

A10.1 Assessment mailings sent from IB Cardiff

During the academic year coordinators will receive the following mailings from IB Cardiff.

A10.1.1 Examination stationery

In **December/June**, five months before the written examinations, schools receive a package of examination stationery. The mailing is based on a school's candidate registration data one day after the first registration deadline of 15 November/15 May.

When the package of stationery arrives, check there is a sufficient quantity of each item. If the amount of stationery is insufficient for the examination session, additional stationery must be requested by sending an email to IB Answers. A fee will be charged for any stationery beyond what is actually required for the session. Please do not ask a regional office for more stationery.

The package of stationery does not include the music CDs, personalized coversheets and multiple choice answer sheets required for the written examinations. These are sent to schools in April/October with the examination papers. According to the requirements of each school this stationery mailing includes:

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

Note that the IB is now scanning examination scripts for selected subjects in order to have the scripts marked on screen (e-marking) by examiners, rather than examiners receiving hardcopy and marking the scripts in the conventional way. To facilitate this process the separate sheets of answer paper may be replaced with answer booklets in the near future.

Copies of the following coversheets are available in this handbook, or they can also be downloaded from IBIS and then photocopied in sufficient quantities. Both coversheets are double-sided and must be copied on to white paper.

- Language A1 world literature coversheets
- Language A2 written tasks coversheets

A10.1.2 Language A1 SL school supported self-taught

In **March/September**, about two months before the written examinations, schools receive a package of materials required for the language A1 SL school supported self-taught oral examinations. This is for the oral examination based on part 2 and part 4 of the candidate's course of study in place of the internal assessment component for taught candidates. The instructions for each candidate will stipulate the genre

and a choice of two of the five questions for this genre for section 1 (oral commentary) of this alternative oral examination.

A10.1.3 Examination papers

In **April/October**, the month before the written examinations, schools receive a consignment by courier containing the examination papers and other material required for the written examinations. When the consignment arrives, do not open the sealed packets containing the examination papers. (The subject, level, paper and response language of each paper can be read through the window of the packet.) If any packets have been damaged or opened during transit inform IB Answers without delay. Reseal any packets that have been opened, without removing or viewing the examination papers. Then use the examination paper checklist (available on IBIS) to ensure that you have the correct examination papers and a sufficient number of each paper for your candidate entry in each subject, level and response language. There are five examination papers in each packet.

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

- All languages B and languages ab initio paper 1—five text booklets.
- Environmental systems and societies SL paper 2— five resource booklets.
- Music HL and SL paper 1 —five music score booklets (if required).

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

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

The CDs provided for the music listening paper must not be taken out of the sealed packet or listened to until the start of the examination.

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

After checking the consignment and placing all examination material in a secure place, complete and submit the reply form *Arrival of examination papers* available on IBIS under the **Subject** tab > **Examination papers**. Use this form on IBIS to report any:

- missing packets of examination papers
- unauthorized opening
- damage in transit to the sealed packets.

IB Cardiff must receive this form from all schools with candidates registered for the session to ensure that all examination papers have been received prior to the start of the examinations in May/November. Do not use this reply form to report issues concerning examination stationery.

Do not remove any examination papers from their secure location until immediately before the relevant examination. Examination papers must always be securely stored or within the possession of the coordinator (or his or her nominee). Inform IB Answers immediately if the security of the examination papers is compromised, or may have been compromised, by fire, theft, unauthorized access or any other circumstances. Under no circumstances may an examination paper or its contents be made available to any person, including the coordinator, before the examination.

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

In addition to the examination papers in sealed plastic packets, the consignment will contain the additional items listed below. Check the contents of the consignment to ensure that you have these items, where appropriate for your school. If there are any issues concerning the answer coversheets or multiple choice answer sheets, contact IB Answers.

Answer coversheets

For each candidate in each examination there is a personalized blue answer coversheet. A coversheet will identify not only the candidate, but also the subject, level and paper (for example, paper 2) for an examination. Therefore, in each examination it is essential that each candidate has the correct coversheet. For candidates without a personalized coversheet, usually because of late registration, generic coversheets can be printed from IBIS.

Multiple choice questionnaire (MCQ) answer sheets

For each candidate taking an examination with multiple choice questions for paper 1, the consignment will include yellow MCQ answer sheets. Like the answer coversheets these are pre-printed with each candidate's name and session number, and other details particular to the examination.

