

Handbook of procedures for the IB Career-related Certificate

For use from November 2012

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International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Phone: +44 29 2054 7777
Fax: +44 29 2054 7778
Website: www.ibo.org

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Phone: +44 29 2054 7746
Fax: +44 29 2054 7779
Email: sales@ibo.org

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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Introduction

The *Handbook of procedures for the IB Career-related Certificate* (IBCC) has been prepared for IBCC coordinators. However, it is essential that all teachers and administrators of the IBCC familiarize themselves with the requirements of the certificate. This handbook must be read in conjunction with the *Handbook of procedures for the Diploma Programme* for the relevant examination session, as well as all other documentation related to the IBCC.

What is the IBCC?

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

Grounded in IB's educational principles, mission and the IB learner profile, the IBCC 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 IBCC incorporates locally developed career-related coursework with a strong academic programme promoting multilingualism, global engagement and intercultural competence.

The IBCC consists of:

- at least two Diploma Programme courses
- an IBCC core
- a career-related study.

The chosen career-related studies are not offered or awarded by the IB and should be determined by the local context and aligned with student needs, whether they are used to support further studies or to assist direct employment opportunities. It is the school's responsibility to determine the appropriate career-related studies based on the criteria set by the IB.

The IB continuum

The IBCC is one of four high-quality offerings of international education provided by the IB to a worldwide community of schools. Designed for students aged 3 to 19, all 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) for students aged 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school courses.
- The Diploma Programme (DP) for students aged 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.
- The Career-related Certificate 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.

The relationship between the IBCC and the MYP

There are two areas in particular in which IBCC students can build on prior learning in the MYP: the approaches to learning skills of thinking and reflection. The development of thinking skills is inherent within the IBCC core, with an emphasis on ethical thinking, critical thinking, creative thinking and problem-solving.

The core also requires significant reflection, where students review, describe, communicate and learn from their experiences.

The IBCC also builds on the use of technology in the MYP. This involves the use of effective search skills to access relevant information from the internet, the effective management of data and the presentation of information in a range of forms to a specified audience.

In addition, the IBCC uses the language phases of the MYP to gauge a student's language development.

The relationship between the IBCC and the DP

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

Schools should explore possibilities to integrate IBCC students with DP students where possible. This could include combined DP classes and service activities.

The IBCC can only be offered by IB World Schools that are already authorized to offer the DP. There is an authorization process for DP schools that wish to be authorized to offer the Career-related Certificate. It is possible for schools seeking DP authorization to seek IBCC authorization at the same time. Technically, however, IBCC authorization can only take place once DP authorization has been granted.

The structure of the IBCC

The IBCC is a comprehensive education framework for which schools develop their own locally relevant scheme. The scheme developed must include the following three components, however, only the DP courses and the reflective project of the IBCC core are assessed and certified by the IB.

Diploma Programme courses

At least two DP courses must be studied by each IBCC student.

Section A4 of the *Handbook of procedures for the Diploma Programme* lists the DP courses that are automatically available for examinations in 2013.

DP courses can be chosen from any group of the IB Diploma Programme. 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 IBCC. No student can register in:

1. the same subject at HL and SL
2. the same language for group 1 and group 2, or within group 1 and group 2 (for example Spanish A1 and Spanish B)
3. literature and performance with theatre
4. two subjects from group 5
5. any school-based syllabus
6. any pilot subject
7. two SL subjects to be completed each in one year (only one SL DP course can be completed in the first year of the IBCC. Any other SL course should be completed over two years)
8. more than one DP course online
9. DP core components: creativity action and service, theory of knowledge and extended essay.

Students should, in general, be encouraged to study courses that are relevant to their career-related field of study, offering a wider context to work in. If, for example, a student's career-related field of study is outdoor education, the student should be encouraged to take geography and environmental systems and societies from the list of DP courses available. 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 and management and economics would be good choices for a student focusing on finance. The IBCC 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 IBCC coordinator and/or the school counsellor is crucial when students make their subject choices, as the level chosen (SL or HL) can often determine future pathways for students.

