

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

Coordinator's notes and newsletters

For general IB news and information—for example, research news, IB store updates and professional development (PD) opportunities—please refer to *IB Global News*, which provides general news for the IB community, and *IB in Practice*, which focuses on IB teaching practice and provides current details on IB curriculum, assessment, programme news and the IB educator network (IBEN). Archived issues of both newsletters can be found on the public website at www.ibo.org/en/news/newsletter-from-the-ib/. Coordinators will automatically receive these newsletters via email using the email address that they have entered into the International Baccalaureate Information System (IBIS).

Diploma Programme: From principles into practice (2015)

A revised version of *Diploma Programme: From principles into practice* was published on the online curriculum centre (OCC) in April 2015 and incorporates aspects of approaches to teaching and learning. In addition to these changes, this important guide for programme implementation is a thorough update of the 2009 version and includes ideas from the publication *What is an IB education?*

Revision of the diploma requirements

Coordinators are reminded that the requirements to achieve the IB diploma have been changed and will be in effect from the May 2015 examination session. Coordinators are asked to bring these changes to the attention of their IB teachers (especially teachers of theory of knowledge) and extended essay supervisors. Full details can be found in the document *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*, which is also available in the "Library" section of IBIS under "Policies and practices".

Approaches to teaching and learning

The following titles have been published on the OCC:

- *Approaches to teaching and learning in the Diploma Programme*
- 26 support videos for teachers, coordinators, and heads of schools
- 3 DP unit planner templates—a range of blank and completed samples
- DP ATL (approaches to learning) self-reflection tool for teachers
- 11 case studies from schools involved in the DP approaches to teaching and learning pilot
- 6 interviews with experts in the field.

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IB on the web

DP teacher surveys

DP development staff regularly conduct surveys among DP coordinators and teachers. As the IB has no direct access to teacher email addresses, the teacher surveys have been posted on the OCC. Since this dissemination method has yielded very low response rates, the IB has decided on a new approach. Starting in 2015, teacher surveys will be sent to DP coordinators to forward to the teacher(s) in question. This way we hope to achieve a better representation of teachers' opinions regarding the current or proposed curriculum of a given subject. The IB kindly requests DP coordinators to support these research efforts and send on the survey links to the appropriate teacher(s), as identified in the cover email.

Research update

Postsecondary outcomes of DP students from the United States:

This study examined patterns of college enrollment, retention and graduation rates of DP students who graduated from public and private high schools in the United States. In the sample of DP students, 78% enrolled immediately after high school in post-secondary institutions (the US average is 69%), and 98% continued on to their second year of study. The four-year and six-year graduation rates of DP students (79% and 83% respectively) were higher than the national averages (39% and 56% respectively).

Read the summary of this study or the full report.

Ecoursework system — May 2015

The new eCoursework upload system was made available on 24 February 2015 for schools and candidates to upload coursework in:

- theory of knowledge essay
- theory of knowledge presentation
- group 1 and 2 oral examinations
- group 2 written assignments
- visual arts.

The IB has listened to feedback and we are pleased to advise that, whereas in previous sessions it was only possible for candidates to upload their theory of knowledge essays, it is now possible for schools to upload both the theory of knowledge essay and group 2 written assignments for the May 2015 session. Candidates still have the ability to upload their own theory of knowledge essay and group 2 written assignments if the school requires candidates to continue using the candidate upload process.

We are pleased with the reactions we have received from schools that have uploaded their coursework using the new eCoursework upload system. To date over 156,000 portfolios have been submitted to IB Cardiff for assessment. Some schools have been very positive and have found the

new system much more user-friendly. We are grateful to the schools for their willingness and patience in trying the new eCoursework system and appreciate all of the feedback received.

New online PD destination launches for DP educators

For the first time, your professional learning community (PLC) can rely on high-quality professional development support without interruption for a full year. **IB DP Advantage**, a supplemental learning platform, provides media-rich resources and tools to share as a group or to dive into individually.

Use it to:

- build upon your school's strong foundation of IB professional development
- deepen your PLC's understanding of IB pedagogy and the DP curriculum
- create engaging, informative PD sessions for your PLC on a regular basis.

Sample an **IB DP Advantage** webinar free of charge to become familiar with the online platform and the simplicity of scheduling PD *whenever you like, wherever it is most convenient for you*.

Choose flexibility, portability, quality and convenience while you learn, master and share new material. You can decide when to revisit topics, whether to take extra time to reflect or to move quickly to refresh and review.

IB DP Advantage combines high-value content and timely resources to support DP educators.