Any candidates registered after the second registration deadline of 15 January/15 May will not have personalized MCQ answer sheets. For these candidates use the generic MCQ answer sheets found in the library section of IBIS.

A10.2 Examiner notifications

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

20 February/20 August

Examiner notifications become available on IBIS for:

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

Note that theory of knowledge is not included in the above list because coordinators will be uploading essays into an electronic environment.

15 March/15 September

Examiner notifications become available on IBIS for:

- theatre (all components)
- musical links investigations

- film: independent study
- film: presentation
- internal assessment (including visual arts and school-based syllabus subjects).

15 April/15 October

Examiner notifications become available on IBIS for examination scripts.

A10.3 Mailing assessment material to examiners

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

The examiner notifications include the telephone number of each examiner. Do not contact an examiner by telephone or other means, even to inquire about the safe arrival of the assessment material. The telephone number is included in case it is required by a courier company to deliver a package. Under no circumstances give the name and/or contact details of an examiner to a teacher, candidate or the legal guardian(s) of a candidate; this information is confidential to the coordinator (and head of school).

Do not send correspondence to an examiner or include any material other than candidates' work accompanied by the appropriate form(s). Any unusual circumstances affecting a candidate or groups of candidates must be reported directly to IB Answers.

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

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

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

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

Checklist

When mailing assessment material to an examiner or to IB Cardiff:

- check on IBIS whether the examiner or his/her contact details have changed

- if an examiner's address includes a post office box number, check that the package can be delivered by the courier/postal company
- use courier whenever possible, especially if the material is being sent to another country (whatever method of postage is used, it must be swift and traceable)
- do not use a courier/postal service that is the equivalent of 'cash on delivery' (an examiner will not pay the postage for your assessment material, it will be returned to your school)
- if there is a requirement to declare the value of the package for customs, indicate a nominal value (for example, the equivalent of 1 UK pound sterling) so that the examiner who receives the package does not have to pay customs duty
- do not include any form of correspondence or material other than candidates' work, accompanying forms or candidate checklist (not required for examination scripts or internal assessment)
- mail each package to arrive before the deadline
- mail examination scripts within 24 hours after the examination
- if more than one component is being sent to the same examiner or other location, send them in separate packages in case a single package is mislaid in the post
- retain proof of postage and a record of which candidates' work was included in each package.

A10.4 Teacher feedback on examinations

Teachers must be encouraged to submit comments to the IB on the quality of the examination papers. All comments are carefully considered during the appropriate grade award meeting and are also useful for teams preparing future papers. All comments must be submitted using the relevant form on the online curriculum centre (OCC) no later than 28 days after the examinations. Forms received after this deadline cannot be considered. A general response to teachers' comments is provided by the relevant subject report for the session. It is not possible for the IB to acknowledge receipt of the forms, or to respond to an individual teacher's comments.

A10.5 External assessment

If a candidate's work is externally assessed, it means that it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned. (Work that is assessed by a teacher is referred to as internal assessment.)

A10.5.1 Non-examination components

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

| Subject/component | Latest arrival date |
|---|-----------------------|
| Extended essay | 15 March/15 September |
| Theory of knowledge: essay (submitted electronically to the IB) | 15 March/15 September |
| Language A1: world literature | 15 March/15 September |
| Language A2: written task | 15 March/15 September |
| Music: musical links investigation | 30 April/30 October |
| Film: independent study and presentation | 30 April/30 October |
| Theatre: practical performance proposals and research investigations | 30 April/30 October |
| Language A1 SL: school supported self-taught oral examination audio recording | 7 May/7 November |

For the above assessment components (except theory of knowledge) it is necessary to include a completed candidate checklist with the work sent to an examiner. The checklists are available on IBIS under the **Candidate** tab > **Candidate registrations** > **Candidate details**. Note that checklists are available for all subjects, both levels and all components. However, only include a completed checklist for the components listed above. The remaining checklists (for example, for theory of knowledge, internal assessment and scripts) are for school use only.

If no work is being sent to an examiner for a candidate in any of the components listed above, it is necessary to indicate this on the appropriate candidate checklist. This is to avoid the need for IB Cardiff to ask whether the candidate's work has or has not been submitted for assessment. Write a cross (X) in the box against any candidate for whom work will not be sent to the appropriate examiner for assessment. Then include the checklist with the work of the remaining candidates.

It is important not to include a checklist for other components (such as examination scripts and multiple choice answer sheets), otherwise this may result in unnecessary costs to the IB.