The IBCC core

The IBCC core has four components.

Approaches to learning

The approaches to learning course emphasizes the development of transferable skills needed to operate successfully in society. The skills of thinking, intercultural understanding, communication and personal development should be emphasized. The approaches to learning course is a timetabled course and a minimum of 90 hours is expected to be devoted to this course.

Community and service

The community and service component, designed to encourage service learning, emphasizes the affective development of students and concentrates on the concepts of partnership and learning. It is expected that approximately 50 hours outside class time will be devoted to this component of the core.

Language development

The IB acknowledges the crucial role of language in an IB education and is therefore committed to the provision of language development for all IBCC students. Regardless of the DP courses studied, all IBCC students are required to undertake language development in which they must improve their language proficiency in a target language other than their best/mother tongue language. A minimum of 50 hours is expected to be devoted to language development.

The reflective project

The reflective project is an extended piece of work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue taken from the student's career-related studies. The reflective project is submitted at the end of the course and is an opportunity for the students to draw together the various strands of their studies. It can be submitted in any of the IB's working languages (English, French or Spanish). Students should devote approximately 40 hours (in and out of class) to the reflective project.

The career-related study

The career-related study must be:

- a two-year study of sufficient size to complement the IBCC in the student timetable in the last two years of secondary education when the IBCC is implemented
- accredited by a local, state or national authority or government; recognized as an entry-level course into a university or higher education institution; or validated by an appropriate employer organization such as a sector skills council or a professional body
- subject to a demonstrable form of external assessment or quality assurance additional to internal teacher assessment that is reviewed by the accrediting or validating authority at least every five years.

The school must report satisfactory completion of the career-related study to the IB.

Bilingual IBCC

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

- Completion of two languages selected from group 1 of the DP, with the award of a grade 3 or higher in both.
- Completion of one of the courses from group 3 or group 4 in a language that is not the same as the student's group 1 language. The student must attain a grade 3 or higher in both the group 1 language subject and the subject from group 3 or group 4.

Administration of the IBCC

Role of the IBCC coordinator

The IB does not provide an official sample job description for IBCC coordinators. Where the IBCC coordinator is the same person as the DP coordinator, schools should provide additional support in terms of administrative assistance and/or time release.

Fundamentally, the coordinator is responsible for providing information, guidance and administrative support to students, colleagues and other stakeholders. The coordinator is also responsible for the coordination of all activities related to the IBCC, although specific responsibilities, such as the coordination of community and service, language development or approaches to learning, may be delegated to other members of the faculty and staff.

The IBCC coordinator will be responsible for attesting, via the IB information system (IBIS), the satisfactory completion of each requirement of the career-related certificate.

The IBCC coordinator will be responsible for the registration of the IBCC candidates in the DP courses.

Ongoing support for teachers and students

Teachers require time to meet students and monitor their progress, as well as to collaborate on curriculum development. The needs of part-time teachers should also be considered so that they receive appropriate levels of professional development and support.

With increased access to an IB education in a school comes a more varied student population. Some students will enroll who are highly motivated, but have not yet acquired the knowledge or skills that will help them to be successful in the IBCC. Guidance counsellors, teachers and the IBCC coordinator should carefully monitor each student's progress and intervene as necessary with strategies to increase the student's success as the school year progresses.

In addition to course-specific knowledge and reading and writing skills, students should receive instruction and ongoing support for developing study skills and improving time management. Teachers should have opportunities to learn more about strategies, such as scaffolding and the differentiation of instruction, as part of their professional development. They will be teaching the IBCC curriculum to a student body that is likely to include learners for whom the language of instruction is not their mother tongue as well as students with special educational needs.

Some students may perceive that they have a weakness in a course that is required for completion of the certificate. Opportunities outside the classroom to help students reinforce their skills and knowledge in specific courses, or in reading and writing, can help students to gain the confidence they need to be successful in the IBCC.

