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Rapport Confidentiel sur les Démarches Effectuées à Paris pour l'ISES par G Renaud, janvier 1965
Coordination of Projects, 22 April 1965
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Appendix 1

International School Organisations

European Council of International Schools (ECIS), 213 I avant Street, Petersfield, Hampshire GU32 3EL, England

International Baccalaureate Organisation, 15 Route des Morillons, CH - 1218 Grand-Saconnex, Geneva, Switzerland

International Schools Services (ISS), PO Box 5910, Princeton, New Jersey 08543, USA

International Schools Association (ISA), CIC Case 20, 1211 Geneva 20, Switzerland; from September 1992 the Secretariat is located at Vienna International School, Strasse der Menschenrechte 1, A-1220 Vienna
Appendix 2

List of Interviews and Conversations

Besse, Antonin
Businessman
Sometime President and Vice-President of the International Council of United World Colleges
Sometime Vice-President of the IB Council of Foundation
Conversations held during annual IBO Council of Foundation Meetings in Geneva 1987 to 1992

Blackburn, Robert
Deputy Director-General of the IBO
Conversations held during annual IBO Council of Foundation Meetings in Geneva 1987 to 1990 and in Hobart in June 1988

Bonner, Ruth
Teacher at the International School of Geneva 1955-63
Secretary of ISA 1964
IBO Executive Secretary 1965-1980
Interview held in Geneva 10.11.91

Carus, Blouke
Trustee of the Hegeler Institute
Chairman of Open Court Publishing House
Founding Member of IB North America and Member of the IB Council of Foundation 1973 to the present
Interview held in Geneva 1.12.92

Gathier, Piet
Director-General of Secondary Education, the Netherlands 1966-1972 then Director-General of Education 1972-1986
IB Council of Foundation Member 1974-1992 and President 1984-1990
Interview held in Geneva 2.12.92

Gellar, Charles
Head, International School of Copenhagen 1968-1985
Director, Brussels' English Primary School 1985-1992
Interview held in Birmingham 17.11.91

Goodban, John
IB Regional Director for South-East Asia, based in Singapore
Coordinators of IBO in South-East Asia, Bangkok, November 1988; at the annual IBO Council of Foundation Meetings in Geneva 1987, 1989, 1992; in Hobart in May 1989 and in Melbourne in February 1990

Gormaghtigh, John
Director, European Office of the Carnegie Endowment for International Peace until 1979
President IBO Council of Foundation 1967-1980
Secretary-General, European Science Foundation 1979-1987
Interview held in Geneva 13.11.91

Hagoort, Thomas
International lawyer
Chairman IB North America Council 1980-1988
IBO Council of Foundation President 1990-
Interview held in Geneva 13.11.91

Hanson, Harlan
Chairman, Department of German and Russian, Williams College, US until 1965
Interview held at Sélestat near Strasbourg, France 17.10.1992

Leach, Robert
Teacher and head of history, International School of Geneva 1951-1981
ISA Consultant 1961-62
Interview held in Geneva 13.11.91

Millar, Thomas
Director, Australian Studies Centre, Institute of Commonwealth Studies, University of London, formerly of the ANU, Canberra
Interview held in London 22.11.88

Oats, William
Teacher, International School of Geneva 1938-1940
Headmaster, English Language Section, International School of Geneva 1949-1951
Conversations in Hobart between January 1989 and April 1990

Peel, Roger
Director-General of the IBO

Poirel, Nansi
Interview held in Geneva 10.11.91

Renaud, Gérard
Teacher of philosophy and French literature, International School of Geneva until 1964
IBO Deputy Director-General 1967-1977, Director-General 1977-1983
Conversations held during annual IBO Council of Foundation Meetings in Geneva 1987 to 1992. Interview held in Geneva 10.11.91

Ritchie, Cyril
Board member of the UN Nursery School in Geneva from 1965-70
Member of ISA Board from 1967 and Director of ISA from 1977 to 1990
Interview held in Geneva 25.04.92

Scherer, Edgar
Proviseur of the Lycée of St Germain-en-Laye (Paris) 1965-89
Interview held in Paris 15.01.92

Sutcliffe, David
Housemaster and teacher from 1962 and headmaster from 1969 to 1982 at the United World College (UWC) of the Atlantic (Wales)
Headmaster at the UWC of the Adriatic (Trieste) from 1983 to the present
Vice-President of the IB Council of Foundation 1984-87
Conversations at Trieste in November 1988. Interview held in Barcelona 28.01.92

Thomas, Phil
Commenced at the International School of Geneva as a teacher of geography in 1963, then Director of Studies and IB Coordinator at present
Secretary of the IB Council of Foundation 1980 to the present
Interview held in Geneva 2.12.92
Appendix 3

Organisations which have Funded Activities Associated with the Development of the IB

**Giovanni Agnelli Foundation**, Via Giacoas 38, 10125 Turin, Italy
Founded in 1966 on the 100th anniversary of Giovanni Agnelli's birth by Fiat SpA and the Istituto Finanziaro Industriale. Grants are given in the broad area of "International Cultural Relations", particularly involving the promotion of Italy abroad. Another major area is that of "Future Studies", concentrating on demographic trends and related socio-economic problems.

**Anderson Foundation**, PO Box 119, Maumee, 43537 Ohio
Trust established in 1949 in Ohio. Grants are given in the US for higher and secondary education, community development, youth agencies, cultural programs, and to educational and research associations.

**Geraldine R Dodge Foundation, Incorporated**, 95 Madison Avenue, PO Box 1239, Morristown, NJ 07960
Incorporated in 1974 in NJ. Grants in the US for secondary education, performing and visual arts, cultural activities, projects in population, environment, energy, and programs in the public interest, including development of volunteerism, communications and public issues. Interest in independent secondary schools and in projects on the national level that are likely to lead to significant advances in secondary education.

**Dulverton Trust**, 5 St James's Place, London SW1A 1NP
Founded in 1948 by the first Lord Dulverton for general charitable purposes. It operates nationally in the fields of industrial understanding, peace and security, conservation, preservation, youth, education, religious projects and general welfare.

