area that is not directly accessible to students (for example, not accessible from a classroom)
- must be alarmed if there is any possibility of access through the ceiling

- must have security bars fitted on any easily accessible windows, or be alarmed
- must not have doors which lead directly to the exterior of the building
- must not contain other items or equipment, such as an IT server, boiler, electrical units or any archive materials.

Safe or secure storage cabinet

To be acceptable, the safe or storage cabinet:

- must be of high quality and strong construction
- must be non-removable; this means any portable safe or cabinet must be fixed securely in place
- must have an external full-length locking bar (bolted to the floor) or equivalent security measure, in cases where a portable filing cabinet is used
- must be large enough to hold all necessary examination papers and stationary.

Please note that small lockable boxes or low-quality “hotel” type safes are not suitable.

A storage cabinet will usually have a combination lock or lock of equivalent security.

Coordinator responsibilities

Under this policy, coordinators must ensure that:

- the secure storage room and safe or storage cabinet is kept locked when not in use
- access to a secure storage room and safe or storage cabinet is strictly limited, with two to four key holders (or combination keepers) only
- any keys are kept in a secure place that cannot be accessed by any unauthorized person; each key holder should be able to access the material independently, in case other key holders are not available during essential periods
- examination papers and stationary are placed within the safe or secure storage cabinet as soon as they arrive in the school and are only removed when they are needed.

Important note regarding this policy

A limited number of equivalent security measures may be acceptable, but the school must obtain formal approval from the IB for any such measures. Equivalent security measures include, for example, when a school has implemented a fully secure strong room or vault, or when a school is using roll down security shutters.

Coordinators should discuss any concerns and/or alternative approaches with their programme relationship manager (for candidate schools) or their school relationship manager (for IB World Schools).

About this annex

This annex describes the responsibilities of any educational institution that has been authorized to offer IB programmes (IB World Schools) in delivering assessments set by the IB. It is intended to be read by heads of school, school managers and programme coordinators.

It is very important that students, parents and stakeholders have confidence in the integrity of the grades provided by IB assessments. Actions that undermine the authenticity of these outcomes ultimately devalues the IB grades and wider programmes for all students. It is critical, therefore, that the IB and its authorized IB World Schools take all reasonable steps to ensure the academic integrity of its education.

Maladministration incidents can be deliberate, with the intention of giving certain students an unfair advantage during the assessment process. Other incidents can arise as a consequence of misunderstanding or misinterpretation of, the IB's rules and regulations. In either case, the school has the responsibility to prevent the incident from occurring and shall take robust steps to prevent it reoccurring. The IB has a responsibility to prevent any student receiving an unfair advantage from maladministration, whether it was intentional or not, and ensuring all schools take their responsibilities seriously.

A wide range of members of the school community can be involved in such incidents, including school administrators, programme coordinators, teachers and students. This document sets out the responsibilities of the school administration and teaching staff delivering IB assessments and the possible actions and/or sanctions against IB World Schools engaging in maladministration, whether intentional or not. The document also describes the investigative procedure that the IB will follow when a maladministration incident is reported to, or is suspected by, the IB.

The IB will investigate rigorously whenever maladministration is reported or suspected, regardless of the cause, and will take all reasonable measures to ensure the integrity and security of all forms of assessment. The IB will conduct the maladministration investigations following established procedures and will only make a decision after full consideration of all available evidence.

Definitions

Maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination.

Academic misconduct is an action by a student that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination.

Responsibilities of the International Baccalaureate Organization

The International Baccalaureate Organization (IB) is responsible for protecting the integrity of its examination by detecting and managing cases of academic misconduct by students or maladministration by IB World Schools. It will monitor IB World Schools to ensure they comply with the secure storage of examination papers and stationery (as specified in “[Annex 3: Secure storage of confidential IB material](#)” within *Assessment procedures*), the provisions of “[Annex 1: Conduct of examinations](#)” within *Assessment procedures* for the relevant IB programme, and that internal assessment and other coursework components are authenticated as specified in the relevant subject guides. See also [The responsibilities of IB World Schools for uploaded and submitted student work](#) for further information.

