Career-related Programme Assessment procedures 2024

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IB mission statement

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

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

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

IB learner profile

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

As IB learners we strive to be:

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

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

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

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

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

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

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

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

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

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

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

Contents

A1.0 About *Career-related Programme Assessment procedures*

This resource contains essential information about procedures to be followed for the Career-related Programme (CP) assessment sessions in May and November 2024.

It also contains information relating to the May and November 2025 assessment sessions where coordinators need to act on this information in the first year of study for the CP.

Career-related Programme Assessment procedures contains all relevant subject information in part D, so that coordinators and teachers no longer have to refer to the *Diploma Programme Assessment procedures*.

It is essential that all CP coordinators, teachers and administrators familiarize themselves with the requirements that are applicable for the 2024 examination sessions.

Career-related Programme Assessment procedures should be read in conjunction with other IB documents that are referenced in the text.

For the 2024 examination sessions, the documents available on the Programme Resource Centre include the following.

- *Overview of the Career-related Programme* (December 2015)
- *Career-related Programme: From principles into practice* (December 2015)
- *Programme standards and practices* (October 2018, updated April 2022)
- *Language development guide* (December 2015)
- *Language portfolio* (April 2016)
- *Personal and professional skills guide* (December 2015)
- *Reflective project guide* (December 2015, updated August 2016)
- *Additional guidance for the reflective project* (April 2016)
- *Reflective project teacher support material* (December 2015)
- *Service learning guide* (December 2015)

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.

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.

A1.2 Structure of the content

Part A: General information about the CP, administration and policy

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

A1 Introduction: This section outlines the scope and content of *Career-related Programme Assessment procedures*.

A2 The IB Career-related Programme: This section contains essential information about the CP.

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

Part B: "General regulations: Career-related Programme" sets expectations for IB World Schools and their students

Part B covers the "General regulations: Career-related Programme", which set out the expectations that IB World Schools and their students must follow for their assessment results to be validated by the IB, including how to maintain integrity and ensure full compliance when delivering assessment and examinations.

Since 2021, the *General regulations: Career-related Programme* publication constitutes this part B within *Career-related Programme Assessment procedures*. IB World Schools delivering the CP and students completing assessments in May and November 2024 are subject to these general regulations for the CP.

Part C: The assessment cycle sets out the assessment procedures from pre-registration to results

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

C1 Before registration: 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.

C2 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.

C3 Coursework assessment: This section contains information on preparing and submitting candidates' work for coursework assessment.

C4 Examinations: This section contains information on the requirements and processes for running the externally assessed examinations, including information on the conduct of the examinations.

C5 Academic honesty: This section contains information in the IB's academic honesty policy, what constitutes academic misconduct and how alleged contraventions of regulations are dealt with.

C6 Inclusive access: This section contains information on the implementation of inclusive access arrangements.

C7 Candidates affected by adverse, medical or special circumstances: This section contains information on what to do in these circumstances.

C8 Results and certificates: This section contains information on the issue of results, including the timetable, enquiries upon results and legalization of results documents.

Part D: Subject-specific assessment information contains assessment information, arranged by subject group

Part D contains information specific to each subject group, the reflective project 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.

D1 Studies in language and literature: This section covers language A: language and literature, and language A: literature for taught candidates, school-supported self-taught candidates and special request languages.

D2 Language acquisition: This section covers language acquisition—language B, language ab initio and classical languages (Greek and Latin).

D3 Individuals and societies: This section covers the individuals and societies subject group, in particular, business management, global politics and digital society.

D4 Sciences: This section covers the sciences—biology, chemistry and physics; sports, exercise and health science; computer science; and design technology.

D5 Mathematics: This section covers mathematics.

D6 The arts: This section covers the arts—dance, film, music, theatre, and visual arts.

D7 Reflective project: This section covers the requirements for the reflective project.

D8 Interdisciplinary subjects: This section covers interdisciplinary subjects—environmental systems and societies; literature and performance.

D9 School-based syllabuses: This section covers the requirements for school-based syllabus (SBS) subjects.

A1.3 Other IB resources

The IB produces a wide range of resources to help you to implement the CP within your school. Many of these are referred to within *Career-related Programme 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 "Career-related Programme" and "Cross-programme resources" pages of the Programme Resource Centre.

A1.4 Who is *Career-related Programme Assessment procedures* for?

Career-related Programme Assessment procedures is written for programme coordinators implementing the CP in their school.

Other school colleagues, such as teachers and colleagues involved in running the examinations, should also have access to sections of *Career-related Programme Assessment procedures* that are relevant to their work. For example, invigilators will need to have access to the *Conduct of examinations booklet 2024*.

School leaders and managers may also wish to access some of the information within *Career-related Programme Assessment procedures*.

All school colleagues can access *Career-related Programme Assessment procedures* through the Programme Resource Centre. Login details are required.

A1.4.1 Who should not have access to *Career-related Programme Assessment procedures*?

Students, their parents and legal guardians, and anyone outside the school staff community should not have access to *Career-related Programme 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.

A1.5 Abbreviations and acronyms

Abbreviations and acronyms are used in *Career-related Programme Assessment procedures* and other IB publications. This list contains those used here.

A	Anticipated candidate
C	Course 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
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 list*
PYP	Primary Years Programme
R	Retake candidate
SBC	Site-based coordinator (for DP courses online)
SBS	School-based syllabus
SL	Standard level
SSST	School-supported self-taught (applies to language A: literature SL only)

Command terms used in a subject's examination questions and assessments are listed in the relevant subject guide, available on the Programme Resource Centre.

A2.1 What is the Career-related Programme?

Figure 1: Career-related Programme model

The Career-related Programme (CP) is a comprehensive educational framework that brings the academic rigour and global focus of the International Baccalaureate (IB) classroom to a tailored, career-focused pathway that broadens opportunities for students to combine a career-related education with a unique IB experience.

Grounded in the IB's educational principles, mission and the learner profile, the CP creates new opportunities for students to access a focused, flexible education that will give them the knowledge and practical skills they can use today and the intellectual engagement they need to grow and adapt in tomorrow's global workplace. The CP incorporates locally developed career-related coursework with a strong academic programme promoting multilingualism, global engagement and intercultural competence.

For students graduating in 2024, the CP consists of:

• a minimum of two Diploma Programme (DP) courses at standard level (SL) or higher level (HL)

• a core consisting of:

      language development

      personal and professional skills

      a reflective project

service learning

- a career-related study.

The chosen career-related study is not offered or awarded by the IB and should be determined by the local context and aligned with student needs. It is the school's responsibility to determine the appropriate career-related study based on the criteria set by the IB.

A2.2 The IB continuum

The CP is one of four high-quality programmes of international education provided by the IB to a worldwide community of schools. Designed for students aged 3 to 19, all IB programmes help develop the intellectual, personal, emotional and social skills required to live, learn and work in a rapidly globalizing world.

The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child in the classroom and in the world outside.

The Middle Years Programme (MYP) has been designed as a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills of students from the ages of 11 to 16.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession, as well as developing the values and life skills needed to live a fulfilling and purposeful life.

The Career-related Programme (CP) is a framework of international education for students aged 16 to 19 that incorporates the vision and educational principles of the IB into local programmes that address the needs of students engaged in career-related education.

A2.2.1 The relationship between the CP and the MYP

CP students can build on prior learning in the MYP as they strengthen and further develop approaches to learning (ATL) skills for thinking, reflection and research. The development of thinking skills is inherent within the CP core, with an emphasis on critical and creative thinking that encompasses ethical reasoning and problem-solving. The core also requires significant reflection, where students review, describe, communicate and learn from their experiences.

The CP also builds on research and communication skills gained in the MYP. Students access and evaluate relevant information, effectively managing data and presenting information in a range of forms to specified audiences.

A2.2.2 The relationship between the CP and the DP

CP students are expected to study a minimum of two DP courses as part of their overall CP studies. Despite this, the CP and the DP are separate and distinct programmes.

Schools should explore opportunities to integrate CP students with DP students, where possible. This could include combined DP classes and activities.

For the 2024 examination sessions, the CP can only be offered by IB World Schools that are already authorized to offer the CP. There is an authorization process for schools that wish to offer the CP. It is possible for schools seeking CP authorization to seek authorization to offer the DP at the same time; however, in that case, CP authorization can only take place once DP authorization has been granted.

The CP is available to all authorized CP schools without the requirement of DP authorization. An authorized CP school is known as an IB World School.

A student cannot be registered as both a CP candidate and a DP candidate for the same examination session.

A2.3 The framework of the CP

The CP's three-part framework comprises the study of at least two DP courses alongside the core and a career-related study.

The DP courses provide and enhance the theoretical underpinning and academic rigour of the programme; the core aims to develop personal qualities and skills, as well as the professional habits required for lifelong learning; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning.

The distinct advantage of the CP is that schools can adapt the framework to meet local, regional or national education requirements, as well as address industry and government priorities.

A2.3.1 Diploma Programme courses

A minimum of two DP courses must be studied by each CP student.

Courses can be chosen from any subject group of the DP. It is possible to study more than one course from the same group (for example, visual arts and film). They can be studied at SL or HL in any combination. However, some prohibitions apply in the case of the CP. No student can be registered for:

- the same subject twice, regardless of whether it is at SL or HL
- the same language for literature, language and literature, language B, language ab initio and/or literature and performance (for example, Spanish A: literature and Spanish B)
- more than one mathematics subject
- any pilot subject
- two SL subjects to be completed each in one year (only one DP subject at SL can be completed in the first year of the CP; any other SL subject must be completed over two years); further SL subjects can be completed in the first year as "additional subjects" but these will not contribute to the award of the *IB CP Certificate*
- any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject cannot be completed in the first year to contribute to the award of the *IB CP Certificate*
- DP core components: creativity, activity, service (CAS); theory of knowledge (TOK); or the extended essay (EE).

Students should, in general, be encouraged to study DP courses that are relevant to their career-related field of study, offering a wider context in which to work. If, for example, a student's career-related field of study is outdoor education, the student could be encouraged to take both geography and environmental systems and societies from the list of available DP courses. These two courses will provide relevance and support the student's learning. Equally, if a student were studying engineering as part of their career-related studies, physics and design technology would be appropriate courses, while business management and economics would be good choices for a student focusing on finance. The CP has been designed to add value to the student's career-related studies. This provides the context for the choice of DP courses.

The role of the CP coordinator and/or the school counsellor is crucial when students make their course choices, as the level chosen (SL or HL) can often determine future pathways for students.

Section "C1.6" of *Career-related Programme Assessment procedures* lists the DP courses that are available for examination. Some clarification of terminology may be helpful when considering the availability of subjects.

Automatically available	A coordinator may register candidates for this subject without having to submit a special request. A subject in the individuals and societies, sciences, mathematics and the arts

	subject groups may be automatically available in only one or two of the three response languages, not necessarily in all three languages.
Special request subject	The subject must be requested by the coordinator 18 months before the written examinations. A subject in the individuals and societies, sciences, mathematics and the arts subject groups may be automatically available in one or two response languages, but may be a special request subject in another response language.
	Examinations for language A subjects that are not automatically available can sometimes be prepared, but a special request and justification must be submitted on the IB information system (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.
Not available	The subject is not automatically available, nor is it a special request subject.

A2.3.2 The CP core

The CP core has four components for candidates graduating in 2024. The school should design the delivery of the four components by taking into account the needs, interests and backgrounds of its students.

Personal and professional skills

The personal and professional skills course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understandings, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society.

A minimum of 90 timetabled hours is expected to be devoted to the personal and professional skills course.

Service learning

Service learning is the practical application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

A minimum of 50 hours is expected to be devoted to service learning.

Language development

Language development ensures that all students have access to, and are exposed to, an additional language, which is a central tenet of an IB education and will increase their understanding of the wider world. Students are encouraged to begin or extend the study of a language, other than their best language, that suits their needs, background and context. It develops students in the areas of oral, visual and written linguistic and communicative abilities.

A minimum of 50 hours is expected to be devoted to language development.

The reflective project

The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the CP. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills.

The reflective project is assessed using grades A to E, with A representing the highest level of achievement. Only students enrolled as CP candidates are able to submit a reflective project for assessment.

A minimum of 50 hours is expected to be devoted to the reflective project.

A2.3.3 The career-related study criteria

The career-related study must meet the following criteria.

- Delivery of the CP: The career-related study is part of the student timetable during the two-year period of the CP.

- Accreditation/recognition: The career-related study and assessment plan must be accredited/ recognized by one or more of the following.

    A government body

    An awarding body

    An appropriate employer, organization or a professional body

    A further or higher education institution.

- Quality assurance: The career-related study is subject to a demonstrable form of external quality assurance.

For further information and advice, please contact your IB Global Centre.

The school must report satisfactory completion of the career-related study to the IB via IBIS (**Candidate > Candidate registrations > Post registration > CP requirements**).

A2.3.4 Bilingual certificate for the CP

A bilingual certificate for the CP will be awarded to successful candidates who fulfil at least one of the following criteria in their DP courses.

- Completion of two DP language courses selected from studies in language and literature, with the award of a grade 3, or higher, in both.

- Completion of one DP language course selected from studies in language and literature, with the award of a grade 3, or higher, as well as completion of one DP course from individuals and societies or sciences, in a language that is not the same as the candidate's chosen language from studies in language and literature. The candidate must attain a grade 3 or higher.

Courses in individuals and societies and in sciences are available in English, French and Spanish, and a small number of courses are available in German. (See section "C1.6.8" and "C1.6.9" for further details.)

A2.3.5 DP courses online

To fulfil CP requirements, 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 and can:

- extend subject choice for students in IB World Schools

- create international and intercultural classrooms in ways that cannot be envisaged in many schools

- enable students, increasingly socialized in the digital world, to develop essential skills that will equip them for life after school.

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.

Detailed information about DP courses online and the role of the site-based coordinator can be found in the publication *Diploma Programme courses online: An overview for schools* (updated August 2014).

If a student is enrolled in an online DP course, this must be indicated when registering the candidate. See section "C2.4" for further information.

Role of the site-based coordinator

If schools have candidates who intend to enroll in one or more DP courses online, they must appoint a site-based coordinator (SBC) who must complete a required training activity to fulfil their responsibilities. Full

details of this role and the accompanying responsibilities can be found in *Diploma Programme courses online: An overview for schools* (updated August 2014).

A2.4 Award of the *IB CP Certificate*

The *IB CP Certificate* will be awarded subject to satisfactory completion of the following requirements by a candidate.

- The candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP subjects registered for the CP.
- The candidate has been awarded a grade of at least D for the reflective project.
- All personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

All candidates will receive the IB CP statement of results detailing achievement in the DP subjects and reflective project along with the status of completion of the CP core.

On successful completion of the CP, candidates receive the *IB CP Certificate*.

A2.5 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* (April 2022), available on the Programme Resource Centre.

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 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. Various videos on how to use IBIS are also available under the "Resources" tab.

Please note that the IB is developing a new assessment operating system to replace IBIS. In due course, updated documents with information about training/preparation, functions and processes available in the new system will be published to provide support and guidance.

A3.1.1 Access to IBIS

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

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 marks for internal assessment and predicted grades (IA/PG).

The programme coordinator will remain responsible for submitting the finalized statuses.

The administration assistant and teacher roles are managed in MySchool. The roles can be requested via My IB and confirmed or rejected in MySchool by the programme coordinator. When a role application is approved in MySchool, the role will transfer to IBIS shortly afterwards. The person and role will then be displayed in the "School person maintenance" option.

If the person already has access to IBIS, the role will automatically become available for them to access with their account. If the person does not have an IBIS account already, for the administration assistant role they will be automatically invited to set up an account when the role transfers to IBIS. A teacher will be invited to set up their account only when they have been assigned a subject via the "Teacher subject maintenance" option.

A3.1.2 Security

Access to IBIS requires a secure login, which includes registering with PingID, our multi-factor authentication system that ensures accounts and system content are protected. To login, users must enter their:

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

They will also need to authenticate with their PingID method. It is highly recommended that a user sets up backup authentication methods to ensure continued access if the primary method is not available.

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.

An IBIS user must only have one account to access the website. If a user has multiple IB roles that require IBIS access, the user should be able to access all roles using only one account and not have separate accounts for each role.

A3.1.3 Making changes using IBIS

Changing the coordinator

To change the name of the CP 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.

A3.1.4 Changing the school's main examination session

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

Opting for the main examination session

For example, if a school's main session is May, CP, anticipated (A), retake (R) and course (C) category candidates may be entered in that session. In the November session, a school that has designated May as its main session may enter only CP retake (R) candidates and course (C) candidates who are taking one or more subjects again to improve their grade(s). A CP candidate can become a course candidate if they withdraw from doing the CP core.

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.

Changing the school's main examination session

Contact the IB World Schools department, through IB Answers (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 CP 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 CP 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".

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 CP that cannot be answered from the content of *Career-related Programme 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.

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
Americas	Bethesda, USA	+ 1 301 202 3025
Asia-Pacific	Singapore	+ 65 6579 5055

A3.4 Other sources of information

A3.4.1 Coordinator's notes

CP *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, gets 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.

However, a candidate's legal guardian or relative must not act as a candidate's supervisor for the reflective project 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 read the IB Privacy Policy. See also article 7 "Use of candidate data" in part B "General regulations: Career-related Programme".

A3.6 Fees and billing information

For all information relating to fees, billing information and the scale of fees for the CP, please refer to *Fees and billing information for IB World Schools*, available on the Programme Resource Centre.

B1.1 Introduction

Since 2021, the *General regulations: Career-related Programme* publication constitutes this section within this *Career-related Programme Assessment procedures* publication. Therefore, IB World Schools delivering the CP and students completing assessments in May and November 2024 are subject to the "General regulations: Career-related Programme" in part B of this version of the *Career-related Programme Assessment procedures*.

These "General regulations: Career-related Programme" set out the expectations that IB World Schools and their students must follow for their assessment results to be validated by the IB, including how to maintain integrity and ensure full compliance when delivering assessments and examinations.

Some sections have been removed from the previous version of the *General regulations: Career-related Programme* publication, in order to avoid duplication of information which is available in either the *Rules for IB World Schools, Career-related Programme Assessment procedures* or the relevant subject guides.

The following sections from the previous *General regulations: Career-related Programme* publication are now wholly or in part found only in *Rules for IB World Schools*.

• Role and responsibilities of schools

• Use of candidate data

• Governing law

• Arbitration

Where new policy documents have been published or separate documents exist, summarized information is maintained in this new version of part B "General regulations: Career-related Programme", with links to the related documents clearly indicated. Some examples include the following.

• Academic integrity (article 16)

• *Access and inclusion policy* (article 14)

• Appeals (article 17)

Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter, together with its affiliated entities "the IB") is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (hereinafter "PYP"), the Middle Years Programme (hereinafter "MYP"), the Diploma Programme (hereinafter "DP"), and the Career-related Programme (hereinafter "CP"). It authorizes schools (known as IB World Schools and hereinafter "schools") to offer one or more of these programmes to their students (hereinafter "candidates").

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the CP, and is intended for schools, candidates and their legal guardians. When used herein the term "legal guardians" encompasses parents and individuals with legal guardianship of any candidate enrolled in the CP. If a candidate is of legal age, the school's duties towards legal guardians specified herein also apply towards the candidate.

1.3 The IB has developed the CP to provide a route to employment, apprenticeships or further or higher education and it is aimed at candidates in the 16–19 age range. It is implemented in the last two years of secondary education. The CP is designed to lead to the award of the "Certificate of the Career-related Programme" (hereinafter "*IB CP Certificate*").

Article 2: Role and responsibilities of schools

2.1 In addition to articles in these "General regulations: Career-related Programme" (hereinafter "general regulations"), schools must comply with the *Rules for IB World Schools*, available in a separate document, as well as with the administrative requirements detailed elsewhere in the *Career-related Programme Assessment procedures*, which contains detailed information on assessment procedures for CP coordinators and teachers and is made available to schools by the IB.

2.2 Schools are responsible for informing candidates and legal guardians about the general characteristics of the CP and how the school implements it. Additionally, schools must inform candidates and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the CP.

2.3 The IB sets the curriculum and assessment requirements leading to the award of the *IB CP Certificate* and is the sole organization entitled to administer the CP and to award the *IB CP Certificate*. The *IB CP Certificate* is awarded to candidates who have satisfied the assessment and other programme requirements in accordance with these general regulations and the administrative requirements detailed in the *Career-related Programme Assessment procedures*, including the successful completion of the career-related study. Schools must comply with the details, deadlines and procedures stated in the edition of the *Career-related Programme Assessment procedures* which is relevant to the specific examination session for which candidates are registered.

2.4 A candidate will be awarded *CP Course Results* if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP taken as part of the CP normally include both internal and external assessment.

2.5 Schools are responsible for the secure storage of IB examination stationery and examination papers for a forthcoming examination session and for the conduct of the examinations according to the procedures described in the *Conduct of examinations booklet 2024* and in the *Secure storage of confidential IB examinations material booklet 2024*. The school must immediately notify the IB via IB Answers of any breach in the procedure for the secure storage of such material. The school must provide the IB with statements and any relevant information from the programme coordinator and anyone else about the breach and cooperate with the IB in investigating and addressing such a breach.

2.6 The IB may request, gather and use candidate work and information for the following non-commercial reasons: educational research, training and support for IBEN, investigations into possible academic misconduct or maladministration, quality controls of IB processes and decision-making, and to allow it to perform its core educational duties. Therefore, schools are responsible for the secure storage of all work submitted by their candidates (externally and internally assessed) up to the close of the examination session concerned—15 September/15 March.

2.7 Schools are expected to uphold the principle of academic integrity and not to engage in any form of maladministration. The publication *Academic integrity policy* provides examples of forms of maladministration and subsequent possible consequences for schools.

Article 3: Candidates and their legal guardian(s)

3.1 Except where provided otherwise in these general regulations or the *Career-related Programme Assessment procedures*, candidates and their legal guardian(s) must use the school's CP coordinator as the intermediary for any communication with the IB. If either a candidate or their legal guardian(s) has a question about the general characteristics of the CP, its administration or how the school implements it, they must raise the matter with the school's CP coordinator.

3.2 Candidates must complete all requirements within the two-year period of the programme or within an extended period of study if a candidate retakes one or more subjects.

3.3 Candidates are required to act in a responsible and ethical manner throughout their participation in the CP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 16), and must be in good standing at the school at the time of the examinations.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a candidate has acted in an irresponsible or unethical manner in connection with that part of the assessment, or if a candidate submits inappropriate material that is unrelated to the content of the assessment. In such instances the IB is also entitled to take additional action in accordance with its academic integrity policy for serious cases.