**Exxon Educational Foundation**, PO Box 101, Florham Park, NJ 07932
Incorporated in 1955 by Exxon Corporation and affiliated companies to aid higher education and elementary and secondary education in the US through a narrowly focused program of project support. Grants are made to public and private colleges and universities and to professional education associations and organisations.

**Ford Foundation**, 320 East 43rd Street, New York, NY 10017
Founded in 1936 by Henry and Edsel Ford to advance public welfare by trying to identify and contribute to the solution of problems of national and international importance. It operates
 nationally in the fields of urban and rural poverty and resources, human rights and social justice, education and culture, and internationally on five major topics: the movement of refugees and migrants, the maintenance of international peace and security, the changing world economy, US foreign policy, and international relations, especially in the Third World.

**Calouste Gulbenkian Foundation, UK Branch, 98 Portland Place, London W1N 4ET**
Founded in 1956 by Calouste Sarkis Gulbenkian as a perpetual foundation to operate in the general fields of charity, art, education and science, in Portugal and abroad. Activities in the field of education include grants for laboratory equipment, modernisation of libraries, specialised study abroad by teachers and lecturers at secondary schools and colleges, and the allocation of scholarships to students.

**The Hegeler Institute, 315 Fifth Street, Peru, Illinois 61354**
Founded in 1900 to promote advanced scholarly and educational endeavours. Its major focus is on educational reform and philosophical research. It rarely supports unsolicited grant proposals, but develops its own projects according to its founding charter.

**The Andrew W Mellon Foundation, 140 East 62nd Street, New York, NY 10021**
Trust established in 1940 as Avalon Foundation; incorporated in 1954 in NY; merged with Old Dominion Foundation and renamed the Andrew W Mellon Foundation in 1969. Grants in higher education, medical, public health, population education and research, cultural affairs, including historic preservation, the humanities, museums, and performing arts and in certain environmental and public affairs areas.

**The New York Times Company Foundation, Incorporated 229 West 43rd Street, New York, NY 10036**
Incorporated in 1955 in NY. Grants, usually in the NY area only, to higher and secondary education, including support for minority education and a matching gifts program; support also for urban affairs, cultural programs, journalism, and environmental concerns.

**Alfred P Sloan Foundation, 630 Fifth Avenue, New York, NY 10111**
Incorporated in 1934. Grants in science and technology, education, economics and management, and related problems of society.

**Twentieth Century Fund, 41 East 70th Street, New York, NY 10021**
Founded in 1919 by Edward Filene for research on major
economic, political and social institutions and issues. Research is funded in the fields of communications, international affairs and economic development. Research results are published in book form.

**UNESCO (United Nations Educational, Scientific and Cultural Organisation), 7 Place de Fontenoy, 75700 Paris**
Founded in 1945 in London by 44 nations under the aegis of the United Nations Organisation. The secretariat and seat is in Paris. The goal is to contribute to world peace and security through international collaboration in education, science and culture. It funds projects in these fields, particularly in developing countries. It seeks to assure universal respect of the law and of human rights without prejudice towards race, sex, language or religion.

**Wenner-Gren Foundation for Anthropological Research Inc, 220 Fifth Avenue, 16th Floor, New York, NY 10001-7780**
Founded in 1941 by Dr Axel L Wenner-Gren to promote, encourage, support and aid anthropology in research, and educational, technical and scientific work. More specifically to aid research in the sciences of man from the cross-cultural, historical and biological perspectives.
Appendix 4

Paul MEYHOFFER letter concerning a "Maturité Internationale"

(Source: Courtesy of Miss Lois Meyhofer, Geneva, daughter of Paul Meyhofer)

Genève, le 24 janvier 1925

Monsieur,

Le Conseil de l'Ecole Internationale de Genève a décidé de consulter quelques personnes particulièrement compétentes en matière d'enseignement secondaire afin d'examiner la possibilité de créer un programme de maturité internationale. Le problème est à l'ordre du jour dans les cercles de la Société des Nations. Il s'agirait de tracer un programme assez riche quant à la culture générale et assez souple quant aux modalités d'adaptation : besoins divers des professions libérales pour qu'il puisse être soit adopté par les différentes nations du monde, soit, tout au moins, considéré comme équivalent aux diplômes nationaux pour autoriser l'accès aux études universitaires.

Le Conseil de l'Ecole Internationale attache un grand prix à votre avis sur cette question. Il vous serait donc obligé de prendre connaissance du mémoire ci-joint et, si vous êtes d'accord d'étudier avec lui le problème, de vouloir bien écrire au soussigné s'il serait possible de venir à Genève - invité par le Conseil de l'Ecole Internationale - pour discuter. La date du 31 mai (Pentecôte) vous conviendrait-elle ? Sinon préférez-vous choisir la date du 13 avril (lundi de Paques) ? La date définitive sera choisie d'après les convenances de la majorité des personnes que le Conseil invite et vous sera communiquée en temps opportun.

Si ce n'est pas abuser de votre obligeance, nous voudrions aussi vous prier d'examiner le projet ci-joint de programme de l'Ecole Internationale en particulier la partie de ce programme qui se rapporte à la section secondaire que le comité de l'Ecole compte établir dès l'année scolaire 1926. Nous sommes convaincus que votre compétence en matière d'éducation nouvelle vous permettra de nous suggérer, en particulier, les ouvrages les meilleurs à utiliser dans les différentes branches (ouvrages français et ouvrages anglais) ; votre avis éclairé constituerait pour le directeur et les membres du corps enseignant un encouragement précieux.