New style for Diploma Programme examination papers from May 2015 onwards

The IB is committed to ensuring that its examination papers are accessible and clear to all of its candidates and several changes have been made to the style of DP examination papers that will be in place from the May 2015 examination session onwards. The main changes are explained in this message and sample documents are available in the IBIS Library (**Assessment Information > Sample examination papers**) that demonstrate the new look of the examination papers so that teachers and students can familiarize themselves with them. The same documents are also available on the OCC.

Please note that these are style changes only and not changes to the structure or assessment criteria of the papers. The samples illustrate the new style and are not examples of the types of questions or the number of marks.

The most significant and obvious change to the examination papers is in the font used for text. At the moment the text on

the covers of examination papers is in Myriad Pro font and the text inside the examination papers is in Times New Roman font. From May 2015 all text, apart from where a different font is normally used (for example, in the formatting of texts in language B paper 1), will be in **Arial** font. However, there are two major exceptions to this:

- examination papers in group 5 (mathematics) will retain Times New Roman for mathematical notation, variables and numbers; all other text will be in Arial
- examination papers in group 4 (sciences) will retain Times New Roman for Greek letters as well as for f, l, i, x and y characters; all other text will be in Arial.

The front covers have been slightly rearranged so that the name of the paper and instructions to candidates appear in the clearest possible format. Other style changes include the left alignment of text (rather than full justification as used previously) and the discontinuation of the use of italic text (used previously for instructions to candidates).

Changes to the fonts used in the chemistry and physics data booklets will be made to match those in the examination papers.

2015 examination schedules for Diploma Programme and Career-related Programme

Amendments were made to the 2015 examination schedules in June 2014. Coordinators should ensure that they use the correct version of the schedules for 2015 examinations.

They can be located on the OCC in the coordinators section and on the IBIS library.

May 2015 examination schedule

November 2015 examination schedule

Academic honesty—examinations

Conduct of examinations—May 2015 examination session onwards

Wearable technology

IB regulations prohibit the use of unauthorized electronic devices in examinations. This includes wearable technology, clothing or accessories incorporating computer and other advanced electronic technologies. Examples include, but are not confined to, smart watches and smart glasses (when used as a computer and/or communication device).

Recent advances have resulted in the increased availability of wearable technology that may provide calculator functions and internet access. Such items are not always easy to identify and will be prohibited from the May 2015 examination session

onwards. DP coordinators and examination invigilators must be extremely vigilant during DP examinations to ensure that candidates do not use such technology to gain an unfair advantage. If you have any queries regarding this matter, please contact IB Answers (ibid@ibo.org).

Communication about the content of an examination

The world of technology is continually changing, allowing people to connect and communicate more efficiently. DP students may be tempted to try to solicit or exchange information about examination paper content from peers in different time zones.

IB schools must ensure that all students taking DP examinations understand that they must not disclose or discuss the content of any examination paper with any person inside or outside their immediate school community within 24 hours of an examination ending. This includes any form of communication, verbal, written or electronic (be that through social media or direct contact).

Any candidate attempting to exchange or solicit information about the content of an examination within 24 hours of that examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.

IB schools are expected to ensure the secure delivery of the examinations and to educate their students on all issues related to principled behaviour and the skills for academic honesty.

New online request for inclusive assessment arrangements

A new system for requesting inclusive assessment arrangements has been launched on IBIS. The "Request for inclusive assessment arrangements" option is located under the "Candidate" tab and will completely replace "Request for special assessment arrangements" (*Form D1*).

- Requests for candidates with assessment access requirements can now be made via the new online system and will be mandatory for the May 2015 session onwards.
- For candidates requiring access to modified papers, it is mandatory for coordinators to use the online system to request all inclusive assessment arrangements with immediate effect.

In conjunction with the online system, the IB has revised its policy and written a new document. The new document, *Candidates with assessment access requirements*, is available on both IBIS and the OCC. The revised version includes new criteria and information about necessary supporting documents. Reading this new policy thoroughly will help you to complete requests.

Core

Extended essay

The new iteration of the extended essay will begin in 2016 for first assessment in 2018. Extended essay coordinators and supervisors are encouraged to read the latest curriculum review update posted on the OCC in March. This document outlines all the major changes.

Addendum to the diploma points matrix as published in the current *Extended essay guide*

An addendum to the *Extended essay guide* (first examinations 2013) is now available on the extended essay page of the OCC. This is applicable to the whole DP and is communicated in full in the document entitled *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*, effective from May 2015.

Supervisor hours

Coordinators are asked to remind all extended essay supervisors that the hours of supervision stated on the coversheet should not include any lab supervision. The hours stated should include only one-to-one time spent discussing the progress of the extended essay.