Article 4: Equal opportunities statement

4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability, or any other personal characteristic, as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

4.2 It is the practice of the IB to make its assessments available to all candidates from IB World Schools who have fulfilled the school's and the IB's academic requirements. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable candidates to participate in its assessments.

Article 5: Recognition of the *IB CP Certificate*

The IB actively promotes wide recognition and acceptance of the *IB CP Certificate* as a basis for the exit from secondary/high school education and/or entry to courses at universities and other institutions of further or higher education and apprenticeships. However, the requirements of individual institutions and the relevant authorities of a country are beyond the control of the IB and are subject to change. The IB, therefore, does not guarantee recognition of the *IB CP Certificate*, and does not accept responsibility for the consequences of any change in recognition practice by a university or other institution or relevant authorities in a country. Consequently, candidates and legal guardians bear the sole responsibility for verifying the entry requirements of institutions of further or higher education to which they are interested in applying.

Article 6: Property and copyright in materials produced by candidates

6.1 Candidates produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the candidates.

6.2 Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the candidate and school may be identified if anonymizing would reduce the quality of the response. In such cases, the IB will inform the school beforehand and the school will inform the candidate.

6.4 Under exceptional circumstances, a candidate and/or a candidate's legal guardian may withdraw the aspects of the licence relating to use of a candidate's work outside an assessment context, as referred to in article 6.2 for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the *Career-related Programme Assessment procedures.* The candidate must submit a written notification to the school's CP coordinator, who has the duty to inform the IB by the due date set forth in the *Career-related Programme Assessment procedures*. In these cases, the IB will use the material only for assessment purposes, as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a candidate has withdrawn the aspects of the licence relating to use of candidate work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Candidates are entitled to request the return of a copy of their externally assessed work, provided such application is made for a May session by 15 September in the same year and for a November session by 15 March of the following year. In all cases, to be valid, the application must be submitted to the IB by the school's CP coordinator according to the procedures stated in the *Career-related Programme Assessment procedures.*

Article 7: Use of candidate data

Candidate data, including data relating to assessment, may be used:

a. to register candidates in the CP and administer the CP and its requirements for the candidate and school, including sensitive personal data if making determinations about assessment accommodations

b. to provide CP support and services for the candidate and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the candidate and assisting candidates and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)

c. for use in research and statistical analysis related to the IB's mission, including research on assessments and results, and the effectiveness of the CP

d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)

e. for educational, training, commercial and other compatible purposes

f. to engage in, and process, transactions with the candidate or school

g. to fulfil statutory, regulatory, reporting and/or legal obligations.

Article 8: Content and requirements of the CP

8.1 To be enrolled in the CP, a candidate must concurrently undertake a career-related study that is:

a.   part of the student timetable during the two-year duration of the CP

b.   accredited/recognized by one or more of the following options.

- The career-related study and assessment plan is accredited/recognized by a government body.
- The career-related study and assessment plan is accredited/recognized by an awarding body.
- The career-related study and assessment plan is accredited/recognized by an appropriate employer, organization or professional body.
- The career-related study and assessment plan is accepted/recognized by a further or higher education institution.

c.   subject to a demonstrable form of external quality assurance.

8.2 Candidates for the CP must:

a.   satisfy the requirements (including assessment) of two DP courses

b.   take a course in personal and professional skills, for which the IB requires there to be at least 90 hours of teaching over the two-year period of the CP

c.   complete a service learning programme, for which the IB requires there to be at least 50 hours of candidate participation over the two-year period of the CP

d.   undertake language development in a target language other than their best language, for which the minimum requirement is 50 hours

e.   complete and submit for moderation of assessment a reflective project based on their career-related studies. Work on this reflective project, which the IB requires to take at least 50 hours, must be done under the direct supervision of a teacher at the school who is familiar with the CP.

8.3 Each of the DP courses contributing to the CP may be studied at standard level (SL) or higher level (HL).

8.4 Only one SL subject may be completed in the first year of the CP. Languages ab initio must be taught over the two years of the CP.

8.5 All CP candidates must complete the language portfolio.

8.6 CP candidates are not permitted to register for any of the DP core components.

Article 9: Response languages

9.1 For subjects in studies in language and literature, and language acquisition groups, candidates must complete their examinations and other forms of assessment in the target language. For subjects in the remaining four groups, candidates must use English, French or Spanish as their response language. Candidates are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment. Other response languages (including Chinese, German and Japanese) are also available for certain subjects, as stated in the *Career-related Programme Assessment procedures*.

9.2 Candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish for certain IB projects in the individuals and societies, and sciences groups. The IB reserves the right to make such languages for such projects mainstream from time to time and, therefore, available to all candidates as response languages upon notice by the IB.

9.3 The same response language must be used for all components of a subject. However, if a subject is being retaken and the desired response language is not available in the target session for the subject concerned, internal assessment (hereinafter "IA") can be carried over from a previous session, resulting in more than one response language for the same subject.

9.4 The reflective project, which is subject to moderation by the IB, must be presented in English, French or Spanish.

Article 10: Candidate registration

10.1 Candidate registration is an application by a candidate to take CP assessments. The registration process is conducted using the IB information system (IBIS), a secure web-based service used by CP coordinators. Registration must be undertaken by the school's CP coordinator. No other method is available to register candidates. Candidates cannot register themselves for an examination session or make amendments to an existing registration. This cannot be done on their behalf by their legal guardian(s) either.

10.2 A candidate for the *IB CP Certificate* or *CP Course Results* must be registered by a school for each intended examination session, and must take the requisite courses and assessments at that school. The school must complete the registration requirements on behalf of the candidate and pay the related fees by the relevant deadlines. It is the sole responsibility of the school to ensure that candidates are registered correctly for an examination session.

10.3 A school may accept an external candidate from another IB World School authorized to offer the CP if the school the candidate normally attends does not offer a particular IB subject. However, all academic and administrative responsibility for that candidate will remain with the school that has registered, or will register, that candidate for a CP examination session. The candidate must not be registered by both schools, unless advised to do so by the IB. Similarly, in the case of a retake candidate, the school at which they are registered must accept all academic and administrative responsibility for that candidate, and responsibility cannot be delegated elsewhere. Candidates taking online courses with an IB-approved online provider are subject to the conditions specified in the current version of the *Career-related Programme Assessment procedures*.

10.4 A subject grade awarded for the CP cannot subsequently contribute to the DP. Equally, a subject grade awarded for the DP cannot subsequently contribute to the CP. A subject grade awarded for a course category cannot subsequently contribute to the award of the *IB Diploma* or *IB CP Certificate*.

10.5 If a CP candidate retakes a subject to improve their results, the highest grade for the subject/core requirement will contribute to the award of the *IB CP Certificate*. Similarly, if an anticipated candidate retakes a subject in their CP session, the highest grade will normally contribute to the award of the *IB CP Certificate*.

Article 11: Grades awarded by the IB

Performance in each DP course is graded on a number scale from 1 (lowest) to 7 (highest). The reflective project is graded on a letter scale from E (lowest) to A (highest). The grades in the other components of the CP (the career-related course of study's assessment plan, personal and professional skills, the service learning programme, and language development) are not provided by the IB.

Article 12: Enquiry upon results

For the DP courses that are part of the CP and the reflective project, the following applies.

12.1 A candidate's assessment material may be re-marked, returned to the school (in electronic format or as a photocopy) and/or subject to remoderation (for IA) as part of the enquiry upon results service, the details and fees for which are specified in the *Career-related Programme Assessment procedures*. The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in *Career-related Programme Assessment procedures* for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the candidate.

12.2 Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or their legal guardian(s) ensuring that the candidate and/or the legal guardian(s), are aware that the grade may go up or down.

12.3 If the school's CP coordinator believes the process leading to the grade upon re-marking or remoderation did not respect the procedures defined in these general regulations and/or the *Career-related Programme Assessment procedures,* the CP coordinator may request, on behalf of the candidate, a report on the re-mark. Before requesting a report, the school must obtain the consent of the candidate(s) or their legal guardian(s).

12.4 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of assessment material or a further moderation of marks for IA. However, the candidate is entitled to submit an appeal under the conditions defined in article 17.

Article 13: IB DP/CP Final Award Committee

13.1 The IB DP/CP Final Award Committee is the body that formally awards the *IB CP Certificate* and *CP Course Results* on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

13.2 The Final Award Committee consists of senior members of the IB, and may include members of the Board of Governors, the IB Examining Board and senior IB assessment staff.

13.3 The Final Award Committee may delegate decisions on cases of alleged academic misconduct to a sub-committee, but the Final Award Committee is the body that has authority to make the final decision in all special cases with respect to the award of the *IB Diploma*, *IB CP Certificate, DP Course Results*, and *CP Course Results*.

Article 14: Candidates with access requirements

Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and in addition, validity and meaningfulness to assessment. A candidate with access requirements is one who requires access arrangements in teaching, learning and assessment.

The IB approach to access and inclusion is articulated in the *Access and inclusion policy* with details on the access arrangements that are available for IB assessments if they are used as part of teaching and learning. The procedure to request authorization from the IB for access arrangements for IB assessments is set out elsewhere in the *Career-related Programme Assessment procedures.*

Article 15: Candidates affected by adverse circumstances

Adverse circumstances are situations that have their onset or occurrence during the examinations or up to three months before the examinations in May/November, which are beyond the control of a candidate and/or the school, which affect candidates and have a bearing on their performance in IB assessments. They may impact an individual candidate, or multiple candidates where the same circumstance may affect a group of candidates or the entire cohort.

The IB approach to adverse circumstances is set out elsewhere in the *Career-related Programme Assessment procedures*, which details what is included and not included as an adverse circumstance and the possible actions that the IB is able to apply in such situations.

Article 16: Candidates suspected of academic misconduct

The IB approach to academic misconduct is set out in the publication *Academic integrity policy*.

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

For further information on investigation procedures and outcomes, please refer to the publication *Academic integrity policy.*

Article 17: Admissibility of an appeal

17.1 The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

a.   results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed

b.   a decision upholding academic misconduct, but not against the severity of a penalty

c.   a decision in respect of inclusive assessment arrangements

d.   an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

17.2 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

For further information on the appeals process, please refer to the publication *Diploma Programme assessment appeals procedure*.

C1.0 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 (SBSs).

The diagram below illustrates where this stage occurs in the student's journey through the Career-related Programme (CP).

Figure 2: A student's journey through the Career-related Programme
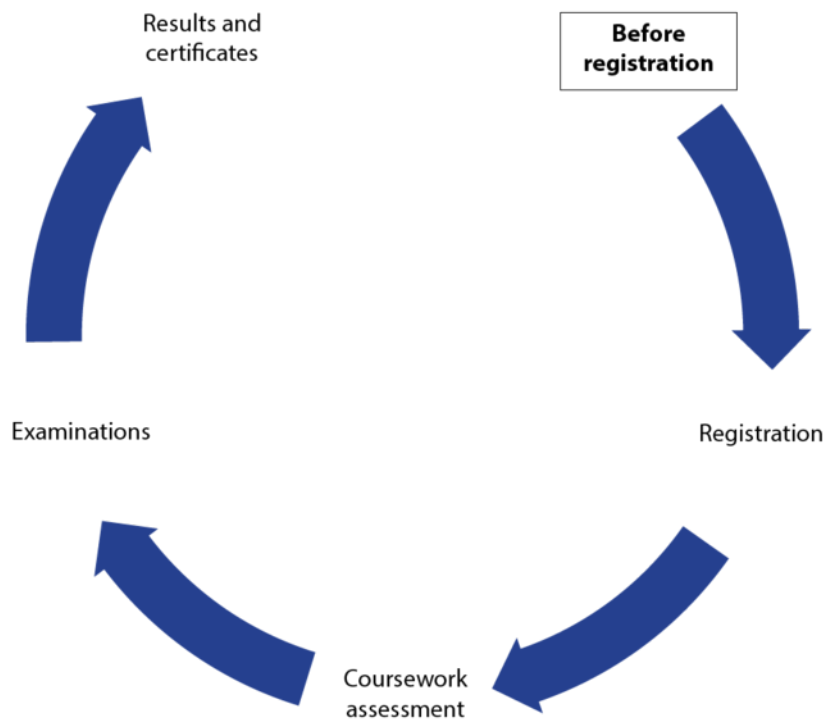
C1.1 Selecting subjects at the start of the CP

C1.1.1 Selecting subjects and levels at the beginning of the two-year CP

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 CP. 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 DP 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 have selected their DP subjects and levels at the start of the school year in September 2023 or January 2024 for assessment in the May or November 2025 sessions.

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

- Are the subjects and response language(s) selected available at the school? If not, have arrangements been made with another school? See section "C2.6.3".
- Are the subjects selected available in the response language required? See subject availability for 2024 in section "C1.6".
- If any subjects selected are available only by special request, has the deadline for special requests been checked? See section "C2.8".
- Has the list of subject exceptions and prohibitions been checked? See sections "C1.3" and "D1.4".
- If the candidate is registering for subjects with options, has the option pre-registration requirement been checked? See section "C1.2.3".
- Has the registration category of the candidate for each subject been discussed and checked? See section "C2.4".

C1.1.2 Selecting DP subjects

It is essential to establish whether a particular combination of subjects are appropriate for the CP as soon as a candidate begins their studies. A prohibited selection of subjects will not be authorized and will mean that a candidate's registration cannot be completed.

Section "C1.6" lists subjects that are automatically available for examinations and by special request for 2024.

See sections "C1.6", "C1.3" and "D1.4" for details of DP subjects' availability and prohibitions.

C1.2 Considerations during subject selection

C1.2.1 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

Subject guides that clarify the difference between these two courses of study are available on the Programme Resource Centre.

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 judgements.

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.

C1.2.2 Available languages

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

All automatically available language A: literature subjects 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 "C1.6.1" lists those language A: literature subjects that are available in May and November 2024 and May and November 2025.

If the required language is not automatically available, please follow the guidance in section "C1.6.2" on special request languages.

C1.2.3 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 they discuss the registrations with the relevant subject teacher(s). This applies to the following subject.

History HL (paper 3, regional history)

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.

C1.3 Prohibitions

The status codes set out in section "C2.6.7" provide the definitive list of circumstances that are not accepted for candidate registrations for assessment in 2024. However, coordinators should be aware of the following subject prohibitions that are sometimes overlooked when registering CP candidates.

Courses can be chosen from any DP subject group. It is possible to study more than one course from the same group (for example, visual arts and film). They can be studied at standard level (SL) or higher level (HL) in any combination. However, some prohibitions apply in the case of the CP. No student can be registered for:

- the same subject twice, regardless of whether it is at SL or HL

- the same language for literature, language and literature, language B, language ab initio and/or literature and performance (for example, Spanish A: literature and Spanish B)

- more than one mathematics subject

- any pilot subject

- two SL subjects to be completed each in one year (only one DP subject at SL can be completed in the first year of the CP; any other SL subject must be completed over two years); further SL subjects can be completed in the first year as "additional subjects" but these will not contribute to the award of the *IB CP Certificate*

- any HL subject to be completed in one year (HL subjects must be completed over two years); an HL subject cannot be completed in the first year to contribute to the award of the *IB CP Certificate*

- DP core components: creativity, activity, service (CAS); theory of knowledge (TOK); or the extended essay (EE)

- the reflective project if they are not completing the entire CP with a specified career-related study.

C1.4 Additional subjects and core components

Further SL subjects can be completed in the first year as "additional subjects", but these will not contribute to the award of the CP.

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 components.

Coordinators should refer to section "C2.4" for information about registration categories and for descriptions of each category.

Registration category	Additional subjects	Core components
Anticipated	May register for additional subjects.	Cannot register for any of the core components.
CP	No maximum subject limit on CP registration. Additional subjects should only be registered if retaking an anticipated subject at a different level and the new level should not contribute to the award of the CP.	The core components are a compulsory requirement for award of the CP.
Retake	No maximum subject limit on retake registration. Additional subjects should only be registered if retaking a subject at a different level and the new level should not contribute to the award of the CP.	Can register for a new or revised reflective project to contribute to the CP.

C1.5 Availability of subjects and core components terminology

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

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)	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.
	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 2024 must have been submitted by **15 November 2022** and requests for November 2024 must have been submitted by **15 May 2023**.
	Requests for May 2025 must be submitted by **15 November 2023** and requests for November 2025 must be submitted by **15 May 2024**.
Not available (X)	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, Japanese and Korean. (See the subject availability tables that follow for details of availability of response languages.)

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

C1.6 Availability of subjects for 2024 and 2025 examination sessions

C1.6.1 Language A: literature—availability

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

	May session	November session
Afrikaans	X	√*
Albanian	√	X
Amharic	√	X
Arabic	√	X
Armenian	√	X
Azerbaijani	√	X
Bengali	√	X
Bosnian	√	X
Bulgarian	√	X
Catalan	√	X
Chinese	√	√
Croatian	√	X
Czech	√	X
Danish	√	X
Dutch	√	X
English	√	√
Estonian	√	X
Filipino	√	X
Finnish	√	X
French	√	√
Georgian	√	X
German	√	√
Hebrew	√	X
Hindi	√	X
Hungarian	√	X
Icelandic	√	X
Indonesian	√	√
Italian	√	X
Japanese	√	√

	May session	November session
Khmer	√	X
Kiswahili	√	X
Korean	√	√
Latvian	√	X
Lithuanian	√	X
Macedonian	√	X
Malay	√	X
Modern Greek	√	X
Mongolian	√	X
Nepali	√	X
Norwegian	√	X
Persian	√	X
Polish	√	X
Portuguese	√	√
Romanian	√	X
Russian	√	X
Serbian	√	X
Sesotho	√	X
Siswati	X	√
Slovak	√	X
Slovene	√	X
Spanish	√	√
Swedish	√	X
Thai	√	X
Turkish	√	√
Ukrainian	√	X
Urdu	√	X
Vietnamese	√	X

* Afrikaans SL/HL and Siswati SL/HL are only available in the November session. (They are not special request subjects.) Therefore, any May 2024 candidate wishing to take Afrikaans SL/HL or Siswati SL/HL must be registered for the November 2023 session and take all assessment components (HL essay, internal assessment, paper 1 and paper 2) in that session.

C1.6.2 Language A: literature—special request

Examinations for language A: literature subjects not listed in section "C1.6.1" can sometimes be prepared, but a request and justification must be submitted on IBIS 18 months ahead of the examinations. All such special requests for a language A: literature must be submitted on IBIS whenever possible, using the form *Special request language A: literature* located under the "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 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.

Language A: literature is not available on special request in the November session.

All special requests for May 2024 language A: literature have now been processed at the Assessment Division, IB Global Centre, Cardiff, and the schools concerned have been notified.

C1.6.3 Language A: language and literature—availability

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

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

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

C1.6.4 Literature and performance—availability

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

	May session			November session		
	English	**French**	**Spanish**	**English**	**French**	**Spanish**

	May session			November session		
Literature and performance	√	Special	√	√	X	Special

C1.6.5 Language B—availability

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

	May session	November session
Arabic	√	X
Chinese—Cantonese	√	X
Chinese—Mandarin	√	√
Danish	√	X
Dutch	√	X
English	√	√
Finnish	√	X
French	√	√
German	√	√
Hebrew	√ (SL only)	X
Hindi	√	X
Indonesian	√	√
Italian	√	X
Japanese	√	√
Kiswahili	√	X
Korean	√	X
Malay	X	√ (SL only)*
Norwegian	√	X
Portuguese	√	X
Russian	√	X
Spanish	√	√
Swedish	√	X
Tamil	X	√ (SL only)*

* 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 (IA, paper 1 and paper 2) in that November session.

Note: The Chinese B—Cantonese (May session only) and Chinese B—Mandarin (both May and November sessions) examination papers will continue to be produced in both traditional and simplified characters.

There is no special request service for language B.

C1.6.6 Language ab initio—availability

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

	May session	November session
Arabic	√	X
Danish	√	X
Dutch	√	X
English	√	√
French	√	√
German	√	X
Indonesian	X	√
Italian	√	X
Japanese	√	√
Kiswahili	√	X
Mandarin	√	√
Russian	√	X
Spanish	√	√
Swedish	√	X

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 (IA, paper 1 and paper 2) in that November session.

There is no special request service for language ab initio.

C1.6.7 Classical languages—availability

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

	May session			November session	
	English	**French**	**Spanish**	**English**	**Spanish**
Classical Greek	√	Special	Special	X	X
Latin	√	Special	√	√	Special

C1.6.8 Individuals and societies—availability

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

	May session				November session			
	English	**French**	**Spanish**	**German**	**English**	**Spanish**	**German**	**Japanese**
Business management	√	√	√	X	√	√	X	X

	May session				November session			
Digital society SL	√	Special	√	X	√	√	X	X
Digital society HL	√	Special	√	X	√	√	X	X
Economics	√	√	√	X	√	√	X	Special
Environmental systems and societies SL	√	√	√	X	√	√	X	X
Geography	√	√	√	X	√	√	X	Special
Global politics	√	√	√	X	√	√	X	X
History SL	√	√	√	√	√	√	√	Special
History HL: Africa and the Middle East	√	Special	Special	Special	√	Special	Special	X
History HL: Americas	√	√	√	Special	√	√	Special	X
History HL: Asia/ Oceania	√	Special	Special	Special	√	Special	Special	Special
History HL: Europe	√	√	√	√	√	√	√	Special
Philosophy	√	√	√	X	√	√	X	X
Psychology	√	√	√	X	√	√	X	X
Social and cultural anthropology	√	Special	√	X	√	√	X	X
World religions SL	√	Special	Special	X	See note below	See note below	See note below	X

Note: World religions is not available in any language in the November sessions.

Following a review of subject registrations for special request subjects since 2016, a significant number of subjects from the individuals and societies and sciences groups have now become automatically available in both French and Spanish. This move is intended to reduce the administrative burden on schools. Not all of these subjects are fully supported by guides and teacher support material.

C1.6.9 Sciences—availability

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

	May session				November session			
	English	**French**	**Spanish**	**German**	**English**	**Spanish**	**German**	**Japanese**
Biology	√	√	√	√	√	√	√	Special
Chemistry	√	√	√	√	√	√	√	Special
Computer science SL	√	√	√	X	√	√	X	X

	May session				November session			
Computer science HL	√	√	√	X	√	√	X	X
Design technology	√	Special*	√	X	√	√	X	X
Environmental systems and societies SL	√	√	√	X	√	√	X	X
Physics	√	√	√	X	√	√	X	Special
Sports, exercise and health science SL	√	√	√	X	√	√	X	X
Sports, exercise and health science HL	√	Special	Special	X	√	Special	X	X

* 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.