Dans l'espoir qu'il vous sera possible d'apporter votre appui à ce projet de maturité internationale qui peut avoir une portée très grande, nous vous prions d'agréer, Monsieur, l'expression de notre haute considération

Pour le Conseil de l'Ecole Internationale

Directeur du Bureau International
des Ecoles Nouvelles
Paul MEYHOFFER

Annexes : 1. - Mémoire concernant le projet de créer un programme de maturité internationale ;
2. - Projet de programme de l'Ecole Internationale ;
3. - Prospectus de l'Ecole Internationale.
(Note : Items 2 and 3 are not included in this Appendix).
Cette lettre serait à adresser à M. Albert Thomas et M. Georges Bertier (Ecole des Roches) pour la France, au Dr O. Descroly pour la Belgique, à M. Pierre Bovet et Dr Edouard Ciaparède pour la Suisse romande, au Dr F. Zollinger et H. Hermann Tobler (Hof-Oberkirch) pour la Suisse allemande, à M. le Dr Andreesen (Ecoles Lietz) et à M. Paul Gaheeb (Odenwald) pour l'Allemagne, à M. J. H. Badley et à M. Georges Arundale pour l'Angleterre, à M. Lombard Radice ancien directeur de l'Enseignement public pour l'Italie, à M. Domingo Barnés pour l'Espagne, à M. le Dr Otto Rommel, Directeur de la Bundes Erziehungsanstalt Breitensee pour l'Autriche, à M. Chichmanov, ancien ministre de l'instruction publique pour la Bulgarie, à M. le Dr Nicolas Roubakine, Directeur de l'Université par correspondance (Lausanne) pour la Russie, à M. Sven Lonbord, Directeur de la Samskola de Göteborg pour la Suède.

**MEMOIRE CONCERNANT LE PROJET DE CRÉER UN PROGRAMME DE MATURITÉ INTERNATIONALE**

**PREMIÈRE QUESTION** : Estimez-vous qu'il soit utile de procéder dès à présent à l'élaboration d'un projet de programme de maturité internationale à proposer soit à la Commission Internationale de Coopération Intellectuelle soit aux gouvernements des différents pays, afin de constituer une base pour l'équivalence des diplômes donnant droit à l'accès aux études universitaires ?

**SECONDE QUESTION** : En cas affirmatif, vous paraît-il opportun de diviser la question en deux et d'examiner à part :

1. le problème de la culture générale qui devrait être à la base de tous les programmes ;

2. le problème des différentes spécialisations requises pour les différentes professions en vue desquelles peuvent se préparer les jeunes gens ?

**TROISIÈME QUESTION** : Le problème de la culture générale devrait-il être confié à des directeurs de l'enseignement secondaire, le choix se portant principalement sur ceux qui, sans se limiter à un rôle d'administrateur dans le cadre du programme fixé par la loi et les règlements, ont étudié le problème en dehors, soit théoriquement, par des études scientifiques, soit pratiquement en procédant à des essais de réformes en matière d'enseignement ou de discipline ? Pouvez-vous nous indiquer quelques noms de personnalités de votre pays que vous jugeriez compétentes à cet égard ?

**QUATRIÈME QUESTION** : Le problème des branches spéciales devrait-il être confié conjointement à des professeurs d'université et à des maîtres de l'enseignement secondaire, les premiers indiquant leurs désiderata sur la préparation qu'ils attendent des élèves venant suivre leurs cours, les seconds indiquant d'après leur expérience, les matières qui leur paraissent les plus accessibles à des intelligences de 18 ans ? Ici encore, la désignation de ces spécialistes - dont les avis seraient centralisés par des commissions consacrées aux différentes branches d'enseignement - devrait-elle être dictée surtout par la valeur des études scientifiques ou par l'esprit d'initiative des professeurs à consulter ? Pouvez-vous nous indiquer les principaux spécialistes de votre pays en ce qui concerne
l'histoire, la langue maternelle, les langues anciennes, les langues modernes (méthodologie), l'enseignement (aux étrangers) de l'anglais, du français et de l'allemand, la biologie, la géologie, la cosmographie, la physique, la chimie, les mathématiques, la philosophie, la psychologie et la sociologie ?

CINquième QUESTION : Estimez-vous qu'avant de procéder à l'élaboration d'un programme de maturité internationale, il conviendrait d'examiner les problèmes essentiels de la méthodologie générale concernant l'adolescence, le choix des matières à examiner dépendant de cette étude préalable ? Dans ce cas, estimez-vous que des écoles de sciences de l'éducation (tel l'Institut J. J. Rousseau de Genève) ou des séminaires de psychologie pédagogique devraient être chargés de procéder à des enquêtes systématiques sur les intérêts dominants des adolescents, sur la mémoire, la fatigue, la raison, les émotions, la volonté chez les adolescents et sur les tempéraments et types que l'on rencontre parmi eux et qui, pour le plein rendement des élèves exigent un traitement différent ? Quelles sont les institutions ou personnalités de votre pays qui vous paraissent être appelées à coopérer à cette étude ?

SIXIÈME QUESTION : Autre question préalable : la façon de comprendre l'examen. Problème de tests d'aptitude et de connaissance. Leur usage pour l'orientation professionnelle de la jeunesse au seuil de l'Université. Le rôle qu'ils peuvent jouer conjointement à l'examen proprement dit. Quels sont, ici encore, les spécialistes de votre pays en cette matière ?

SEPTIÈME QUESTION : N'y aurait-il pas lieu, une fois que ces études préalables auraient été faites, de prévoir pour la maturité internationale le système qui comporterait :

1. un programme minimum de culture générale (cours restreints) portant sur sept branches soit : l'histoire, la langue maternelle, la géographie, la biologie, la physique, les mathématiques et un métier manuel. La préparation de ce programme ferait l'objet de cours obligatoires pour tous les élèves, cours qui occuperaient par exemple les 2/5 des heures d'études prévues au programme ;

2. un programme maximum (cours approfondis) concernant ces mêmes sept branches de culture générale, avec obligation pour chaque élève d'approfondir au moins deux de ces sept matières à son choix. Cette étude plus approfondie occuperait 1/5 du nombre d'heures prévu au programme ;

3. un programme comprenant toutes les autres branches à prévoir et parmi lesquelles les candidats seraient tenus d'en choisir un certain nombre, celles en particulier qui les préparent directement à leurs études universitaires ou à la profession qu'ils embrasseront au sortir des études universitaires. Ces cours facultatifs (facultatifs quant à la nature des choix, mais une obligation de choisir) occuperaient les 2/5 du nombre d'heures prévues. (Voir à ce sujet l'ouvrage d'Adolphe Ferrière : "Transformons l'Ecole", Genève 1920, pages 116-117, en particulier la note de la page 117).