A10.5.2 The examinations in May and November

Because it is essential that all invigilators of IB examinations are fully acquainted with the arrangements for conducting the written examinations in May and/or November, a separate document on this topic is available in portable document format (PDF) that can be downloaded and photocopied. Additionally, for those examinations that require the use of an electronic calculator, a separate document in PDF is also available. These documents, and the examination schedules for May 2012 and November 2012, are available from the links below.

- [Arrangements for the written examinations in May and November 2012](#)
- [Calculators](#)
- [May 2012 examination schedule](#)
- [November 2012 examination schedule](#)

A10.6 Predicted grades

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

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

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

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

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

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

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

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

A10.7 Internal assessment

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

The purpose of this section and section A10.8 is to explain the administrative procedures for internal assessment (IA) and predicted grades (PG). These procedures, which are designed to ensure the validity

and reliability of the marks, involve subject teachers and must be fully discussed with them. The involvement of teachers in the assessment and grading of their candidates is an important part of the Diploma Programme assessment process. This involvement occurs in two ways:

- Teachers submit marks for internal assessment on the work done by candidates for a subject and level.
- Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level.

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

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

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

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

A10.7.1 Requirements for internal assessment

The teacher(s) for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirements for the subject and level. Details of these requirements are available in the relevant subject guide.

The teacher(s) must assess candidates' work using the IB assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available without using fractions, decimal places or estimates.

A candidate must complete all work for internal assessment in the language of registration for the respective subject and level.

According to the type of internal assessment work required for the subject and level, assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete. If a candidate submits no work, an "F" must be entered on IBIS for the mark, resulting in no grade for the subject and level.

The IB reserves the right to request additional sample work or the work of all candidates for internal assessment in any subject, for the purpose of moderating marks, at any time before the issue of results. Therefore, coordinators must ensure that all candidates' work and associated materials are retained until the issue of results.

A10.7.2 Submitting marks for internal assessment and predicted grades

All marks for internal assessment (IA) and predicted grades (PG) must be submitted on IBIS no later than **10 April/10 October**, about three weeks before the written examinations. (This is often referred to as IA/PG

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

If subject teachers have access to the internet they can use a restricted area of IBIS to enter candidates' internal assessment marks and predicted grades for the subjects they teach. Coordinators can enable teachers to open an account for themselves on IBIS by going to the **School** tab > **School person maintenance**. In order to open an account for a teacher it is necessary to have the teacher's name, date of birth, nationality and email address. (This information is required in order to provide access to IBIS and maintain the security of this database. It is not used for any other purpose.) After entering the details for a teacher the next step is to enter the subject(s) for which the teacher can enter IA/PG data. The teacher will then receive an email containing a link, which will give that teacher access to a "new user" account page. The teacher uses this to create their password-protected account.

It is possible for a coordinator to provide teachers with access to an account at any time. However, the screen(s) that teachers use for entering IA/PG data for a session do not become available until **1 February/1 August**, three months before the written examinations.

If teachers enter their marks and grades directly on to IBIS, rather than the data being entered by the coordinator, it is necessary for the coordinator to check and verify the data before it is submitted to IB Cardiff. A teacher is not able to submit IA/PG data directly to the IB; it must be submitted by the coordinator (select **Complete** on the IA and PG screens) for each subject.

This system will automatically determine which candidates' work must be selected for the sample that is sent to an examiner for the purpose of moderation.

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

A10.7.3 Moderation samples

A list of forms that must accompany sample work for internal assessment is provided in section A10.7.7. The subject-specific information in this handbook also provides information on which forms must accompany sample work.

One teacher and response language

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

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

This applies whether there is one or more teaching groups.

More than one teacher and one response language

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

Similarly, there are some subjects where a single moderation sample is submitted to cover both higher level and standard level (see section A10.8.1). Where different teachers are involved at the two levels, they must coordinate their marking to ensure that a single agreed standard is applied for both levels.

Submit to the moderator:

- one set of sample work for moderation, which includes examples of the marking of each teacher
- the appropriate internal assessment form(s) signed by the teachers.

More than one response language

Where the school's total candidate entry for a subject and level is registered in more than one IB response language:

- the candidates of each language group should be treated separately for the purpose of internal assessment.

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

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

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

Submit to the moderators:

- one set of sample work for the candidates registered in each of the response languages
- the appropriate internal assessment form(s) for the candidates registered in each of the response languages, signed by the teachers involved.