Change in schedule for the electronic upload of extended essays

With effect from the November 2016 examination session, schools will be required to upload all extended essays. There will not be an option to send hardcopies directly to examiners. Information on the upload procedure will be available in the *Handbook of procedures for the Diploma Programme 2016* and in an IBIS news item for coordinators. However, the procedure will replicate the upload process for the theory of knowledge essays; either, the supervisor/coordinator uploads and verifies the authenticity of work and submits it for assessment or, the candidate uploads and verifies their own work, and then the supervisor/coordinator also verifies the authenticity of the work and submits it for assessment.

As the majority of extended essays are already word processed, this change to the method of submission will not alter the nature of the task for most candidates. The few extended essays that are handwritten, or include hand drawn graphics, can be scanned for upload.

Coordinators are requested to convey the following information to supervisors and candidates, with effect from November 2016.

1. The candidate name or number should not appear on any of the pages of the extended essay including the title page.
2. The essay should be formatted as follows:
 - using Arial font
 - font size 12

- double-spaced
- numbered pages.

3. The extended essay should be saved as an acceptable file type:
 - DOC
 - DOCX
 - PDF
 - RTF.
4. The extended essay should be saved in an acceptable file size of no more than 10MB, which still allows for high-quality images.
5. All diagrams, maps and tables, must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.
6. In preparation for electronic upload, supervisors must remind candidates that the model for the extended essay is a paper in an academic journal. No provision is therefore planned for the upload of media other than the essay itself and accompanying images.
 - Appendices must be used sparingly. Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay (including large images) and any material in the appendix should be minimal and selected with care.
 - Irrespective of the subject, the extended essay should be modelled on an academic journal/research paper which can exist and be understood on its own, without the need to access external links or accompanying material such as DVDs. There is no requirement for the examiner to refer to any material that is not included in the extended itself when assessing the work.
7. Receiving an electronic version of an extended essay will make it easier for examiners to gauge at which point an essay has reached 4,000 words. Candidates must be reminded of the penalty for exceeding the word count or circumventing it using footnotes incorrectly (for anything other than referencing).

If you have any questions, please contact ibid@ibo.org. More information will be shared with schools in due course.

Advisory exemplars for candidates

In the second quarter of 2015, selected exemplars of extended essays across all groups which have been selected by senior examiners will be made available on the extended essay page of the OCC. These will be annotated in a student-friendly way that includes best practice tips as well as common omissions or errors. These will be published with criteria-specific comments. These exemplars should be shared with students and should be considered as part of the preparation phase for their own extended essay.

Extended essay availability in May and November 2015

Please note that subject availability is not exactly the same for May and November 2015. For any candidates submitting an extended essay, the coordinator must ensure that that subject is available for the session in question. This is detailed in the *Handbook of procedures for the Diploma Programme*. Six-month retake candidates can only resubmit their extended essay in a subject that is being offered in the retake session. If the subject is not available, then they will have to choose a new extended essay subject or become a 12-month retake candidate.

Availability of extended essay exemplars on the OCC

Coordinators are advised to make use of the extended essay exemplars available on the OCC. These can be found on the respective course page of the subject in question, and by scrolling down to the section entitled "Extended Essays". For those subjects that do not have an OCC page, some exemplars can be found on the "Extended Essay" page.

Extended essays and other assessment components

An extended essay is not an extension of the internal assessment task or any other assessed component for a subject and students must ensure that they understand the clear distinction between the extended essay and other assessment tasks. While there is inevitably some overlap in the skills being developed, there are clear differences in the task, and the extended essay must not be based on the same data collected for another assessment component or significant secondary sources used.

It is the responsibility of the student to ensure that his or her extended essay does not overlap with any other work he or she is preparing for assessment in other components. Supervisors play an important role here in guiding students on this matter. This means ensuring that students understand the different requirements of the task, including:

- the presentation of material: the extended essay is modelled on an academic piece of writing
- the different assessment criteria for the tasks
- the different recommendations with regard to the use of both existing sources of information and their own data collection.

Extended essays should, where appropriate to the subject and according to the guidance given, include some evidence of consultation with secondary sources in order to establish the context and worthiness of the topic under study. The balance between the use of existing sources and data collected by the student will be dependent on the subject and students should ensure that they have read, and understood, the relevant subject section of the *Extended essay guide*.

Students who submit an extended essay using the work of another assessment component, such as an internal

assessment task, risk failing their diploma as this is considered a case of academic malpractice.

Extended essay subject reports

As the nature of the extended essay task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Where interim extended essay subject report updates are produced, these are to be read in conjunction with the last full subject report for the subject in question. The extended essay subject reports are due to be revised in May 2015.

Suitability of research questions and registration areas

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question itself, as it is an assessed element of the extended essay. For peer guidance, consult the extended essay forum on the OCC.

Reflections on planning and progress form

In July 2014 a form entitled *Reflections on planning and progress* was made available to all schools to support the extended essay supervision process. More information will be made available via the OCC in due course for schools that may wish to begin using this form for internal purposes before its mandatory introduction in 2016.

