

Section E Diploma requirements

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E1 The extended essay

E1.1 Current guide

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

May and November 2005 examination session	
Title of publication	Date of issue
<i>The Extended Essay</i> guide	April 1998

E1.2 Summary of arrival dates

Action	Session	To	Arrival date	Form
Submit requests for an extended essay in a language A1 not available for the session	May 2006 (November 2006)	IBCA	15 November 2004 (15 May 2005)	Letter, fax or e-mail
Submit extended essays for assessment	May 2005 (November 2005)	Examiner	15 March 2005 (15 September 2005)	Cover
Submit predicted grades	May 2005 (November 2005)	IBCA	10 April 2005 (10 October 2005)	IBIS

E1.3 Regulations

- Extended essays may only be submitted by candidates in the diploma and retake categories.
- Retake candidates wishing to improve the grade for their extended essay may submit either a revised or a new extended essay. A new extended essay can be registered in the same or in a different subject. However, a six-month retake candidate resubmitting an extended essay must register for the same subject.
- If a diploma candidate withdraws from the extended essay, but does not withdraw from all examinations, this results in a change of category from diploma to certificate.

- An extended essay submitted for assessment in a subject or language for which it is not registered may not be assessed.
- It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate. The teacher providing this supervision, who must not be a relative, is referred to as the candidate's extended essay supervisor.
- Each supervisor must be familiar with the Diploma Programme (particularly the extended essay requirement) and their responsibilities for guiding candidates on the preparation and writing of an extended essay. Supervisors and diploma candidates must have access to relevant sections from the extended essay guide.
- Extended essays submitted in a group 1 or group 2 language must be written in that language, with the exception of Latin and classical Greek. Extended essays in all other subjects, including Latin and classical Greek, must be written in English, French or Spanish.
- A language A1 SL self-taught candidate is not permitted to offer an extended essay in his or her language A1.

E1.4 Subject availability

E1.4.1 Group 1

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

The list of languages available for group 1 extended essays matches the list of available languages for the 2005 examination sessions.

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain permission from IBCA by **15 November (15 May)**, eighteen months before the written examinations. All such requests for May and November 2005 have now been processed and the schools concerned have received a letter of authorization.

E1.4.2 Group 2

Extended essays in group 2 are intended for foreign/second language learners. Candidates are not permitted to submit a group 2 extended essay in a language A1 that is a subject for their diploma.

The following languages are available in group 2 for 2005 and 2006.

English	Arabic	Polish
French	Hebrew	Portuguese
German	Mandarin	Swahili
Spanish	Finnish	Thai
Italian	Modern Greek	Turkish
Russian	Hindi	Urdu
Danish	Indonesian	Welsh
Norwegian	Japanese	Bengali
Swedish	Korean	Afrikaans
Dutch	Pilipino	Cantonese

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

E1.4.3 Groups 3 to 6

The following subjects are available in English, French and Spanish languages for 2005 and 2006.

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

E1.5 Change of subject

A change of subject for an extended essay will only be accepted before the final registration deadline of **15 January (15 July)**. The change should be indicated on IBIS.

If a candidate submits an extended essay in a subject or language that is not the subject/language for which it was registered, contact IBCA for advice. Do not send the essay to an examiner for the “new” subject/language, even if there is an examiner for this subject/language listed on the examiner notification.

E1.6 Completion of the extended essay cover

All extended essays must be submitted to the examiner with page 1 of the cover completed and signed by the candidate, and with page 2 completed and signed by the supervisor. If both the candidate and supervisor do not sign the extended essay cover it will not be accepted for assessment and may be returned to the school.

If the extended essay is written in English, French or Spanish, the candidate and supervisor must complete the cover in that language. If the extended essay is registered in a group 1 or group 2 subject, but is not written in English, French or Spanish, the cover must be completed in the IBO working language of the school.