Following a review of subject registrations for special request subjects since 2016, a significant number of subjects from the individuals and societies and sciences groups have now become automatically available in both French and Spanish. This move is intended to reduce the administrative burden on schools. Not all of these subjects are fully supported by guides and teacher support material.

C1.6.10 Mathematics—availability

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

	May session				November session			
	English	**French**	**Spanish**	**German**	**English**	**Spanish**	**German**	**Japanese**
Mathematics: analysis and approaches	√	√	√	√	√	√	√	Special
Mathematics: applications and interpretation	√	√	√	X	√	√	X	Special

C1.6.11 The arts—availability

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

	May session			November session		
	English	**French**	**Spanish**	**English**	**Spanish**	**Japanese**
Dance	√	Special	Special	√	Special	X
Film	√	Special	√	√	√	X

	May session			November session		
Literature and performance SL	√	Special	Special	√	Special	X
Music	√	√	√	√	√	Special
Theatre	√	Special	√	√	√	X
Visual arts	√	√	√	√	√	Special

C1.7 Availability of the reflective project for 2024 examination sessions

The reflective project is available as follows.

	May session			November session	
	English	**French**	**Spanish**	**English**	**Spanish**
Reflective project	√	√	√	√	√

C1.8 School-based syllabuses

A school-based syllabus (SBS) is an alternative subject that has been designed by a school according to its own needs and teaching resources. Schools develop these syllabuses with reference to the *School-based syllabuses protocol* available on the Programme Resource Centre 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 SL.

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 IA requirements, see section "D9.2". For information on how to propose a new school-based syllabus, see the *School-based syllabuses protocol* available on the Programme Resource Centre.

C1.8.1 General regulations

The following regulations apply to SBSs.

- 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.

- 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 more than one SBS towards the award of the CP.

- An SBS cannot contribute to a bilingual certificate for the CP.

- Only schools that have already entered candidates for two examination 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 and Brazilian social studies.)

- 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 "C2.9").

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.

School-based syllabus	Language	Subject group	Session
Art history	English	Individuals and societies	May
Astronomy	English	Sciences	May
Brazilian social studies	Portuguese	Individuals and societies	May and November
Classical Greek and Roman studies	English	Individuals and societies	May
Food science and technology	English	Sciences	May
Literary arts	English	Arts	November
Marine science	English	Sciences	May
Modern history of Kazakhstan	Kazakh	Individuals and societies	May
Turkey in the 20th century	Turkish	Individuals and societies	May

School-based syllabus	Language	Subject group	Session
World arts and cultures	English	Individuals and societies	May

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

C1.8.2 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 *Career-related Programme Assessment procedures*

- submitting predicted grades and IA 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)

- 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.

C2.0 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 3: A student's journey through the Career-related Programme

C2.1 Registering for assessment

All candidates wishing to take DP subject examinations for completion of the CP need to be registered for those examinations by their programme coordinator.

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

Registration must be done by programme 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 "C2.4".

C2.2 Candidate registration deadline

C2.2.1 Summary of registration deadlines

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 2024 sessions, registrations opened on **15 September 2022/15 March 2023**. Registering candidates during the first year of the CP is strongly recommended. This will help to identify any combinations of subjects that are prohibited or do not constitute an *IB CP Certificate*. It is possible to enter on IBIS the subject details for a hypothetical candidate to determine whether the combination of subjects would constitute an *IB CP Certificate*. 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 CP 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.

Late registration period

In exceptional circumstances, coordinators may 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 fees. Refer to *Fees and billing information for IB World Schools* for further information.

This publication also includes information on the credit of subject and/or core fees for candidate, subject or core elements withdrawals after the registration deadlines.

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.

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 will then send an email to the coordinator to confirm whether 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.

After candidates have been registered for an examination session, it is recommended that the coordinator prints the registration reports. Each candidate should then be required to sign and date their report to confirm that their 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 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.

C2.2.2 Deadlines for retake candidates

The deadlines and fees referred to in section "C2.5" 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. In order to receive the fee refund(s) for candidates in such a situation, please contact support@ibo.org by **20 April/20 October** (the withdrawal deadline for the retake session).

CP candidates

If a candidate takes one or more subjects again at least one year after their last examination session, the deadline and fees referred to in section "C2.5" apply to each subject that is being retaken. However, if a candidate takes one or more subjects again six months after their 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 2024 candidate retakes one or more subjects in November 2024, this candidate would be a six-month retake candidate.

The same deadline and fees would apply to a candidate who retakes six months after a retake session. For example, if a May 2024 candidate retook one or more subjects in November 2024, then retakes in May 2025, then the six-month retake subject change restrictions indicated in section "C2.5.2" would not apply.

May session schools

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 2024:** CP session.
- **November 2024:** Retake session—candidate must be registered by **29 July** to attract lower registration fees. If registered after **29 July**, the highest fees apply (late subject fees for each subject or core element registered).

November session schools

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 2024:** CP session.
- **May 2025:** Retake session—candidate must be registered by **29 January** to attract lower registration fees. If registered after **29 January**, the highest fees apply (late subject fees for each subject or core element registered).

C2.2.3 Summary of registration dates

Description	May session	November session
Registration deadline	15 November	15 May

Description	May session	November session
Session number renumbering deadline	15 January	15 July
Late registration period ends	15 January	15 July
Six-month retake deadline	29 January	29 July
Withdrawal deadline	20 April	20 October

C2.3 Candidate registration

C2.3.1 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 "C8.7") 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 admissions 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.

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 CP and have not yet received their results documentation.

For example, in May 2023, a candidate may have anticipated one or two subjects at SL and then be registered for the remaining subjects in the May 2024 session. The candidate would not receive any results documentation until after the issue of results for the May 2024 session; therefore, changes to personal details would be accepted up until 5 July 2024.

C2.3.2 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 CP examination session, the candidate's personal code must be used if they have previously been registered for any other IB programme.

Linking a candidate's personal code

If a candidate already has a registration history with the Middle Years Programme (MYP), Diploma Programme (DP), or Career-related Programme (CP), it is essential to identify and use their personal code. This alphanumeric code is a "code for life" that enables coordinators and IB staff to track the academic record of a candidate throughout the 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 CP will almost certainly result in a serious disadvantage to the candidate. For example, if the candidate was registered as "anticipated" in their first examination session and is then registered for the CP one year later, the anticipated subject or subjects must be recognized by the database and included among the candidate's 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.

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 they have 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.

C2.3.3 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 2024.

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.

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 **15 January/15 July**. A coordinator can renumber candidates on IBIS any number of times before **15 January/15 July**. After **15 January/15 July**, candidates cannot be renumbered either by the school or by the Assessment Division, IB Global Centre, Cardiff, at the IB. At that stage, it is no longer possible to revert the numbering to the original sequence.

C2.4 Registration categories

Candidate registration is an application by a student to take the assessments required to gain the award of the CP. The registration process is conducted using IBIS, a secure web-based service for coordinators. Candidates may not register themselves for an examination session. It is undertaken by coordinators (or a coordinator's administrative assistant) on their behalf.

There are three registration categories.

Anticipated: For candidates wishing to complete the requirements for one DP subject at SL at the end of the first year of the two-year CP. Further subjects may be completed as "additional subjects" but these will not contribute to the award of the CP.

CP: For candidates intending to complete the requirements for the award of the CP.

Retake: For previous CP candidates who are seeking to improve their results. The highest grade obtained in two different DP subjects and the reflective project will contribute towards the award of the CP.

C2.4.1 Other category-related issues

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 "C2.9" for details).

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 (support@ibo.org).

Transfer candidates

One anticipated subject can contribute to the CP if taken one year before the main assessment 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 "C2.10" for further details.

Replacing or retaking an anticipated subject

A candidate sitting their main assessment 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.

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 award of the CP.

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.

C2.4.2 Implications of the school's choice of main session

During the authorization process, a school intending to offer the CP must decide whether its main assessment 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 main session of the school.

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

Similarly, a school that has November as its main examination session cannot enter anticipated (A), CP 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 CP 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 "C2.9".)

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 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.

C2.5 Candidates retaking one or more subjects

If a candidate is not satisfied with the grade they have achieved in one or more subjects, or for the reflective project, 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 CP 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 CP candidate retakes a subject at the same level and in the same response language, the highest grade will contribute to the award of the CP. 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 latest examination session that will appear on the results document. In the case of a course candidate taking the same subject/level again, another *Statement of 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 a CP candidate and the course (C) category for a course candidate. (The retake category must not be used for a course candidate.)

C2.5.1 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 one or more subjects, the school must assume all academic and administrative responsibilities for that candidate. No distinction is made between CP 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 their 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 IA and non-examination components
- confirming the authenticity of work submitted by the candidate
- communicating with the IB on behalf of the candidate and their 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 they have 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 IA. The candidate must be advised of the changes and given appropriate support.

C2.5.2 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 CP candidates this includes the opportunity to resubmit a reflective project essay. The following restrictions apply.

- A subject taken as an anticipated subject cannot be retaken after six months.

- If a candidate is registered for the session six months after their CP examination session, the subject(s) for which they are registering must have already been taken in the examination session. However, this restriction does not apply to the reflective project essay.

- A candidate is not permitted to change from SL to HL in a subject being retaken after six months. However, a candidate is permitted to change from HL to SL, if the CP requirements allow such a change.

- School-based syllabus (SBS) subjects cannot be taken six months after a candidate's examination session. Similarly, a course (C) candidate cannot retake a pilot or SBS 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 "C2.2.2" 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 examination or retake session as a language ab initio subject.

C2.5.3 Carrying over marks

A candidate taking a subject again may carry over their 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)

- the reflective project.

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 CP 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**.

C2.5.4 Resubmitting work for internal assessment or another non-examination component

If a candidate wishes to resubmit work for IA or for any other non-examination component, the candidate must attend classes at the school where they are registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for IA 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 different work should be submitted for assessment. However, the IB recognizes that for very substantial coursework tasks (for example, artwork for visual arts or 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.

C2.5.5 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 IA if the candidate is submitting new work. However, a candidate may carry forward the IA result achieved with a different response language from a previous session.

C2.5.6 Changes to history HL

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

C2.5.7 Changes to mathematics SL/HL

If a candidate retakes mathematics SL or HL and changes the option (for example, from mathematics: analysis and approaches to mathematics: applications and interpretation), this is considered a change of subject and, therefore, the highest grade will not necessarily contribute to the CP.

C2.6 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.

C2.6.1 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 CP results documentation.

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.

C2.6.2 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.

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 "C2.6.3".
4. To make the registration process quicker and easier, update the default candidate option available. See section "C2.6.4".
5. Register candidates for the session. See section "C2.6.5".
6. Check and resolve any status codes displayed on a candidate's individual registration. See section "C2.6.7".
7. Renumber the candidate list, if required. See section "C2.3.3".
8. Confirm candidate registrations. See section "C2.7.2".

9.   Amend registrations, if necessary. See section "C2.7.3".

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

C2.6.3 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 subjects 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.

C2.6.4 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 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.

C2.6.5 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**).

C2.6.6 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 "A2.3.5". 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 CP 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 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 information page.

C2.6.7 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. Hover text indicates the reason why the registration has not been authorized.

C2.7 Other registration processes

C2.7.1 Considerations when changing programmes

A student could change programmes from the DP to the CP or from the CP to the DP. However, schools must recognize the importance of concurrency of learning and should carefully consider this when allowing students to change from one programme to another. It is strongly recommended that schools do not allow a student to change programmes after the first three months of the first year of the programme.

C2.7.2 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.

C2.7.3 Amending a candidate's registration

Amendments to a candidate's registration can be made by going to **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**

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".

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 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, which means that the candidate only has one subject contributing to the CP, or withdraws from submitting a reflective project, the candidate's category must be changed from CP to course prior to the issue of results.

Please note that if the category is changed to course, the candidate cannot use the grades for any completed subjects for a retake of the CP. If the candidate intends to retake the CP in a future session, do not withdraw any subjects or core components from their registration; 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.

C2.7.4 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 no previous sessions registered, 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**.

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

C2.8 Advance notice requirements

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

C2.8.1 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 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.

In response to submitting a special request for a language A: literature on IBIS, an automatic email will be sent to confirm receipt of the request. However, this is only an acknowledgement and does not constitute authorization to offer the language A: literature. The authorization or refusal of the request will follow shortly afterwards, to arrive by **1 December**. For those languages that receive authorization, the proposed courses of study will be sent for approval to the relevant examiner responsible. The request must be justified on the basis of the candidate's need to meet the requirements for the award of the CP. 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 DP 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.

Registrations will be accepted only for languages A: literature and levels that have been authorized. For further details refer to section "D1.9" (special request languages).

C2.8.2 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 their first or best language. Coordinators must ensure that undertaking the language in studies in language and literature subjects 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.

C2.8.3 Anticipated candidates

Applications for special request languages A: literature SL as anticipated subjects, whether school-supported self-taught or taught, must be made as soon as possible after the beginning of the school year and not later than **7 October**, seven months before the written examinations in May. No applications received after this date will be considered. Coordinators must also be aware that special request languages A: literature subjects can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May session in question.

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

C2.8.4 Course candidates

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

C2.8.5 Individuals and societies, sciences, mathematics, the arts: Special request response language

If a candidate requires a subject from individuals and societies, sciences, mathematics or the arts in a response language that is not automatically available, a special request must be submitted on IBIS no later than **15 November/15 May**, 18 months before the written examinations for which the response 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 response language group 3–6*, found by going to **Candidate > Candidate registrations > Pre-registration > Advance notice requirements— Available forms**.

C2.8.6 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.

For further details refer to section "C6" and the *Access and inclusion policy*.

C2.9 The early-session arrangement

C2.9.1 The arrangement

A candidate's choice of a studies in language and literature, or language acquisition subject or a special request subject, or certain school-based syllabuses (SBSs) (see section "D9") may not be automatically available for their school's designated examination session. In this situation, the candidate must be registered for the examination six months previous to the school's designated main session and the candidate must complete all assessment components in that session, including the written examinations. (The term "early-session candidate" is used to describe this arrangement.) The same situation may apply to subjects in the other subject groups, but most commonly applies to studies in language and literature, and language acquisition.

C2.9.2 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). All candidates must have received the recommended teaching time of 150 hours for SL and 240 hours for HL.

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

- May 2024: Anticipated (a subject taken six months before the CP session because the subject is not available in a November session)
- November 2024: CP (all remaining subjects taken in this session).

A further scenario might be:

- November 2024: Anticipated (one or two subjects taken as anticipated, one year before the candidate's CP session)
- May 2025: Anticipated (a subject taken six months before the CP session because the subject is not available in a November session)
- November 2025: CP (all remaining subjects taken in this session).

C2.9.3 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 2024 candidates, the subjects that need to be taken in November 2023 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, CP candidates must take all components of the language in the earlier session.

For example, a November 2024 CP candidate is able to take Italian ab initio in May 2024 and then complete the CP in November 2024. 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.

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.

C2.10 Transfer candidates

C2.10.1 Transfer candidates

The term "transfer candidate" refers to a candidate who moves from one IB World School to another IB World School during their CP 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 consider carefully the implications of accepting transfer candidates before they make a decision. If a school accepts a transfer candidate, the registration of the candidate will be changed to that school and the candidate's results will be among those of the accepting school. Careful consideration must be given to whether the accepting school is able to provide continuity in the transfer candidate's study for the CP. For example, the accepting school may not offer the same courses or career-related studies as the candidate's original school.

A transfer candidate may only be registered 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 register 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 the deadline.

The acceptance of a candidate from another school, especially during the final year of the CP, can result in complicated arrangements. Coordinators are advised to contact IB Answers in such circumstances.

C2.10.2 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 subjects and career-related studies followed) required by that school.

Depending on when the candidate transfers to another school, the original school may be required to enter into IBIS the predicted grades and marks for IA.

C2.10.3 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 they have previously been registered for an examination session

- ensure that the recommended number of teaching hours have been completed and that all subject and additional CP requirements have been met

- ensure that the candidate has completed a coherent course of study based on work covered in both schools
- ensure that the candidate can continue their career-related studies on entry into the transfer school
- communicate with the candidate's previous school to obtain details of marks awarded and assignments completed
- mark and authenticate the work, if the accepting school is responsible and they have obtained completed assignments from the original school
- be responsible for paying registration for any amendments following the transfer, as outlined in *Fees and billing information for IB World Schools*.

C3.0 Overview

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

Figure 4: A student's journey through the Career-related Programme
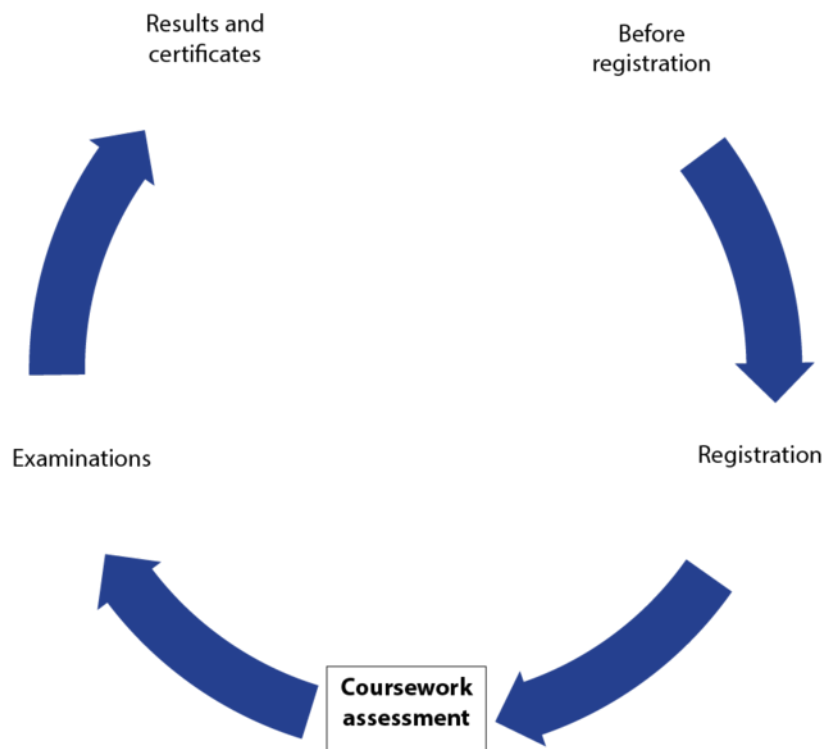
C3.1 Coursework assessment

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

IA 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 "C3.4" 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.

C3.2 Internal assessment

C3.2.1 Assessment of DP subjects and the CP core

DP subjects and the CP core are assessed as outlined below. Please note that the career-related study is assessed (or validated) by the school, **not** by the IB.

C3.2.2 DP subjects

The chosen DP subjects are assessed as set out in their subject guides, combining internal and external assessment requirements. Details of the assessment of DP subjects can be found in part D of the *Career-related Programme Assessment procedures* and in the relevant subject guides.

C3.2.3 CP core

The reflective project is internally assessed but externally moderated by the IB. Details of the assessment of the reflective project for 2024 can be found in section "D7" and the *Reflective project guide*.

Personal and professional skills is internally assessed by the school (formative assessment techniques are encouraged).

Language development is internally assessed (either by the school or the external provider) and authenticated by the school.

The core components of personal and professional skills, service learning and language development must be satisfactorily completed as part of the requirements for the award of the CP. The school determines whether personal and professional skills, service learning and language development have been satisfactorily completed. This is then reported to the IB through IBIS.

IBIS is programmed to default to satisfactory completion of personal and professional skills, service learning and language development requirements. If this is not the case, and a student has not satisfactorily completed the personal and professional skills, service learning and/or language development requirements, the CP coordinator should access IBIS and go to **Candidate > Candidate registrations > Post registration > CP requirements**. Finally, the coordinator should untick the candidates that have not completed the requirements by **1 June 2024 for the May 2024 session and 1 December 2024 for the November 2024 session**.

The IB reserves the right to request from the school evidence of its final decision on completion of the components.

C3.3 Internal assessment and predicted grades

Teachers and coordinators should refer to this section and to the appropriate subject sections of the *Career-related Programme Assessment procedures* to familiarize themselves with the requirements for IA and predicted grades.

The purpose of this section and section "C3.4" is to explain the administrative procedures for IA and predicted grades for DP courses taken by CP candidates.

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

The involvement of teachers in the IA and grading of their candidates is a key part of the CP assessment process.

This involvement occurs in three ways.

- Teachers submit marks for IA on the work done by candidates for a subject and level (SL/HL).
- 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 DP *Grade descriptors* (December 2017, updated September 2021).
- Teachers are encouraged to write comments on all candidates' work submitted for IA 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 "C3.4" to learn more about moderation.

C3.3.1 Requirements for internal assessment of DP subjects

Teachers for each subject and level with an IA 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 provided 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 IA 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. 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 IA 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 materials that may be required can be made available until after the close of the examination session **(15 September/15 March)**.

C3.3.2 Submitting marks for internal assessment and predicted grades

Marks for IA and predicted grades (PG) of DP subjects 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 programme coordinator that this information has not been received. Failure to provide predicted grades may place candidates at a disadvantage.

If IA marks for DP subjects are not entered on IBIS, no grades will be awarded for the subject(s) and level(s) concerned. Please note that predicted grades are not required for the reflective project.

Teachers access a restricted area of IBIS to enter candidates' IA marks and predicted grades for the DP subjects they teach. Teachers also access IBIS to submit IA marks for the reflective project. Refer to section "A3.1.1" for information about teacher access to IBIS.

Indicate the subjects that the teachers teach in **School > School person maintenance > Teacher subject maintenance** to allow them access to enter IA/PG data.

The screen(s) that teachers use for entering IA/PG data for a session become available on **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 "Internal assessment" and "Predicted grades" screens.)

If, after the submission deadline (**20 April/20 October**), a coordinator realizes that the wrong IA 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 IA mark entry are available on IBIS under the "Resources" tab.

C3.3.3 Predicted grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the DP 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 DP subjects.

To guide schools in their predictions, the IB will provide a customized distribution of predicted grades for each subject, based on previous actual performance at the school. Using this distribution, it is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. The IB recognizes that it is possible that a school's context may change significantly or that schools may have exceptional students. For these situations, the IB will permit a distribution to be exceeded.

For schools or candidates that are unable to take examinations due to COVID-19, where a distribution is exceeded or if the internal assessment outcomes show that the cohort is weaker than previous cohorts and predicted grades are not lowered, the IB will implement an additional quality assurance measure. Supporting evidence of student performance may be requested by the IB.

For schools and candidates that take examinations, the IB will not usually request evidence if the predicted grade distribution is exceeded. However, the IB reserves the right to request supporting evidence of predicted grades in exceptional circumstances.