A10.7.4 The selection of sample work for moderators

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

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

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

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

A10.7.5 Atypical work

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

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

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

Do not provide the examiner/moderator with any information about special circumstances (for example, illness, disability, family bereavement).

Categories of atypical work

Here are examples of work that might be considered "atypical".

Additional assistance given by a teacher

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

Incomplete work

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

Transfer candidates

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

Unreliable mark

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

Inappropriate work

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

A10.7.6 Candidates retaking one or more subjects

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

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

A10.7.7 Forms submitted with sample work

With each set of sample work it is necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample. This screen is accessed by going to the **Subject** tab > **IAPG** > **Mark entry** > **IA mark entry**, then selecting **View sample** for the appropriate subjects. In addition to this printout it is necessary to include one or more subject-specific forms, as detailed here.

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

| Subject/level | Type of work | Form(s) |
|---|------------------------------------|---|
| Group 1 | | |
| Language A1 HL/SL | Individual oral commentary | Form 1/IARF 1 per candidate |
| Group 2 | | |
| Language A2 HL/SL | Individual oral | Form 2/IA 1 per candidate |
| Language B HL/SL | Individual oral | Form 2/IA 1 per candidate |
| Language ab initio SL | Individual oral | Form 2/IA 1 per candidate |
| Classical languages HL/SL (Latin and Classical Greek) | Individual study | Form 2/CLCS 1 per candidate |
| Group 3 | | |
| History HL/SL | Historical investigation | Form 3/CS 1 per candidate |
| Geography HL/SL | Fieldwork | Form 3/CS 1 per candidate |
| Economics HL/SL | Portfolio | Form 3/CS 1 per candidate |
| Philosophy HL/SL | Philosophical analysis | Form 3/CS 1 per candidate |
| Psychology HL/SL | Simple experimental study | Form 3/CS 1 per candidate |
| Social and cultural anthropology HL | Field research | Form 3/CS 1 per candidate |
| Social and cultural anthropology SL | Observation and criticism exercise | Form 3/CS 1 per candidate |
| Business and management HL | Research project | Form 3/CS 1 per candidate |
| Business and management SL | Written commentary | Form 3/CS 1 per candidate |
| ITGS HL/SL | Project | Form 3/CS 1 per candidate |
| Group 4 | | |
| Biology HL/SL | Experimental investigations | Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate |
| Chemistry HL/SL | Experimental investigations | Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate |

| | | |
|-------------------------|---|--|
| Physics HL/SL | Experimental investigations | Form 4/IA 1 per sample set Form 4/PSOW 1 per candidate |
| Design technology HL/SL | Experimental investigations Design project | Form 4/IADT 1 per sample set Form 4/PSOWDT 1 per candidate |
| Group 5 | | |
| Mathematics HL | Portfolio | Form 5/PFCS 1 per candidate |
| Mathematics SL | Portfolio | Form 5/PFCS 1 per candidate |
| Mathematical studies SL | Project | Form 5/PJCS 1 per candidate |
| Computer science HL | Dossier | Form 5/IACS 1 per sample set Form 5/PDCS (HL) 1 per candidate |
| Computer science SL | Dossier | Form 5/IACS 1 per sample set Form 5/PDCS (SL) 1 per candidate |
| Group 6 | | |
| Music HL | Solo performing Creating | Form 6/MSP 1 per candidate Form 6/MC 1 per candidate |
| Music SL | Solo performing | Form 6/MSP 1 per candidate |
| Music SL | Group performing | Form 6/MGP 1 per group |
| Music SL | Creating | Form 6/MC 1 per candidate |
| Theatre HL | Theatre performance and production presentation | Form 6/Tpresentation(HL) 1 per candidate |
| Theatre HL | Independent project portfolio | Form 6/Tportfolio(HL) 1 per candidate |
| Theatre SL | Theatre performance and production presentation | Form 6/Tpresentation(SL) 1 per candidate |
| Theatre SL | Independent project portfolio | Form 6/Tportfolio(SL) 1 per candidate |
| Visual arts HL option A | Investigation workbook | Form 6/VACS 1 per candidate |

| | | |
|---|--|--|
| Visual arts HL option B | Studio work | Form 6/VACS 1 per candidate |
| Visual arts SL option A | Investigation workbook | Form 6/VACS 1 per candidate |
| Visual arts SL option B | Studio work | Form 6/VACS 1 per candidate |
| Film | Production portfolio (HL) Production portfolio (SL) | Form 6/FPPHCS 1 per sample set Form 6/FPPSCS 1 per sample set |
| Dance (pilot in 2012) | Performance | Form 6/DPCS 1 per candidate |
| Transdisciplinary | | |
| Environmental systems and societies (TSL) | Experimental investigations | Form ES&S/PSOW 1 per candidate Form ES&S/IA 1 per sample set |

A10.7.8 Sending sample work to moderators

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

Do not include videotapes or CDs with the sample work sent to a moderator, unless this is a specific requirement for the subject. If video or information technology applications have been produced, send only the written report and still photographs of the activity.