E1.7 Submission of extended essays

E1.7.1 Examiner notification

In **February (August)**, three months before the written examinations, schools will receive the examiner notification for extended essays by IBIS. This notification provides the name and address of the examiner allocated to the school for the marking of extended essays in each subject. (More than one examiner may be allocated to a subject if extended essays are being submitted in more than one response language.)

E1.7.2 Candidates who fail to submit an extended essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. For each extended essay subject and response language, print the checklist. For any candidate who has not submitted an extended essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of remaining extended essays that you send to the examiner for the subject concerned.

If a candidate has not submitted an extended essay because of adverse circumstances, send a completed form D2 to IBCA without delay.

E1.7.3 Sending extended essays to an examiner

Send each extended essay (enclosed within its cover), to the examiner to arrive no later than **15 March (15 September)**. If possible, mail the extended essays immediately after the examiner notifications have been received so that examiners receive their allocation of extended essays well before the deadline.

Please include the checklist mentioned in E1.7.2 above, even if all candidates have submitted an extended essay.

Coordinators must retain at least one copy of each extended essay in case an extended essay becomes mislaid on the way to an examiner.

E1.8 The submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's extended essay. These grades are submitted using IBIS.

New version: issued NOVEMBER 2004

The IBO scale and, therefore, the only permitted predictions for the extended essay, are as follows:

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

The predicted grades must be entered on IBIS by **10 April (10 October)**.

New version: issued NOVEMBER 2004

E2 Theory of Knowledge

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

E2.1 Current guide

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

May and November 2005 examination sessions	
Title of publication	Date of issue
<i>Theory of Knowledge</i> guide	April 1999

E2.2 Summary of arrival dates

Action	Session	To	Arrival date	Form
Submit Theory of Knowledge essays for assessment	May 2005 (November 2005)	Examiner	15 March 2005 (15 September 2005)	TK/CS
Submit Theory of Knowledge predicted grades and marks for the presentation	May 2005 (November 2005)	IBCA	10 April 2005 (10 October 2005)	IBIS

E2.3 Requirements

Diploma and retake candidates only may register for Theory of Knowledge. All candidates, including retake candidates, must submit an essay for an examination session that is written on one of the ten prescribed titles for that session. A retake candidate may either carry forward their presentation mark or do a new presentation.

If a diploma candidate withdraws from Theory of Knowledge, but does not withdraw from all examinations, this results in a change of category from diploma to certificate.

E2.4 External assessment: the essay

E2.4.1 Requirement

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

E2.4.2 Topic choice

The essay must be on one of the ten titles prescribed by the IBO for the examination session. Essays on the prescribed titles will be assessed against the original title, so candidates must not modify the title. Essays that are not on a prescribed title for the examination session will receive no marks under criterion A.

Candidates should be aware of the six assessment criteria that will be used to assess their essays.

E2.4.3 Completion of the TK/CS form

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

E2.4.4 Submission of the essays

Examiner notification

In **February (August)**, three months before the written examinations, schools receive the examiner notification for Theory of Knowledge by IBIS.

The examiner notification provides the name and address of the examiner allocated to your school for the marking of the essays. More than one examiner may be allocated if the essays are being submitted in more than one response language.

Sending essays to an examiner

Send the essays, each with an attached TK/CS form to the examiner, to arrive no later than **15 March (15 September)**. Coordinators are strongly advised to retain at least one copy of each essay in case a package becomes mislaid on its way to an examiner.

Candidates who fail to submit a Theory of Knowledge essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. Print the checklist for Theory of Knowledge. For any candidate who has not submitted an essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of remaining essays that you send to the examiner for Theory of Knowledge.

If a candidate has not submitted an essay because of adverse circumstances, send a completed form D2 to IBCA without delay.

E2.5 Internal assessment: the presentation

The involvement of teachers is an important part of the assessment process for the Diploma Programme. This involvement includes the submission of marks for the Theory of Knowledge presentation made by each candidate. The teacher must assess each presentation according to the assessment criteria in the Theory of Knowledge guide. A copy of these assessment criteria should be made available to candidates. Assessment must be based on work done. Marks must be awarded even if the work, or participation, is incomplete.