Ce système se dirait plus souple que celui prévu en France par exemple (latin-grec, latines vivantes, latin-sciences et sciences-langues) et tiendrait mieux compte des besoins divers : a) des types psychologiques d'étudiants et b) des desiderata des différentes études universitaires et professions qui se présentent aux choix des étudiants. Un système de notations avec compensations permettrait la rigueur du contrôle tout en laissant au choix des candidats une grande latitude. (Voir "Transformons l'Ecole", p.118, en particulier la note 2). C'est ce que l'on appelle le régime des options.
Tels sont les problèmes qui nous paraissent devoir être examinés avant tout. Une fois faite cette étude préalable, il y aura lieu de remplir les cadres ainsi tracés en s'inspirant à la fois de la psychologie, de la sociologie et des connaissances techniques des spécialistes des différentes branches.

Nul doute que de ce travail de confrontation et de synthèse ne résultent une unification des procédés didactiques dans le sens d'une science plus précise, une objectivité plus grande dans la façon d'examiner les candidats, une marge plus grande pour tenir compte des individualités diverses et cela sans porter aucune atteinte à l'autonomie des différentes nations dans le domaine de l'instruction publique. En quoi les experts désignés pour cette étude se conformeraient aux trois méthodes adoptées par la Commission Internationale de Coopération Intellectuelle et qu'elle a formulé comme suit dans son rapport présenté à l'Assemblée de la Société des Nations en 1924 :

"Éviter avec tout le soin possible les ingérences dans la vie intellectuelle des nations, des sociétés savantes et des universités, ne jamais concevoir des plans trop vastes pour être applicables et se renseigner avant d'agir."

Genève, le 24 janvier 1925
Appendix 5

Participants at the Inaugural Meeting of the Conference of Principals of International Schools, UNESCO, Paris, 31 March and 1 April 1949

Members

Mr K Boeke, Werkplaats Children's Community, Holland
Mr W Curry, Dartington Hall, England
Mr P Geheeb, Ecole d'Humanité, Switzerland
Dr F Hackett, Riverdale Country School, USA
Dr K Hahn, Gordonstoun School, Scotland
Prince of Hannover, Salem School, Germany
Madame Hatinguais, Centre International d'Etudes Pédagogiques, Sèvres, France
Mr W Hermans, Quaker School, Erde-Ommen, Holland
Monsieur F Roquette, International School of Geneva, Switzerland
Dr E Rotten, Pestalozzi Children’s Village, Switzerland
Miss B Sanderson, Badminton School, England
Dr M Specht, Odenwaldschule, Germany
Mr S Stenberg, Viggbyholmsskolan, Sweden
Monsieur E Theis, Collège Cévenol, France
Monsieur A Trocmé, Collège Cévenol, France

Observers

Mr F Dausset, Secretary, Education Commission, World Federation of United Nations Associations, Paris, France
Mr C Dobinson, Reader in Education at Oxford, England
Mr H Sorensen, California, USA
Miss M Wilson, Düsseldorf, BAOR, Germany

Secretariat of UNESCO

Dr Cheng Chi-Pao, Acting Head of Education Department
Miss M Luffman, Head of the Division of Education for International Understanding
Appendix 6

Inaugural Structure and Membership of the International Schools Examination Syndicate (ISES), February 1964, Geneva

Council

President: J Goormaghtigh, Director, European Office of the Carnegie Endowment for International Peace, Geneva

Vice-President: J Freymond, Director of the University Institute of Higher International Studies, Switzerland

Secretary: E Kozera, Administrative Secretary of the International Commission of Jurists, USA

Treasurer: D Cole-Baker, Headmaster of the International School of Geneva

Members: P Chu (China), Advisor in the Division of Education for Workers at the International Labour Office, Geneva

M Sarwate (India), Assistant Secretary General of the Union of International Workers

G Hampton (UK), Director of CERN (Centre Européen de Recherche Nucléaire - the European Nuclear Research Centre)

G Panchaud (Swiss), Professor of Pedagogy at the University of Lausanne

D Davies (UK), Secretary General of the World Health Organisation

Madame H Marquand (French), Director of the International Institute of Social Studies

C Bonner (UK), Curator of the Botanical Collection of Cryptograms in Geneva

Administration Committee

D Cole-Baker plus three members of the Council

Examinations Board

President: J Siotis (Greece), Professor of the Graduate Institute of International Studies and Lecturer in International Law at the University of Geneva

Members: H Kapur (India), Lecturer at the University of Geneva

A Overstreet (USA), Professor of Political Sciences, Smith College

Madame H Pfaendler (Swiss), Lecturer in Foreign Languages at the University of Geneva

D Janjic (Yugoslavia), Lecturer in Chemistry at the University of Geneva
M Stroun (Swiss), Lecturer in Genetics at the University of Geneva
others to be added

Executive Committee

President: E Wallach, Deputy Head of History at the International School of Geneva
Secretary: R Leach, Head of History at the International School of Geneva
Members: J Siotis, President of the ISES Examinations Board
          D Cole-Baker, Treasurer of the ISES Council
          others to be coopted as necessary
Appendix 7

IBO Council of Foundation, Executive Committee and Examinations Board 1967

Le Conseil de Fondation est actuellement composé de vingt membres :

Dr Nils ANDREN
M. Louis ARMAND
Prof. Helmut BECKER
Rector Jean CAPELLE
Mr Desmond F. P. COLE
Mr J. D. COLE-BAKER
Prof. Eugène EGGER
M. Mohammed El FAŚI
Dr Heinz FISCHER-WOLLPERT
M. John GOORMAGHTIGH
Lord HANKEY, KCMG, KCVO
Mr Harlon P. HANSON
Mme Edmée HATINGUAIS
Mr Senteza KAJUBI
M. Tanyi MBUAGBAW
Prof. Georges PANCHAUD
Mr Alexander D. C. PETERSON
M. Charles SAĐ
M. Jean SIOTIS
Mme Maria ZAKOWA

