

Section F

Internal Assessment Predicted grades Audio recordings

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F1 Introduction

It is essential that a copy of this section is given to all subject teachers so they can familiarise themselves with the requirements for internal assessment and predicted grades.

The purpose of sections F1 to F13 is to explain the administrative procedures for internal assessment (IA) and predicted grades (PG). Section F14 concerns the administration of audio recordings. 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 in a subject and level.
- Teachers predict the grade they believe each candidate will attain in the forthcoming examination session in a subject and level.

Teachers are encouraged to write comments to 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 supplying marks and predicted grades, coordinators are required to supply 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 IBCA and is based on the differences between the marks awarded by the teacher(s) and the marks awarded by the moderator to the same pieces of work.

F2 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.
- The teacher(s) must assess candidates' work using the IBO assessment criteria for the respective subject and level. Marks must be awarded within the range of minimum and maximum marks available. Do not use fractions, decimal places or estimates.
- Work for internal assessment must be completed 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, a grade will not be awarded in the subject and level.

- The IBO 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 material are retained until the issue of results.
- Failure to submit marks for internal assessment will normally result in no grades being issued for the subject(s) and level(s) concerned.

F3 Recording and submitting IA/PG data

All marks for internal assessment and predicted grades must be submitted by IBIS no later than **10 April (10 October)**, about three weeks before the written examinations. If this deadline is not met IBCA will normally inform the coordinator that this information has not been received. Failure to provide marks for internal assessment will normally 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.

F4 The predicted grade

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.

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 IBO 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. Each grade award meeting will use predicted grades when considering a subject's grade distributions and the performance of individual candidates.

The IBO scale and, therefore, the only permitted predictions for subjects, is 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 IBO 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

A predicted grade is not required for language A1 SL self-taught candidates and school-based syllabuses.

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

F5 Moderation samples

F5.1 One teacher and one or more response languages

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, where requested
- the appropriate internal assessment form(s) signed by the teacher.

This applies when there is one or more teaching groups. If there is one teacher, but the candidates will register in more than one response language, contact IBCA for guidance on what sample of work should be submitted to the moderator.

F5.2 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 F9.3). 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.

F5.3 More than one teacher and response language

Where the school's total candidate entry in a subject and level is registered in more than one IBO response language and the candidates are taught by different teachers in separate response language groups:

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

Where the school's total candidate entry in a subject and level is registered in more than one IBO 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, as described in F5.2 above.

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.

F6 A candidate's work is incomplete

F6.1 No acceptable explanation

Unacceptable explanations for internally assessed work being incomplete include:

- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence
- the candidate suffering from a short-term illness.

If a substantial part of a candidate's work for internal assessment is incomplete, reduce the mark for the whole body of work proportionately and make a note on the work to the effect that it has been marked down.

If there is no work for internal assessment, enter an F instead of a mark. An F for internal assessment will result in no grade being awarded for the subject and level concerned. Do not use a mark of 0 (zero) for candidates who have failed to submit work.

F6.2 Acceptable explanation

Acceptable explanations for work being incomplete include:

- work not being provided by a previous school for a transfer candidate
- work not being provided by a previous teacher
- work being genuinely lost
- the absence of a candidate owing to prolonged illness or adverse circumstances.

Award marks based on the work that is available. Inform IBCA why the work is incomplete using form D2.

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If no work has been submitted, but there is an acceptable explanation, enter a G on IBIS for the candidate and subject/level concerned. Do not use a mark of 0 (zero) for candidates who have failed to submit work, even when there is an acceptable explanation. Send a completed form D2 to IBCA without delay.

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If no work has been submitted enter an F on IBIS for the candidate and subject/level concerned. Do not use a mark of 0 (zero) for candidates who have failed to submit work, even when there is an acceptable explanation. Send a completed form D2 to IBCA without delay. On receipt of the form D2, staff at IBCA will change the F to a G (thus indicating special circumstances), if this is considered appropriate.

F7 Additional assistance 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.

F8 Retake (R) candidates

For candidates choosing to carry forward their mark for internal assessment, for the relevant subject and level enter an H against the candidate's name on IBIS. However, before doing so coordinators must be certain that there is a mark available which can be carried over. If in doubt, contact the coordinator help desk for advice.