The IB is independent from schools and does not provide teaching services to students. IB World Schools are entirely independent from the IB and are responsible for the implementation of IB programmes and quality of teaching, regardless of whether courses are provided solely in the classroom or by means of a combination of classroom-based courses and online courses offered by an IB-approved online course provider.

Responsibilities of IB World Schools

Schools that have been authorized to offer IB programmes commit to comply with all IB publications that govern the administration of the relevant IB programmes, including the following.

- Programme standards and practices
- DP/CP/MYP/PYP Rules for IB World Schools
- DP/CP/MYP/PYP General regulations
- DP/CP/MYP Assessment procedures
- DP/CP/MYP subject guides
- “Annex 3: Secure storage of confidential IB material” (in DP Assessment procedures)

Note that subject guides are not available for the PYP due to the nature of the programme.

The school is responsible for adhering to the rules and regulations outlined in the above publications, including ensuring that examinations and assessments are conducted within the expected guidelines.

IB World Schools must adhere to IB requirements to prevent student academic misconduct and school staff maladministration; school administrators and teaching staff are expected to support the school in achieving the IB requirements.

Focusing on academic integrity, IB World Schools are responsible for:

- informing students and legal guardians about the characteristics and any restrictions of IB programmes
- ensuring that students comply with all assessment requirements for IB programmes, which includes fair and genuine completion of all assessment components by the students
- ensuring that teachers and school administrators receive IB-recognized professional development, as required
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible maladministration (following guidance provided by the IB).

Responsibilities of IB World School administrators and programme coordinators

A school that meets the IB policies listed in this document will generally have school managers and programme coordinators who do the following.

Articulation of IB programmes

- Provide leadership to ensure the correct and proper delivery of IB programmes.
- Make all IB policies, rules, regulations and guidelines accessible to staff, teachers, students and legal guardians.
- Consistently apply IB policies, rules, regulations and guidelines.
- Demonstrate leadership to create pedagogical leadership aligned with the philosophy of the programme(s).

Support to teachers and students

- Support training of teachers and school administrators through suitable professional development.
- Ensure that professional development receives the necessary priority.
- Encourage excellent teaching practices to support student-centred learning.

Adherence to the principle of academic integrity

- Acknowledge and support academic integrity as a core IB principle.
- Act with honesty and in a responsible and ethical manner.
- Do not engage in maladministration acts (as defined [above](#)).
- Be accountable for their actions and decisions.
- Identify, declare and avoid any apparent or actual conflict of interest.
- Report suspected instances of maladministration or student academic misconduct.

Responsibilities of IB teachers

A school that meets the IB policies listed in this document above will generally have IB teachers who do the following.

Adherence to the principle of academic integrity

- Acknowledge and support academic integrity as a core IB principle.
- Act with honesty and in a responsible and ethical manner.
- Fully comply with IB policies, procedures and subject guidelines.
- Encourage student responsibility for academic integrity.
- Respond to academic misconduct when it occurs.
- Help define and support school-wide academic integrity standards.
- Identify, declare and avoid any apparent or actual conflict of interest.

Support to students

- Support students to become actively responsible for their own learning.
- Support students to develop the attributes of the IB learner profile.
- Ensure that students receive guidance on how to produce genuine and authentic work.
- Analyse all IB subject guidelines to support students' understanding of the IB's assessment criteria.
- Ensure that students are appropriately prepared for the demands of the tasks necessary to fulfill the requirements of IB assessment.
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide, providing oral or written advice on how the work could be improved, but not editing the draft.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Give students regular feedback and encourage them to respond to the feedback.

The IB would expect a school to monitor to make sure these responsibilities are being delivered, and to act if there is any evidence or suspicion they are not being met.

Actions the IB will take if IB World Schools are not meeting their responsibilities

The [Incident/sanctions matrix](#) below sets out the typical actions the IB would apply in the event of a case of maladministration. The scenarios described are not exhaustive; each incident will be reviewed on its own merits. The actions are not in order of severity, and one or more may be imposed depending on the nature of the maladministration. The matrix should be read in conjunction with the Maladministration investigation procedure flow chart, which provides additional information about

the IB departments and staff responsible for the decisions and follow-up of corrective actions and implementation of action plans.

The IB will carry out further investigations into the work submitted by the student(s) allegedly involved in the incident to establish whether action is needed against the student(s). In some cases, this investigation will cover all work submitted by the entire cohort registered for the examination session. If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in the programme-relevant general regulations.