A10.8 Subject-specific information about moderation samples

A10.8.1 Subjects sampled across higher level and standard level

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

| | | | | |
|-----------|------------|-----------|-------------------|-----------------------|
| History | Economics | Biology | Design technology | Music creating |
| Geography | Philosophy | Chemistry | Physics | Music solo performing |

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

A10.8.2 Language A1 (not school supported self-taught candidates)

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators must submit the audio recordings of only the individual oral commentary for these candidates.

A10.8.3 Language A2, language B and language ab initio

IBIS will select the sample candidates using the overall internal assessment marks, but coordinators must submit the audio recordings of only the individual oral for these candidates.

A10.8.4 History

When IBIS selects sample work for history, one sample is selected for route 1 and one sample for route 2. The level, regional option and prescribed subject are disregarded. However, there would be a separate sample for each response language.

A10.8.5 Mathematics HL

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

A10.8.6 Visual arts

This affects candidates entering investigation workbooks for HL or SL option A, or studio work for HL or SL option B.

All candidates are required to complete one candidate record booklet. In order to moderate the internal assessment component, a photocopy of the record booklet is required for those candidates who are identified on IBIS as comprising the schools higher level and standard level option A and/or higher level and standard level option B sample(s). A second printed record booklet must not be used.

A copy of the following HL/SL option A and/or HL/SL option B pages will be needed:

- the teacher's statement (page 2)
- the candidate's statement (page 5)
- the studio work photographs (pp. 7 to 18)
- the photocopied investigations workbook sample pages.

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

Coordinators are required to send the HL/SL option A samples and the HL/SL option B samples to two different examiners, as indicated on IBIS.

These requirements for internal assessment also apply to those candidates whose external assessment work is being examined through the alternative arrangement procedure.

A10.8.7 Music

Music at higher level has two components for internal assessment (solo performing and creating). Separate samples should be submitted for each component. For standard level group performing, all recordings must be sent to the examiner.

A10.9 Assessment that requires an audio recording

A10.9.1 The media for audio recordings

The IB is working towards the submission of online digital recordings without the need to send any material through the post to examiners. Depending on progress with development, this method of submitting audio recording may be available for May 2012 onwards. If this media is not available coordinators should use CDs, not audio cassettes.

A10.9.2 The instructions for audio recordings

These instructions are for use, in conjunction with any subject-specific guidelines, where a candidate's performance or interview has to be recorded in the following subjects:

- language A1 individual oral commentary
- language A1 SL school supported self-taught oral
- language A2, language B and language ab initio individual oral
- classical languages individual study oral presentation
- music solo, group performing and creating
- visual arts interview (where there is no visiting examiner)
- theatre performance and production presentation
- film presentation.

Not all of the instructions necessarily apply to the recording of the music group performance that is based on the assessment of a whole ensemble, rather than individual candidates. For example, it is unnecessary to start the recording by asking each candidate to state his or her name and session number. However, it would be advisable to start the recording with the teacher stating the examination session, the school name and number, and the name of each piece of music on the recording.

It is not permitted to edit the content of a cassette or CD. Doing so may be interpreted as malpractice and brought to the attention of the final award committee.

Coordinators are advised to make a copy of each recording. When samples of recordings are sent to examiners for the purpose of moderation, occasionally a package is mislaid in the post. If a copy of each recording is available, the copies can then be sent as replacements.

A10.9.3 Using compact discs (CDs)

Please follow these guidelines when submitting compact discs.

- When recording each candidate's performance, multiple candidates may be recorded on one CD. However, when sending sample recordings to an examiner for the purpose of moderation, the recordings must be restricted to two candidates per CD, even though this means sending up to five CDs to the examiner. (This is necessary in order to accommodate the sampling process for moderating the marking of examiners and to ensure that examiners can write reports for category 3 enquiries upon results.) It is essential to indicate which candidates are on each CD, preferably by writing the candidates' session numbers on the CDs.
- Each candidate must state his or her name and session number at the start of the recording, except in the case of a music group performing.