E2.5.1 Requirement

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

E2.5.2 Completion of the TK/SER form

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

E2.5.3 The submission of marks for the presentation

The total mark for each candidate's presentation must be entered on IBIS no later than **10 April (10 October)**, about three weeks before the written examinations.

If a candidate fails to make a presentation for Theory of Knowledge, the coordinator must indicate this on IBIS when entering the marks for internal assessment. If a candidate has not submitted an essay because of adverse circumstances, send a completed form D2 to IBCA without delay.

E2.6 The submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate based on their combined performance in the presentation and their essay. These grades should be submitted by IBIS.

The IBO scale and, therefore, the only permitted grade predictions for Theory of Knowledge, are as follows:

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

The predicted grades must be entered on IBIS by **10 April (10 October)**.

New version: issued NOVEMBER 2004



International Baccalaureate Theory of Knowledge prescribed titles November 2004 and May 2005

Instructions to candidates

Your Theory of Knowledge essay for examination must be submitted to your teacher for authentication. It must be written on one of the ten titles (questions) provided below. You may choose any title, but are recommended to consult with your teacher. Your essay will be marked for proficiency in the six domains which are described in the assessment criteria published in the *Theory of Knowledge* guide. Remember to centre your essay on problems of knowledge and, where appropriate, refer to other parts of your IBO programme and to your experiences as a knower. Always justify your statements and provide relevant examples to illustrate your arguments. Pay attention to the implications of your arguments, and remember to consider what can be said against them. If you use external sources, cite them according to a recognized convention.

Note that statements in quotations in these titles are not necessarily authentic: they present a real point of view but may not have been spoken or written by an actual person. It is appropriate to analyse them but it is unnecessary, even unwise, to spend time on researching a context for them.

Examiners mark essays against the title as set. Respond to the title exactly as given; do not alter it in any way.

Your essay must be between 1200 and 1600 words in length.

- 1 For some people science is the supreme form of all knowledge. Is this view reasonable or does it involve a misunderstanding of science or of knowledge?
- 2 “For it is in the long run that, somehow, truth may survive —through the decay of untruth.” (John Lukacs) To what extent is this the case in different Areas of Knowledge and in your own experience?
- 3 “All of the other Ways of Knowing are controlled by language.” What does this statement mean and do you think it is a fair representation of the relationship between perception, emotion, reason and language?
- 4 One definition of knowledge is true belief based on strong evidence. What makes evidence “strong” enough and how can this limit be established?
- 5 “Doing the right things starts with knowing the right things.” In what ways does responsible action depend on sound, critical thinking?
- 6 What are the differences between “I am certain” and “it is certain”, and is passionate conviction ever sufficient for justifying knowledge?
- 7 To what extent may the subjective nature of perception be regarded as an advantage for artists but an obstacle to be overcome for scientists?
- 8 Which is the more important attribute of the historian: the ability to analyse evidence scientifically, or the ability to develop interpretations of evidence using creative imagination?
- 9 “All ethical statements are relative.” By examining the justifications for—and implications of—making this claim, decide whether or not you agree with it.
- 10 Is knowledge in mathematics and other Areas of Knowledge dependent on culture to the same degree and in the same ways?

New version: issued NOVEMBER 2004



International Baccalaureate

Theory of Knowledge prescribed titles

November 2005 and May 2006

Instructions to candidates

Your Theory of Knowledge essay for examination must be submitted to your teacher for authentication. It must be written on one of the ten titles (questions) provided below. You may choose any title, but are recommended to consult with your teacher. Your essay will be marked for proficiency in the six domains which are described in the assessment criteria published in the Theory of Knowledge guide. Remember to centre your essay on problems of knowledge and, where appropriate, refer to other parts of your IBO programme and to your experiences as a knower. Always justify your statements and provide relevant examples to illustrate your arguments. Pay attention to the implications of your arguments, and remember to consider what can be said against them. If you use external sources, cite them according to a recognized convention.