If a teacher is implicated in the incident, the IB reserves the right to ask the IB World School not to allow that teacher to continue delivering IB programmes in the future. It is a matter for the IB World School to decide whether to continue their employment relationship with that teacher, but the IB will take such actions into account when considering its confidence in allowing the school to continue to be authorized to provide IB programmes.

Incidents/sanctions matrix

	INCIDENT	ACTIONS/SANCTIONS (MULTIPLE ACTIONS MAY BE TAKEN)
LEVEL 1 INCIDENTS	<ul style="list-style-type: none"> • Undue assistance given to a limited number of candidates in the completion of coursework (theory of knowledge, extended essay, internal assessments) • Not having the sufficient number of invigilators in place for an examination • Not sending the completed examination scripts to the scanning centre/ Assessment Division, IB Global Centre, Cardiff, within 24 hours of the relevant examination ending • Not submitting candidate response files to the IB within three days (Middle Years Programme) • A significant number of plagiarism incidents • Teachers gaining access to examination question papers/on-screen examination packages less than 24 hours after the examination has ended • Failure to comply with guidelines for the use of examination stationery • Giving (unauthorized) additional time to candidates 	<ul style="list-style-type: none"> • Formal warning letter • Require immediate corrective action • Require an action plan to address the incident • Record the incident on the IB's school database, to be reviewed as part of the school evaluation visit <div style="background-color: #e0e0e0; padding: 10px; margin: 10px 0;"> <p>1 Schools who are identified as having multiple issues recorded will be subject to additional interventions.</p> </div> <ul style="list-style-type: none"> • Include the school in session monitoring for the following two consecutive sessions (otherwise schools are selected by stratified random sample)

	<ul style="list-style-type: none"> • Failure to create/keep/ provide a seating plan • Not maintaining the required desk/seating/ device distances during an examination • Distribution of the wrong support materials during an examination (case studies/ formula booklets) • Authenticating work on submission to the IB, but claiming (within the submitted work) that it may not be authentic 	
LEVEL 2 INCIDENTS	<ul style="list-style-type: none"> • Unauthorized rescheduling of an examination • Undue assistance given to a considerable number of candidates in the completion of coursework (theory of knowledge, extended essay, internal assessments) • Non-compliance with checking/resetting calculators (or checking dictionaries) procedures • Candidates sharing material during an examination (dictionaries, and so on) • Non-compliance regarding inclusive access arrangements procedures • Allowing reading time for multiple-choice questions • Examination invigilators are not trained/are poorly trained • Failure to ask candidates to surrender unauthorized 	<ul style="list-style-type: none"> • Formal warning letter • Require immediate corrective action • Require an action plan to address the incident • Record the incident on the IB school database, to be reviewed as part of the school evaluation visit • Audit the internal assessment completion process—request drafts of all work (from all candidates) • Immediate “supportive” visit to the school • Bring forward the evaluation visit to the next teaching year • Monitoring of the entire internal assessment in future sessions • Recommend that school staff complete relevant training (attendance at IB

	<p>materials before the start of the examination</p>	<p>professional development workshops)</p> <ul style="list-style-type: none"> • Include the school in session monitoring for three consecutive sessions (otherwise schools are selected by stratified random sample)
LEVEL 3 INCIDENTS	<ul style="list-style-type: none"> • Falsification of internal assessment marks • Assisting candidates with the completion of answers to an examination • Assisting candidates with understanding questions during an examination • Failure to maintain examination security (for example, non-secure storage of examination materials/opening examination papers/obtaining examinations illicitly/logging in to see the content of an on-screen examination before the examination starts) • Failure to maintain examination security on any device that has live on-screen examination packages • Failure to maintain examination security on access codes for on-screen examination packages • Leaving candidates unsupervised during an examination/allowing a candidate to leave the examination room (for 	<ul style="list-style-type: none"> • Formal warning letter • Require immediate corrective action • Require an action plan to address the incident • Record the incident on the IB school database, to be reviewed as part of school evaluation visit • Arrange for an immediate site inspection for compliance • Withhold results until the investigation is completed • Mandate attendance at relevant IB professional development workshops • Audit the internal assessment completion process—request drafts of all work (from all candidates) • Controlled dispatch of IB examination papers, with the supervision of IB-appointed invigilators (cost paid by the school) • Include the school in session monitoring for five consecutive sessions (otherwise schools are selected by stratified random sample)