Extended essay assessment criteria

It has come to our attention that there has been an error in the translation of criterion A in the Spanish version of the guide. The current version of the guide in Spanish states that the research question must be in the introduction. However, it should read that the research question is stated in either the introduction or on the title page. Please note that the English and French versions of the guide are correct.

Criterion A should read as follows:

- A: research question
- (Objectives 1 and 2).

The criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the "research question". However, certain disciplines may permit or encourage different ways of formulating the research task.

Achievement level	Descriptor
0	The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
1	The research question is stated in either the introduction or on the title page, but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

Please be assured that examiners of the extended essay in Spanish are aware of this and will apply the criterion as indicated by the descriptor outlined here and not as stated in the Spanish version of the guide.

World studies extended essay

Changes to world studies registrations from May 2014

As a result of examining the patterns in candidate choices during the trial of this extended essay subject, it is clear that there are dominant global themes that candidates are researching. In order to facilitate the most appropriate allocation of essays to examiners marking the world studies extended essay, the decision has been made to organize essays under six global themes. Effective from first assessment May 2014, world studies extended essay themes are now part of the registration process. Coordinators will be invited to register candidates for the following options:

- science, technology and society
- culture, language and identity
- conflict, peace and security
- equality and inequality
- health and development
- environmental and/or economic sustainability.

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide*, which informs students of how to go about their studies. The introduction of the themes is linked to the registration process, so that the essays are accurately allocated. The breadth of the world studies course requires this logistical amendment to our registration processes.

Schools and students are required to choose only the theme that is most closely aligned with the study that they have undertaken. Regardless of theme, all essays are assessed in the same way, that is, against the requirements outlined in the *Extended essay guide*.

Identification of subjects in a world studies extended essay

Schools, supervisors and candidates are reminded that in addition to identifying the theme under which the essay is being submitted, candidates must state clearly at the beginning of their essay which DP subjects they are using to explore the theme chosen. The choice of theme does not make explicit the subjects used and this must be stated so that examiners are able to make an appropriate assessment of the essay.

Please visit the world studies extended essay forum on the OCC if you have any questions.

Change in schedule for the electronic upload of extended essays

Coordinators should be aware that the IB is working towards making it a requirement to submit all candidates' coursework (including extended essays, written assignments and sample work for internal assessment) in electronic format. An announcement will be made when it is confirmed from which examination session extended essays must be uploaded.

Links to external resources within an extended essay

Irrespective of the subject, the extended essay should be modelled on an academic journal or research paper that can exist and be understood on its own, without the need to access external links or accompanying material such as DVDs. There is no requirement for the examiner to refer to any material that is not included in the extended essay itself when assessing an essay.

As with appendices, if information central to the argument is included or confirmed in the external link, it is treated as though the point has not been made. This could affect, for example, criterion F ("application of analytical and evaluative skills appropriate to the subject") if the evaluation and analysis is contained only in the external link and not within the body of the extended essay. This guidance has been shared with examiners.

Referencing within the extended essay

Coordinators are reminded to refer supervisors and students to the information below, previously included in *Coordinator's notes*, regarding a clarification on acknowledging the ideas or work of another person. The section is supplementary to the formal requirements of the extended essay as outlined in the most recent guide.

Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates **must** acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

DP candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, he or she must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff members in the candidates' school. The wide range of subjects, the three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text, a candidate must clearly distinguish between his or her words and those of others by using quotation marks (or other methods, like indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that they must also attribute the source for audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own. Again, an appropriate style of referencing/citation must be used.

Group 1 extended essays

Please note that, as expanded upon in the group 1 extended essay chapter, the category 3 option should read (page 29 of the *Extended essay guide*):

"Category 3: studies in language based on a text(s) originally produced in the language in which the essay is presented."

Languages (group 1 and group 2) extended essays

Students submitting group 1 and 2 extended essays should add the category (cat) in which they are submitting the essay

in the subject box on the extended essay coversheet. For example:

For group 1: English A, Cat: 2; German A, Cat: 3; Spanish A, Cat: 1

For group 2: French B, Cat: 1; or German B, Cat: 2 (a); Spanish B, Cat: 3.

Clarification of group 2, category 2 "cultural artifacts"

The following text clarifies category 2: culture and society (b), "essays of a general cultural nature based on specific cultural artifacts". Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.