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 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 a scale of 1 to 7, with 7 being the highest grade.

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

C3.4 Moderation

C3.4.1 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 IA between schools.

The purpose of moderation

The purpose of moderation is to ensure that all IA 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.

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 D of *Career-related Programme Assessment procedures*.

C3.4.2 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 performance. If the candidate is unable to redo the work, the IA must be marked "as submitted". 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 *Career-related Programme 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.

C3.4.3 Requirements for submitting samples for moderation

One teacher and one response language

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

- one set of sample work for moderation (sample candidates are selected by IBIS)
- the appropriate IA 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 IA 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 (sample candidates are selected by IBIS)
- the appropriate IA 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 IA.

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 (sample candidates are selected by IBIS)
- the appropriate IA 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.

C3.4.4 The selection of sample work

To enter candidates' marks for IA 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 select the sample and 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.

The size of the sample required is as follows.

Number of candidates	Sample size
5 or fewer	All candidates
6–20	5 candidates
21–40	8 candidates
41 or more	10 candidates

C3.4.5 Irregular situations

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

Additional assistance given by a teacher

If a candidate has received additional assistance from a teacher during the completion of their work for IA, 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 submitted".

Transfer candidates

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 (support@ibo.org) for advice.

Inappropriate work

The candidate's work is not appropriate for the subject and level. Mark it as well 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 redo the work.

C3.4.6 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 IA or other non-examination component from a previous session, you must indicate this requirement on IBIS.

Carrying over results

An "H" will automatically appear on the screen when the teacher or coordinator enters the candidate's IA 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 IA components.

C3.4.7 Internal assessment: Forms submitted with sample work

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

The forms that accompany sample work for IA 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.

C3.4.8 Subject-specific information about moderation samples

Subjects sampled across SL and HL

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

- Biology
- Chemistry
- Classical Greek
- Computer science
- Digital society
- Economics
- Film (not including HL collaborative film project)
- Geography
- Global politics (not including the HL extension oral)
- History
- Latin
- Language A: language and literature
- Language A: literature
- Music: experimenting with music
- Philosophy
- Physics
- 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.

History

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

C3.5 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.

C3.5.1 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.

Subject/component	Latest arrival date
Language A: literature HL essay	15 March/15 September
Language A: language and literature HL essay	15 March/15 September
Classical languages: HL composition	15 March/15 September
Literature and performance SL written coursework	15 March/15 September
Film: textual analysis	15 March/15 September
Dance: dance investigation	15 March/15 September
Music: exploring music in context	15 March/15 September
Theatre: research presentation	15 March/15 September
Visual arts: comparative study	15 March/15 September
Language A: literature SL individual oral (school-supported self-taught)	20 April/20 October
Visual arts: process portfolio	30 April/30 October
Music: presenting music	30 April/30 October
Film: comparative study and collaborative film project	30 April/30 October
Dance: composition and analysis	30 April/30 October
Theatre: solo theatre piece and collaborative project	30 April/30 October

C3.6 Assessment that requires an audio or video recording

C3.6.1 Instructions for recordings

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

- Language A: language and literature—individual oral
- Language A: literature—individual oral
- Language A: literature SL—individual oral (school-supported self-taught)
- Language B—individual oral
- Language ab initio—individual oral
- Literature and performance—individual oral
- Global politics—HL extension oral
- Dance—performance, composition and analysis
- Theatre—research presentation, collaborative project, solo theatre piece
- Music—exploring music in context, experimenting with music, presenting music, contemporary music-maker
- Film—comparative study, collaborative film project, film portfolio

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.

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

C3.6.2 Role of the interviewer

Record all your own interventions.

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

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

You **may not**:

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

C3.6.3 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.

C3.7 Candidates with incomplete work for assessment

C3.7.1 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.

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
- 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 an IA requirement, contact IB Answers for advice. An extension to the deadline may be authorized. See also section "C3.8".

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 judgement of the coordinator.

C3.7.2 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 IA 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 "C4.9" for the procedure that applies to externally assessed work.

C3.7.3 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
- 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 IA is incomplete, the candidate may still be eligible for a grade.

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.

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 "C7".

C3.7.4 Lost work

If a candidate's work has been lost, the candidate must redo the work.

C3.8 Submitting materials for assessment

C3.8.1 Assessment forms

Assessment forms for the 2024 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 Programme Resource Centre.

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

A name typed into an assessment form declaration or signature field will be taken as a formal signature.

C3.8.2 Submission dates

For submission dates, please refer to the Assessment calendar.

C3.8.3 Submitting assessment material

IA materials and coursework are uploaded to IBIS via the eCoursework system (see section "C3.9").

C3.9 Uploading eCoursework

C3.9.1 Timelines

The upload windows for eCoursework are as follows.

Opening date	Deadline	Components
15 January/15 July	15 March/15 September	Early components: Studies in language and literature HL essay Dance: dance investigation Film: textual analysis Music: exploring music in context Theatre: research presentation Visual arts: comparative study
15 January/15 July	20 April/20 October	All internally assessed components of DP courses, studies in language and literature individual oral, language A: literature individual oral (school-supported self-taught) and reflective project
15 January/15 July	20 April/20 October	Self-taught candidates—recordings and related material
15 January/15 July	30 April/30 October	Externally assessed components: Dance: composition and analysis Film: comparative study and HL collaborative film project Music: presenting music Theatre: HL solo theatre piece and collaborative project Visual arts: process portfolio

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

C3.9.2 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.

	Films/video/ screencast	Audio file	Images	Documents	Zipped file
Maximum file size	500 MB	60 MB or 60 minutes	5 MB	50 MB	750 MB
Acceptable file types	MP4 MOV (codec H264) M4V	MP3 M4A	JPG JPEG PNG	DOC DOCX PDF (non-editable) RTF	7Z RAR TAR ZIP

Notes

- 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.

- The maximum file size for a document is 50 MB, irrespective of whether the document contains images.

- If the maximum file size specified in the subject guide is different to the maximum stated above, the lower maximum file size applies.

- For computer science, the only constraint is that the maximum size of the zip file is 750 MB.

- If coursework has already been completed and is not a permissible file type, please convert the file to one of the file types listed above. If necessary, contact IB Answers (support@ibo.org) for advice.

- Candidates should be advised not to embed live links into any of their coursework as these cannot be viewed by our examiners.

- Language ab initio source files must contain just the relevant pages studied as target language sources.

- A resolution of no more than 200 dpi is recommended.

- Work containing equations should be uploaded as a PDF.

- Verify that all contents of the document appear as expected and that all content is readable.

C3.9.3 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 and that there is consistency between the DP subjects.

- Use of fonts such as Arial, minimum font size 11 (where the language/script supports it)
- Single (or greater) line spacing
- 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 11 point, or by choosing a non-standard font. Examiners are instructed not to credit work that has been "shrunk to fit" in this way.

To check how a document will be presented to an examiner for marking, the following options are available.

- View the document in a "Print Preview" mode.
- Print the document.
- Export the document to a PDF file.

C3.9.4 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.

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
Sinhala	FM Abhaya
Tamil	LathaRegular
Telugu	Gautami
Thai	Browallia new
Tibetan	Monlam UniOuChan1
Tigrinya	Ge'ez Unicode
Urdu	Times New Roman

C3.9.5 Identification of work

Schools are encouraged to keep coursework submissions anonymous.

Schools may use the candidate's personal code (for example, 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.

C3.9.6 Annotation

Teachers are encouraged to provide comments on all candidates' work submitted for IA 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.

When adding comments in Word:

- ensure comments are set to show all 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[3] it is not possible to change or remove any highlighting.

When adding comments in PDF files:

- 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 numbers on separate pages**)

- 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 using a zoom of 100% and make sure that they do not overlap any text before uploading the document.

C3.9.7 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.

C3.9.8 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.

C3.10 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: Career-related Programme" (article 6) in part B of this publication make it clear that by submitting their work for assessment, candidates are thereby deemed to grant the IB a non-exclusive worldwide licence, for the duration of statutory copyright protection, to use it in certain limited ways.

This allows the IB to copy candidate work for assessment purposes and for publication in support of teaching, professional development and assessment of teachers and, occasionally, for promotion. This includes print and digital reproduction, adaptation and translation. In all circumstances, the IB protects the identity of the candidate and of the school. See part B "General regulations: Career-related 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. A signed copy of any request must be retained by the school.

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 **1 June/1 December** one month before the issue of results for the examination session concerned.

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

C4.0 Overview

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

Figure 5: A student's journey through the Career-related Programme
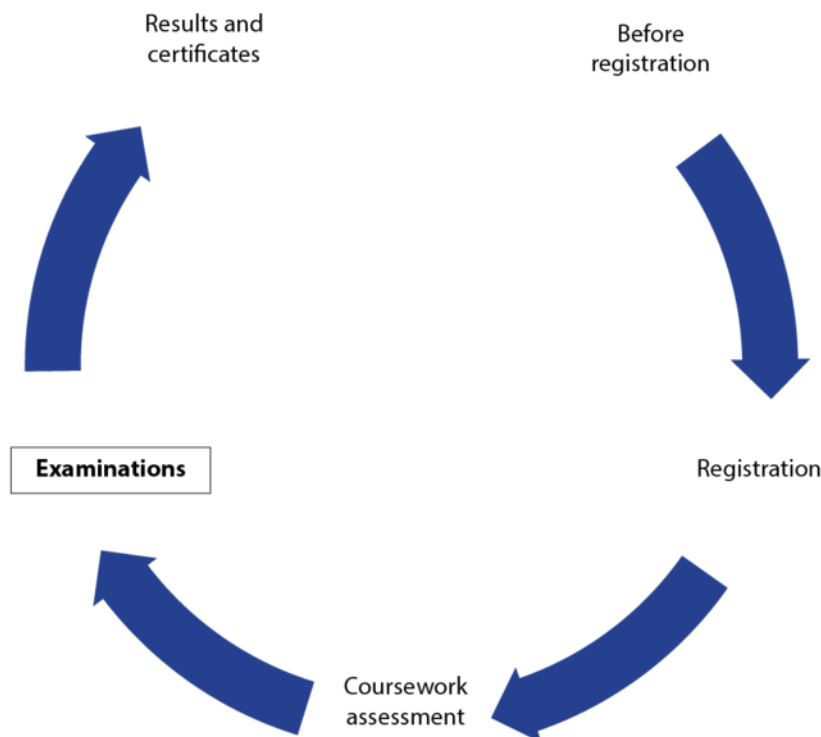
In case of emergencies during the examinations

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 if 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 "C7".

What is an emergency?

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 the *Conduct of examinations booklet 2024*.

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 "C7" and part B "General regulations: Career-related Programme".

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

A candidate is temporarily too unwell to take the examination(s)

If a candidate is too unwell to take an examination according to the schedule, the coordinator is able to request emergency rescheduling administer the examination within the following 24 hours. All emergency rescheduling regulations must be adhered to; unauthorized rescheduling will result in the candidate's mark for the examination being inadmissible. Please see the *Emergency rescheduling guide* for specific guidance.

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

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 and 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

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.

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 is absent from an examination

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

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 in their seats, without communicating and under supervision, until the examination can resume. The remaining 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 (within 24 hours). 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 examination room has been evacuated because of a fire alarm, bomb threat or natural disaster

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

- Instruct the candidates not to communicate with each other and then ask them to turn their scripts over so they cannot be read. Record the time when the examination was stopped.

- Evacuate the room and remind the candidates not to communicate with each other.

If candidates are able to return to the examination room to complete the examination, record the time when the examination restarted and allow the full remaining 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 (within 24 hours). 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 cannot get to the school or the school has been closed

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 cannot get to the school or the school has been closed

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

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.

C4.1 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 the *Conduct of examinations booklet 2024* and the *Calculators guidance for examinations booklet 2024*. Coordinators should ensure that each invigilator has access to a copy of this information and has read it before the examinations start.

C4.1.1 Examination schedules for May and November 2024

Schools will be notified which examination schedule and zone applies to them in **April/September** the year before assessment.

After the **registration deadline** of **15 November/15 May**, programme coordinators will be able to access their school-specific examination schedule using the IB Insights tool accessible via My IB.

C4.1.2 Examination schedules for May and November 2025

The examination periods for the May and November 2025 examinations are included in the schedules for 2024 (available in section "C4.1.1").

C4.1.3 Principles used in creating the IB examination schedule

- It is not possible to take into account public, national or school holidays because of the number of countries in which the CP 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.

- Where there are subjects with particular regional or cultural links, the IB will endeavour to take these into account, for example, Arabic literature/language examinations will not be scheduled on a Friday.

- Subjects with the highest candidature are not scheduled consecutively and are spread as evenly as possible over three weeks to try to 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 (please note, French is not scheduled separately in a November session).

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

C4.2 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.

C4.2.1 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:

- conflicts between IB examinations scheduled for the same time and date

- conflicts between the scheduling of IB examinations and the examinations of other awarding organizations, including university entrance examinations

- emergency situations.

A rescheduling request should be submitted in any circumstance where a candidate(s) needs to sit an examination at a different time to their peers.

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.

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.

- The *Rescheduling of an IB examination and confidentiality declaration* form must be signed by all relevant parties before any supervision takes place (with the exception of emergency rescheduling. Please see the *Emergency rescheduling guide* for details).

- The coordinator should only sign the form when all other signatures have been obtained.

- If it is necessary for more than one school supervisor or parent/guardian to take responsibility for supervision (for example, one teacher on the first day and another on the second) then all individuals must sign the form.

- The candidate(s) must not meet or communicate with any candidate(s) who has already taken the examination or any person who has knowledge of the content of the examination.

- Communication includes any form of electronic communication, for example, telephone (including mobile/cell phones), email, wearable technology, internet and social media. A supervised candidate(s)

must not be in possession of, nor have access to, any potential technological/web-enabled sources of information.

- Where a candidate(s) is permitted to take an examination at a different time, the school must appoint a member of staff or an invigilator to supervise the candidate(s) at all times. The school must ensure there is no contact with other candidates.

- If the total duration of all the examinations to be taken in one day is more than 6 hours and 30 minutes, schools may wish to arrange overnight supervision. **Note:** The candidate(s) may be offered the opportunity to sit all of the examinations on the scheduled day.

- Overnight supervision must be overseen by a parent/guardian or other responsible adult who accepts accountability for vouching that no academic misconduct occurred. This applies to all candidates, even if they are over the legal age of majority.

- The supervision of a candidate(s) on journeys to and from the school and overnight may be undertaken by the candidate's parents/guardians or school staff. The school must determine a method of supervision that ensures the candidate's well-being.

- The parents/guardians must supervise the candidate(s) from the time when they leave the supervision of the school until supervision of the candidate(s) is transferred back again to the appointed person at the school.

- All completed forms returned to the IB must be retained in copy at the school for inspection, until the deadline for enquiries upon results has passed or when appeals and academic misconduct enquiries have been completed, whichever is later. **Note:** Scanned versions are acceptable.

- The IB coordinator is accountable for making sure the arrangements meet IB requirements.

- The IB must be informed immediately of any known or suspected contravention of these conditions.

The IB may use appropriate means to check that these conditions have been adhered to, and will take action if there is evidence of any contravention. This could lead to the disqualification of any candidates involved and could affect whether the IB would allow such concessions to be made in the future. The coordinator must advise the candidate that any attempt to gain an unfair advantage may result in no grade being awarded for the subject concerned.

Conflict between IB examinations

Coordinators must review 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 hours and 30 minutes.

Examinations will only be rescheduled from the morning to afternoon session (and vice versa) when the candidate(s) is scheduled for 4 hours or more of examinations in any given session. A session is either morning (am) or afternoon (pm).

Rescheduling will be considered only where the candidate has more than 6 hours and 30 minutes of examinations.

If a candidate has examinations in four different subjects scheduled for the same day, rescheduling will be authorized, regardless of the total number of hours of examinations on that day.

An examination will not be rescheduled to an earlier day.

Conflict with the examinations of another awarding organization

Review 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.

When a candidate is unable to complete their IB examination(s) because of illness, you will be able to request emergency rescheduling. Please note, if the candidate is experiencing mild challenges that can be overcome with the support of accommodations, such as rest breaks and a separate room, then they should proceed with completing the examination at the scheduled time.

If the candidate is too unwell to take the examination at the scheduled time, the examination(s) can only be rescheduled within the following 24 hours. The coordinator must make every effort to ensure the security of the examination is maintained.

Please see the *Emergency rescheduling guide* for further guidance. Emergency rescheduling may also be authorized in the event of emergency appointments. These include court appearances or immigration meetings (for which supporting documentation must be provided). Emergency rescheduling can also be requested when a candidate needs to attend a funeral. The IB understands that the impact of attending a funeral may be such that the candidate is not able to complete the examination within the following 24 hours. Should this be the case, please submit a *D2 - Candidate(s) affected by adverse circumstances* form to adverse@ibo.org for further support and guidance.

Emergency situations also 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 "C4.0" 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

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.

The *Rescheduling of IB examinations guide* can be located under **Assessment > Cross-session resources > Rescheduling and relocating** on the Programme Resource Centre.

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

C4.2.2 Alternative venue

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

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:

- 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 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.

An alternative venue may also be authorized in cases of accident or serious illness during the examination session when a candidate may be unable to take the examination in school. For example, the candidate may be in hospital, in quarantine and/or confined to bed. To request an alternative venue in these circumstances, contact IB Answers (not the school's IB Global Centre).

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.

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**.

C4.3 Examination materials mailings

C4.3.1 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:

- 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.

- Whenever possible, an envelope must contain at least 20 scripts. (This does not apply if there are less than 20 candidates for an examination.)
- The top examination coversheet must appear through a clear window on the envelope. The QR code must be visible to enable it 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)

The *Answer booklet guide* 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 examinations.

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 their answers to the questions); sometimes referred to as a "write-on" examination paper

- one or more answer booklets

- graph (grid) paper.

Posters

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

- *Conduct of the examinations: Notice to candidates*

- *Conduct of the examinations: Items not permitted*

- *Conduct of the examinations: Language acquisition listening comprehension examinations*

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.

C4.3.2 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.

C4.4 Examination papers

In **mid-April/mid-October** 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 SL and HL paper 1—source booklets
- Language B and language ab initio paper 2 reading comprehension (all languages)—text booklets
- Digital society SL and HL paper 2—source booklets
- Digital society HL paper 3—source booklets
- Environmental systems and societies SL paper 1—resource booklets

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

- Geography SL and HL paper 1—resource booklets
- Geography SL and HL paper 2—resource booklets

C4.4.1 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 *Secure storage of confidential IB examinations material booklet 2024*.

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.

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.

C4.4.2 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.

C4.4.3 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.

C4.5 The conduct of IB Diploma Programme examinations

Please refer to the *Conduct of examinations booklet 2024* for all information on the conduct of the examinations.

C4.6 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.

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.

For further information, please refer to the *Academic integrity policy*.

C4.7 Maladministration and 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 *Career-related Programme Assessment procedures*. Non-compliance with assessment procedures will be investigated by the IB and considered by the Final Award Committee.

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 CP
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the IB
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination.

For further information, please refer to the *Academic integrity policy*.

C4.8 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 depending on 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.

C4.9 Candidates with incomplete work for assessment

C4.9.1 Procedure for externally assessed work

See section "C3.7" 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.

C4.10 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 the *Conduct of examinations booklet 2024* for further details). The scanning centre mailing address is available on IBIS: **Subject > Subject examiners > View scanning centre**.

C4.11 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 by the date indicated on the survey. A link to the questionnaire is sent to school coordinators on the Monday of the first full week of the external assessment session; coordinators should forward the link to appropriate teachers. If a teacher does not receive a link to the questionnaire, they should raise this with their school coordinator. If a coordinator does not receive a link to the questionnaire, they should raise this with IB support (support@ibo.org). 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.

C5.1 Policy

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

This policy must be shared with all students and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the programme.

For further information on good academic practice, policy design and referencing standards, please refer to the following publications.

- *Academic integrity policy*
- *Effective citing and referencing*

These publications detail categories of school maladministration and student academic misconduct, along with a matrix of penalties if either is confirmed. These publications also detail the IB expectations for citing and referencing.

C5.2 The authentication of candidates' work

C5.2.1 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 uploaded for assessment or moderation.

CP coordinators and subject 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.

Therefore, teachers 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 (school template)* form 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.

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 confirmed on-screen by both the candidate and teacher.

For **assessment electronically uploaded by the school** (on behalf of the candidate), the authentication process is confirmed on-screen by the teacher. This option requires the school to have previously secured the candidate's authentication through the *Candidate consent (school template)* form.

For all coursework and oral components (non-written examination components), teachers and supervisors should follow the flow diagram (figure 6) as a standard practice for checking authenticity of the candidate's work.

Figure 6: The authentication process

Candidate presents the final version of their work to the teacher.

Teacher reviews the candidate's work to confirm authenticity and ensure the final version has been presented.

The work is identified as not authentic.

The work is identified as authentic.

The work must not be submitted for assessment. The school must follow internal policy in dealing with academic honesty issues. This will broadly follow one of two outcomes.

The work can be uploaded to IBIS, authenticated and submitted for assessment. If the school is uploading on behalf of the candidate, signed confirmation of authenticity must have previously been obtained from the candidate.

The work is not accepted for assessment (no rework permitted). In the case of internal assessment, an "F" is entered by the school. For externally assessed components (EE, TOK, etc), the work is indicated as "Non-submission" on IBIS. The candidate will not be eligible for a final grade in the affected subject.

The candidate is permitted by the school to rework or complete a new piece of work (subject to individual subject requirements). *

Work is submitted to the IB for assessment.

*Please note that some assessment components can only be completed once and so cannot be attempted again. In these cases, non-submission of the assessment must be obeyed. Please see the relevant subject guide for clarification.

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 acknowledgement because they know their work is regularly subject to scrutiny.

C5.2.2 The use of plagiarism detection software

It is not a requirement for schools to use plagiarism detection software and the IB does not endorse or 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 plagiarism.

C5.3 Academic misconduct and school maladministration—IB action

C5.3.1 Circumstances that will trigger an investigation

Alleged student misconduct and school maladministration is reported to, or identified by, the IB in the following ways.

- A coordinator reports that academic misconduct may have taken place during an examination.
- An examiner or moderator reports possible misconduct during the marking process.
- An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
- A comparison of specific assessment components using an IB bespoke software program shows similarities between candidate work (in the same school or across IB World Schools).
- Whistle-blower reports.

C5.3.2 The investigation process and outcomes

Detailed information about the IB investigation process and outcomes for student academic misconduct and school maladministration can be found in the *Academic integrity policy*.