- Play back part of each candidate's entire recording on a CD player, and not on the CD function of a computer. This is to help ensure that the recording is audible and will be compatible with a standard CD player used by the examiner.

A10.9.4 The examination

- The recording should take place in a suitably quiet room, where possible, with any background noise eliminated. A small room usually gives a better quality recording.
- A notice should be placed outside the room:

EXAMINATION RECORDING IN PROGRESS
SILENCE PLEASE

- Use an external microphone for recording candidates—do not rely on the machine's internal microphone as this will produce poor quality recordings.
- Position the microphone so that the candidate can be heard clearly. In an interview this will probably mean placing the microphone closer to the candidate than to the teacher or examiner.
- Each candidate must state his or her name and session number at the start of the recording.
- Where appropriate, introduce each section of the examination. Announce the end of the examination.
- Clearly label each CD with the examination session, year, subject, level, component, candidate name(s) and session number(s). For example:

M12, Swahili A1 SL internal oral, 000039-078, Maria Anderson

- Send the CD(s) to the address shown on IBIS.

A10.9.5 Role of the interviewer

Record all your own interventions. Where appropriate to the subject, you may:

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

You may not correct the candidate, teach, introduce leading questions or suggest replies.

A10.9.6 Problems

- Do not stop or edit the CD. If the recording stops due to technical difficulties explain the reason on the recording itself after restarting.
- If the CD is discovered to be blank at the end of the recording, contact IB Answers immediately for advice. It may be possible for the candidate to repeat the performance or to record a new interview.
- In all cases of problems beyond the candidate's control, reassure them that they will not be penalized. Submit a full report to IB Answers if any irregularities occur during the recording.

A10.10 Assessment that requires a video recording

Circumstances are different in every school. Video equipment is also evolving, mostly in a direction that makes it cheaper and easier to use. There are particular problems about obtaining reasonable quality in both drama studios and classrooms. Hence what is offered here are some basic hints on what has worked in various places. It is not definitive and will not be appropriate in every situation.

A10.10.1 Identification of candidates

As a minimum, each candidate should announce his or her name and session number to the camera at the start of the recording. If there may still be difficulties in telling performers apart, consider using different clothing or costume, colour coding or numbering (as appropriate for the subject). There is an obvious tension here between the needs of assessment, and what may lead to a quality, committed performance, so teachers should exercise judgment and ingenuity.

A10.10.2 Sound

Sound is often more difficult than vision. School spaces often have many hard, reflective surfaces that tend to encourage echoes. Floors can be noisy. Electrical equipment, such as air conditioning, can interfere. Some possible steps to consider might be:

- use a different, carpeted space, or use a temporary floor covering such as matting
- use curtains or drapes to cover hard vertical surfaces
- use a microphone external to the camera, as close as possible to the action
- turn off unnecessary electrical equipment, if possible
- try to find a time when there is not much noisy activity in adjacent spaces such as corridors
- make sure that people “behind the camera” are quiet. Most microphones are “omni-directional” and pick up whatever sound is nearest. They also adjust themselves to overall sound levels (so becoming more sensitive to background noises in quiet parts of a performance).

Vision

Vision is often quite straightforward. Modern video cameras work reasonably well even in low light levels. However, they do not cope well with very high contrast levels, and autofocus devices can play tricks. The following hints are worth noting.

- A tripod is essential. There needs to be enough room to place the camera far enough away to be able to “see” everything that is happening. This means that the internal microphone will be inclined to “hear” things nearer to it, rather than any dramatic action (hence the reason for recommending an external microphone).
- Theatrical spot lighting with dark backgrounds produces very high contrast. Consider using flatter lighting (for example, using floodlights to brighten the background).
- If the camera autofocus tends to “hunt” between the background distance and characters in the foreground, try reducing the distance between the two (for example, by moving actors further back). Alternatively, many cameras allow this feature to be turned off, allowing a manual fixed focus on a point that allows maximum clarity for most of the action.
- If filming using natural light, for example, in a classroom, be wary of bright backgrounds. These can cause the camera to “narrow its eye”, making the foreground (the performers) dark and difficult to see. Often this can be overcome by drawing blinds or curtains to exclude background

brightness (such as windows). Alternatively, perhaps a different room can be used, so that the camera is looking away from the brightness (for example, away from a window, rather than towards it).