Schools need to ensure that students and teachers have access to the information technology required to complete their IBCC coursework and/or assessments, and that they develop the knowledge to use it effectively.

Publications

The information given in this *Handbook of procedures for the IB Career-related Certificate* must be read in conjunction with the *Overview of the IBCC*, *Core guide*, *Reflective project teacher support material* and the *Language portfolio*.

Fees

Application to be authorized to offer the IBCC is currently restricted to IB World Schools that are already authorized to offer the DP.

Assigned currencies

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

Billing offices

Detailed information regarding the IB billing offices can be found in the *Handbook of procedures for the Diploma Programme*.

Fees for services for schools

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

- annual school fee—paid by each IB World School for each programme it is authorized to teach
- annual per capita fees—paid annually for each student being registered for the IBCC
- by-request service fees—paid when a school requests an extra service from the IB (for example, enquiry upon results).

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

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

This handbook does not cover these latter two services in any detail. Information about professional development and the IB store can be obtained from the IB public website (<http://www.ibo.org>).

The annual fee

IB World Schools pay an annual fee for the IBCC.

Payment of the annual fee

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

For schools in the USA and Canada the billing office is the IB Americas office in Bethesda, Maryland, USA. Payment of the annual fee can be made either by cheque or bank transfer as detailed in the *Handbook of procedures for the Diploma Programme*.

For schools in other countries the billing is the responsibility of the Asia Pacific Global centre (Shared Service Centre). For May session schools an invoice is sent on 1 August and is payable by **1 September**. For November session schools an invoice is sent on 1 February and is payable by **1 March**. The annual fee is not refundable.

The annual fee is waived in academic years 2012/13 and 2013/14 for IB World Schools authorized to start teaching the IBCC in 2012.

Annual per capita fees

Candidates for the IBCC will pay an annual per capita fee in each of the two years of duration of the IBCC.

The annual fees cover:

- curriculum development and research
- regional and academic support
- registration fee and subject fees for two DP courses per student
- moderation of the reflective project.

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

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

Schools also receive the following services:

- this handbook for IBCC coordinators and teachers
- access to IB Answers by email or telephone
- access to IBIS for tasks necessary to administer candidate assessment
- a range of teacher feedback, including selected reports for each examination session.

Candidates receive the following services:

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

Payment of the annual per capita fee

The candidate registration fee is paid every year for each candidate registering for the IBCC in a particular examination session. Candidates who take one anticipated subject one year early must pay the annual candidate fee for the corresponding year and will pay the same amount the second year, according to the deadlines and fees set for this purpose.

A candidate who wants to take additional DP courses (up to two) will be invoiced the corresponding DP subject fee, according to the deadlines and fees set for this purpose.

By-request service fees

The IB offers a number of optional services that schools can request when needed. The by-request services offered for the DP are also available for the IBCC, if applicable.

A fee is charged for each of these additional services. A school may receive invoices throughout the year according to when fees were incurred for these services. (See the *Handbook of procedures for the Diploma Programme*)

Registration deadlines

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

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

Final registration deadline: **15 April/15 October**

Any change to a candidate's subject details will incur an amendment fee if the amendment is made after the first registration deadline. Owing to the additional administration involved, amendments made after the second registration deadline are charged at a significantly higher rate. The fee is charged for each amendment to a candidate's subject details. For example, a change of level for a subject would result in a fee being payable, although a change to a candidate's subject, level and response language, all made at the same time, would result in only one fee being payable.

There is no amendment fee for changes to a candidate's personal details. A candidate's personal details, such as the spelling of their name, cannot be changed after the issue of results.