<p>Written documents</p> <ul style="list-style-type: none"> • newspapers • magazines • news headlines • articles • books (other than literary) • cartoons • adverts • leaflets, brochures or manifestos • laws or policies • historical documents or records <p>Spoken documents</p> <ul style="list-style-type: none"> • screenplays • radio or television programmes • song lyrics • interviews <p>Visual documents</p> <ul style="list-style-type: none"> • works of fine art • architecture (buildings, monuments, etc) • films • stamps <p>Cultural icons</p> <ul style="list-style-type: none"> • fashion items and accessories (as a manifestation of culture) 	<ul style="list-style-type: none"> • food items, dishes (as a manifestation of culture) • brands (as a manifestation of culture) <p>The following do not qualify as "cultural artifacts":</p> <ul style="list-style-type: none"> • political events (elections, referendums) • historical events • social movements (for example, riots) • social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc) • towns or regions ("travel guide" extended essays) • (minority) ethnic groups • media trends • styles of music • sports • traditions • institutions (school systems, political parties, etc)
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Group 3 extended essays—global politics

The new global politics course will be a mainstream subject for first teaching in 2015 and first assessment in 2017. Due to the timing of this subject's release and the current review

of the extended essay, there will not be the provision for an extended essay in global politics until the new *Extended essay guide* is released in 2016 for first assessment in 2018. Students interested in undertaking an extended essay in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* to see where their topic may be best placed.

Theory of knowledge (TOK)

Curriculum Review

The new curriculum review for TOK is now in its initial stages of developing an updated course for which teaching will begin in 2020. As part of our ongoing commitment to collaboration and consultation, we are looking for TOK teachers who would like to become involved in the curriculum review process.

Face-to-face meetings and online discussion groups will begin in January 2016. Teachers interested in taking part in any of these activities are invited to submit a short expression of interest including their school name and location, a brief summary of their experience with TOK, and a paragraph highlighting one thing they would like to change in the TOK course and why. This expression of interest should be submitted by email to dpdevelopment@ibo.org

Assessment

The essay

Coordinators are reminded that a new set of six TOK prescribed titles is published for each examination session. All candidates (including retake candidates) must write their essays in response to a title for the appropriate examination session. Prescribed titles are published on the OCC on 1 September for the following May and 1 March for November of the same year.

Please be advised that essays not written on one of the prescribed titles for that session will automatically be awarded zero marks. It is extremely important that candidates and schools take this seriously. With the new diploma requirements effective from May 2015 a candidate with a grade E in TOK will not be eligible for the diploma, regardless of the overall number of points achieved. It is the school's responsibility to ensure that each candidate writes his or her essay on one of the prescribed titles for the session.

Schools are advised that the electronic coversheet contains all the candidate information required by the examiner. Candidates must not use headers or footers to add their name, session number or school name/logo to each page of their TOK essay. Candidates may submit their essays in any of the following TOK response languages: English, Spanish, French, German, Chinese (simplified) or Chinese (traditional).

Theory of knowledge: Planning and progress form (TK/PPF)

In an effort to strengthen the TOK course with regard to control and integrity of the essay process, the IB has introduced a

more structured supervision. This process is intended to help ensure the authenticity of the candidate's work as well as to ensure that each candidate is receiving the appropriate support from their teacher when writing their essay. It is essential that this form is completed during the process and not after the essay has been finalized.

As advised in the guide under the heading "The role of the teacher", the process comprises three interactions between student and teacher, brief details of which must be included in the *Theory of knowledge: Planning and progress form (TK/PPF)*, which is part of the formal submission of the TOK essay.

In an initial interaction the student and teacher must discuss the prescribed titles with the aim of enabling the student to choose the most appropriate title. In an interim interaction the student may present the teacher with his or her work (an exploration) in some written form which might resemble a set of notes and ideas once a significant amount of progress has been made. In a final interaction, towards the end of the process, students may present a full draft of the essay, and teachers may provide written comments of a global nature (but are not permitted to mark or edit this draft). The student is encouraged to include a short summary of each interaction directly on the form during or after each interaction. Additionally, both the student and teacher are required to sign the form to ensure that the information included in the form is their own.

The completion of this form is mandatory for all TOK candidates in all schools. Forms must be completed by the candidates and the teachers, and then submitted by the coordinator. The deadline for the submission of the form is the same as the deadline for the essay: 15 March (May session) and 15 September (November session).

Details about the submission of the form are included in the *Handbook of procedures for the Diploma Programme*. It is important not to confuse this form with the *presentation planning document (TK/PPD)*.

Theory of knowledge: Presentation planning document (TK/PPD)

The new *Presentation planning document (TK/PPD)* has come into effect for the May 2015 examination session. Form *TK/PPD* is located on the OCC in the "Assessment" section and has been included in the *Handbook of procedures for the Diploma Programme (2015)*. Schools completing form *TK/PPD* early are reminded that it is their responsibility to store these forms safely prior to upload in March/September of the relevant session. From the 2015 session onwards, all schools are required to upload their *TK/PPD* forms electronically.