C6.1 Introduction

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.

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
- long-term medical and/or mental health challenges (with onset or occurrence more than three months before the intended examination session)
- 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 any inquiries concerning candidates with access requirements, please contact inclusion@ibo.org or use the "Contact us" link on IBIS.

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

C6.2 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*.

C6.3 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.

See also section "C6.4".

C6.4 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* form is located under the "Candidate" tab and must be submitted by **15 November/15 May**, six months before the written examinations.

Please note the following points when submitting a request for inclusive access arrangements.

- The candidate must be registered for the intended examination session on IBIS before a request can be raised.

- Requests for modified papers (including requests for candidates with colour challenges) **will not** be authorized after the **15 November/15 May** deadline.

- Requests for lip reading scripts for access to listening comprehension (language acquisition) will not be accepted after the deadline.

- A bespoke language A: language and literature paper 1 examination can be requested for candidates with significantly low vision or total visual impairment (where the assessment cannot be accessed by standard access arrangements). The deadline to submit requests for this bespoke option is **18 months** in advance of the intended examination session.

- When requesting a split session for a candidate, please use the "Other" field on the *Request for inclusive access arrangements*. The programme coordinator must not make any changes to the candidate's registration. Please contact the inclusion team—who make the approved changes—directly.

If a request is in line with the eligibility criteria detailed in the *Access and inclusion policy*, automatic approval of the access arrangements will be sent via email to the coordinator. The IB may review the supporting documentation for automatically approved requests and reserves the right to seek further clarification and/or amend the approved inclusive access arrangements where applicable.

If automatic approval cannot be given, the request will be referred to the IB for review. In some instances, discussion between the coordinator and the IB may be necessary to decide on the most suitable arrangement(s) for the candidate.

Requests for inclusive access arrangements that have been referred to the IB will take a minimum of four weeks to be processed. The same applies for requests for re-evaluation of decisions.

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" link under "Contact us" on IBIS.

Access arrangements for candidates registered in the retake category will not normally be amended.

C6.4.1 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**, which must have been undertaken and dated within three years of the intended examination session and be translated into English, French or Spanish where necessary.

or

- **A language test report** for additional language learners, which must have been conducted no earlier than one year before the examination session.

and

- At least one piece of **educational evidence**.

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

- a detailed 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 only needs to 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.

C6.5 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.

- If the candidate produces their examination responses on a Braille type machine/typewriter, this must be converted to a Word document (or similar) before submitting for assessment.

- The standard enlargements the IB offers are detailed in the *Access and inclusion policy**. 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.

- A bespoke language A: language and literature paper 1 examination can be requested for candidates with significantly low vision or total visual impairment (where the assessment cannot be accessed by standard access arrangements). The deadline to submit requests for this bespoke option is **18 months** in advance of the intended examination session.

- Examination papers can be produced on coloured paper. The available colour options can be viewed via the link and in the IBIS library.

- Examination papers can be produced in an electronic (PDF) version for use with reading software.

* For some components, it may not be possible to produce the requested modification. Therefore, these components will be produced on A3 size paper in 18 point font size (standard enlargement).

Specimen modified paper-based examinations from previous sessions can be requested on loan from the IB. This does not include examinations printed on coloured paper. Please contact inclusion@ibo.org for more information.

C6.6 Oral components

When a candidate is supported with 25% additional time for oral assessments, teachers must do the following.

- **For internally assessed components:** type the authorized arrangement(s) in the "Teacher (marking) comments" section on the "Teacher criteria mark entry" screen on IBIS. This applies for all oral and presentation assessments that are recorded and uploaded on IBIS.

  Note: approved additional time can be used for preparation, delivery or divided between both elements and is at the discretion of the school (in line with the candidate's usual way of working).

- **For externally assessed components:** verbally announce the authorized arrangement(s) at the start of the recording for all recorded submissions.

C6.7 Listening components

The IB is not able to make any specific recommendations for the administration of the listening examinations for language acquisition subjects—the conduct of which is dependent on the individual school and available facilities/resources.

The IB will only supply one version of the audio file for each subject/level. Schools should refer to the relevant language acquisition subject/support guides for further information. If your candidate has been approved additional time, this will not be added to the audio file. The school will need to manage any additional time approved for individual candidates.

Where modified papers have been authorized for the written examinations, they will also be provided for the language acquisition listening comprehension paper.

Access to additional time

- Additional time for both listening and producing written responses cannot be approved. Only one access arrangement can be requested.

- Depending on the severity of the candidate's challenge, 25% or 50% additional time can be requested (with 25% being the standard arrangement).

- There is no option for 10% additional time. The length of the built-in "pause" time in the listening comprehension examination is designed to support candidates with mild challenges.

There are two distinct kinds of additional time that may be authorized for listening comprehension examinations—these are dependent on the candidate's challenges and dictate how they will be permitted to interact with the audio track.

Additional time for producing written responses

- The candidate is permitted to extend the pauses in the audio tracks (i.e. extending the writing time).

- The candidate is authorized to pause the audio recording between audio texts. The track should be paused when the candidate hears the "beep" that indicates the next audio text is about to begin.

- The track **must not** be paused at other points—for example, in the middle of an audio text.

- The candidate is not permitted to rewind the audio.

Additional time for listening

- The candidate is permitted to pause, rewind, and repeat the audio at any point during the track to enable them to overcome a hearing or auditory processing challenge.

The IB recommends the use of a prompter for all candidates requiring support with time management.

Access to word processors, reading software or speech recognition software

Access to word processors, reading software and/or speech recognition software is not permitted for the listening comprehension examinations.

- For candidates with reading challenges, a request for a human reader or reading pen can be submitted. This will enable the candidate to concentrate on the audio. The human reader/reading pen will read the examination questions.

- For candidates with writing challenges, access to additional time and a scribe can be requested.

Communication challenges

For candidates with **mild or moderate hearing challenges**, and where appropriate, lip reading can be requested.

- Where lip reading is approved, a transcript of the audio track will be sent to the school.
- The transcript is to be read to the candidate at the time of the examination.

For candidates with **severe and profound hearing challenges** (such as those who require access to a sign language interpreter), exemption from the language acquisition listening comprehension examination can be requested.

Any request for exemption must be made by selecting the "Other" option on the *Request for inclusive access arrangements*. An explanation in the "Comments" box and supporting documentation demonstrating the severity of the hearing challenge must be provided.

C7.1 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 (with onset or occurrence up to three months before the IB examinations offered in May/November)
- exceptionally difficult family circumstances
- bereavement (within the six-month period preceding the start of the examinations)
- 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.

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 communicate, 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 CP 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.

C7.2 Notifying the IB of adverse circumstances

The CP coordinator must submit the form *D2 - Candidate(s) affected by adverse circumstances* 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).

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).

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

All submitted requests for adverse circumstances are reviewed on an individual basis and in accordance with the *Adverse circumstances policy*.

One or more mitigations may be applied to a candidate, or group of candidates, depending on the circumstances. Please refer to the *Adverse circumstances policy* for full details of mitigation measures.

C8.0 Overview

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

Figure 7: A student's journey through the Career-related Programme
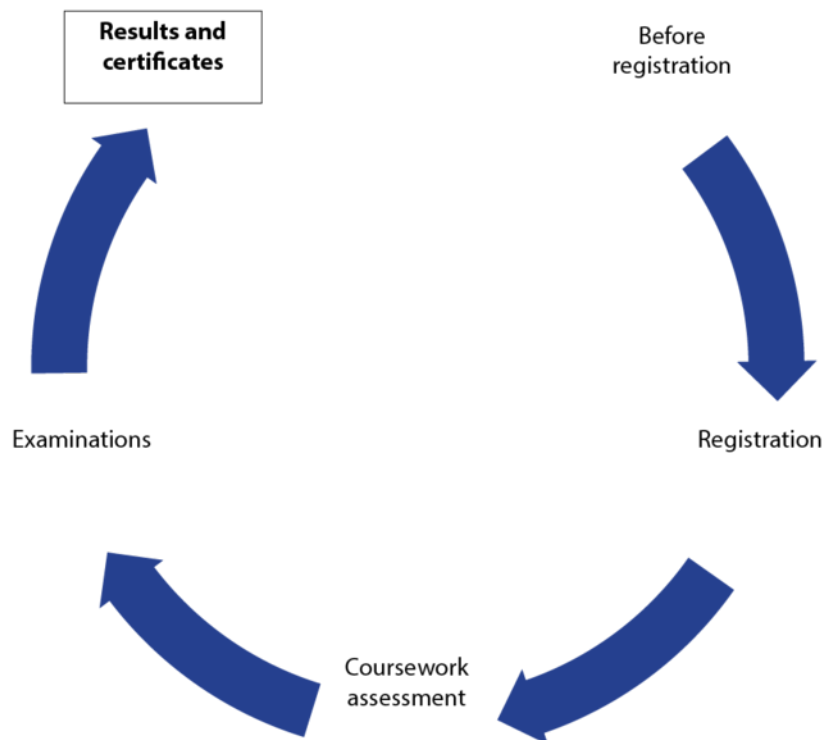
C8.1 The schedule for results issue

The schedule for the issue of results data and the availability of the enquiry upon results service for the May 2024 session are given in the table below: all times are given as Greenwich Mean Time (GMT), unless stated otherwise.

May 2024	Event
12.00 noon, 5 July	The staggered release of results to CP 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 noon, provided that the coordinator has submitted a request for the universities results service. See section "C8.1.3" 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 their 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.
12.00 noon, 9 July	The release of school, global statistics and results CSV format files to coordinators on IBIS. The release of this information is not staggered.
12.00 noon, 12 July	The release of IA feedback. The release of this information is not staggered.

The provisional schedule for the issue of results data and the availability of the enquiry upon results service for the November 2024 session are given in the table below: all times are given as GMT, unless stated otherwise. If the November 2024 session is not impacted by unforeseen events, results will be released from 9.00pm GMT on **16 December** and schools notified of the change to the schedule below.

November 2024	Event
12.00 noon, 2 January	Results are released through a secure website to those universities using the online service. Release of this information is not staggered; universities are able to access all information at noon, provided that the coordinator has submitted a request for the universities results service. See section "C8.1.3" 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.

November 2024	Event
12.00 noon, 2 January	The staggered release of results to CP coordinators on IBIS. 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, 2 January	Coordinators can begin requesting the category 1, category 2 and category 3 enquiry upon results service for their candidates.
5.00pm, 2 January	The release of component marks and grades to coordinators on IBIS. The release of this information is not staggered.
6.00pm, 2 January	By default, results are released to candidates on candidates.ibo.org, six hours after results are released to schools. This assumes the coordinator has issued each candidate with their personal identification number (PIN). Schools have the opportunity to set the access time for their candidates any time from the same time as the school up to 48 hours later (**Candidate > Candidate results**).
12.00 noon, 6 January	The release of school, global statistics and results CSV format files to coordinators on IBIS. The release of this information is not staggered.
12.00 noon, 10 January	The release of IA feedback. The release of this information is not staggered.

C8.1.1 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 CP 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 format files.

Statistics on global results and school results are available on **9 July/6 January**. Go to **Subject > Subject results > Results statistics** to access this information.

The "Results statistics" option will allow access to:

• school statistics

• subject statistics

• reflective project 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.

C8.1.2 Issue of results to candidates

Following the issue of results to schools, the coordinator may provide results to their candidates at their own discretion. Additionally, the IB provides a service for candidates to be able to access their own results via a secure website, candidates.ibo.org.

For May sessions, there is a staggered release of results from 12.00 noon (GMT) on **6 July** via the candidates.ibo.org website. Candidate access will be 24 hours after the issue of results to the school.

For November session, by default, the results are available to candidates six hours after results are issued to the school. However, the coordinator can amend the access time for their candidates on IBIS (**Candidate > Candidate results**) and can set an access time from the same time as the school up to 48 hours later.

The IB release results to candidates later than schools to allow coordinators time to access and analyse the results in order to prepare for counselling their candidates.

Candidate results service

To use this service, coordinators will need to obtain a unique alphanumeric personal code and PIN for each candidate from IBIS (**Candidate > Candidate results > Candidate results reports > Individual PIN report**). 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.

Candidates will be able to see their subject grades as well as core grades and overall qualification results, if applicable. By default, candidates will also be able to access "detailed results" information that consists of their scaled moderated total mark and the lower and upper boundary marks for the grade they have been awarded for each of their subjects.

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, a request for the results to be made available to them should be completed (see section "C8.1.3").

Access to candidates.ibo.org

To access their results, a candidate must enter their alphanumeric personal code and PIN. The personal code (for example, chb765) 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.

Withholding results from candidates

Coordinators have the option to prevent candidates from able to access their detailed results or all results information on candidates.ibo.org. This can be done on IBIS (**Candidate > Candidate results > Withhold candidate results**).

This option is for coordinators to control candidate access in situations where the candidates may require special or face-to-face counselling.

The option prevents the candidate from being able to access their results via candidates.ibo.org only; it will not prevent results from being sent to universities or certification being produced. The IB cannot withhold these results processes for a candidate.

C8.1.3 Issue of results to universities and admissions 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**.

Deadline for a May session—all countries	Deadline for a November session—all countries
15 June*	15 December*

*Any requests made after the above deadlines will be processed but the IB cannot guarantee when the results will be made available to institutes of higher education.

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 these three, only one for the USA).

For any additional requests, contact the IB using the "Issue of results to universities" link 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.

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 coordinators to check their 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 Request for results service *Transcript request* form.

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**.

C8.1.4 Transcript requests for anticipated candidates

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

For example, a May 2023 anticipated candidate who does not carry on and complete the CP will require their results to be sent to universities in 2024 (their final school year). Therefore, from **1 May to 1 July 2024** the coordinator would be able to log in to IBIS, select "May 2023" as the examination session and submit requests for a 2023 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 CP or retake candidates.

C8.1.5 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 examination session because that subject is not available in their chosen 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.

C8.2 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 CP candidate retakes a subject/level/language, the highest grade will contribute to the CP.) Also, a grade from a previous session may have been achieved as an anticipated subject.

Grades for the subject taken by anticipated candidates normally appear on the *CP Course Results* on completion of the CP. The only exception is when an anticipated subject does not contribute to the CP and is converted to course results.

The CP 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 their results, it is important to consider whether other requirements would still not be met if the first failed requirement was overcome.

A CP candidate is not permitted to change their combination of subjects in order to achieve the CP or improve their points score. For example, if a CP candidate achieved a high grade in an additional subject, this subject grade cannot subsequently contribute to their CP.

C8.2.1 CP awarded

A CP is awarded if all conditions have been met in compliance with part B "General regulations: Career-related Programme". See also section "A2.4" for details of the conditions for the award of the CP.

C8.2.2 Bilingual certificate for the CP awarded

A bilingual certificate for the CP will be awarded to a successful candidate who fulfils at least one of the following criteria.

- Completion of two DP language courses selected from studies in language and literature, with the award of a grade 3, or higher, in both languages.

- Completion of one DP language course selected from studies in language and literature, with the award of a grade 3, or higher, as well as completion of one DP course from individuals and societies, or sciences, in a language that is not the same as the student's chosen language from studies in language and literature. The candidate must attain a grade 3 or higher.

See section "A2.3.4" for further details.

C8.2.3 CP 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 CP if certain requirements have not been met. Candidates not awarded the CP receive a statement of results.

Where an "N" is awarded because of a breach of regulations, a letter of explanation will be sent to the head of school as soon as possible.

C8.3 CP requirement codes

A candidate will not qualify for the award of the CP if certain requirements have not been met. (Refer to Part B "General regulations: Career-related Programme" and section "A2.4".) The following codes indicate which requirements have not been met.

Code	Requirement not met
1	Personal and professional skills, service learning, language development or career-related studies requirements have not been met.
2	An "N" has been given for the reflective project or for a contributing subject.
3	Grade E has been awarded for the reflective project.
4	The candidate has not been awarded a grade 3 in a minimum of two subjects.

C8.4 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 CP 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 CP coordinator, appropriate IB personnel and the chair of the Examining Board. For further information, refer to section "C5" on academic honesty.

C8.5 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.
- 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 remoderation: The remoderation of marks for IA by subject/level.

Please note that the outcomes of enquiry upon results (EuR) requests are sent to the CP 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 CP 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.

C8.5.1 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 remoderation: Candidates' marks and grades may be raised as a consequence of a category 3 enquiry, but not lowered.

C8.5.2 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 science 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.

Definitively marked material: The re-marking does not include components that have been definitively marked. This is because definitively marked candidate responses are marked by the Principal Examiner, and used to ensure that examiners are marking to the correct standard. In these cases, the IB is confident the mark is correct and a re-mark cannot be requested.

The IB reserves the right not to allow a re-mark in any situation where doing so would undermine the integrity of the assessment system.

C8.5.3 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 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.

C8.5.4 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 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.

C8.5.5 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 be made available on the IB file host in zip format (containing individual PDFs of each item of candidate work).

The fee charged for the request covers the whole school entry for that single component.

C8.5.6 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, for example, coursework for arts subjects. The material will be made available on the IB file host in zip format (containing individual PDFs of each item of candidate work).

A category 2B enquiry is for the purpose of returning externally assessed material only and does not constitute a candidate's claim of exclusive copyright in that material. If a candidate wishes to claim

exclusive copyright, a separate request must be sent to the Assessment Division, IB Global Centre, Cardiff, using the *Exclusive copyright* form.

C8.5.7 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**.

- Candidates have the right to instruct their CP coordinator not to request their assessment material for any purposes.

C8.5.8 Category 3 remoderation

This category is a remoderation of a school's IA marks in a given subject and level based on the original sample material. (For some subjects, this will be a combined SL/HL sample; therefore the remoderation 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 remoderation, but not lowered.

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

A remoderation 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 remoderation 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.

Definitively marked material: A remoderation will not include work that has been definitively marked. This is because definitively marked candidate responses are marked by the Principal Examiner and used to ensure that examiners are marking to the correct standard. In these cases, the IB is confident that the mark is correct and so remoderation cannot be carried out.

The IB reserves the right not to allow a remoderation in any situation where doing so would undermine the integrity of the assessment system.

C8.5.9 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 their 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.

C8.5.10 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.

The following targets are only an indication as to how long each service may take. Note that when a request for a category 1 report is made on IBIS, the candidate's externally assessed material for the subject/level concerned will be sent to the school; the target of 30 days indicated below does not include the time taken for the return of the candidate's work.

- Category 1 re-mark: 18 days
- Category 1 report: 30 days
- Category 2A and 2B: 10 days
- Category 3 remoderation: 30 days

C8.5.11 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 (*IB CP certificate* and *CP Course Results*) has been sent to the school, new results documentation will be printed. 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.

C8.5.12 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.)

C8.6 Results certification

The *IB CP Certificate* and *CP Course Results* are sent to schools in **September/March**. These documents constitute the official results. Results certification will show subject results and whether or not the candidate has completed the core components. Certification will not display subjects with a "grade" of "N".

Results certification will always display the school where the candidate took their final examinations. When a candidate has retaken subjects at a school that is different from the school at which they took their original examinations, the certificate will display the name of the retake school, not the original school.

The *IB CP Certificate* and *CP Course Results* requiring legalization will be sent separately by the legalization service in Cardiff as soon as the legalization process is finished.

If an anticipated, CP or retake candidate takes an additional subject, that candidate will receive a separate *CP Course Results* showing the subject(s) taken and grade(s) awarded. For anticipated candidates who do not complete the CP, *CP 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.

C8.7 Legalization of results documents

C8.7.1 Background

In some countries, the CP certification may need to be legalized by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities. It is the responsibility of the coordinator to inform candidate(s) of this requirement. The legalization service is managed by the Assessment Division, IB Global Centre, Cardiff, UK, after each examination session.

C8.7.2 Procedure

If legalization is required, coordinators must provide the Assessment Division, IB Global Centre, Cardiff with the names and codes (and other documents, when needed) of those candidates who wish to have their *CP Course Results* document legalized. This is done by completing the *Legalization request form* on IBIS. Coordinators are asked to submit this request by **15 June/15 December** to ensure timely processing of the request. After the deadline, school coordinators must contact legalization@ibo.org.

When the coordinator enters a candidate's name on IBIS, it must be spelled in the same way as on the candidate's passport/ID card. If this is not the case consulates may refuse to complete the legalization process.

Legalized documents should reach the appropriate school by the end of September for a May session and by the end of March for a November session. They are mailed to schools for the attention of the IB programme coordinator. It will then be the responsibility of the coordinator to distribute the documents to candidates. 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.

In the interests of candidates requesting legalization, and given the strict deadlines to enrol 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.

Retake candidates

Legalization requests for retake candidates are not automatically registered from one examination session to another. Legalization requests for retake candidates must be submitted again for the examination session in which the candidate sits the retake examination.

If the candidate fails to achieve a higher grade in the subject(s) being retaken, the coordinator must email the legalization service at the Assessment Division, IB Global Centre, Cardiff immediately after the issue of results in order to cancel the request.

Legalized Career-related Programme results by courier

After legalization, legalized *IB Career-related Programme Results* documents will be mailed to the appropriate schools by courier service. The *Legalization request form* should therefore be completed with the school telephone number and mailing address (not a PO box number) for delivery. It will then be the responsibility of the coordinators to distribute the documents to their students. Please note that the IB will bear the costs of the courier service to schools. In the interest of candidate(s) requesting legalization and given the strict deadlines to enrol in universities, the legalization service makes every effort to expedite the legalization process. However, this is largely dependent on the external stakeholders involved.

C8.7.3 Countries requiring legalization

A current list of countries that often require legalization can be found on the IB public website.

The following countries and regions (territories) demand photocopies of passports.

- Burkina Faso
- Italy
- Kenya
- Malaysia
- Palestine
- Saudi Arabia
- Taiwan

Photocopies of the passport/ID card should be submitted with the *Legalization request form* on IBIS, via email and/or sent by courier to the following address.

International Baccalaureate Organization, Legalization Service, Assessment Division, Global Centre Cardiff, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff CF23 8GL.

On receipt of the *Legalization request form*, an acknowledgement will be sent to the school via email.

Iran, Nepal, Nigeria, Syria

The IB legalization service can only complete the first step of the legalization process for Iran, Nepal, Nigeria, and Syria, which only includes obtaining the stamp from the Chancellery of Geneva.

The candidate will be responsible for obtaining the stamp from the relevant consulate in the country of their current residence. Iranian candidates will need to complete a form on the governmental Iranian public website (mikhak.mfa.gov.ir) and follow the instructions.

Country requirements

The following is a list of countries and regions (territories) for which legalization has been required in past years. Requirements may be imposed by other countries and regions (territories) in the future.

