

Career-related Programme additional guidance – Examination Session May 2020

The following 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
Completion criteria identified in current	From the August 2016 guide: A minimum of 50 hours is expected to be devoted to language	From the August 2016 guide: Minimum of 90	From the August 2016 guide: A minimum of 50 hours is expected to be devoted to

<p>guides</p>	<p>development.</p> <p>The school is responsible for setting the wider requirements for students' achievement within language development.</p> <p>CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development.</p> <p>Students should update the language portfolio throughout the course. A nominated language teacher should check it regularly and discuss progress with the student.</p> <p>The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases.</p> <p>There is no requirement for students to move from one phase to the next, only that they have evidence of language development in the target language.</p>	<p>timetables hours</p> <p>The school is responsible for assessing the progress of its students in relation to the specified learning outcomes.</p> <p>By the end of the course, students will be able to:</p> <p>LO 1 identify their own strengths and develop areas for growth</p> <p>LO 2 demonstrate the ability to apply thinking processes to personal and professional situations</p> <p>LO 3 recognize and be able to articulate the value of cultural understanding and appreciation for diversity</p> <p>LO 4 demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively</p> <p>LO 5 recognize and consider the ethics of choices and actions.</p> <p>Some of these learning outcomes may be</p>	<p>service learning.</p> <p>Three formal interviews to be documented by the coordinator.</p> <p>Completion is based on the achievement of the service learning outcomes. Some outcomes may be achieved many times, while others may be demonstrated less frequently.</p> <p>The five service learning outcomes are:</p> <p>LO 1 Identify own strengths and develop areas for growth</p> <p>LO 2 Demonstrate participation with service learning experiences</p> <p>LO3 Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>LO 4 Demonstrate engagement with issues of global significance</p> <p>LO 5 Recognize and consider the ethics of choices and actions</p> <p>Students provide the school with evidence in their service learning portfolio of having achieved each learning outcome at least once through their service learning programme.</p> <p>The service learning coordinator must reach agreement with students as to what evidence is necessary to demonstrate achievement of each service learning</p>
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<p>Additional advice for the M20 exam session</p>	<p>The language portfolio is not assessed by the IB. However, it is the most useful tool to support the school in making a judgement about a student's completion of the course.</p> <p>The IB advises that the following sections should be used to capture the evidence required to demonstrate completion of the component:</p> <p>Section 1: Profile Section 2: Experiences Section 3: Evidence</p> <p>The IB would expect that teachers/students have used language phases to determine a student's level of proficiency, using a best fit approach, at the beginning of the course.</p> <p>The IB expects that, until the onset of the disruptions due to COVID-19, some experiences were captured and some evidence was collected, either physically or electronically, that would allow the</p>	<p>To complete personal and professional skills a student should have evidence associated with the five themes of the course. Please note, it is not mandatory to cover the topics or subtopics offered in the guide or provide evidence related to these.</p> <p>Evidence of student learning and engagements could be captured in a number of ways highlighted in the guide: school reports, portfolios of student work, a log of class activities are just a few examples. There is no mandated</p>	<p>The IB acknowledges that this component may pose significant challenges for schools and individuals given the measures being taken globally to support community health. It is important to note that engagement in service learning for CP is not the same as engagement in service. A meaningful service learning programme is more than unplanned or single experiences.</p> <p>A series of planned service learning experiences following the five stages of service learning, to meet an authentic community need, is expected for a more engaging and comprehensive service learning programme.</p> <p>A coordinator/supervisor should be able to evidence student engagement with all of the service</p>

	<p>school to ascertain satisfactory engagement and progress and to determine successful completion of language development for each student.</p> <p>Concurrency of student engagement in language development should be demonstrated for the time students were in school for the CP.</p>	<p>expectation of how this should be collected.</p> <p>Concurrency of student engagement in the personal and professional skills course should be demonstrated for the time students were in school for timetabled hours.</p>	<p>learning stages:</p> <ol style="list-style-type: none"> 1. Investigation 2. Preparation 3. Action 4. Reflection 5. Demonstration <p>Students are asked to understand and apply the five service learning stages, evidence from these stages directly contributes to achieving the learning outcomes.</p> <p>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.</p> <p>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 is available in the <i>Service learning guide</i>.</p>
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Final note on completion of core components for M20	Completion of language development is not necessarily judged by volume of work, evidence or proficiency and may be achieved even if, due to the exceptional circumstances, the 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.	Completion of personal and 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 make an on-balance judgement of individual achievement, as there will be a significant amount evidence of concurrent learning from the time	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.	
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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.