Prof, sor, University of Stockholm
de l’Académie française
Direktor des Max Planck Instituts
für Erziehung, Berlin
Ancien Directeur de la Pédagogie
au Ministère de l’Education nationale,
France
Director, United Nations International
School, New York
International Schools Association
Directeur du Centre d’information en
matière d’enseignement et d’éduca-
tion, Genève
Ministre de l’Education nationale,
Rector des Universités, Maroc
Oberstudiendirektor, Goethe Gym-
nasium, Frankfurt-am-Main
Directeur du Centre européen, Dcla-
tion Carnegie, Genève
Formerly Permanent British Represent-
ative to the O E C D
Director, Advanced Placement, Pro-
gram, College Entrance Examinations
Board, New York
Inspectrice générale, ancienne Directe-
trice du Centre International d’Etudes
pédagogiques, Sèvres
Director of the institute of Education,
Makerere University College, Uganda
Directeur, Institut pédagogique,
Yaoundé, Cameroun
Professeur des Sciences de l’Education,
Université de Lausanne
Director, Department of Education,
University of Oxford
Principal, National College of
Choueifat, Lebanon
Professeur, Institut Universitaire de
Hautes Études Internationales, Uni-
versité de Genève
Inspectrice générale, Ministère de
l’Education, Pologne
Le Conseil nomme son propre Bureau (Comité Exécutif) qui contrôle et surveille la gestion de l'OBI. Il est actuellement composé pour une période de trois ans des membres suivants :

Président : Mr John GCORMAGHTIGH
Vice-Président : Dr Heinz FISCHER-WOLLPERT
Secrétaire : Mr Alexander D.C. PETERSON
Membres : Mr Desmond F.P. COLE
Prof. Georges PANCIAUD

180 Examinations Board 1967

Dr W. D. Hall (Président)       Université d'Oxford
Dr E. Baumann (Physique)        Studiendirektor, Karlsruhe
Dr. H.R. Christen (Gymnique)    Gymnase cantonal, Winterthur
Dr R. F. S. Creed (Biology)     Universität de Londres
Prof. U. Dahlsöf (Psychologie)  Universität de Göteborg
Dr L. Ferguson (Mathématiques)  Newton High School, Mass.
Prof. P. Guichonnet (Géographie) University de Genève
Prof. G. Lienhardt (Anthropologie) University d'Oxford
Prof. G. Maatschka (Musique)    Académie de Musique, Frankfort
M. G. Ruffino (Latin)           Gymnase cantonal, Rienne
M. P. M. Jaroslav (Philosophie) Lycée d'Annemasse
Prof. J. Voizey (Economie politique) University de Brunel, Londres
M. A. Van Smevoorde (Langues)  Inspecteur général, France
assisté de :
    M. H. Decker  Goethe Gymnium, Frankfort
    M. J. Grunenwald  Inspecteur, Académie de Lille
    Dr W. D. Hall  Universität d'Oxford
Prof. G. Westin (Histoire)  Université de Stockholm
Appendix 8

STATEMENT OF THE BASIC PRINCIPLES UPON WHICH THE INTERNATIONAL SCHOOLS EXAMINATION SYNDICATE HAS DEVELOPED ITS PROGRAMME

There are two basic considerations to be understood in any new venture. First, there is the objective value inherent in the project. Second, there is the development of its presentation in such a way as to win support. In short, the idea must be valid, and its embodiment sound.

Since World War Two the technologically advanced and the newly independent countries have become more dependent on each other than ever before. The world has grown smaller, people move around more and more and an increasing number of families are forcibly or voluntarily facing the problem of having their children educated away from "home," i.e., their country of origin. These children as well as the students in any given "host" country must ultimately be given the opportunity to enter a university of their choice anywhere in the world. In response to these educational needs a number of international Schools have been created. The experience of these schools (particularly at the secondary level) is such as to underscore strongly the necessity of a uniform curriculum and common Graduation Certificate. If these objectives are not attained, International Schools will tend to transform themselves into "National Overseas Schools", dominated by the most influential patron nation.

What, in miniature, is thus demonstrated by International Schools, is not dissimilar to the evolution of national systems of education in the newly independent countries of most of Asia and Africa.

Obviously, an excellently constructed International Baccalaureate (for university entrance) and the concurrent curriculum would prove of infinite value in setting a non-partisan standard for all national systems of education, and no doubt a useful guidepost in emergent nations. The use of such an international examination system would permit institutions of higher learning to have at their disposal a universally valid instrument for comparing and evaluating the students applying for admission. Furthermore, such an International Baccalaureate would encourage the free movement of students, not only among international schools, but also of students from national education systems (which have adopted the programme) to enter universities anywhere in the world. In any case, such a system is a basic essential to an ever growing network of international schools. Thus the objective value inherent in the projected scheme of the International Schools Examination Syndicate has been postulated.

It is generally true that valid ideas are much more effective if they are shown to be practical by means of an already operative pilot project. The last consideration led the International Schools Association (founded in 1951 to coordinate the interests of International Schools) to ask the International School of Geneva (founded in 1924, and incidentally the oldest and largest of International Schools in the World) to prepare Examinations at University Entrance level in Contemporary History 1913-1963 (the most controversial field in International Schools).

These were prepared and sat by candidates for the first time in June 1963. The syllabus and examination papers so prepared were then sent to all Ministries of Education and Departments of Education in the World. Some forty responses were received in all - for the most part definitely encouraging.

Subsequently, staff members of the International School of Geneva, who have been
active in the programme, were sent to London, Paris, and Washington to introduce the scheme to British, French and American governmental and academic authorities, with even more encouraging reactions. In addition, UNESCO has been interested to the extent of granting three contracts to the International Schools Association, the third of which dealt specifically with an interchangeable curriculum between International Schools.

Approaches have been made to Foundations in various countries and to the Council of Europe, which is concerned with the parallel European educational problem. There is reason to believe that the pilot programme in Contemporary History and its subsequent lower level examination in Modern History 1713-1913 are considered to be of sufficient interest, when considered as the initial step in the creation of an International Baccalaureate, to assure reasonable financial subsidy.

In the light of this outlook the whole staff of the International School of Geneva has devoted much of the final term in the Spring of 1964 to drafting the outline of a curriculum for an International Baccalaureate. This draft will serve as a project to be "shot down" by competent educational authorities, whom it is envisaged, will be called together from all over the World, to formulate the final acceptable draft of the International Baccalaureate in the next two or three years.

