

Career-related Programme additional guidance – Examination Session May 2020

<u>The following</u> guidance is provided below to help schools determine completion of the different elements of the framework given the special circumstances surrounding this session.

Career-related study

The career-related study is offered and awarded by the school. The school must report satisfactory completion of the career-related study to the IB via IB Information Systems (IBIS).

The school determines what is satisfactory completion, in collaboration with the CRS provider where applicable. The IB does not require the school to submit a grade or further evidence regarding the career-related study.

CP core components

Overarching statement about assessment of the CP core components:

Teachers are encouraged to develop their own assessment criteria for all core components except the reflective project, depending on the context of the assessment, the student and the course. The form of assessment should vary and teachers must ensure that students are explicitly aware of what is expected and that measurement of their achievements is valid, reliable, consistent, authentic and fair.

Schools must report to the IB whether a student has satisfactorily completed the

requirements for the core components of language development, service learning and personal and professional skills and the grade awarded for the reflective project.

For the reflective project:

The school should assess all reflective projects. A sample will then be selected by the IB and sent to an external moderator for confirmation of the school's marks. The maximum score for the reflective project is 36. The IB will award a grade from E (lowest grade) to A (highest grade) based on the mark. Any student awarded a grade of E for the reflective project will not be awarded the Certificate of the Career-related Programme of the International Baccalaureate.

This means that the assessment procedures for the reflective project have not changed.

	Language development	Personal and professional skills	Service learning
Completio n criteria	5 5	From the August 2016 guide:	From the August 2016 guide:
identified	A minimum of 50 hours is expected		A minimum of 50 hours is
in current	to be devoted to language	Minimum of 90	expected to be devoted to

guides	development.	timetables hours	service learning.
	The school is responsible for	The school is	Three formal interviews to be
	setting the wider requirements for		documented by the
	students' achievement within	•	coordinator.
	language	progress of its	
	development.		Completion is based on the
			achievement of the service
	CP students are required to	learning outcomes.	learning outcomes. Some
	maintain and complete a	_	outcomes may be achieved
	_	By the end of the	many times, while others may
	their learning activities and provide	-	
	evidence of language engagement		frequently.
	and development.	LO 1 identify their	licquentiy.
		,	The five service learning
	Students should update the	•	outcomes are:
	-		LO 1 Identify own strengths
	course. A nominated language	-	and develop areas for growth
	5 5		LO 2 Demonstrate
	and discuss progress with the	thinking processes	participation with service
	student.	to personal and	learning experiences
		professional	LO3 Demonstrate the skills
	The minimum requirement for	•	and recognize the benefits of
	satisfactory completion of		working collaboratively
	language development is	be able to articulate	
	that students have developed	the value of cultural	engagement with issues of
	their language ability when		global significance
	mapped against the language	-	LO 5 Recognize and consider
	phases.		the ethics of choices and
	-	LO 4 demonstrate	actions
	There is no requirement for	the skills and	
	students to move from one phase	recognize the	Students provide the school
	to the next, only that they have	benefits of	with evidence in their service
	evidence of language development	communicating	learning portfolio of having
	in the target language.	effectively and	achieved each
		working	learning outcome at least
			once through their service
		LO 5 recognize and	learning programme.
		consider the ethics	
			The service learning
		actions.	coordinator must reach
			agreement with students as to
			what evidence is necessary to
		5	demonstrate achievement of
		may be	each service learning



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Concurrency of student engagement in language development should be demonstrated for the time students were in school for the CP.	school to ascertain satisfactory engagement and progress and to determine successful completion of language development for each student.		 Investigation Preparation Action Reflection
using video conferencing platforms or creating digital/social media content. In many instances direct service learning projects can be redirected into other	engagement in language development should be demonstrated for the time students	engagement in the personal and professional skills course should be demonstrated for the time students were in school for	understand and apply the five service learning stages, evidence from these stages directly contributes to achieving the learning outcomes. In instances where the service- learning is research-based, indirect or an advocacy type project, students should easily be able to demonstrate achievement of the learning outcomes, even if their engagement has to be cut short or postponed. In the case of direct service- learning projects, the IB asks that students or schools do not continue engagements that involve unnecessary risk. In these instances, the school is encouraged to explore other options that could substitute face to face engagement, for example using video conferencing platforms or creating digital/social media content. In many instances direct service learning projects can be redirected into other indirect methods. More advice



			Evidence for service- learning can be derived individually or as a member of a group service- learning engagement. A coordinator should feel certain that each individual has achieved the learning outcomes even if, due to the exceptional circumstances, full written/verbal evidence cannot be obtained.
			Please also refer to the <i>Service</i> <i>learning guide</i> section on 'Assessment' which provides a series of questions to support the school in determining if service learning outcomes have been met.
of core	number of hours normally expected to be allocated to LD has not been reached. Genuine ongoing, individual engagement through the time students have been in school is the best guide to completion of language development. This can look considerably different for each student.	professional skills is not necessarily judged by volume of work, but the school's judgement of each individual's achievement of the learning outcomes. In instances when physical evidence is difficult to gather the school is encouraged to	Completion of service learning is not necessarily judged by volume of work, completing 50 hours of service or quality of student reflections. Genuine ongoing, individual engagement with the methodologies outlined above is the best guide to completion of service learning. This can look considerably different for each student and also can be achieved even if a student has not fully completed a project/experience/application of the service learning stages.



students were able
to attend personal
and professional
skills classes.

In all instances, if an educator/coordinator feel that they are unable to draw to a suitable judgement based on the suggestions above they are encouraged to reach out to IB Answers for further advice.