- example, for a toilet break) unattended
- Amending responses to completed/finished examination scripts prior to dispatch
- Failure to inform the Assessment Division, IB Global Centre, Cardiff, of a potential case of student academic misconduct
- Failure to inform the Assessment Division, IB Global Centre, Cardiff, of an examination security breach

- Authorization withdrawal
- Annulment of grades for the students concerned or the entire cohort

Maladministration investigation procedure

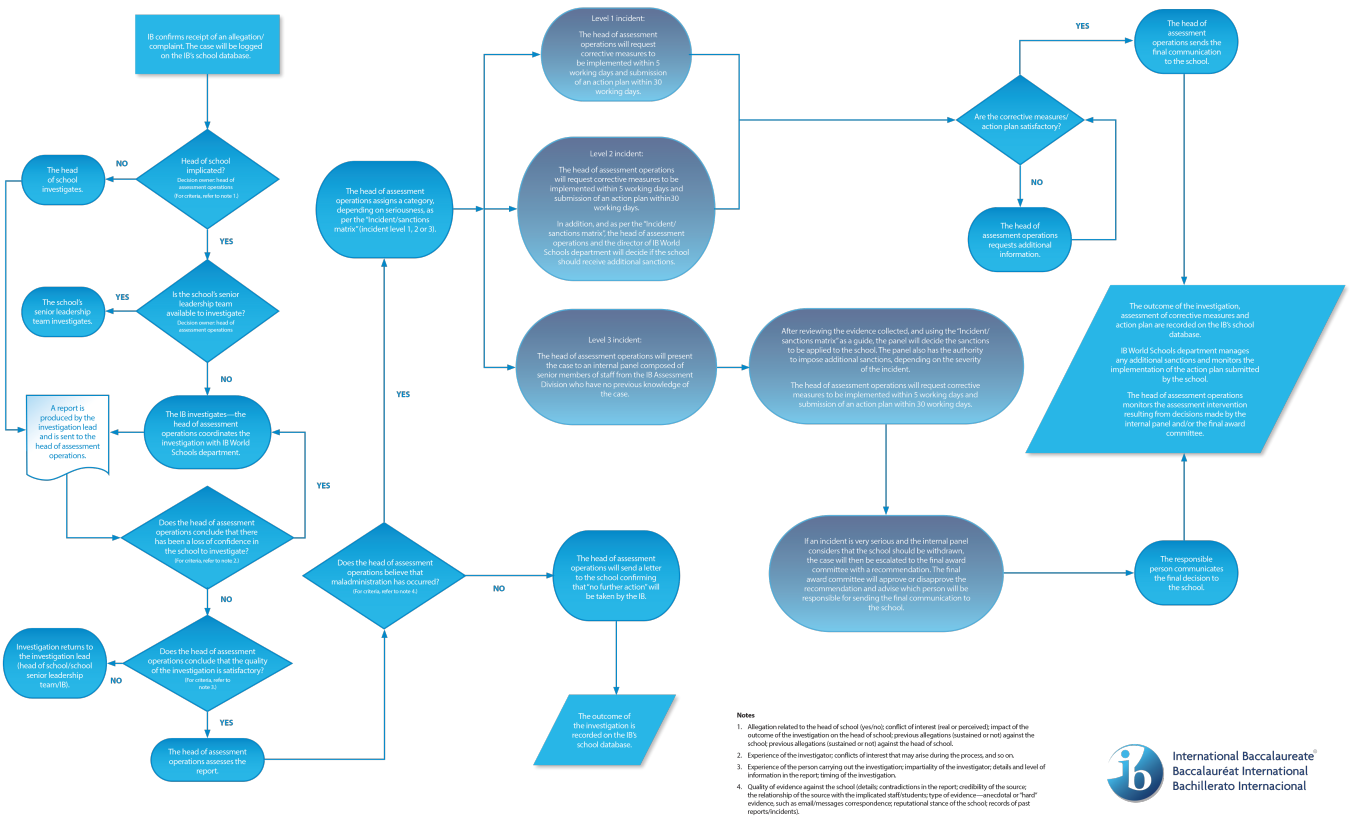


Table 1
Table 1 Incidents/sanctions matrix

School maladministration investigation guide

To maintain the IB's credibility and position as a leader in international education, all reports alleging school maladministration are investigated.