It has been the contention of the staff of the International School of Geneva that preliminary negotiation between and among national educational authorities would in fact result in a politically motivated stalemate. It is better to seek from individual Universities an exception in favour of an individual examination (or group of examinations). The standard intentionally developed in the pilot examination is higher than that exacted by any one national examination system. The standard of the International Baccalaureate is intended to be that of the highest common denominator between and among the better national systems of the World (both Occident and Orient). It is expected that exceptions in favour of individual candidates will in a few years become rules in favour of the International Baccalaureate. It is also expected that as the Baccalaureate becomes widely accepted its usefulness in providing a standard for the interchangeability of academic work throughout the World will prove invaluable.

The Executive Committee
International Schools Examination Syndicate
62, Route de Chêne
Geneva, Switzerland

(Undated but thought to be 1965)
Appendix 9

DRAFT PROPOSAL FOR AN INTERNATIONAL BACCALAUREATE

The teaching staff of the International School of Geneva has for some years taken a lively interest in the International Schools Association. In 1962 the ISA Social Studies Conference was organized by the Social Studies Department of the school and this Conference led to the creation of the Advanced Level History Examination - the first to be produced by the school at the request of the ISA. The encouragement given to this experiment has led to further examinations being set up and finally to the creation of the International Schools Examination Syndicate (ISES) in February 1964.

It is the firm belief of the staff that an International Schools Baccalauréate (University Entrance Examination) upholds all its ideals of true international education and that, by attempting to approach such an examination in a spirit of broad understanding, it would be serving the children of all nations. Such an approach entails a close study of existing syllabuses, a selection of what is appropriate in the many national systems and an attempt to broaden the conception of the various disciplines in teaching methods and demands.

With this in mind, the staff had made an initial study of the many problems that are inherent in establishing such an examination. At present, any suggestions as to the nature of the examination and to the planning of syllabuses involved can be but tentative; yet there is a fervent hope that some of its findings will further the development and finally lead to the creation of an International Baccalauréate.

The fundamental principle that emerged from the various discussions was that any final examination of secondary schooling should be based on a broader conception of education than is at present apparent in national systems. Over-specialization should be avoided in the school curriculum and the student who is about to undertake higher studies should have a wide general background. This implies that an essential part of a student's education should be knowledge, however summary, of man's achievements in all parts of the world. This is already being attempted in many schools in the realm of Science and Mathematics and to some extent in Social Studies where geographical features and historical events are examined from an international viewpoint. But in most other subjects the horizon is limited by national heritage and culture. Hence it is urged that a World Literature Course, for example, should be introduced as an integral part of the curriculum and should be available to all students, whether they be naturally gifted in the Sciences or in Arts. All students, particularly those at pre-University level, would benefit from a wider knowledge of the literature and philosophy that are fundamental to the civilisations of the world. Such a course would clearly need careful preparation and research; funds would have to be available to enable a free exchange of views and methods. Advice would have to be sought from experts on the various literatures and cultures: on choice of translations and perhaps also on the possibility of providing practical teaching aid in the different international schools.

THE FORM OF THE EXAMINATION

In emphasizing the importance of a sound general background, it is suggested that the International Baccalauréate be conducted at two levels: the first examination (Lower Level) after four, five or six years of secondary schooling (as this term is understood by the ISA). This could be a school-leaving certificate for those students who do not intend to pursue higher studies; the second examination (Higher Level) after seven years of secondary schooling.
The Lower Level Examination would expect the candidate to present three compulsory subjects: the language of instruction (including world literature), a second language of instruction (classical or modern); mathematics (arithmetic, elementary algebra and geometry). There would be a choice of five other subjects from the following groups: (at least two subjects from each group): (i) chemistry, physics, biology; (ii) geography, history, art, music, a third language.

It is recommended that in languages a sliding scale be used as a method of grading. This might well be applied to other subjects. Further study is needed on this point. All international schools should use as the language of instruction one of the two main international languages - English or French.

The staff of the International School of Geneva respectfully presents this draft proposal, fully aware of its limitations and many controversial issues that it raises. The staff, nevertheless, firmly hopes that with expert advice and practical help, the fundamental ideal of such a scheme - an International Baccalaureate - may be realised.
## UNIVERSITY RECOGNITION OF THE IB as at October 1976

As of October 1976, the following countries and universities recognize the International Baccalaureate within the framework of their own regulations for entry to higher education:

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<th>Country</th>
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<td>Ahmadu Bello University, Zaria; Universities of Ibadan and Lagos</td>
</tr>
<tr>
<td>Norway</td>
<td>All universities</td>
</tr>
<tr>
<td>Philippines</td>
<td>All universities</td>
</tr>
<tr>
<td>Singapore</td>
<td>University of Singapore</td>
</tr>
<tr>
<td>Spain</td>
<td>All universities</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>All universities</td>
</tr>
<tr>
<td>Sweden</td>
<td>All universities</td>
</tr>
<tr>
<td>Switzerland</td>
<td>The Universities of Fribourg (certain faculties), Geneva and Lausanne</td>
</tr>
<tr>
<td>Turkoy</td>
<td>All universities</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>All universities including all Oxford and Cambridge Colleges</td>
</tr>
<tr>
<td>United States of America</td>
<td>All major universities on a level with CEEB Advanced Placement</td>
</tr>
<tr>
<td>Uruguay</td>
<td>All universities</td>
</tr>
<tr>
<td>Venezuela</td>
<td>All universities</td>
</tr>
</tbody>
</table>
Appendix 11