Brazil*
Bulgaria*
Cyprus*
Czechia (Czech Republic) *
Egypt
Georgia*
Greece*
Israel*
Italy*
Mexico*
Portugal*
Romania*
Russian Federation
Saudi Arabia
Taiwan
United Arab Emirates

Ukraine*

*All countries in the above list with an asterisk represent the Apostille countries.

C8.7.4 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 CP certificate 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*.

Payment of legalization fee

The legalization fee will be charged for each single IB document or certificate requiring legalization: for example, if a UK student requires legalization of both the *IB CP Certificate* and the IB *CP Results*, a fee for each document will be charged.

C8.7.5 Legalization requests for alumni

For all previous examination sessions, legalization requests can be made directly by IB alumni via the request for results service website (rrs.ibo.org).

When a candidate is in receipt of their IB certification, any request for legalization must be made via the request for results service website (rrs.ibo.org).

For further information, please contact legalization@ibo.org.

C8.8 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 CP, the request may come from the school that the candidate attended or directly from the candidate.

C8.8.1 Request from a coordinator

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

The IB does not charge for replacement results documentation due to gender reassignment. Please contact support@ibo.org for further advice.

C8.8.2 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. Payment must be made using the secure online system. Documentation will not be issued until the payment has been successfully processed.

The IB does not charge for replacement results documentation due to gender reassignment. Please contact support@ibo.org for further advice.

C8.9 Feedback on the performance of candidates

C8.9.1 Moderated marks and grades

On **7 July/2 January**, a profile of candidates' marks and grades for each component for all subjects will be available on IBIS. This includes IA and the reflective project. The information includes the component grade boundaries and the overall grade boundaries for the examination session.

C8.9.2 Internal assessment

On **12 July/10 January**, all available *IA feedback* forms will also be released on IBIS. 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 additional guidance to schools. Owing to various issues, it cannot be guaranteed that feedback forms will be available for all subjects.

C8.9.3 Subject reports

The subject reports on the overall performance of all candidates in the examination session are released from **1 September/1 March** 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.

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.

C9.0 Booklets

- *Conduct of examinations booklet 2024*
- *Calculators guidance for examinations booklet 2024*
- *Secure storage of confidential IB examinations material booklet 2024*

D1.1 Overview

The studies in language and literature section comprises the three following sub-sections.

D1.2 Supporting publications

This section should be read in conjunction with the following resources.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Language A: literature guide	February 2019, updated February 2022
Language A: literature (school-supported self-taught) guide	February 2019, updated May 2021
Language A: language and literature guide	February 2019, updated February 2022
Prescribed reading list	February 2019
Language A teacher support material	April 2019, updated February 2022
Language-specific support in language A: literature school-supported self-taught courses	December 2019
Language A: literature school-supported self-taught guidance for schools	September 2019
Language A frequently asked questions	November 2019, updated February 2022
Language A: literature (school-supported self-taught) frequently asked questions	November 2019

D1.3 Availability of languages

Section "C1.6.1" lists those language A: literature subjects for which there will be an examination in May and November 2024. For information on submitting a special request for language A: literature in a language that is not automatically available, see section "D1.9" on special request languages.

D1.4 Prohibitions and exceptions

A candidate may not study:

- the same author twice in one course
- the same author across two language A courses
- the same author that they may already be studying as part of a language B course
- the same author that they may already be studying as part of a literature and performance course.

A candidate may not use:

- the same literary work or non-literary body of work to prepare for more than one assessment component.

D1.5 HL essay

D1.5.1 Choice of works and/or bodies of work

In the literature course, any literary work previously studied in class may be selected for use in the HL essay.

In the language and literature course, any literary work or non-literary body of work previously studied in class may be selected for use in the HL essay.

However, the same literary work or body of work may not be used across multiple assessment components.

Candidates must explicitly state the following, at the beginning of the essay.

For literature

- **The line of inquiry**, which may be expressed as a question.
- **The work focused upon**. This must be identified in terms of text type and author, for example "Short stories, Katherine Mansfield". When the work consists of only one extended text, the title must be provided—for example, "Graphic novel, Alison Bechdel, *Fun Home: A Family Tragicomic*".

For language and literature

- **The line of inquiry**, which may be expressed as a question.
- **The work or body of work focused upon**. This must be identified in terms of text type and author/creator, for example "Short stories, Katherine Mansfield" or "Photographs, Vivian Maier". When the work or body of work consists of only one extended text, the title must be provided—for example, "Graphic novel, Alison Bechdel, *Fun Home: A Family Tragicomic*".

D1.5.2 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.

Assessment language

HL essays must be written in the language being studied. In the HL essay in language A: literature subjects, where works have been read in a language other than the language being studied, any quotations for inclusion in the assignment must 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.

D1.5.3 Guidance and authenticity

The teacher can give feedback to the students on the first draft of the HL essay, but the drafts and/or the final version must not be corrected or edited 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.

For further guidelines about the HL essay and the role of the teacher in it, please consult the language A guides and the *Language A teacher support material*.

See also section "C5.2" on authentication and section "C5" on academic honesty.

D1.5.4 Submission of the HL essay

The completed HL essay must be uploaded for external assessment by **15 March** for the May session and by **15 September** for the November session.

Submission of primary or secondary sources is not required. Any citations must be included in the body of the essay. Further guidance on citation and referencing different types of texts can be found in *Effective citing and referencing.*

D1.6 Internal assessment

D1.6.1 Choice of works and/or bodies of work

Any literary work or non-literary body of work previously studied in class may be selected for use in the individual oral. However, the same literary work or body or work may not be used across multiple assessment components.

D1.6.2 Format and length of the individual oral

The format and length of the individual oral commentary are set out in the table below.

Format of assessment	Assessment time (minutes)
Language A: literature (taught)	
Students must select two extracts, one from a work written originally in the language studied and the other from a work studied in translation.	15 minutes (10 minutes for student individual oral and 5 minutes for teacher questions)
Language A: literature (school-supported self-taught)	
Students must select two extracts, one from a work written originally in the language studied and the other from a work studied in translation.	15 minutes for student individual oral
Language A: language and literature	
Students must select two extracts, one from a non-literary body of work and one from a literary work.	15 minutes (10 minutes for student individual oral and 5 minutes for teacher questions)

The individual oral should last no more than 15 minutes in total. Examiners are instructed to stop listening after 15 minutes. Teachers should only award marks for work completed within the 15 minutes.

The marks obtained in the individual oral are the basis for moderation of the teacher's assessment.

The teacher must conduct the individual oral under examination conditions.

D1.6.3 Preparation for the individual oral

The place and time of the oral is chosen by the teacher. Teachers may, if they wish, conduct all the orals on one day or over several days. Students must be given adequate notice of when the oral will take place.

- Students should create an outline of their oral in advance, using the form provided (*Individual oral outline* forms are found in the templates section of the *Language A teacher support material*).

- Students may not read the outline as a prepared script.

- Schools will be required to keep all copies of the outline form on file until after the issue of results. In order to determine the authenticity of student performance, schools may be required to submit these forms to the IB.

- Copies of the extracts chosen by the student must be provided to the teacher for approval at least one week before the individual oral assessment takes place.

- The extracts must be clean, unmarked copies; the student may take only the extracts and the outline into the room where the individual oral assessment will take place.

- Extracts should be properly identified and referenced.

- Extracts should not exceed 40 lines in length. Line numbers should be included where possible. Where line numbers may not be applicable, teachers should be guided by the volume of the text. Although audiovisual bodies of work can be discussed in the individual oral, audio or audiovisual extracts cannot be uploaded with the assessment. In the case of extracts from films or TV series, efforts should be made to access a published, official version of the script. If a script is not available, students should transcribe the text corresponding to the extract respecting the conventions of scripts as a text type. For further guidance on how to select an extract for upload in these cases, please refer to the *Language A frequently asked questions*.

D1.6.4 Conduct of the individual oral

The individual oral must be conducted in the language that is being assessed.

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 as they may be asked to submit additional samples at a later date.

Practical arrangements

Candidates may take only clean copies of their extracts and their completed outline to the examination.

D1.6.5 Role of the teacher during the recording

- Ask the candidate to give their prepared presentation.

- Unless absolutely necessary, do not interrupt the candidate at this stage.

- Ensure that the candidate brings the presentation to a close after a maximum of 10 minutes to allow at least 5 minutes for the subsequent questions.

- Bring the oral to an end when 15 minutes have elapsed.

- Once the oral has begun, the recording device must not be paused or switched off until the oral is completed.

For further guidance on the structure and timing of the individual oral, and on discussion and questioning guidelines, please consult "The individual oral" section of the *Language A teacher support material.*

D1.6.6 Submission of internal assessment material

The IA material must be uploaded for moderation by **20 April** for the May session and by **20 October** for the November session.

For each candidate selected for the sample, the following must be uploaded on IBIS.

- The oral recording

- The extracts used for the oral

The individual oral outline form used by candidates to prepare for the oral should **not** be submitted.

Upon submission of each individual oral, the *1/LITIO Language A: literature individual oral information form* and the *1/LALIO Language A: language and literature individual oral form* will require the following details.

For literature

- The global issue focused upon

- The literary form and author of the chosen work in translation and the literary form and author of the chosen work originally written in the language studied. These must be identified in terms of text type and author, for example "Short stories, Katherine Mansfield". When the work consists of only one extended text, the title must be provided—for example, "Graphic novel, Alison Bechdel, *Fun Home: A Family Tragicomic*".

For language and literature

- The global issue focused upon

- The literary form and author of the chosen work and the text type and author/creator of the chosen body of work studied. This must be identified in terms of text type and author/creator, for example "Short stories, Katherine Mansfield" or "Photographs, Vivian Maier". When the work or body of work consists of only one extended text, the title must be provided—for example, "Graphic novel, Alison Bechdel, *Fun Home: A Family Tragicomic*".

Please note that texts/works/bodies of work need to be originally written in the language A. If studied in translation, the translation used must be professional and must be an officially published translation of the text.

Further information on how to upload materials onto IBIS can found in section "C3.9".

D1.6.7 Guidance and authenticity

The individual oral must not be rehearsed with the teacher.

The teacher can provide guidance throughout the process of preparation of the individual oral in the learner portfolio, but the last instance of teacher guidance and support must be the feedback given on the outline form. The outline form must not be edited or corrected by the teacher, but comments and suggestions can be provided as feedback.

The teacher must make sure that the individual oral is the product of each student's interaction with the texts studied. Care must be taken when modelling and practising the individual oral that no student incorporates the material used in that practice, or resulting from it, in their individual oral in ways that are not academically honest.

See also section "C5.2" on authentication and section "C5" on academic honesty.

D1.6.8 Entering marks on IBIS

Assess the candidate's performance using the IA criteria in the subject guides. Record the marks for each candidate on IBIS during the IA mark entry period.

Submit the final mark of the individual oral for each candidate on IBIS. Use whole numbers—do not use decimals, fractions or estimates.

If more than one teacher has been involved in marking the IA components for the same subject, it is essential that marking is standardized within the school before submitting candidate marks.

D1.7 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Upload HL essays	IBIS eCoursework upload	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Upload sample IA audio recordings (individual oral) and extracts	IBIS eCoursework upload	20 April 2024/20 October 2024

D1.8 School-supported self-taught candidates

This section applies to school-supported self-taught candidates for the language A: literature course.

D1.8.1 Available languages

The school-supported self-taught option is available at SL only and only in the language A: literature course.

All automatically available language A: literature subjects 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 "C1.6.1" lists those language A: literature subjects for which there is an examination.

If the required language is not automatically available, please follow the guidance in section "C1.6.2" on special request languages.

D1.8.2 Responsibilities of schools

The guidance for schools is already included in the *Language A: literature school-supported self-taught student guide* and is also available separately in the publication *Language A: literature school-supported self-taught guidance for schools* that:

- specifies the type of support a school must provide to school-supported self-taught (SSST) students
- indicates the scenarios in which an SSST course might be offered
- provides guidelines regarding the maximum number of hours of support a school can provide, and the number of SSST students there can be for one language A per school
- states the responsibilities of the SSST supervisors and of the first or best language tutors.

Further guidance can also be found in the *Language-specific support in language A: literature school-supported self-taught courses*.

The oral examination is the same for all candidates except that the SSST candidates will not have to answer teachers' questions. Instead, they have the whole time allowance, 15 minutes, to deliver their individual oral.

The SSST candidates' individual oral is externally assessed so schools are not required to enter any marks for this component.

Please see section "D1.6" about the assessment requirements and submission dates for this component.

The written examination papers (papers 1 and 2) are the same for all candidates.

D1.9 Special request languages

This section applies to special request language courses in language A: literature.

D1.9.1 Supporting publications

This section should be read in conjunction with the following sections of the *Career-related Programme Assessment procedures*.

D1.2–D1.7 Studies in language and literature—general information

D1.8 School-supported self-taught candidates

D1.9.2 Special request application procedure

Context of special requests

Special requests are only available for the language A: literature course and are only offered in the May session

Section "C1.6.1" lists those language A: literature subjects where examinations are automatically available for the May and November 2024 and 2025 sessions. Schools may submit a special request for a language A: literature subject that does not appear on these lists.

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.

In response to submitting a special request for a language A: literature on IBIS, an acknowledgement 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.

A new request must be submitted for each examination session; previous requests are not automatically carried forward to another session.

Schools are advised to begin the teaching of a special request language course with the study of literature in translation, 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.

D1.9.3 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.

These applications can only be approved if the language requested has already been authorized for the May session.

D1.9.4 Summary of latest submission dates

All coursework is submitted via the IBIS eCoursework system.

For submission dates, please refer to the Assessment calendar.

The deadlines for *Special request language A: literature* applications are as follows.

Session	Action	Method/form	Latest submission date
May	Submit application for special request languages	Via IBIS on form *Special request language A: literature*	15 November (18 months before written examinations in May)
May	Special request anticipated registration	Via IBIS on form *Special request language A: literature*	7 October (7 months before the written examinations in May)

Overview

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

D2a.1 Language B

D2a.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 2024 examination sessions	
Title of publication	**Date of issue**
Language B guide	February 2018, updated August 2021

D2a.1.2 Subject availability

Lists of languages offered by the IB for language B can be found in section "C1.6.5".

Most language B courses are available at SL and HL. Some are available at SL only.

D2a.1.3 Internal assessment—individual oral

The individual oral examination should be completed during the second year of the course.

Teachers assess the individual oral by using the assessment criteria in the *Language B guide*. A sample of the recordings is uploaded electronically and sent to a moderator. The candidates whose work is to make up the sample will be indicated on IBIS.

Duration and format of the assessment

- Duration: 12–15 minutes (plus preparation time)
- Weighting: 25%

The purpose of the individual oral is to measure the candidate's ability to understand and produce communication in the target language, and to use it for successful interaction. Teachers should attempt, as much as possible, to engage the candidates in an authentic discussion, at times challenging the students' views and probing more deeply into their understanding and their ability to use the language effectively.

The individual oral assessment is divided into three parts and is preceded by supervised preparation time.

Element	Time allocated
Supervised preparation time	15 minutes SL 20 minutes HL
Part 1: Presentation	3–4 minutes
Part 2: Follow-up discussion	4–5 minutes
Part 3: General discussion	5–6 minutes

Please see the "Internal assessment" section of the *Language B guide* for detailed guidance concerning each element.

The individual oral should last no more than 15 minutes in total. Moderators are instructed to stop listening to the recording after 15 minutes. Teachers should only award marks for work completed within the specified 15 minutes.

Conduct of the individual oral

The individual oral must be conducted in the target language that is being assessed.

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.

Teacher preparation

- At SL, the teacher should prepare a selection of visual stimuli and label them in the target language with the themes they each relate to.

- The visual stimuli should not be seen by the candidates prior to the examination.

- At HL, the teacher should prepare a selection of literary extracts taken from the two works studied in class and label them with the appropriate title and author.

- Candidates must not know in advance which extracts will be used in the individual oral assessment.

- Please note that the number of visual stimuli/extracts to prepare, as given in the *Language B guide*, is a minimum recommendation. Teachers must prepare enough stimuli/extracts to ensure that the choice remains unknown to all candidates, regardless of the timing of their individual oral examinations.

The preparation room

- The candidate is entitled to supervised preparation time immediately prior to recording their individual oral. Schools should ensure that a quiet room is provided where the candidate will not be disturbed.

- During the supervised preparation time, the candidate must not have access to any additional resources, including course material, class notes, copies of the literary work studied, dictionaries, mobile phones.

- The candidate must not be in a position to hear other candidates being tested, or be allowed to communicate with anyone.

- The candidate must be given a blank sheet of paper on which they may make up to 10 notes in bullet-point form. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination.

- At HL, candidates may annotate the extract (highlight, underline, circle, and so on) during the supervised preparation time. If more extensive notes are added to the extract to support the presentation, these should count towards the 10 bullet-point notes permitted for the presentation.

- Any notes used, as well as the copy of the visual stimulus/literary extract, must be collected in by the teacher at the end of each individual oral.

Role of the teacher during the individual oral

- During the candidate's presentation, the teacher should act as no more than a sympathetic listener.

- 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, refer to the *Language B guide*.

Samples for moderation

The samples of the individual oral submitted for moderation must be those identified by IBIS. Each recording must be submitted electronically, with the following.

- A copy of the visual stimulus/literary extract used

- Marks per assessment criteria awarded by the teacher

Brief comments to support the marks awarded by the teacher may be provided in the "Marking comments" box for each sample. 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 "C3.4" for more information about moderation.

D2a.1.4 Paper 2 receptive skills—listening comprehension

The following publications and resources are available to support schools in delivering the paper 2 receptive skills—listening comprehension examination paper.

Resource title	Format	Location
Language acquisition listening comprehension examinations user guide	PDF	Programme Resource Centre
Quick guide to specimen listening comprehension examinations *(Specimen listening comprehension guide (read before downloading zipped audio files))*	PDF	Programme Resource Centre
Language acquisition tutorial (how to download and unzip the audio files for the listening examinations)	Video	IB Answers support site (accessed via My IB)
Language acquisition listening comprehension examinations: How to download audio files and prepare for an examination	Infographic	Programme Resource Centre
Diploma Programme language acquisition: examination question types and rubrics	PDF	Programme Resource Centre
Conduct of examinations booklet 2024	HTML/PDF	Programme Resource Centre

D2a.1.5 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Upload sample IA recordings	IBIS eCoursework upload, along with the visual stimulus/literary extract	20 April 2024/20 October 2024

D2b.1 Language ab initio

D2b.1.1 Supporting publications

The information given in this section must be read in conjunction with the following supporting publications.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Language ab initio guide	February 2018, updated August 2021
Ab initio language-specific syllabuses on the Programme Resource Centre (links found within the *Language ab initio teacher support material*)	February 2018, updated May 2022

D2b.1.2 Subject availability

The list of languages offered by the IB for language ab initio can be found in section "C1.6.6".

Language ab initio is only available at SL and cannot be taken as an anticipated subject.

D2b.1.3 Internal assessment—individual oral

The individual oral examination should be completed during the second year of the course.

Teachers assess the individual oral using assessment criteria in the *Language ab initio guide*. A sample of the recordings is uploaded electronically and sent to a moderator. The candidates whose work is selected for the sample will be indicated on IBIS.

Duration and format of the assessment

- Duration: 7–10 minutes (plus 15 minutes of preparation)
- Weighting: 25%

The aim of the assessment is to measure the candidate's ability to understand and produce communication in the target language, and to use it for successful interaction. Teachers should attempt, as much as possible, to engage the candidates in an authentic discussion.

The individual oral assessment is divided into three parts and is preceded by supervised preparation time.

Element	Time allocated
Supervised preparation time	15 minutes
Part 1: Presentation	1–2 minutes
Part 2: Follow-up discussion	3–4 minutes
Part 3: General discussion	3–4 minutes

Please see the "Internal assessment" section of the *Language ab initio guide* for detailed guidance concerning each element.

The individual oral should last no more than 10 minutes in total. Moderators are instructed to stop listening to the recording after 10 minutes. Teachers should only award marks for work completed within the specified 10 minutes.

Conduct of the individual oral
The individual oral must be conducted in the target language that is being assessed.

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.

Teacher preparation
- The teacher should prepare a selection of visual stimuli and label them in the target language with the themes to which they relate.
- The visual stimuli should not be seen by the candidates prior to the examination.
- Please note that the number of visual stimuli to prepare, as given in the *Language ab initio guide*, is a minimum recommendation. Teachers must prepare enough stimuli to ensure that the choice remains unknown to all candidates, regardless of the timing of their individual oral examinations.

The preparation room
- The candidate is entitled to supervised preparation time immediately prior to recording their individual oral. Schools should ensure that a quiet room is provided where the candidate will not be disturbed.
- During the supervised preparation time, the candidate must not have access to any additional resources, including course material, class notes, dictionaries, mobile phones.
- The candidate must not be in a position to hear other candidates being tested, or be allowed to communicate with anyone.
- The candidate must be given a blank sheet of paper on which they may make up to 10 notes in bullet-point form. Any brief notes made during the preparation period may be taken into the examination room and used during the oral examination.
- Any notes used, as well as the copy of the visual stimulus, must be collected in by the teacher at the end of each individual oral.

Role of the teacher during the individual oral
- During the candidate's presentation, the teacher should act as no more than a sympathetic listener.
- 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 ab initio guide*.

Samples for moderation
The samples of the individual oral submitted for moderation must be those that have been identified by IBIS. Each recording must be submitted electronically with the following.
- A copy of the visual stimulus used
- Marks per assessment criteria awarded by the teacher

Brief comments to support the marks awarded by the teacher may be provided in the "Marking comments" box for each sample. 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 "C3.4" for more information about moderation.

D2b.1.4 Paper 1 productive skills—writing

Assessments in 2023 will return to the full assessment model as outlined in the *Language ab initio guide*. For paper 1, candidates will answer **two** questions; one from "Section A" and one from "Section B". The examination paper will be marked out of 30 and be worth 25% of the overall mark. The length of the examination will be 1 hour.

D2b.1.5 Paper 2 receptive skills—listening comprehension

The following publications and resources are available to support schools in delivering the paper 2 receptive skills—listening comprehension examination paper.

Resource title	Format	Location
Language acquisition listening comprehension examinations user guide	PDF	Programme Resource Centre
Quick guide to specimen listening comprehension examinations (*Specimen listening comprehension guide (read before downloading zipped audio files)*)	PDF	Programme Resource Centre
Language acquisition tutorial (how to download and unzip the audio files for the listening examinations)	Video	IB Answers support site (accessed via My IB)
Language acquisition listening comprehension examinations: How to download audio files and prepare for an examination	Infographic	Programme Resource Centre
Diploma Programme language acquisition: examination question types and rubrics	PDF	Programme Resource Centre
Conduct of examinations booklet 2024	HTML/PDF	Programme Resource Centre

D2b.1.6 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Upload sample IA recordings	IBIS eCoursework upload, along with the visual stimulus	20 April 2024/20 October 2024

D2c.1 Classical languages

Classical languages may be offered as a language acquisition subject.