F9 The selection of sample work for moderators

When candidates' marks for internal assessment are submitted by IBIS, the computer at IBCA will automatically select the candidates for each subject and level whose work must comprise the sample. Coordinators must submit the work of these candidates. The list of candidates selected will be displayed on IBIS. The size of the sample will vary from 5 to 10, according to the number of candidates entered by the school for that subject and level. Where a school has fewer than 5 candidates, the sample will comprise the work of all these candidates.

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 IBCA.

F10 Subject specific information

F10.1 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	Physics
Islamic history	Biology	Design technology
Philosophy	Chemistry	

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

F10.2 Language A1 (not self-taught candidates)

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

F10.3 Language A2, language B and language *ab initio*

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

F10.4 History

When IBIS selects the sample work for history at higher level, the region (for example, Africa, Americas, Europe) being studied by each candidate is disregarded.

F10.5 Information technology in a global society

Information technology in a global society (ITGS) has two components (portfolio and project) for internal assessment. Separate samples are submitted for each component.

F10.6 All group 4 subjects

It may be necessary to include, as part of the sample being sent to the moderator, the work of a candidate who has not participated (either fully or in part) in the group 4 project. Non-participation in the group 4 project could arise from a number of different circumstances, for example, transferring from a school that carries out the project in the second year to a school that does the project in the first year.

If the work of a candidate who has not participated in the group 4 project must be included in the sample (for example, because the number of candidates in the teaching group is five or less), indicate on the candidate's 4/PSOW that he/she has not participated in the group 4 project.

F10.7 Visual arts

Higher level and standard level option A

Part B: moderation of the internal assessment is carried out on the basis of the record booklets. Submit the record booklets of all candidates directly to the examiner. Retain all research workbooks until the issue of results: they may be requested by IBCA.

Standard level option B

Part A: moderation of the internal assessment is carried out on the basis of the record booklets. Submit the record booklets of all candidates directly to the examiner.

F10.8 Music

Higher level

Music at higher level has two components (solo performance and composition) for internal assessment. Separate samples should be submitted for each component according to the instructions in section 6b.4 (music).

Standard level

All group performance recordings must be sent to the examiner. See section 6b.4 (music).

F11 Forms to be submitted to the moderator with the sample work

Subject/level	Type of work	Form(s)	
Language A1 HL/SL	individual oral commentary	1/IARF	1 per candidate
Language A2 HL/SL	individual oral	2/IA	1 per candidate
Language B HL/SL	individual oral	2/IA	1 per candidate
Language <i>ab initio</i> SL	individual oral	2/IA	1 per candidate
Classical languages HL (Latin and classical Greek)	in-depth study	2/IACL 2/CLCS	1 per sample set 1 per candidate
History HL/SL	historical investigation	3/IA 3/CS	1 per sample set 1 per candidate

Islamic history HL	in-depth study	3/IA 3/CS	1 per sample set 1 per candidate
Islamic history SL	in-depth study	3/IA 3/CS	1 per sample set 1 per candidate
Geography HL	fieldwork	3/IA 3/CS	1 per sample set 1 per candidate
Geography SL	coursework	3/IA 3/CS	1 per sample set 1 per candidate
Economics HL/SL	portfolio	3/IA 3/CS	1 per sample set 1 per candidate
Philosophy HL/SL	coursework	3/IA 3/CS	1 per sample set 1 per candidate
Psychology HL	experimental study	3/IA 3/CS	1 per sample set 1 per candidate
Psychology SL	simple experiment	3/IA 3/CS	1 per sample set 1 per candidate
Social and cultural anthropology HL	field research	3/IA 3/CS	1 per sample set 1 per candidate
Social and cultural anthropology SL	observation and criticism exercise	3/IA 3/CS	1 per sample set 1 per candidate
Business and management HL	research project	3/IA 3/CS	1 per sample set 1 per candidate
Business and management SL	written assignment	3/IA 3/CS	1 per sample set 1 per candidate
ITGS SL	portfolio	3/IA 3/CS	1 per sample set 1 per candidate
	project report	3/IA 3/CS	1 per sample set 1 per candidate
Biology HL/SL	experimental investigations	4/PSOW	1 per candidate
Chemistry HL/SL	experimental investigations	4/PSOW	1 per candidate