Please note that **each candidate** must submit his or her *TK/PPD* form to their teacher. For group presentations, each candidate in the group must submit his or her **own** form, which will be identical to the forms submitted by the other members of the group.

Schools must ensure that the form they upload for each candidate in the sample corresponds to the mark that they have been awarded as their internal assessment mark on IBIS.

Predicted grades

In order to predict grades, teachers must use the grade descriptors published on the theory of knowledge (TOK) page of the OCC under "Assessment". Teachers must refrain from trying to calculate equivalencies between the assessment instrument and the A–E grades. Grade boundaries are not fixed in TOK, they are set every session at the grade award meeting. Grades must only be predicted using the above mentioned document.

Creativity, action, service (CAS)

The document *Creativity, activity, service: Additional guidance* has been uploaded to the OCC on the CAS page. This document is designed to answer frequently asked questions on the current *Creativity, activity, service guide*.

The new guide and teacher support material (TSM) for CAS, effective from September 2015, was published in March 2015.

Please note that *Creativity, action, service* will become *Creativity, activity, service* as of September 2015. Coordinators are encouraged to read the new CAS documents upon issue.

Languages

Languages teacher support material

Schools are advised that the *Languages teacher support material* has been updated. In English and Spanish, in studies in language and literature, there are now examples of individual commentaries in language A: literature and language A: language and literature, at both SL and HL, and, in English, an example performance and individual oral presentation in Literature and performance. In language acquisition, there are examples of individual orals in English and Spanish B, at both SL and HL, and English and Spanish ab initio. In French there is a whole set of new languages teacher support material for both studies in language and literature and language acquisition.

Updates to language A guides

The *Language A: literature guide*, *Language A: language and literature guide*, and *Literature and performance guide* were updated in August 2013 to include information regarding the use of works not chosen from the *Prescribed literature in translation* (PLT) list or the *Prescribed list of authors* (PLA) for language A, where this is required in the syllabus. From first examinations in 2015, a maximum mark will take effect for specific criteria in the following assessment components when candidates use works that do not appear on the PLT list

or authors who do not appear on the PLA, as required in the guide:

- language A: literature, paper 2 (SL and HL), criterion A
- language A: literature, written assignment (SL and HL), criterion B
- language A: literature, individual oral commentary (SL), criterion A
- language A: literature, individual oral commentary and discussion (HL), criteria A and D
- language A: language and literature, individual oral commentary (SL and HL), criterion A
- literature and performance, written coursework, criterion B.

For further information, schools are strongly encouraged to consult the updated guides as well as the document *Summary of changes for first exams 2015* available on the OCC. Schools are reminded that the maximum marks indicated in the updated guides will take effect from first examinations in 2015.

Language A: literature school supported self-taught oral commentary questions

The language A: literature school supported self-taught oral commentary questions for the 2016 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2016 examination sessions. Students registered for the 2015 examination sessions must use the questions published on the OCC for that year.

The formal oral commentary is a close literary analysis of the passage or poem. In preparing for each of the 10 questions for the 2 works studied, it is expected that students will pay attention to the way in which literary features such as language, style, tone and voice create particular effects.

Language A: literature school supported self-taught support material

Schools are advised that a new publication entitled *Language A: literature school supported self-taught support material* is now available on the OCC. This document provides an explanation of the school supported self-taught option in language A: literature, giving details of content and procedures, as well as suggestions for administration and supervision. There is a special section for students taking the school supported self-taught option as well as language-specific advice for a variety of languages automatically available for assessment or available via special request.

Language B and language ab initio written assignment

The written assignment component in language B and language ab initio has been reviewed and the following versions of the subject guides are now available on the OCC:

- *Language B guide* (first examinations 2015), to be used for examination sessions from May 2015
- *Language ab initio guide* (first examinations 2015), to be used for examination sessions from May 2015.

Schools are advised that a new document entitled *Clarifications for language acquisition written assignments* (first examinations 2015) (updated November 2014) is now available on the OCC. This document replaces the sections on the language B and language ab initio written assignments in the document *Clarifications for the groups 1 and 2 courses* (first examinations 2013) and the videos *Introducing group 2, Language B* and *Introducing group 2, Language ab initio*. It is to be read in conjunction with the *Language B guide* (first examinations 2015) and the *Language ab initio guide* (first examinations 2015) and serves to provide clarification regarding the conduct, supervision, layout and presentation of the written assignments.

Please note: Some inconsistencies in the font size of the headings on page 2 of the *Clarifications for language acquisition written assignments* (first examinations 2015) (updated November 2014) have led to confusion regarding the requirements for the submission of sources for the written assignment. Candidates are not required to submit copies of their sources for Language B SL and HL written assignments but are still required to provide details of the sources in their bibliographies. Language ab initio students **are still required to submit copies of their sources** along with their written assignments.