IBO Chief Examiners 1973

Prof. H. Boesch (Geography) (Chairman) Geographisches Institut der Universität, Zürich
Dr. H.R. Christen (Chemistry) Kant, Oberrealschule, Winterthur
Dr. R.F.S. Creed (Biology) University of London
Mme D. Dreyfus (Philosophy) Inspectrice d'Académie, France
Dr. S. Furhammar (Psychology) Gymnasieskolan, Boras, Sweden
Prof. P.K. Ghosh (Mathematics) Former Principal of Nizam College Osmania University, India
Mr. A. Klein (Physics) Oberstudiendirektor, Köln
Dr. G. Lienhardt (Anthropology) University of Oxford
Dr. L.Th. Maes (History) Université d'Anvers
Prof. G. Mautzchka (Music) Hochschule für Musik, Frankfurt
Mr. J.B. Morgan (Mathematics) University of Reading
M. G. Ruffino (Latin, Greek) Collège de Genève
Dr. A. Strassenburg State University of New York
(Scientific Studies)
Dr. J.J. Thompson (Phys. Science) University of Oxford
M. C. Troger (Plastic arts) Professeur d'art, Paris
Prof. J. Voitzey (Economics) Brunel University, London
M. A. Van Smevoorde (Languages) Inspecteur général, France assisted by
Mr. T.A. Carter University of Southampton
Mr. H. Decker Goethe Gymnasium, Frankfurt
M. J. Grunenwald Inspecteur pédagogique, France
M. G. Ruffino Collège de Genève
Appendix 12
IB Regulations (1987)

IV. GENERAL REGULATIONS

These regulations replace and annul all previous General Regulations published by IBO. Effective from 1 September 1985, they apply to the programme of study leading to the examinations to be given in May 1987 and to all subsequent examination sessions until further notice.

Chapter I: Candidacy

Article 1

Only candidates who are entered by an authorised school and who have followed courses in the subjects of the International Baccalaureate (IB) curriculum are eligible to sit for the examinations.

Chapter II: Requirements for the Diploma

Article 2

The examination for the Diploma requires candidates to offer six subjects, each normally studied over a period of two years. At least three and not more than four must be offered at Higher level (HL) and the others at Subsidiary level (SL). Syllabuses at HL require a minimum of 240 hours teaching time; syllabuses at SL require a minimum of 150 hours teaching time. (One hour = 60 minutes teaching time.)

1. The six subjects must be chosen by selecting one from each of the following Groups:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Language A (first language)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>including the study of selections</td>
</tr>
<tr>
<td></td>
<td>from World Literature</td>
</tr>
<tr>
<td></td>
<td>HL or SL</td>
</tr>
</tbody>
</table>

1987
### Group 2
**Language B** (second language) or another Language A

<table>
<thead>
<tr>
<th>Language</th>
<th>HL or SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language B</td>
<td></td>
</tr>
<tr>
<td>Language A</td>
<td></td>
</tr>
</tbody>
</table>

### Group 3
**Study of Man in Society:**

<table>
<thead>
<tr>
<th>Study</th>
<th>HL or SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Anthropology</td>
<td></td>
</tr>
<tr>
<td>Organisation Studies</td>
<td></td>
</tr>
</tbody>
</table>

### Group 4
**Experimental Sciences:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>HL or SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Applied Chemistry</td>
<td>SL only</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>HL &amp; SL</td>
</tr>
<tr>
<td>Experimental Psychology</td>
<td>HL only</td>
</tr>
</tbody>
</table>

### Group 5
**Mathematics:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>HL or SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics and Computing</td>
<td>SL only</td>
</tr>
<tr>
<td>Mathematical Studies</td>
<td>SL only</td>
</tr>
<tr>
<td>Mathematics with Further</td>
<td></td>
</tr>
<tr>
<td>Mathematics**</td>
<td>HL &amp; SL</td>
</tr>
</tbody>
</table>

### Group 6
**One of the following options:**

<table>
<thead>
<tr>
<th>Option</th>
<th>HL or SL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Art/Design</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Classical Languages:</td>
<td></td>
</tr>
<tr>
<td>Latin and Greek</td>
<td></td>
</tr>
<tr>
<td>Computing Studies</td>
<td></td>
</tr>
<tr>
<td>(b) A School-based Syllabus (SBS)</td>
<td></td>
</tr>
<tr>
<td>at SL only, internally assessed and</td>
<td></td>
</tr>
<tr>
<td>externally moderated by IBO,</td>
<td></td>
</tr>
<tr>
<td>designed by the school according to</td>
<td></td>
</tr>
<tr>
<td>its own needs and teaching</td>
<td></td>
</tr>
<tr>
<td>resources: Such programmes will</td>
<td></td>
</tr>
</tbody>
</table>

---

* Owing to the extensive programme of Physical Science, it counts as two subjects, one at HL and one at SL, the latter counting as the sixth choice.

** First examination May 1988

*** Owing to the extensive programme of Mathematics with Further Mathematics, it counts as two subjects, one at HL and one at SL, the latter counting as the sixth choice.
require approval by IBO and be subject to periodic review. Proposals may normally be submitted only by schools which have been preparing candidates for IB examinations for a minimum of two years and have already entered candidates for the Diploma.

*Note:* A School-based Syllabus may be authorised as an alternative to a subject in Groups 1, 2, 3, 4 or 5, subject to appropriate group criteria being satisfied.

Alternatively candidates may offer instead of a Group 6 subject:

(a) a third modern language (either a second or third language A or a second language B)
(b) a second subject from the Study of Man in Society
(c) a second subject from the Experimental Sciences.

2. In addition to completing the six subjects, each Diploma candidate must meet the following requirements:

(a) **Extended Essay**

Complete a substantial piece of independent work, under the direct supervision of a qualified teacher at the school, in one of the subjects of the IB curriculum and submit it as an Extended Essay which meets general and subject-specific criteria.

(b) **Theory of Knowledge**

Follow a course in the Theory of Knowledge occupying at least 100 hours (one hour = 60 minutes teaching time), normally throughout the Diploma preparation time. This course will be internally assessed and externally moderated.

(c) **Creative & Aesthetic Activity and Social Service (CASS)**

Engage in some form of extra-curricular activity (creative, aesthetic, physical, social service) approved by IBO. Schools
entering candidates for the Diploma undertake to ensure that at least the equivalent of one half-day per week is available to all candidates for some such experiential learning or activity throughout the Diploma preparation time. This may be recorded on Annex 2 issued by the school with the Diploma.

3. **Subject combinations not accepted**

No candidate may count towards the Diploma:

(a) the same subject at both HL and SL, except
   - Physical Science
   - Mathematics with Further Mathematics
(b) the same language both as language A and as language B
(c) Psychology in Group 3 and Experimental Psychology in Group 4
(d) Chemistry and Applied Chemistry
(e) Physical Science and Applied Chemistry, Chemistry or Physics
(f) two subjects from Group 5
(g) Mathematics and Computing with Computing Studies
(h) more than one School-based Syllabus.