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

The scale of fees

IBCC scale of fees May 2013	Currency			
	US\$	SFr	UK£	C\$
1. Annual fee (per school)	1,000	1,300	571	1,200
2. IBCC annual per candidate fee				
<i>2.1 Registration of candidate in year 1</i>				
• a. Before the first registration deadline 15 November/15 May	220	286	126	264
• b. Between the first and second registration deadline 15 January/15 July	280	364	160	336
• c. After the second registration deadline up until 15 April/15 October	630	819	360	756
<i>2.2 Registration of candidate in year 2 (IBCC student has already been registered in year 1)</i>				
• a. Before the first registration deadline 15 November/15 May	220	286	126	264
• b. Between the first and second registration deadline 15 January/15 July	280	364	160	336
• c. After the second registration deadline up until 15 April/15 October	630	819	360	756

IBCC scale of fees May 2013	Currency			
	US\$	SFr	UK£	C\$
<i>2.3 Registration of candidate in year 2 (IBCC student has not been registered in year 1)</i>				
• a. Before the first registration deadline 15 November/15 May	850	1,105	485	1,020
• b. Between the first and second registration deadline 15 January/15 July	910	1,183	520	1,092
• c. After the second registration deadline up until 15 April/15 October	1,260	1,638	719	1,512
3. Additional DP course(s)				
• Before the first registration deadline 15 November/15 May	100	130	57	120
• Between the first and second registration deadline 15 January/15 July	132	172	75	158
• After the second registration deadline up until 15 April/15 October	227	295	130	272
Notes:				
<ul style="list-style-type: none"> • DP by-request service fees are applicable to IBCC. • IBCC registration fees are non-refundable. 				

Considerations when registering IBCC candidates

If a new IBCC candidate is registered in year 2, without that candidate having been registered as IBCC year 1 previously, the school will be charged a double per capita fee (year 1 and year 2) plus a late per capita enrollment penalty.

A student registered for IBCC year 1 can change to the DP up until 15 January (May session)/15 July (November session). No per capita fee refunds will be issued in these situations. After this deadline date, the switch will not be permitted on academic grounds.

A student registered for IBCC Anticipated can switch to the DP up until 15 January (May session)/15 July (November session). No per capita fee refunds will be issued in these situations. After this deadline date, the switch will not be permitted on academic grounds.

Assessment of the IBCC

Assessment in the IBCC will be carried out as below.

- The chosen DP courses will be assessed as established in their course guides, combining external and internal assessment requirements. Details of the assessment of DP courses can be found in the *Handbook of procedures for the Diploma Programme* and the relevant course guides.
- Within the core, approaches to learning and community and service will be internally assessed by the school (formative assessment techniques are encouraged). Language development will be internally assessed (either by the school or the external provider) and authenticated by the school. Candidates must satisfactorily complete these three components of the core as part of the requirements for receiving the Career-related Certificate of the IB. The school will determine whether approaches to learning, community and service, and language development have been satisfactorily completed or not. This will be reported to the IB. IBIS has been programmed to default to satisfactory completion of the community and service, approaches to learning and language development requirements. If this is not the case and a student has not satisfactorily completed the community and service, approaches to learning and/or language development requirements, the IBCC coordinator should access IBIS and go to **candidate>registrations>IBCC other core requirements**. Finally, the coordinator should uncheck the candidates that have not completed the requirements by **10 April/10 October**.
- The IB reserves the right to request from the school evidence of its final decision on completion of the components. The reflective project will be internally assessed but externally moderated by the IB. Details of the assessment of the reflective project can be found in the *IBCC Core guide* (August 2012) and in the *Reflective project teacher support material* (August 2012).

Please note that: the career-related study is assessed (or validated) by the relevant external authority, **not** by the IB.

Award of the IBCC

The Career-related Certificate of the IB and the statement of results will be issued subject to satisfactory completion of the following requirements by a student.

- a. The candidate has completed the specified career-related study.
- b. The candidate has been awarded a grade 3 or more in at least two of the DP courses registered for the IBCC.
- c. The candidate has been awarded a grade of at least D for the reflective project.
- d. All approaches to learning, community and service and language development requirements have been met.
- e. The final award committee has not judged the candidate to be guilty of malpractice.

Candidate registration

The following categories of registration are available.