Note that statements in quotations in these titles are not necessarily authentic: they present a real point of view but may not have been spoken or written by an actual person. It is appropriate to analyse them but it is unnecessary, even unwise, to spend time on researching a context for them.

Examiners mark essays against the title as set. Respond to the title exactly as given; do not alter it in any way.

Your essay must be between 1200 and 1600 words in length.

- 1 There are many different authorities, including academics, politicians, global organizations and companies, who make knowledge claims. As an experienced TOK student, what criteria do you use to distinguish between knowledge, opinion and propaganda?
- 2 “Tell me how you’re conducting your search and I’ll tell you what you’re looking for.” To what extent do the methods used in different Areas of Knowledge determine the scope of the research and the conclusions you can reach?
- 3 Statistics can be very helpful in providing a powerful interpretation of reality but also can be used to distort our understanding. Discuss some of the ways in which statistics can be used or misused in different Areas of Knowledge to assist and mislead us, and how we can determine whether to accept the statistical evidence that is presented to us.
- 4 To what extent do personal attributes affect Ways of Knowing and why, if at all, does answering this question matter in the first place?
- 5 Do questions like “Why should I be moral?” or “Why shouldn’t I be selfish?” have definitive answers as do some questions in other Areas of Knowledge? Does having a definitive answer make a question more or less important?
- 6 If education means learning to see through the clichés of one’s time, how does learning in the different Areas of Knowledge and in TOK contribute to this education?
- 7 Some people say that religious beliefs can be neither justified nor refuted by reason. However, while sometimes this claim is used as a reason for rejecting religious beliefs, at other times it is used to conclude that these beliefs are established by faith. To what extent is faith a legitimate basis for knowledge claims, in religion and different Areas of Knowledge?
- 8 Arthur Eddington noted that an ordinary view of the world, one “which spontaneously appears around me when I open my eyes” is “a strange compound of external nature, mental imagery and inherited prejudice” (Sir Arthur Eddington, *The Nature of the Physical World*, 1928). How accurate a description is this of everyday experience?
- 9 Compare and contrast knowing a friend to knowing how to swim, knowing a scientific theory and knowing a historical period. What conclusions about the nature of knowledge can you reach?
- 10 Sometimes we hear reasoned arguments that oppose a view to which we are emotionally committed; sometimes we hear a passionate plea for a view we have good reason to reject. Bearing this in mind, discuss the importance of reason and emotion in distinguishing between belief and knowledge?

New version: issued NOVEMBER 2004



International Baccalaureate Form TK/CS

Theory of Knowledge cover sheet

SUBMIT TO: **EXAMINER** ARRIVAL DATE: **15 MAR (15 SEP)** SESSION:

SCHOOL NUMBER:

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SCHOOL NAME:

- *Type or write legibly using black ink and retain a copy of this form.*
- *Complete one copy of this form to accompany each essay submitted.*

CANDIDATE NAME:

CANDIDATE SESSION NUMBER:

0	0						
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PRESCRIBED TITLE NUMBER: _____

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

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

Candidate's signature: Date:

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name: Date:

Teacher's signature:

EXAMINERS' USE ONLY:

Assessment criteria

	A	B	C	D	E	F	Total
	(0–10)	(0–10)	(0–5)	(0–5)	(0–5)	(0–5)	(0–40)
Examiner:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Senior examiner:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Grade award:	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 40px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>

Examiner's name:

Examiner's signature: Date:

New version: issued NOVEMBER 2004

E3 Creativity, action, service (CAS)

E3.1 Current guide

The *Creativity, Action, Service* guide must be read in conjunction with the information given in this section of the *Vade Mecum*.