D2c.1.1 Supporting publications

The information given in this section must be read in conjunction with following supporting publications.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Classical languages guide	February 2022, updated May 2022
Classical languages teacher support material	February 2022, updated May 2022

D2c.1.2 Internal assessment

IA at SL constitutes 30% of the candidate's total mark.

IA at HL constitutes 20% of the candidate's total mark.

Internal assessment requirements

Each candidate is required to produce 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 research dossier. 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 research dossier by the specified deadline. Samples identified by IBIS must be uploaded via the IBIS eCoursework system.

D2c.1.3 Classical languages prescribed core texts and companion texts

Prescribed core texts and companion texts for Latin and Classical Greek are listed in the *Classical languages guide* under "Course requirements" in the "Syllabus content" section. Please note that the prescribed core texts have a specific list for assessment in 2024–2027 and a different list for assessment in 2028–2030.

D2c.1.4 Use of dictionaries in the examination

SL and HL paper 1

Candidates are permitted to use a Latin or Classical Greek dictionary for 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.

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.

Coordinators and teachers are reminded that for paper 1, candidates must use a simple translation dictionary published by a recognized academic publisher, and that does not contain grammar sections (that is, definitions and examples of syntactical structures). Dictionaries with a short, separate section containing morphological tables are acceptable.

Abridged dictionaries built from frequency tables or using tools that curate entries from a particular corpus of texts (for example, Ovid's *Metamorphoses* or Cicero's forensic rhetoric), that are developed by IB teachers or students or self-published by others, are not allowed. The use of such dictionaries would constitute a case of academic malpractice.

SL and HL paper 2

Candidates are **not** permitted to use a Latin or Classical Greek dictionary for paper 2.

The use of a bilingual/translation dictionary is allowed for candidates not working in their best language.

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.

D2c.1.5 External assessment

HL composition

HL candidates are required to produce a composition composed of the following.

- Introduction: Intentions
- Composition
- Rationale
- Bibliography

The HL composition must be submitted by the specified date (see section "D2c.1.6").

D2c.1.6 Summary of latest submission dates: May and November 2024 sessions

All coursework is submitted via the IBIS eCoursework system. No forms are required for classical languages.

For submission dates, please refer to the Assessment calendar.

Session	Action	Method/form	Latest submission date
May 2024/November 2024	Submit HL composition	Via IBIS	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit IA sample work	IBIS eCoursework upload	20 April 2024/20 October 2024

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 "D3.1". Information on environmental systems and societies can be found in section "D8a".

D3.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Business management guide	February 2022, updated May 2022
Digital society guide	February 2022, updated February 2023
Economics guide	February 2020, updated October 2022
Environmental systems and societies guide	June 2015, updated July 2019
Geography guide	February 2017, updated August 2021
Global politics guide	February 2015, updated November 2016
History guide	January 2015, updated May 2019
Philosophy guide	January 2014
Psychology guide	February 2017, updated March 2020
Social and cultural anthropology guide	February 2017, updated October 2019
World religions guide	May 2011, updated February 2021

D3.2 Internal assessment—all individuals and societies subjects

IA, 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 in order to ensure an equivalent standard across schools.

D3.2.1 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 IA

- the work of the sample candidates.

This should be completed by an internally agreed school deadline.

D3.2.2 Internal assessment requirements

The following table summarizes the nature of the work for internal assessment that is required for each individuals and societies subject.

Subject and level	Nature of work	Format of work
Business management SL/HL	A research project (maximum 12,800 words) that addresses an issue facing a particular organization using a conceptual lens	Research project
Digital society	Inquiry project: An inquiry into impacts and implications of digital systems for people and communities. The submission includes: • an inquiry process document (1,500 words maximum) • a recorded multimedia presentation (10 minutes maximum) • a list of references	Project
Economics SL/HL	A portfolio of three commentaries, each based on a different unit of the syllabus and each using a different key concept as a lens through which to analyse the chosen published extracts (each commentary must not exceed 800 words)	Portfolio

Subject and level	Nature of work	Format of work
Geography SL/HL	One fieldwork written report up to 2,500 words related to material in the syllabus	Fieldwork
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
Global politics HL extension	An individual oral analysis of two case studies from two HL extension topics	Two 10-minute video presentations
History SL/HL	A historical investigation of up to 2,200 words	Written assignment
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 SL	**Four** compulsory activities • Observation report • Methodological and conceptual extension of initial fieldwork • Second fieldwork data collection and analysis • Critical reflection Total word limit: 2,000 words	Fieldwork
Social and cultural anthropology HL	**Three** compulsory activities • Fieldwork proposal form • Critical reflection • Research report and evaluation Total word limit: 2,400 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

D3.3 Business management: Pre-released statement

For paper 1, the IB will release a statement with two elements three months prior to the examination. The first element will be a small number of topics that provide context to the case study. The second element will be the first 200 words, approximately, of the case study itself. Students will receive the remaining portion of the case study on the day of the examination.

The IB will provide a complete case study that includes the pre-released statement in the examination.

Each examination session will use a different pre-released statement for paper 1. The pre-released statement will be made available to schools on IBIS and the Programme Resource Centre.

The pre-released statement for the May examination session is released in the first week of February. The pre-released statement for the November examination session is released in the first week of August.

For example, in February 2024, schools will be able to access the pre-released statement that will be used in the May 2024 examination session and, in August 2024, schools will be able to access the pre-released statement that will be used in the November 2024 examination session.

D3.4 Global politics

D3.4.1 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 each presentation, they must analyse one case study of one global challenge they have researched in depth. The presentations are video recorded. Form *3/CSGP/HX* must be completed for each candidate.

Samples for moderation will be required—see section "D3.2.1" for details.

D3.5 Digital society

D3.5.1 Pre-release (HL)

The May 2024 digital society pre-release is scheduled to be published on the Programme Resource Centre and IBIS no later than **1 December 2023**.

The November 2024 digital society pre-release is scheduled to be published on the Programme Resource Centre and IBIS no later than **1 June 2024**.

Schools are responsible for providing candidates with a clean copy of the pre-release in the HL paper 3 examination.

D3.6 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit sample IA work	IBIS eCoursework upload	20 April 2024/20 October 2024

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 "D8a".

D4.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Biology guide	February 2014, updated August 2018
Chemistry guide	February 2014, updated August 2018
Computer science guide	January 2012, updated March 2016
Design technology guide	March 2014, updated June 2018
Environmental systems and societies guide	June 2015, updated October 2017
Physics guide	February 2014, updated August 2018
Sports, exercise and health science guide	January 2016, updated November 2022

D4.2 IA requirements—biology, chemistry, physics, and sports, exercise and health science

The IA requirements are the same for biology, chemistry, physics, and sports, exercise and health science.

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 IA 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.

D4.2.1 Practical requirements for the course

Details of the practical requirements can be found in the relevant subject guide.

D4.2.2 Documentation relating to internal assessment

Individual candidate coversheet

The individual candidate coversheets (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.

D4.2.3 Samples for moderation

Teachers must read section "C3.2" for general information on IA. 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.

D4.3 Internal assessment requirements—computer science

The model of IA for computer science consists of a computational solution developed by the candidate. Each candidate must also participate in a 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, IA contributes 20% of the total mark. For SL candidates, it contributes 30% of the total mark.

For SL and HL, the IA final mark is out of 34. A combined SL and HL sample set is uploaded for external moderation by the IB.

D4.3.1 Case study (HL)

The 2024 computer science case study was scheduled to be published on the Programme Resource Centre and IBIS no later than 31 May 2023.

Schools are responsible for providing candidates with a clean copy of the case study in the HL paper 3 examination.

D4.3.2 Documentation relating to internal assessment

Individual candidate coversheet

The individual candidate coversheets (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.

D4.3.3 Samples for moderation

Teachers must read section "C3.2" for general information on IA. 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.

Each candidate is expected to submit their 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.

D4.4 Internal assessment requirements—design technology

The IA requirement is worth 40% of the final assessment and consists of one design project.

The performance in IA 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.

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.

All pages in the design project must be submitted in the same orientation—either all in A4 portrait (or equivalent) or all in A3 landscape (or equivalent).

Acceptable formats are shown in the table.

Portrait		Landscape	
A4	A3	A4	A3
Yes	No	No	Yes

D4.4.1 Practical requirements for the course

Details of the practical requirements can be found in the *Design technology guide*.

D4.4.2 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.

D4.4.3 Samples for moderation

Teachers must read section "C3.4" 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.

D4.5 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the teacher(s) of science.

Material required by internal school deadline	
Biology, chemistry, physics, and sports, exercise and health science SL and HL combined	**For submission to the Assessment Division, IB Global Centre, Cardiff, via IBIS** • The predicted grades and final mark for IA for each candidate • The criteria marks for the IBIS-selected sample candidates **For upload** • An individual investigation, marked by the teacher, for each candidate in the sample
Computer science SL and HL combined	**For submission to the Assessment Division, IB Global Centre, Cardiff, via IBIS** • The predicted grades and final mark for IA for each candidate • The criteria marks for the IBIS-selected sample candidates **For upload** • 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)**	**For submission to the Assessment Division, IB Global Centre, Cardiff, via IBIS** • The predicted grades and final mark for IA for each candidate • The criteria marks for the IBIS-selected sample candidates **For upload** • A 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 or equivalent)

D4.6 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.

D4.6.1 Requirements

- 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.

D4.7 Summary of latest submission dates: May and November 2024 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 2024/ November 2024	Submit predicted grades and marks for IA	Assessment Division, IB Global Centre, Cardiff	Via IBIS	20 April 2024/20 October 2024
May 2024/ November 2024	Submit sample IA work: biology, chemistry, physics, sports, exercise and health science	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/ November 2024	Submit sample IA work: design technology	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/ November 2024	Submit sample IA work: computer science	Assessment Division, IB Global Centre, Cardiff	IBIS eCoursework upload	20 April 2024/20 October 2024

Overview

This section contains information on subjects in the mathematics subject group—mathematics: analysis and approaches, and mathematics: applications and interpretation.

D5.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Mathematics: analysis and approaches guide	February 2019, updated November 2020
Mathematics: applications and interpretation guide	February 2019, updated November 2020

D5.2 Internal assessment requirement—mathematics

IA based on work completed by candidates during the course is a requirement for all mathematics subjects. 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.

D5.3 Subject-specific information

D5.3.1 The exploration

The explorations submitted for mathematics courses 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 subject guides. In summary, the criteria are as follows.

Criterion	Description
Criterion A	Presentation
Criterion B	Mathematical communication
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 criterion—"Use of mathematics"—differs between SL and HL. See the relevant section of the subject guides.

D5.3.2 Samples for moderation

The sample 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 exploration.

After the IA 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 exploration must be uploaded.

See also section "C3.4" on moderation.

D5.4 Mathematics formula booklets

The IB's formula booklets for each subject, for use by candidates during all mathematics courses and in the examinations, are available on the Programme Resource Centre. Clean copies must be available for the examinations in May/November.

May and November 2024 examination sessions	
Title of publication	**Version**
Mathematics: analysis and approaches HL formula booklet	Version 1.0
Mathematics: analysis and approaches SL formula booklet	Version 1.0
Mathematics: applications and interpretation HL formula booklet	Version 1.0
Mathematics: applications and interpretation SL formula booklet	Version 1.0

D5.5 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA for all mathematics subjects	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit sample IA work for all mathematics subjects	IBIS eCoursework upload	20 April 2024/20 October 2024

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 "D8b".

D6a Dance

D6a.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Dance guide	May 2011

IA is a requirement for dance at both SL and HL. Of the total marks for dance, 40% is allocated to this component at both SL and HL.

The submission of (sample) work from candidates at each level allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

D6a.2 Internal and external assessment: Digital video recordings

Each candidate must submit a digital video recording for performance (internal assessment) and composition and analysis (external assessment). The 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. The identifying tag must be clearly visible on the video recording. To further facilitate identification of the candidate, include in the teacher's comments, and/or the programme notes, a description of the candidate's clothing (top and bottoms), their hair colour and 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

When presenting group performances, candidates must be easily identifiable. Identifying tags should be clear and accurate.

For the composition and analysis component at SL and HL, use a studio setting for the open showing. Refer to the *Dance guide* for full filming requirements.

D6a.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 IA criteria. Each criterion has achievement levels with descriptors. The descriptors should be used to assess the performance of each candidate for 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 IA component is based on the performance part of the course of study. At both SL and HL, the performance accounts for 40% of the total marks.

The total mark out of 22 should be submitted via IBIS by **20 April/20 October**.

Students must submit the following.

At SL:

- one or two dances (solo/duet/group, but at least one must be a solo or a duet) in any style or styles—total length of 3–6 minutes
- programme notes.

At HL:

- two or three dances (solo/duet/group, but at least one must be a solo or a duet) in any style or styles—total length of 6–9 minutes. At least half of the HL presentation time must be devoted to solo and/or duet work.
- programme notes.

Programme notes will provide information on each dance to be presented.

D6a.4 Marks for internal assessment

Teachers should ensure that they have used the correct assessment criteria and descriptors for IA. 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.

D6a.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 their performance.

D6a.6 External assessment

Composition and analysis

At SL, the composition and analysis accounts for 40% of the total marks, and at HL it accounts for 35%.

Students must submit the following.

At SL:

- two dances (a total length of 6–10 minutes)
- an analytical statement focusing on one submission (no more than 800 words).

At HL:

- three dances (a total length of 8–15 minutes)
- an analytical statement focusing on one submission (no more than 1,000 words).

The coordinator must upload the candidate's composition and analysis by **15 April/15 October**.

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%.

Students must submit a report no longer than 1,500 words in length at SL, and 2,500 words in length at HL.

The written investigation must include both:

- one dance culture and/or tradition that is familiar to the student

- one dance culture and/or tradition that is unfamiliar to the student.

Both dance cultures and/or traditions must be distinct and different from each other.

The coordinator must upload the candidate's dance investigation by **15 March/15 September**.

D6a.7 Authentication of dance coursework

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 their 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 composition and analysis.

D6a.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from dance teachers.

Material required by internal school deadline	
Internal assessment	**For upload: IA 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: dance investigation** • Each candidate's dance investigation • Each candidate's composition and analysis

D6a.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).

D6a.10 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit all dance investigations	IBIS eCoursework upload Dance Investigation cover sheet *6/DDICS* (HL only)	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit sample IA work for performance	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/November 2024	Submit all composition and analyses	IBIS eCoursework upload *Coursework authentication form 6/ DCAF*	20 April 2024/20 October 2024

D6b Film

D6b.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Film guide	Second edition April 2021

D6b.2 Internal assessment

Film portfolio

SL and HL

The following should be read in conjunction with the relevant sections of the *Film guide*. Candidates should submit evidence for **three** roles for SL and HL.

Each student submits a film portfolio for assessment, containing the following.

- Portfolio pages (9 pages maximum: 3 pages maximum per film production role) and a list of sources used

- A film reel (9 minutes maximum: 3 minutes maximum per film production role, including one completed film)

At SL, the film portfolio accounts for 40% of the total marks. At HL, the film portfolio accounts for 25% of the total marks.

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.

Teachers and candidates should refer to the assessment criteria and descriptors for guidance during the course, in addition to the course details. **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*.

Use of non-original materials in the film reel

Students are expected to be the creators of the majority of audiovisual materials submitted for the film portfolio assessment task. Students are, however, where deemed necessary by their filmmaker intentions, permitted to submit some non-original materials within their film reels to accompany their own original work. Further details are given in the *Film guide*.

D6b.3 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.

D6b.4 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.

D6b.5 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 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.

Each student submits the following.

- A textual analysis (1,750 words maximum) and a list of all sources used

Teachers will choose three to five films from the IB prescribed list, which is published in the September issue of the DP *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. Students and teachers are reminded of the importance of referencing research sources for this assessment.

The coordinator must upload each textual analysis on IBIS by **15 March/15 September**.

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 core syllabus areas.

At SL, the comparative study accounts for 30% of the total marks. At HL, the comparative study accounts for 20% of the total marks.

Each student submits the following.

- A recorded multimedia comparative study (10 minutes maximum)
- A list of all sources used

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**.

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 prepared for the demands of this task through the careful planning and delivery of the core syllabus areas.

At HL, the collaborative film project accounts for 35% of the total mark.

Each student submits the following.

- A completed film (7 minutes maximum)
- A project report (2,000 words maximum) and a list of all sources used

Each student is strongly encouraged to select a film production role for which they have already gained some experience and skill (through research into industry expectations for the role, engagement with exercises and experiments, and through trial and error during the production phases). If a student does not have experience in the **film production role** they choose, it is expected that they will gain the relevant experience and essential skills necessary before commencing work in the HL collaborative film project assessment task.

Please note: The "one other clearly defined film production role not specified above" that appears in the film portfolio assessment task is not available as an option for this HL task. No part of the work undertaken in this project can be used for the film portfolio assessment task by any HL students involved in the project.

Use of non-original materials in the completed film

Students are expected to be the creators of all audiovisual materials submitted for the collaborative film project assessment task. Therefore, the submitted film must not contain any non-original materials. Further details can be found in the *Film guide.*

Due to the restrictions on non-original materials, students are prohibited from creating documentaries that rely on non-original/archive footage in this assessment task.

Project report

The project report (2,000 words) is a written account of the student's involvement in the collaborative film project. The project report should contain a table of contents (excluded from the word count) that should clearly state the number of words the student has used. The list of all sources used is also excluded from the word limit.

A compulsory completed coversheet must appear as the first page of the project report for each student. The coversheet is excluded from the project report word count. Failure to submit the coversheet will result in the work not being marked.

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. Students and teachers are reminded of the importance of referencing research sources for this assessment.

D6b.6 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.

D6b.7 Authentication of film coursework

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 their 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) and is submitted by uploading it with the comparative study.

D6b.8 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from film teachers.

Material required by internal school deadline	
SL and HL internal assessment	**For uploading: Film portfolio** • Sample candidate's film portfolio
SL and HL external assessment	**For uploading:** • One *6/FCAF* for each candidate (for the textual analysis, comparative study and collaborative project), signed and dated by the teacher **For uploading: Textual analysis** • Each candidate's textual analysis **For uploading: Comparative study** • Each candidate's comparative study **For uploading: Collaborative film project (HL only)** • Each candidate's completed film • Each candidate's project report (complete with coversheet)

D6b.9 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit all textual analyses	IBIS eCoursework upload	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit sample IA work for film portfolios	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/November 2024	Submit all comparative studies	IBIS eCoursework upload	30 April 2024/30 October 2024

Session	Action	Method/form	Latest submission date
		Coursework authentication form 6/ *FCAF*	
May 2024/November 2024	Submit all collaborative film projects	IBIS eCoursework upload	30 April 2024/30 October 2024

D6c Music

D6c.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Music guide	February 2020

D6c.2 Internal assessment

Internal assessment is a requirement for music at both SL and HL.

SL candidates are expected to submit work for the following.

- Experimenting with music—30%

HL candidates are expected to submit work for both of the following.

- Experimenting with music—20%
- The contemporary music-maker—30%

D6c.3 Internal assessment requirements

The IA must be assessed by the person responsible for teaching the DP 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.

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 candidate work must be uploaded to the eCoursework system via IBIS by **20 April/20 October**.

Experimenting with music component

Each candidate prepares a report that presents their work in a relevant, accessible and informative way.

Upload 1

Please see the *Music guide* for more information on uploads.

- All written and visual information in a single document (1,500 words maximum) in the following order.

  Section 1: Experimentation report—creating

  Section 2: Experimentation report—performing

  Section 3: Track list

  Section 4: Bibliography (**not** included in the word count).

Upload 2

Please see the *Music guide* for more information on uploads.

- A single file (maximum 10 minutes) in the following order.

  Section 1: Three related excerpts of the student's experiments in creating

Section 2: Three related excerpts of the student's experimentation in performing

- 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.

- Form *6/MEM* must be uploaded for each candidate in the sample.

The contemporary music maker (HL only)

Upload 1
Please see the *Music guide* for more information on uploads.

- A single video file (maximum 15 minutes) in the following order.

  Section 1: Process evidence

  Section 2: Final product (curated if applicable)—maximum 7 minutes of the total

- Form *6/MCMM* must be uploaded for each candidate in the sample.

Upload 2
Please see the *Music guide* for more information on uploads.

- Documents to support the project, as follows.

  Project plan

  List of sources

  Score(s) relevant to the multimedia presentation

- Form *6/MCMM* must be uploaded for each candidate in the sample.

D6c.4 External assessment

SL candidates are expected to submit work for the following.

- Exploring music in context—30%

- Presenting music—40%

HL candidates are expected to submit work for the following.

- Exploring music in context—20%

- Presenting music—30%

Exploring music in context

Submission requirements

Upload 1: Written work
Please see the *Music guide* for more information on uploads.

- All written and visual information packaged into a single document, maximum 2,400 words.

Upload 2: Audio evidence
Please see the *Music guide* for more information on uploads.

- All practical evidence packaged into a single audio file (4 minutes maximum).

Upload 3: Audio reference material
Please see the *Music guide* for more information on uploads.

- Form *6/MEMC* must be uploaded for each candidate in the sample.

Presenting music

Submission requirements

Upload 1: Written programme notes
Please see the *Music guide* for more information on uploads.

- Document (600 words maximum).

Upload 2: Audio evidence
Please see the *Music guide* for more information on uploads.

- Audio evidence (12 minutes maximum).

Upload 3 (for music technology performances only)
Please see the *Music guide* for more information on uploads.

- One single video file (12 minutes maximum).
- Form *6/MCAF* must be uploaded for each candidate in the sample.
- Form *6/MPM* must be uploaded for each candidate in the sample.

D6c.5 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.

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

Schools are required to complete and submit a *Coursework authentication form* (*6/MCAF*) for every music 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 presenting music component.

D6c.6 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit all: • exploring music in context	IBIS eCoursework upload	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades	Via IBIS	20 April 2024/20 October 2024

Session	Action	Method/form	Latest submission date
May 2024/November 2024	Submit all: • experimenting with music • contemporary music-maker (HL only)	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/November 2024	Submit all: • presenting music	IBIS eCoursework upload *Coursework authentication form 6/ MCAF*	30 April 2024/30 October 2024

D6d Theatre

D6d.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Theatre guide	February 2022, updated May 2022

D6d.2 Internal assessment

Production proposal

The following should be read in conjunction with the relevant sections of the *Theatre guide.*

At SL, the production proposal accounts for 30% of the total marks. At HL, the production proposal accounts for 20% of the total marks.