*Note:* Whenever a new subject or School-based Syllabus is approved by IBO, schools will be informed of those subjects with which it is not compatible.

4. If the special conditions of entry into an institution of higher education require candidates to offer a choice of subjects or options different from that laid down under Article 2, they may be allowed, on presentation to IBO of the appropriate documentary evidence to this effect, to make the following substitution:

(a) a subject from Group 3 for a subject from Group 4 and vice versa
(b) Art/Design or Music for a subject from Group 3.
Chapter III: Working languages

Article 3

All examinations in Groups 3, 4, 5 and 6 shall be set in English and French and Spanish. All work externally examined or moderated in Groups 3, 4, 5 and 6 and the Theory of Knowledge shall normally be presented in English or French or Spanish.

Extended Essays in Groups 1 and 2 must be written in the language of the subject offered. Extended Essays in Groups 3, 4, 5 and 6 shall normally be written in English or French or Spanish.

Chapter IV: Examination session

Article 4

Candidates for the Diploma shall normally take all their examinations in one single session at the end of the two-year period of preparation. They may however have the option, at the end of the penultimate year of preparation for the Diploma, of sitting for two subjects at most, on condition that these subjects are offered at SL only and that the appropriate number of teaching hours has been completed (as defined in Article 2). Such Diploma candidates opting to take their examinations over two sessions will be classified as «Anticipated candidates» for the first session of examinations.

Article 5

Candidates who have already taken examinations for the Diploma may, subject to the provisions of Article 4, enter for one or more examinations in subsequent years, either to improve upon previous results or to attempt new subjects, provided that no candidate participates in more than three examination sessions. In such cases the better grade obtained for any subject will be that which will contribute to the Diploma award.

Article 6

IBO establishes regulations and a timetable for the administration of the examination including procedures for the despatch and distribution of examination papers, for the conduct of examinations and for the assessment of candidates' work.
These regulations and time-table must be adhered to without exception. Violation will normally lead to disqualification for the candidate and cancellation of participation for the institution.

Chapter V: Marking of examinations

Article 7

The award of the final grade in each subject is the responsibility of the Chief Examiner.

In every subject a part of the programme, up to a maximum of 20%, may be internally assessed and externally moderated by the Chief Examiner.

A grade will not be awarded for a candidate in any subject for which any of the required assessment components has not been completed.

Article 8

1. The grading scheme in use for IB examinations is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: very poor</td>
<td>5: good</td>
</tr>
<tr>
<td>2: poor</td>
<td>6: very good</td>
</tr>
<tr>
<td>3: mediocre</td>
<td>7: excellent</td>
</tr>
<tr>
<td>4: satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

2. Bonus and penalty points

Bonus and penalty points will be added to or deducted from the total score awarded for the individual subjects constituting the Diploma, as follows:

(a) one bonus point for a good Extended Essay and two bonus points for an outstanding Extended Essay

(b) one bonus point for very good to outstanding achievement in the Theory of Knowledge

(c) one penalty point for a poor Extended Essay

(d) one penalty point for poor achievement in the Theory of Knowledge.
Chapter VI: Conditions for the award of the Diploma

Article 9

1. The Diploma will be awarded to candidates whose total score, including any bonus or penalty points, reaches or exceeds 24 points and does not contain any of the following failing conditions:

   A. Higher level subjects
      (a) a grade 2
      (b) a grade 3 not compensated by a grade 5 or above in another HL subject

   B. Subsidiary level subjects
      (a) a grade 1
      (b) more than one grade 2

   C. Overall result
      (a) more than three grades 3
      (b) more than one grade 3 if there is a grade 2 at SL.

2. Award of a Diploma on overall score

   Candidates with only one failing condition as set out in Article 9.1 above, but with a total score of at least 28 points, including any bonus or penalty points, will be awarded the Diploma.

3. Excluding conditions

   The Diploma cannot be awarded, whatever the total score, to candidates who have:
   (a) received a grade 1 in any HL subject
   (b) not submitted an Extended Essay
   (c) not followed a course in the Theory of Knowledge
   (d) not engaged in CASS activities, as defined in Article 2.2(c).
4. Arbitration

The Arbitration Committee will review the results of candidates whose performance may have been affected by special circumstances duly reported by the school to IBO.

Article 10

Candidates over the age of 23 at the time of the award of the Diploma will be exempted from the provisions of Articles 2.2(b) and 2.2(c), and may present results in the six subjects required for the Diploma achieved at an indefinite number of examination sessions.

Chapter VII: Award of the Diploma

Article 11

Candidates who satisfy the requirements of Chapter VI will be awarded the Diploma.

Candidates who have taken examinations in at least one of the subjects from Groups 3 or 4 in a language other than their language A, or who have offered two languages A, will be awarded a Diploma classified "Bilingual".

Annex 1 to the Diploma will show the grades obtained in each subject, and any bonus or penalty points awarded.

Annex 2 to the Diploma, bearing the signature of the Head of the school, will show the title of the Extended Essay, details of the coursework participation in the Theory of Knowledge, and a report on the candidate's involvement in extra-curricular activities (CASS).

Chapter VIII: Award of Certificates

Article 12

Candidates who do not fulfill the requirements imposed by Chapter VI for the award of the Diploma will receive a Certificate indicating the results obtained.
Candidates for the Diploma wishing to offer subjects in excess of the six required as defined in Article 2 may register as Certificate candidates for the extra subjects.

Candidates who have been awarded the Diploma and who resit one or more subjects to improve their grade(s) will be classified as Resit candidates and will receive a Certificate indicating the result(s) obtained at the resit session.

Candidates who do not seek the award of the Diploma may enter for one or several subjects, provided that the number of hours of study for each subject recommended in Article 2 has been completed. Such candidates will be classified as Certificate candidates and will receive a Certificate indicating the result(s) obtained.

**Article 13**

Results obtained by a Certificate candidate cannot subsequently contribute to the award of a Diploma for that candidate.