May and November 2005 examination session	
Title of publication	Date of issue
<i>Creativity, Action, Service</i> guide	August 2001

E3.2 Summary of arrival dates

Action	Session	To	Arrival date	Form
New schools only: submit CAS programme questionnaire	May 2006 (November 2006)	Regional office	31 January 2005 (31 July 2005)	CAS/PQ
Submit CAS programme completion form	May 2005 (November 2005)	Regional office	1 May 2005 (1 November 2005)	CAS/PCF

Creativity, action, service is a fundamental part of the Diploma Programme. Schools are required to offer a programme of activities/projects which meet agreed CAS aims and which the IBO has approved. Full details about designing a CAS programme, programme submissions and the evaluation of candidates, can be found in the CAS guide. All diploma candidates must engage in the programme of activities/projects known as creativity, action, service (CAS). Non-completion of CAS requirements will result in the diploma being withheld.

E3.3 Approval and programme monitoring

The appropriate regional office is responsible for evaluating, approving and monitoring schools' programmes for CAS. Newly participating schools must complete a CAS programme questionnaire (CAS/PQ) and submit it to the regional office for approval by **31 January (31 July)**, fifteen months before the candidates complete the diploma. The

regional office may request a supplementary written report and, if necessary, an updated questionnaire in subsequent years.

Each year the regional office asks a number of schools to submit a random sample of three diploma candidates' complete CAS records, including their activity/project self evaluation forms and a summary evaluation report on each candidate written by the CAS supervisor. The deadline for receipt of these documents is **1 May (1 November)** in the diploma year.

The regional director, or an authorized representative, may visit the school as part of the monitoring process. This may be at the regional office's initiative or following a request by the school. Schools are required to keep central CAS records; these must be made available to the regional office on request.

E3.4 Programme evaluation

Schools are responsible for evaluating candidates' CAS activities/projects and performance according to the performance criteria given in the CAS guide. Coordinators must notify the regional office whether or not candidates have completed their CAS programme by submitting a CAS programme completion form to arrive by **1 May (1 November)** in the diploma year.



International Baccalaureate Form CAS/PQ

CAS: programme questionnaire

SUBMIT TO: REGIONAL OFFICE ARRIVAL DATE: 31 JAN (31 JUL) SESSION:

SCHOOL NUMBER:

0	0				
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SCHOOL NAME:

- Type or write legibly using black ink and retain a copy of this form.
- This form must arrive fifteen months prior to completion of the diploma. Normally it is not necessary to resubmit the programme each year. The regional office will inform you if your original submission should be updated.

1. Number of Diploma Programme candidates entered for the above session:

2. Type of school

International National (USA and Canada public) Private Boarding

Day Mixed Boys Girls

Other: _____

3. Environment: (Social and physical environment of the community in which the school is located)

4. Name of CAS coordinator: (Please print) _____

Signature:

Date:.....

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Form CAS/PQ (page 2)

SCHOOL NAME:

5. Summary of current CAS programme

5.1 CAS policy:

5.2 Organization of CAS:

5.3 Comments on the current programme: *Describe its scope, strengths, weaknesses and problems.*

6. Time allocation for CAS: *Indicate how the required time allocation of 3–4 hours per week is organized.*

6.1 Time allocation within the school's normal timetable/schedule:

6.2 Time allocation outside the school's normal timetable/schedule:

6.3 Additional information: (if necessary)

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Form CAS/PQ (page 3)

SCHOOL NAME:

7. CAS activities/projects: *List the current CAS activities/projects undertaken by your Diploma Programme candidates. Where necessary briefly describe the activity/project, continuing on further sheets as required. Indicate which CAS components are involved in each activity/project.*

Activity/ project	C	A	S



International Baccalaureate Form CAS/AEF

CAS: activity/project self-evaluation form

SUBMIT TO: **ACTIVITY/PROJECT LEADER** SESSION:

SCHOOL NUMBER:

0	0				
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SCHOOL NAME:

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions. Type the information or write legibly using black ink.