Amendment to Arabic language version of the *Language B guide* (first examinations 2015)

The word range for the language B HL written assignment rationale indicated on page 28 of the Arabic version of the *Language B guide* (first examinations 2015) is incorrect. The range for the rationale should be 150–250 words.

Classical languages guide

Amendments to the *Classical languages guide* (first examinations: May 2016)

Please note that there have been two further amends to the subject guide since the March issue of the Diploma Programme *Coordinator's notes*. The additional amends are listed below followed by the existing list from the March 2015 DP *Coordinator's notes*.

On page 20, the following modifications were made to the table of prescribed passages for Classical Greek:

- Under List 2, "Option B History" there was a repetition of the SL/HL reading in the readings for HL only: "Thucydides, *The Peloponnesian War* 7.73–84" featured in both columns. This has been amended so that the HL column reads: Thucydides, *The Peloponnesian War* 6.45–53; 7.85–87.

- "Option G Barbarians" has been amended to read: Euripides, *Medea* 446–662.

As previously noted in the March 2015 DP *Coordinator's notes*:

On page 19, the following modifications were made to the table of prescribed passages for Latin:

- Under List 1, SL and HL (for examinations in: 2016, 2017, 2018), Option D: Women, the spelling of "Virgil" has been replaced by "Vergil".
- Under List 1, SL and HL (for examinations in: 2016, 2017, 2018), Option F: Good living, "Seneca, *Epistulae Morales* 1.1, 16" has been replaced by "Seneca, *Epistulae Morales* 1, 16".
- Under List 1, HL (for examinations in: 2016, 2017, 2018), Option F: Good living, "Seneca, *De Tranquillitate Animi* 2.1–3.8" has been replaced by "Seneca, *De Tranquillitate Animi* 2–3".
- Under List 2, SL and HL (for examinations in: 2019, 2020, 2021), Option C: Love poetry, "Catullus, *Carmina* 2A" has been replaced by "Catullus, *Carmina* 2". Otherwise, the list of Catullus poems remains unchanged.

On page 20, the following modifications were made to the table of prescribed passages for Classical Greek:

- Under List 1, HL (for examinations in: 2016, 2017, 2018), Option C: Tragedy, "Euripides, *Electra*, 773–859, 999–1148" has been replaced by "Euripides, *Electra*, 774–858, 998–1146".

On page 34, under the heading "Internal assessment details", the sentence "While primary sources may include post-classical evidence, the majority of primary sources must come from the classical world" has been removed.

On page 35, under the heading "Sources", the second bullet point ("How is Ovid's depiction of Daedalus and Icarus ...?") and the indented bullet point just below it ("Quotations from the *Metamorphoses* ...") have been removed.

On page 41, under the appendix "Glossary of subject-specific terms", a new term has been added:

Argument A coherent series of statements that serve as evidence to answer the research question.

Finally, in the *Classical languages teacher support material*, under the heading "Individual study", the fifth paragraph has been modified to read (modification is shown in italics):

"Primary sources refer to those which are the product of classical antiquity, either textual or material. For example, quotations from a classical text, architectural plans of a Roman temple, inscriptions from tombs or photographs of Greek vases are all primary sources. A Renaissance painting of a scene from classical mythology is **not** a primary source. *However, students may still use in their annotations Renaissance interpretations of classical material, as they would use secondary literature, to support their analysis.*"

Clarification of the word count for HL paper 2: Section B

The *Classical languages guide* does not mention any word limit for the HL paper 2 "Section B" and describes clearly the two criteria according to which answers are assessed. Some teachers are rightly concerned by the prescriptive way the question has been formulated in the specimen papers, which requires students to "give a written response of no more than 300 words". This has been rectified, and future papers will bear the rubric "Give a written response of indicatively no more than 300 words". This should be taken as a hint and a help, so that students do not spend too much time writing overambitious answers.

The purpose of the question is not to ask for an exhaustive response but rather to give students the chance to express in relatively few words a well-thought-out, articulated argument that demonstrates further knowledge and personal involvement with the subject. Section B was specifically introduced to address the remarks of teachers who wished to stretch their best students beyond the strict requirements of the syllabus. Its prompts were also deliberately left open in order to accommodate a variety of interests and thematic approaches.

Individuals and societies

Business management**Important additional guidance for business management, standard level, internal assessment (SL IA), November 2015.**

"The student must attach to the commentary three to five supporting documents from which the majority of the information for the commentary has been obtained."

Business management guide 2009.

Candidates should ensure that supporting documents (SDs) are attached to their SL IA submission. Candidates are to be awarded zero for criteria A and C if no supporting documents are attached.