- Anticipated: for candidates wishing to complete the requirements for one SL DP course at the end of the first year of a two-year IBCC.
- IBCC: for candidates intending to complete the requirements for the award of an IBCC.
- Retake: for previous IBCC candidates who are seeking to improve their results. The highest grade obtained for a DP course and the reflective project will contribute towards the IBCC.

Candidates must complete the IBCC in a maximum of three examination sessions, which includes any retake sessions.

Academic honesty

The IB's academic honesty policy is available on the OCC and should be read by every IBCC candidate.

While it is understandable that some data may be used in more than one area of a student's studies (DP courses, IBCC core and the career-related study) and that expertise can be transferred, the same piece of work (or a component part) must not be submitted to satisfy the requirements for more than one of the student's assessment tasks. Supervisors have the role of cross-checking and ensuring that examples of duplication do not occur and are not submitted to the IB for assessment.

Requesting copyright for a candidate's work

Candidates retain copyright in all work that is submitted to the IB on their behalf for assessment purposes. This means that, when candidates have met all submission requirements, they are free to use their work as they choose. However, the IB needs to use this work in a variety of ways to enable it to provide a service to schools and examiners. The *General regulations: Diploma Programme* 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.

The IB recognizes that there will be times when candidates wish to retain exclusive copyright in their work and has created a form (*Exclusive copyright*) to enable them to exercise this right. However, the IB expects this right to be exercised only rarely, for exceptional works, especially of art or music, or for original computer programs: in short, for material that has commercial value or contains very personal or confidential matter for which protection in this way is appropriate. An examination script is extremely unlikely to come into this category.

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

Candidates with special educational needs

It is important that teachers and administrators are aware of the many opportunities available for candidates with special educational needs, and that the school actively promotes the participation of these candidates as part of encouraging access. The IBCC will use similar support mechanisms to those already established in the DP.

The various support processes for special educational needs candidates are outlined in the publication *Candidates with special assessment needs* (updated May 2011).

The identification of any candidate with a learning issue should be carried out prior to starting the IBCC. There are two procedures in place to cater for special requirements at any time via the D1 and D2 application process. Detailed information is outlined in the *Handbook of procedures for the Diploma Programme*.

Transfer candidates

The term “transfer” refers to a candidate who moves from one IB World School to another IB World School during his or her IBCC in order to continue his or her 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.

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

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

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

Responsibilities of the original school

A transfer candidate’s original school must:

- be responsible for paying the registration and course fees if the candidate transfers, or is intending to transfer, after the deadline for the payment of these fees
- provide the accepting school with the information and material (for example, marks awarded, work completed or partially completed, details of courses 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 submit to the IB Assessment Centre predicted grades and marks for internal assessment.

Responsibilities of the accepting school

A school accepting a transfer candidate must:

- assume all administrative and academic responsibilities for the candidate
- inform the IB Assessment Centre of the transfer if the candidate has already registered for an examination session

-
- find out the candidate's personal code if he or she has previously been registered for an examination session
 - ensure that the recommended number of teaching hours have been completed and that all course and additional IBCC 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 his or her career-related studies on entry into the transfer school
 - identify which school will take responsibility for submitting marks for internal assessment, ensuring that the candidate receives credit for all work completed
 - communicate with the candidate's previous school to obtain details of marks awarded and assignments completed.

Assessment of the reflective project

The reflective project is a requirement for the IBCC. The submission of sample work from candidates allows the IB to moderate teachers' marks for this component in order to achieve a common standard across schools.

Summary of arrival dates: May and November sessions

Submit marks for reflective project	The IB Assessment Centre	10 April 10 October	IBIS
Submit (sample) reflective project work	Moderator	20 April 20 October	Form 10/RPCS

Reflective project requirements

The criteria for the reflective project are published in the IBCC *Core guide* (2012). Each criterion has levels of achievement with descriptors. 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.

The marks for the reflective project

Ensure that you have used the correct assessment criteria and descriptors for internal assessment. Remember to use whole numbers; do not use decimals or fractions.