Candidates must submit:

- a production proposal (maximum of 12 pages of written text and images, with written text not exceeding 4,000 words)
- a list of all sources used.

To help define the scope of this portfolio document, the written text contained within the production proposal must not exceed an indicative maximum of 4,000 words. It is not expected that the submitted work will reach this upper limit and students should by no means feel under pressure to meet it. Where submitted materials exceed the prescribed page limits, teachers must base their assessment solely on the materials that appear within the limits.

Teachers will find the criteria for this component in the *Theatre guide*.

Moderation

It is expected that examiners will accept the teacher's assessment if it is reasonable to do so and still retain an equivalent standard across schools.

Assessment criteria

The assessment criteria are available in the guide linked above.

D6d.3 External assessment

Research presentation

Note: The submission date for the research presentation is changing from 2024 onwards.

At SL, the research presentation accounts for 30% of the total marks. At HL, the research presentation accounts for 20% of the total marks.

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*.

Candidates must submit:

- a video recording of their research presentation (15 minutes maximum)
- a list of all sources cited and any additional resources used during the presentation.

Assessment criteria

The assessment criteria are available in the guide linked above.

Collaborative project

The following should be read in conjunction with the relevant sections of the *Theatre guide.*

At SL, the collaborative project accounts for 40% of the total marks. At HL, the collaborative project accounts for 25% of the total marks.

Candidates must submit:

- a completed cover sheet
- a project report (maximum of 10 pages of written text and images, with written text not exceeding 4,000 words)
- a list of all sources used
- a video recording of the final piece (7–10 minutes maximum).

Where submitted materials exceed the prescribed page or time limits, teachers must base their assessment solely on the materials that appear within the limits.

Details of what the cover sheet, project report and the video recording should contain can be found in the *Theatre guide.*

Teachers will find the criteria for this component in the *Theatre guide*.

Assessment criteria

The assessment criteria are available in the guide linked above.

Solo theatre piece

HL only, the solo theatre piece accounts for 35% of the total marks.

Candidates must submit:

- a report (2,500 words maximum)
- a list of all primary and secondary sources cited
- a continuous unedited video recording of the whole solo theatre piece (4–7 minutes maximum).

Where submitted materials exceed the prescribed page or time limits, teachers must base their assessment solely on the materials that appear within the limits.

The video is a recording of each candidate's solo theatre piece based on an aspect of the theory that has been researched. The recording must be a continuous, unedited record and the camera must not be switched off at any point during the presentation.

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. Information about the size and structure of the report can be found in the *Theatre guide*.

Practical arrangements

The candidate presents the solo piece to an audience. The presentation should run 4–7 minutes.

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.

D6d.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.

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

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 their 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 collaborative project.

D6d.5 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit: SL Research presentation (one 15-minute video and list of resources) HL Research presentation (one 15-minute video and list of resources)	IBIS eCoursework upload	15 March 2024/15 September 2024
May 2024/November 2024	Submit predicted grades for SL and HL candidates	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit: Collaborative project (project report, video	IBIS eCoursework upload *Coursework authentication form 6/ TCAF*	30 April 2024/30 October 2024

Session	Action	Method/form	Latest submission date
	recording and list of sources)		
May 2024/November 2024	Submit: HL only Solo theatre piece (written report, video recording and list of sources)	IBIS eCoursework upload	30 April 2024/30 October 2024
May 2024/November 2024	Submit: SL Production proposal (up to 12 pages of written text and images, and list of sources) HL Production proposal (up to 12 pages of written text and images, and list of sources)	IBIS eCoursework upload *Coursework authentication form 6/ TCAF*	30 April 2024/30 October 2024

D6e Visual arts

D6e.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 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.

D6e.2 The exhibition submission

The materials for the internally assessed exhibition component will be submitted as a portfolio of individual files as specified in the following table.

File	Limit (SL)	Limit (HL)	Mandatory/ optional	File types allowed
Curatorial rationale	400 words	700 words	Mandatory	Text: DOC, DOCX, PDF, RTF
Exhibition photographs	2	2	Mandatory	Image: JPG, JPEG, PNG
Artworks Exhibition text stating the title, medium, size and intention for each selected artwork—maximum 500 characters	4–7	8–11	Mandatory	Image: JPG, JPEG, PNG Video: M4V, MOV, MP4
Additional supporting photographs	2 per artwork	2 per artwork	Optional	Image: JPG, JPEG, PNG

Two exhibition photographs

The exhibition photograph(s) 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 additional 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 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 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.

The following cases are provided as examples.

Case 1: A melting ice sculpture is presented in the exhibition and, for assessment purposes, the candidate has opted to submit a video documenting the artwork. In this case, the melting ice sculpture is the artwork, the medium is melting ice and the size of the actual object must be provided.

Case 2: A video showing a melting ice sculpture is shown as part of the candidate's exhibition, and this piece of video art is submitted for assessment. This will be a time-based artwork and the film duration will be indicated in the "Size" field when uploading the file.

Case 3: A printed photograph is part of the exhibition and, for assessment purposes, the digital version of the photo is presented. The actual artwork is the printed photograph, and the medium and size entered when uploading the file should refer to the exhibited object, specifying on what support the image was printed. The digital file should be submitted for assessment only if the final printed version did not differ significantly; otherwise, the final printed object should be reproduced and submitted.

Two additional supporting photographs (optional files)

File slots are available on IBIS to allow candidates to upload up to two additional, optional image files to enhance/support each of the artworks included in the exhibition. No additional data is required.

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.

D6e.3 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".

The process portfolio submission

The materials for the externally assessed process portfolio component must be submitted as specified in the following table.

File	Limit (SL)	Limit (HL)	Mandatory/optional	File types
Process portfolio	9–18 screens	13–25 screens	Mandatory	PDF

Submissions for **SL** candidates must be in at least **two** art-making forms, each from separate columns of the art-making forms table. Submissions for **HL** candidates must be in at least **three** art-making forms, selected from a minimum of two columns of the art-making forms table.

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* 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 (SL)	Limit (HL)	Mandatory/optional	File types
Comparative study	10–15 screens	10–15 plus 3–5 screens	Mandatory	PDF
List of sources	N/A	N/A	Mandatory	Text: DOC, DOCX, PDF, RTF

Teachers are reminded that artworks for the comparative study should be chosen by the candidate themselves.

D6e.4 Authentication of visual arts 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.

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.

Visual arts coursework authentication forms

Schools are required to complete and submit a *Coursework authentication form* (*6/VACAF*) for every visual arts 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 process portfolio component.

D6e.5 Summary of latest submission dates: May and November 2024 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	Level	Action	Method/form	Latest submission date
May 2024/ November 2024	SL/HL	Upload materials for the externally assessed component —comparative study Please refer to the *Visual arts guide* for the formal requirements	IBIS eCoursework upload	15 March 2024/15 September 2024

Session	Level	Action	Method/form	Latest submission date
May 2024/ November 2024	SL/HL	Submit the predicted grades Enter the marks for the internally assessed component—exhibition	Via IBIS	20 April 2024/20 October 2024
May 2024/ November 2024	SL/HL	Upload materials for the internally assessed component—exhibition Please refer to the "Internal assessment" section within the *Visual arts guide* for the formal requirements	IBIS eCoursework upload	20 April 2024/20 October 2024
May 2024/ November 2024	SL/HL	Upload materials for the externally assessed components—process portfolio Please refer to the *Visual arts guide* for the formal requirements	IBIS eCoursework upload *Coursework authentication form 6/VACAF*	30 April 2024/30 October 2024

D7.1 Overview

This section contains information about the assessment requirements for the reflective project.

Reflective projects may only be submitted for candidates who are enrolled for the CP, because the reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

The *Reflections on planning and progress form* (*RP/RPPF*) is compulsory and is an explicitly assessed element. Failure to submit the *RP/RPPF*, or writing the reflections in a language other than that of the reflective project, will result in a mark of 0 for criterion E.

Please refer to the "Reflective project" section of the Programme Resource Centre for further information.

D7.2. The reflective project component

The reflective project is a requirement for the CP. The submission of sample work from candidates allows the IB to moderate teacher marks for this component in order to achieve a common standard across schools. See section "C3.4" for more information about moderation in the IB.

D7.2.1 Reflective project requirements

The assessment criteria for the reflective project are published in the section "Assessment in the reflective project" in the *Reflective project guide*. Teachers and examiners are required to use the best-fit approach to arrive at an appropriate mark for each criterion, which will then give a total mark. The descriptors should be used to assess the performance of each candidate against each criterion. The supervisor responsible for the reflective project should assess the reflective project. Where there is more than one reflective project supervisor, internal standardization must take place.

Please note that the *RP/RPPF* was updated for use from May 2020. Coordinators and teachers should refer to the Assessment forms for detailed information about the forms that are required to be submitted. The current *RP/RPPF* form includes fields for the career-related study and candidate initials, as well as a word count field for students' reflections.

D7.2.2 Marks for the reflective project

Teachers should ensure that the correct assessment criteria are used for the IA. The criteria should be assessed with whole numbers only, not partial marks such as fractions, decimals or estimates.

Teachers should carry out an arithmetical check, adding up the achievement levels and checking that the total mark for the reflective project is correctly entered.

D7.2.3 Moderation of the reflective project

Candidates' marks for the reflective project are entered in IBIS under **Subject > IAPG > Mark entry > IA mark entry**. After the candidates' marks have been entered and verified, and the "complete" button has been clicked, the screen will enable the user to enter the criteria marks for the sample candidates.

The sample will then be dynamically sampled. For more information about dynamic sampling, please see the diagram below.

Figure 8: Dynamic sampling
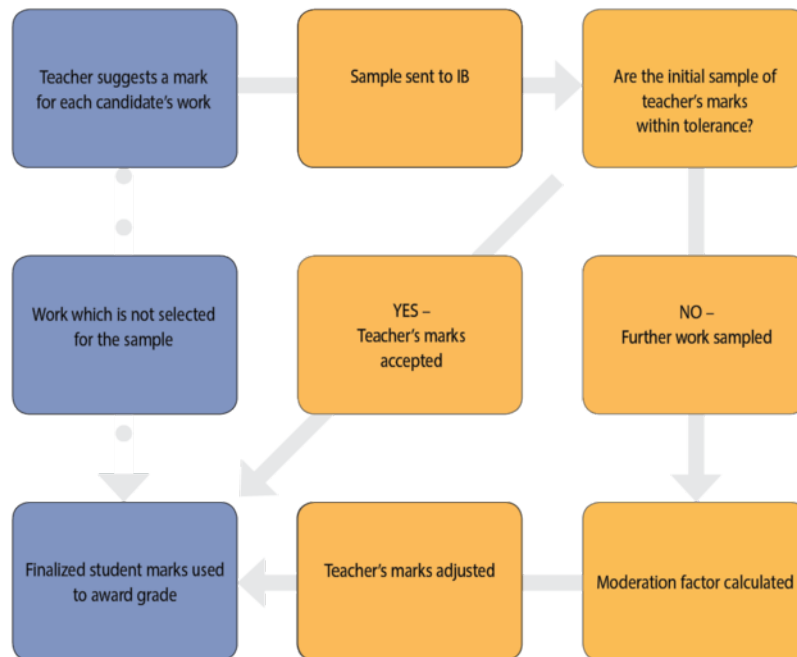
For information on how to upload reflective projects, please navigate to the "Library" section of IBIS under **User guides > eCoursework**.

D7.2.4 Samples for moderation and reflective project upload

After determining the marks for all candidates, supervisors submit all parts of the selected candidates' reflective projects to school coordinators for uploading by their school's internal deadlines.

The coordinator is responsible for uploading all parts of the reflective projects securely by **20 April/ 20 October**.

The coordinator will need to submit all parts of the reflective project of each sample candidate for external moderation. This should be uploaded via the "eCoursework" tab on IBIS.

The school is advised to retain copies of the reflective projects.

For information on how to upload reflective projects, please navigate to the "Library" section of IBIS under **User guides > eCoursework**.

Please note that if reflective project samples are marked within the set tolerance, there will be no IA feedback released to schools.

D7.3 Completion of the coversheet *RP/RPPF* for upload

All reflective projects must be submitted with the required completed *RP/RPPF*. If the form is not submitted, the candidate will be awarded a mark of 0 for criterion E.

The *RP/RPPF* is assessed and must be completed in the language of registration. Examiners will not read beyond the 1,000-word limit for student reflections.

For more information on completing the *RP/RPPF*, please refer to the *Reflective project guide*. Coordinators and teachers should refer to the Assessment forms for detailed information about the forms that are required to be submitted.

D7.3.1 Electronic submission of reflective projects

All schools are required to upload reflective projects. There will be no provision to send hard copy projects to examiners.

Regardless of the format chosen for the reflective project, the files will need to be converted to a file type that is supported by the upload system. For example, if a candidate creates a website, they will need to save the pages as PDFs.

More information on the upload process can be found in the documents available on IBIS—see **Library > User guides > eCoursework**.

D7.4 Summary of latest submission dates: May and November 2024 sessions

Session	Action	Method/form	Latest submission dates
May 2024/November 2024	Submit marks for reflective project	IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit (sample) reflective project work	IBIS eCoursework upload *Reflections on planning and progress form* (*RP/ RPPF*)	20 April 2024/20 October 2024

Overview

This section contains information on the two interdisciplinary subjects: environmental systems and societies, and literature and performance.

D8a Environmental systems and societies

This section contains information on environmental systems and societies (ESS), an interdisciplinary (individuals and societies, and sciences) SL-only course.

D8a.1 Supporting publications

The information given in this section should be read in conjunction with the following supporting publication.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Environmental systems and societies guide	June 2015, updated October 2017

D8a.2 Internal assessment requirements

The IA, contributing 25% of the final assessment, consists of an individual investigation of an 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 IA is marked against assessment criteria, with a total mark out of 30.

The IA 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.

Practical requirements for the course

Details of the practical requirements for the course can be found in the *Environmental systems and societies guide*.

D8a.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.

D8a.4 Samples for moderation

Teachers must read section "C3.2", which gives general information on IA. 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.

D8a.5 Summary of the coordinator's requirements

The following is a summary of what the coordinator will need from the ESS teacher(s).

Material required by internal school deadline	
Environmental systems and societies SL	**For submission via IBIS** • The predicted grades and final mark for IA for each candidate • The criteria marks for the IBIS-selected sample candidates **For upload** • An individual investigation, marked by the teacher for each candidate in the sample

D8a.6 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit sample IA work	IBIS eCoursework upload	20 April 2024/20 October 2024

D8b Literature and performance

Please note that May 2024 will be the first assessment of the new literature and performance SL course.

D8b.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 2024 examination sessions	
Title of publication	**Date of issue**
Literature and performance guide	February 2022
Prescribed reading list	February 2019

D8b.2 Internal assessment

IA is a requirement for the literature and performance SL course. In 2024 both the transformative performance and the individual oral **will** be assessed.

Internal assessment requirements

The criteria for IA are published in the *Literature and performance guide*. Each criterion has achievement levels with descriptors. The descriptors should be used to assess the work of each candidate for each criterion. The assessment should be made by the person responsible for teaching the literature and performance course.

The teacher enters the marks for IA onto the *Literature and performance SL internal assessment coversheet 1&6/LPIA*.

Both the transformative performance and the individual oral will be assessed by the teacher and submitted to the IB to be externally moderated at the end of the course.

The individual oral accounts for 40% of the total marks.

Formal requirements

1. As part of the course, students read and analyse a **non-dramatic literary work**.

2. Students select an extract from the work and **transform** it into a piece of theatre that will be performed to a live audience.

The extract may be a single excerpt, series of linked excerpts or an entire text from within the work (for example, a poem, a letter, a chapter or a short story).

The piece of theatre must be:

- 10 minutes maximum
- performed by a group consisting of a maximum of four students
- captured in a single, unedited video recording.

3. At a later point, each student completes an individual oral in which they discuss the extract and the process of **transformation** of the extract into performance.

The individual oral must be:

- 15 minutes maximum—10 minutes for the student to talk and 5 minutes for the teacher to ask questions
- recorded as an audio file.

Video recording

The video recording device must not be switched off during the performance.

As each student will be assessed on their performance skills, it is crucial that all action can be clearly seen and heard in the recording. The video recording device may pan and zoom in so as to capture as much of the live action as possible.

In preparing to video record the assessed piece, teachers are encouraged to allow students time to walk through their performance prior to filming to give the operator of the video recording device an indication of how the space will be used. Teachers may assist with video recording to ensure it accurately captures the performance.

Students should not identify themselves or their classmates in the recording. In referring to themselves or their peers, they should use character names or readily identifiable physical characteristics.

The video must be checked after the performance and if the recording has failed for any reason, it must be redone. The recording should not be redone for any reason other than a technical failure.

Transformative performance

Criterion A is assessed in the transformative performance.

Individual oral

Criteria B, C, D, E and F are assessed in the individual oral.

It is expected that teachers will assess the student's transformative performance first, according to criterion A and then the individual oral, according to criteria B, C, D, E and F.

The transformative performance and the individual oral must be recorded for the purpose of moderation.

The individual oral may be conducted at any time after the performance. The place and time of the oral is chosen by the teacher. Teachers may, if they wish, conduct all the orals on one day or over several days. Students must be given adequate notice of when the oral will take place.

Individual oral outline form

Schools will be provided with an *Individual oral form* for students to create an outline of their oral. Students should prepare the outline in advance. Students may not read the outline as a prepared script. The form will allow students to note a maximum of 10 bullet points to help provide structure to their oral. Individual bullet points must not be excessively long. Schools will be required to keep all copies of the outline form on file until after the issue of results. To determine the authenticity of student performance, schools may be required to submit these forms to the IB.

Students may bring one A4 (or equivalent) page with selected quotes from the extract or their transformation of it. This document cannot be annotated or include additional notes. This page must be submitted to the teacher at least one week before the individual oral assessment takes place.

If a student stops speaking before the 10-minute mark, teachers are allowed to begin their 5 minutes of questioning.

Marks for internal assessment

Teachers should ensure that they have used the correct assessment criteria and descriptors for the SL component for IA. Remember to use whole numbers; do not use decimals, fractions or estimates.

Please carry out an arithmetical check. Add up the marks and check that the total marks for each component are correctly entered.

Moderation of internal assessment

See section "C3.4" for information about the purpose and process of moderation.

D8b.3 External assessment

Written assignment

The written assignment is externally assessed and is comprised of the following.

1.   A performance of an extract of a dramatic work.

2.   An essay of no more than 2,000 words.

The written assignment accounts for 30% of the total marks. Please ensure that all candidates' written assignment submissions are uploaded via IBIS.

D8b.4 Summary of the coordinator's requirements

Material required by internal school deadline	
External assessment	**For upload via IBIS** • Written assignment
Internal assessment	**For submission on IBIS** • All individual oral recordings with IA coversheet *1&6/LPIA* **For submission via IBIS** • Predicted grades

D8b.5 Summary of latest submission dates: May and November 2024 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 2024/November 2024	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/November 2024	Submit all oral recordings	IBIS eCoursework upload Coversheet *1&6/LPIA*	20 April 2024/20 October 2024
May 2024/November 2024	Submit written assignment for assessment	IBIS eCoursework upload	15 March 2024/15 September 2024

Overview

This section contains information relating to the assessment of school-based syllabuses (SBSs). Coordinators should refer to section "C1.8" for a list of available SBSs and regulations governing these.

D9.1 Supporting publications

The information given in this section should be read in conjunction with the appropriate subject guide.

May and November 2024 examination sessions	
Title of publication	**Date of issue**
Individuals and societies subjects	
Art history guide	2018, for first assessment 2020, updated August 2020
Brazilian social studies guide	2020, for first assessment 2022
Classical Greek and Roman studies guide	2015, for first assessment 2017
Modern history of Kazakhstan guide	2017, for first assessment 2019
Turkey in the 20th century guide	2020, for first assessment 2022, updated July 2021
World arts and cultures guide	2017, for first assessment 2019, updated August 2020
Sciences subjects	
Astronomy guide	2015, for first assessment 2017
Food science and technology guide	2017, for first assessment 2019
Marine science guide	2014, for first assessment 2016
Arts subjects	
Literary arts guide	2022, for first assessment 2024

D9.2 Internal assessment requirements

IA, 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 ensure a common standard across schools.

All coursework is submitted via the IBIS eCoursework system. No assessment forms are required to be submitted with the IA for any of the current SBS subjects.

For submission dates, please refer to the following table or to the Assessment calendar.

Session	Subject(s)	Action	Method/form	Latest submission date
May 2024/ November 2024	All subjects	Submit predicted grades and marks for IA	Via IBIS	20 April 2024/20 October 2024
May 2024/ November 2024	All subjects	Upload: • sample IA 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 2024/20 October 2024

D9.2.1 School-based syllabuses for individuals and societies and arts subjects

The following table summarizes the nature of the IA work that is required for each individuals and societies and arts SBS subject.

Subject and level	Nature of work
Art history: A comparative investigation of up to 2,000 words	Written assignment
Brazilian social studies: A geographical or historical investigation of up to 2,200 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

Subject and level	Nature of work
Literary arts: An essay of no more than 3,000 words presenting the connections between the student's own literary arts work and practice and those of **two** other authors they have selected	Essay
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 examination), of no more than 2,200 words	Written assignment
Turkey in the 20th century: An investigative project relating to a topic of the course, of no more than 2,200 words	Written assignment
World arts and cultures: An investigation of no more than 2,000 words on a specific aspect of artistic and cultural heritage, applying the world arts and cultures three-stage process of inquiry	Written assignment

D9.2.2 School-based syllabuses for sciences subjects: Astronomy, food science and technology, and marine science

The IA 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 "D4.2" and "D4.5").

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 IA 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.

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 "C3.2" for general information on IA. 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.

D9.3 Summary of latest submission dates: May and November 2024 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	By	Send to	Deadlines
May 2024/ November 2024	Submit IA marks and predicted grades	School	IBIS	20 April 2024/20 October 2024
May 2024/ November 2024	Coursework (all SBSs) Upload sample IA work, including appropriate information for the SBS subject group (see section "C3.9")	School	IBIS	20 April 2024/20 October 2024
May 2024/ November 2024	Written examinations (all SBSs) Send unmarked scripts to scanning centre—follow instructions in the *Conduct of examinations booklet 2024*, section "19"	School	Scanning centre	Within 24 hours of the examination date