This document is a guide for the person responsible for investigating a possible incident of school maladministration. The person responsible shall be identified in accordance with this document, as well as the documents listed under the [Responsibilities of IB World Schools](#) section of annex 4.

Notification from the IB

The IB will contact the IB programme coordinator and/or the head of school to request an investigation into the alleged maladministration incident, but they will not be informed of the source of the allegation in accordance with the IB's policies on complaints and whistle-blowing.

If the IB considers that a conflict of interest may arise, for example, when the head of school is allegedly involved in the maladministration allegation, the IB reserves the right to delegate the investigation to an independent person. The head of school will be informed of this decision and must ensure that the appointee receives the necessary support required to conduct the investigation.

Conducting the investigation

The person responsible for the investigation must submit a full report to the IB, using the form [Statement - school staff \(suspected maladministration\)](#) within 10 working days of receipt of the notification.

Any individual being investigated must be immediately informed (in writing) of the allegation and possible outcomes; the person responsible for the investigation (head of school, IB programme coordinator or party designated by the IB) is responsible for communicating the investigation to all parties involved in a timely manner.

Individuals under investigation must be provided with the opportunity to respond (in writing) to the allegation using the templates provided by the IB, and an interview should also be conducted. It is recommended that any interview is conducted with witnesses being present (usually one witness for the school and one witness for the individual being investigated).

The report must contain the following information:

- details of who was responsible for conducting the investigation
- details about how the investigation was conducted
- details of who was involved in the incident (candidates, school staff, and so on)
- a detailed account of the circumstances surrounding the incident
- evidence collected that supports or refutes the allegation, and how was it collected
- information about whether the evidence could be corroborated
- details of witnesses to the incident
- information about people who have provided expert evidence (for example, computer records, and so on).

If necessary, the IB will request additional information, such as:

- how and when candidates and teachers were informed of the relevant sections of the [General regulations](#)
- seating plans from examinations
- photographic evidence of storage facilities for IB examination materials
- internal calendars with due dates for all IB assessments
- candidate's work (including any drafts) directly related to the investigation
- any other evidence considered relevant to the investigation.

Outcome of the review of the case

Once all information pertaining to the case has been received from the person responsible for the investigation, it will be reviewed by senior members of staff from the Assessment Division, IB Global Centre, Cardiff. Based on the evidence and documents provided, it will be decided whether a breach of the relevant *General regulations* has occurred.

If the IB is satisfied that the assessment process has not been compromised, the head of school (and IB programme coordinator) will be notified of this decision and no further action will be required from the school.

If the IB determines that the assessment process has been compromised, the head of school (and IB programme coordinator) will be notified, and possible further actions and/or sanctions will apply, as described in the “Incident/sanctions matrix”.

Depending on the circumstances, cases may be presented to the final award committee for further consideration.

If the first report into an alleged case of maladministration is not satisfactory, the Assessment Division, IB Global Centre, Cardiff, may request an additional investigation and will decide if it needs to be carried out by a third party.

Unprecedented or extraordinary incidents

Any controversy arising out of an unprecedented and/or extraordinary incident not included in the “Incident/sanctions matrix” will be reviewed by senior members of staff from the Assessment Division, IB Global Centre, Cardiff, to decide the best course of action.

Review of this annex

This annex will be reviewed and updated at least every three years.

Contact details of the person completing this statement.

Name:

Email:

Contact phone number:

IB World School code:

Please briefly explain the guidance you have received in terms of your school having to comply with IB's assessment requirements and regulations.

Please answer the following questions by ticking the appropriate box.

	YES	NO
Did the investigation follow due process?		
Were you informed about the allegation?		
Were you informed about the IB's investigation procedure?		
Were you informed of the possible consequences if maladministration is confirmed on your part?		

Please provide any relevant information specifically referring to the allegations made against you. Please be specific in terms of time, date and facts. You should provide evidence that will support your narrative and details of any witness who can support what you state.

Name and position of the person responsible for the investigation:	
Date:	