CANDIDATE SELF-EVALUATION

CANDIDATE NAME: _____

CANDIDATE SESSION NUMBER:

0	0						
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NAME OF ACTIVITY/PROJECT: _____ NO OF HOURS (APPROX):

--

1. Summarise what you did in this activity/project and how you interacted with others.

2. Explain what you hoped to accomplish through this activity/project.

3. How successful were you in achieving your goals? What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project? What abilities, attitudes and values have you developed?

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Form CAS/AEF (reverse)

SCHOOL NAME:

5. Did anyone help you to think about your learning during this activity/project? If so, who helped and how did they help?

6. How did this activity/project benefit others?

7. What might you do differently next time to improve?

8. How can you apply what you have learned in other life situations?

Candidate's signature: Date:.....

To be completed by the activity/project leader

Punctuality and attendance: _____

Effort and commitment: _____

Further comments: _____

The activity/project was (circle the desired response):

Satisfactorily completed

Not satisfactorily completed

Activity/project leader's name:

Activity/project leader's signature: Date:

Please give this form to the CAS coordinator when it has been completed.



International Baccalaureate Form CAS/SFS

CAS: student final summary

SUBMIT TO: **CAS teacher** SCHOOL DEADLINE: SESSION:

SCHOOL NUMBER:

0	0				
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SCHOOL NAME:

- *Type or write legibly using black ink.*
- *This form is to be retained by the school. Do not send to the regional office unless requested.*

CANDIDATE NAME: _____

CANDIDATE SESSION NUMBER:

0	0						
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Indicate below the CAS activities/projects in which you have been involved and the hours dedicated to each one with a total number of hours for the whole CAS course.

Number of CAS activities/projects which you have undertaken Total hours dedicated

Activities/projects	Approximate no of hours
1 _____	<input style="width: 30px; height: 20px;" type="text"/>
2 _____	<input style="width: 30px; height: 20px;" type="text"/>
3 _____	<input style="width: 30px; height: 20px;" type="text"/>
4 _____	<input style="width: 30px; height: 20px;" type="text"/>
5 _____	<input style="width: 30px; height: 20px;" type="text"/>
6 _____	<input style="width: 30px; height: 20px;" type="text"/>
7 _____	<input style="width: 30px; height: 20px;" type="text"/>
8 _____	<input style="width: 30px; height: 20px;" type="text"/>
9 _____	<input style="width: 30px; height: 20px;" type="text"/>
10 _____	<input style="width: 30px; height: 20px;" type="text"/>
11 _____	<input style="width: 30px; height: 20px;" type="text"/>
12 _____	<input style="width: 30px; height: 20px;" type="text"/>
13 _____	<input style="width: 30px; height: 20px;" type="text"/>
14 _____	<input style="width: 30px; height: 20px;" type="text"/>
15 _____	<input style="width: 30px; height: 20px;" type="text"/>
16 _____	<input style="width: 30px; height: 20px;" type="text"/>



International Baccalaureate Form CAS/PCF

CAS: programme completion form

SUBMIT TO: **REGIONAL OFFICE** ARRIVAL DATE: **1 MAY (1 NOV)** SESSION:

SCHOOL NUMBER:

0	0						
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SCHOOL NAME:

• Please type or write legibly using black ink and retain a copy of this form.

All diploma candidates have completed their CAS programmes in accordance with the guidelines:

Yes No
If No complete the section below.

The following candidates have NOT completed their CAS programmes satisfactorily.

Attach an explanatory report on each candidate, describing the circumstances which have prevented satisfactory completion of the CAS programme and enclosing the CAS records for each candidate concerned.

Candidate session number	Candidate name								
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Name:

Position: **CAS coordinator**

Signature:

Date:.....

Name:

Position: **DP coordinator**

Signature:

Date:.....

New version: issued NOVEMBER 2004