Carry out an arithmetical check. Add up the achievement levels and check that the total mark for the reflective project is correctly entered.

Moderation of the reflective project

Candidates' marks for the reflective project are entered on IBIS under **Subject>IAPG**. After the candidates' marks have been entered and verified and the **Complete** button has been clicked, the screen will enable the user to select **View sample** to display the candidates whose work must comprise the sample for moderation. The screen that displays the list of sample candidates for the reflective project 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 reflective project moderator to whom the sample work must be sent. In some cases, coordinators may be asked to send the samples to the IB Assessment Centre.

The size of the sample will vary according to the number of candidates entered by the school.

- 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.

The submission of sample work from candidates allows the IB to moderate the marking of supervisors in order to achieve a common standard across schools. The computer program on IBIS automatically selects the required number of samples to be sent for the reflective project.

As mentioned above, with each set of sample work it is necessary to include a printout of the IBIS screen that lists those candidates whose work must comprise the sample. This screen is accessed from **Subject>IAPG>IA mark entry>View sample** for the reflective projects.

Samples for moderation

After determining the marks for all candidates, supervisors are to give to school coordinators, by any internal school deadlines:

- one completed copy of *Form 10/RPCS* for each candidate
- all the candidates' reflective projects.

The coordinator is to package the reflective projects and documentation securely, ensuring that suitable packaging material for material other than paper is used if required. Please ensure that your package is clearly labelled with the following information: "Examination material (DVDs/video cassettes)—of no commercial value", if this is the case.

The coordinator should then send the reflective projects, the coversheets (*Form 10/RPCS*) and the sample list to the moderator allocated by the IB Assessment Centre, to arrive by **20 April/20 October**.

The school is advised to retain copies of the reflective projects and coversheets.

Atypical work

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

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

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

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

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

Additional assistance given by a teacher

If a teacher has given a candidate additional assistance during the completion of his or her reflective project, 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. More information on this is available in the teacher support material for the reflective project.

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 is atypical 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 reflective project.

Summary of the coordinator's requirements for moderation

The following is a summary of what the coordinator will need to submit for external moderation of the reflective project.

For sending to the moderator: internal assessment work

- One reflective project coversheet (*Form 10/RPCS*) for each sample candidate
- The reflective project of each sample candidate
- Selected sample list

Enquiry upon results

The reflective project is classified as internally assessed work on IBIS, and so is classified as "Category 3" for the purposes of enquiry upon results (see section A7 of the *Handbook of procedures for the Diploma Programme*).

Further information

The following topics on DP examinations can be found in the *Handbook of procedures for the Diploma Programme*.

- Candidates with special educational needs
- Assessment arrangements not requiring authorization
- Assessment arrangements requiring authorization
- Temporary medical conditions
- Adverse circumstances affecting individual candidates
- Adverse circumstances affecting all IB candidates in a school
- Emergency situations

Reflective project: Individual candidate coversheetSubmit to: **Moderator**Arrival date: **20 Apr/20 Oct**

Session:

School number:

0	0				
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School name:

*Write legibly using black ink and retain a copy of this form.**Attach one completed copy of this form to the work of each candidate represented in the sample.*Course: Reflective project

Candidate name: _____

Candidate session number:

0	0								
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Title(s) and dates of work: (complete if appropriate)

Supervisor declaration

To the best of my knowledge, the material submitted is the authentic work of the candidate.

Signature of supervisor: Date:

Candidate declaration: I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature: Date:

Types of work undertaken (to be completed by supervisor)

(for example, written assignment/essay/photography/video/computer program)

Other relevant information (where appropriate)

International Baccalaureate**10/RPCS (reverse)**

School name:

Course: Reflective project

Candidate name: _____

Assessment criteria: *Complete the boxes*

	A	B	C	D	E	F	G	H	I	J	Total
Supervisor:	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–30
First moderator:	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–30
First moderator number:											
Second moderator:	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–3	0–30
Second moderator number:											