Physics HL/SL	experimental investigations	4/PSOW	1 per candidate
Environmental systems SL	experimental investigations	4/PSOW	1 per candidate
Design technology HL/SL	experimental investigations design project	4/PSOW	1 per candidate
Mathematics HL	portfolio	5/IA 5/PFCS	1 per sample set 1 per sample candidate
Mathematical methods SL	portfolio	5/IA 5/PFCS	1 per sample set 1 per sample candidate
Mathematical studies SL	project	5/IA 5/PJCS	1 per sample set 1 per sample candidate
Further mathematics SL	portfolio	5/IA 540/PFCS	1 per sample set 1 per sample candidate
Computer science HL	dossier	5/IACS 5/PDCS (HL)	1 per sample set 1 per candidate
Computer science SL	dossier	5/IACS 5/PDCS (SL)	1 per sample set 1 per candidate
Music HL	solo performance and composition	6/MRSS 6/MCCS	1 per candidate 1 per candidate
Music SL	solo performance	6/MRSS	1 per candidate
Music SL	group performance	6/MRGS	1 per group
Music SL	composition	6/MCCS	1 per candidate
Theatre arts HL	Theatre arts portfolio, individual study and performance/theatre production	6/IATA 6/TACP	1 per sample set 1 per candidate
Theatre arts SL	Theatre arts portfolio and performance/theatre production	6/IATA 6/TACP	1 per sample set 1 per candidate

F12 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 for a moderation sample that is atypical, 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 (for example, because the number of candidates in the teaching group is five or less):

- annotate the work 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): report this information to IBCA on form D2.

F12.1 Categories of atypical work

If atypical work is selected by IBIS, include the work of another candidate whose marks are the same or similar. However, the candidate whose work is atypical must still be included in the sample and clearly marked as ATYPICAL.

Incomplete work

A substantial part of a candidate's internal assessment 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.

Reduced mark

Candidates whose internal assessment work has been given a mark that does not reflect the actual quality of the work (for example, a reduced mark because of extra assistance given by the teacher).

Unreliable mark

Candidates for whom the teacher is uncertain what mark to award for their internal assessment 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 IBO. In cases of serious doubt about how to award marks, contact IBCA.

Inappropriate work

Candidates whose internal assessment work is inappropriate for the subject and level.

F13 Sending the sample work to moderators

For each sample the relevant form(s), which can be found in the appropriate subject section of the *Vade Mecum*, must be completed and submitted to the moderator with the sample work to arrive no later than **20 April (20 October)**.

Coordinators are strongly advised to send clear photocopies of the sample work, with the exception of geography HL/SL and mathematical studies SL projects 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 videos or computer diskettes 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.

F14 Audio recordings

The current accepted media for audio recordings is on standard audio cassette. However, IBCA is currently considering whether alternative media, such as compact discs, can be used in future sessions. When a decision has been made, an announcement will be placed on IBIS.

These instructions are for use in the subjects listed below where a candidate's performance or interview has to be recorded. They should be used in conjunction with any subject specific guidelines.

- Language A1 individual oral commentary (including the language A1 SL self-taught oral).
- Language A2, language B, and language *ab initio* individual oral.
- Music solo, group performance and composition.
- Visual arts interview (where there is no visiting examiner).
- Theatre arts play analysis.

Not all of the instructions below necessarily apply to the recording of the music group performance, which 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 examination session, the school name and number, and the name of each piece of music on the recording.

F14.1 Examination room

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

F14.2 Preparation of equipment

- Use new, good quality cassette tapes. Do not use mini-cassette or dictaphone tapes as examiners may not have compatible equipment.
- Choose a cassette of running time appropriate to the length of the examination.
- Use an external microphone for recording candidates; do not rely on the machine's internal microphone as this will produce poor quality recordings.
- Clean the tape heads before use and test the equipment immediately before starting to record candidates.

F14.3 Procedure for recording candidates

- 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/examiner.
- Record one candidate on each side of the cassette. For music solo and composition, use one cassette per candidate; for group performance use one cassette per group.
- At the start of the recording ask the candidates to state their name and session number.
- Where appropriate, introduce each section of the examination and announce its end. Announce the end of the examination.
- Play back the last few minutes of the recording to ensure that the tape is not blank and that the candidate is audible. Ensure that each tape is wound back to the beginning before being submitted.
- Clearly label each cassette with the examination session, year, subject, level, component, candidate's name and session number. For example:

M05, Swahili A1 SL internal oral, 000039-078, Maria Anderson
--

- Send the cassette(s) to the address provided by IBCA.

F14.4 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.

F14.5 Problems

- Do not stop the tape. If the tape stops due to technical difficulties explain the reason on the tape itself after restarting.
- If the tape is discovered to be blank at the end of the recording, contact IBCA 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 IBCA if any irregularities occur during the recording.

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