Web page URLs are not acceptable as a replacement of attaching the SDs to the SL IA submission. If URLs are submitted instead of attaching the SD(s), moderators will only award marks based on the material submitted. It is likely that this will result in a reduction of marks for criteria A and C.

Business management course, first assessment May 2016

The new business and management course specification (for first teaching in September 2014, for first assessment in May 2016) has a minor change to its assessment model starting from the first assessment session in May 2016.

The pre-seen case study paper (**Paper 1**) will change as follows.

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted business management guide</i> (First assessment 2016)
Same pre-seen case study for May and November sessions	<i>Different</i> pre-seen case study for May and November sessions
Pre-seen case study released six months in advance of the examination	Pre-seen case study released <i>three</i> months in advance of the examination
Majority of information on the case study released in the pre-seen material	Pre-seen material <i>shorter</i> , focusing on describing the case study organization and its situation
Additional stimulus provided on the day of the examination in Sections B (SL/HL) and C (HL only)	<i>More comprehensive</i> additional stimulus provided on the day of the examination in Sections B (SL/HL) and C (HL only), providing new information on the organization's situation and decisions it is facing
Section A: Students answer three out of four structured questions, based on the pre-seen material	Section A: Students answer <i>two</i> out of <i>three</i> structured questions, based on the pre-seen material
Section B: Students answer one compulsory structured question, based on the pre-seen material and additional stimulus material	Section B: Students answer one compulsory structured question, based mainly on the additional stimulus material
Section C (HL only): <ul style="list-style-type: none"> Students answer one compulsory structured question, based on the pre-seen material and additional stimulus material Principal focus of the question is on the HL extension topics 	Section C (HL only): <ul style="list-style-type: none"> Students answer one compulsory structured question, based mainly on the additional stimulus material HL extension topics may be assessed in this section

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted business management guide</i> (First assessment 2016)
Overlap between SL and HL questions: Section A and some parts of section B may be common to both SL and HL students	Overlap between SL and HL questions and additional stimulus: Sections A and B questions and additional stimulus at HL may be the same as, similar to, or different from, those used for the SL paper
Total marks: • SL: 50 marks • HL: 70 marks	Total marks (due to one less question being answered in Section A): • SL: 40 marks • HL: 60 marks
Weighting of the paper: • SL: 35% • HL: 35%	Weighting of the paper: • SL: 30% (increasing the weighting of paper 2 to 45%) • HL: 35%

An updated version of the *Business management guide*, relevant student samples and specimen papers will be available on the OCC by September 2015.

Geography

Geography curriculum review

Please be advised that the launch of the revised geography course, including the publication of the new guide and associated materials has been postponed by one year. This will provide an opportunity to do further trials and refine assessment components. The revised dates will be: first teaching September 2017; first assessment May 2019. The final assessment of the current geography course will be in the November 2018 examination session.

Global politics

Following a successful three-year pilot with 30 DP schools, global politics, an exciting new addition to the individuals and societies subject group, will be available as a mainstream subject for first teaching in September 2015 (for first assessment in May 2017).

The course offers students an opportunity to explore fundamental political concepts such as power, liberty and equality in a range of contexts and at a variety of levels.

For more information on global politics, please familiarize yourself with the subject guide. This is available on the global politics page on the OCC. First in-person and online

workshops for global politics are now being offered—please see the online directory of workshops on ibo.org.

If you have any further questions on global politics, please do not hesitate to contact the IB Diploma Development team at dpdevelopment@ibo.org. Based on the experiences of the pilot, we look forward to seeing an enthusiastic response from DP schools starting in 2015.

History

New course

The new *history guide* and *history teacher support material* (for first assessment in 2017) are now available on the OCC and the specimen examination papers will be added shortly. Coordinators should ensure that their history teachers are aware of the significant changes in the new guide, and should particularly take note that in the new course there will **no longer** be a distinction between route 1 and route 2 history. Instead, there will be a single DP history course offering a wider variety of different topics and options.

Information technology in a global society (ITGS)

SL/HL project

With effect from the May 2015 examination session there will be changes to the marks awarded for the SL/HL project.

- Criterion E will change from 8 marks to 7 marks.
- Criterion G will change from 3 marks to 4 marks.

The total number of marks for the SL/HL project will remain unchanged at 30 marks. Further details will be available in mid-2015 on the ITGS page of the OCC.

SL paper 1 and HL paper 1

With effect from the May 2016 examination session there will be changes to SL paper 1 and HL paper 1.

- ITGS SL paper 1 will change from 1 hour 45 minutes to 1 hour 30 minutes in length and require candidates to answer any two questions out of four questions. The nature of the questions will not change.
- ITGS HL paper 1 will remain at 2 hours 15 minutes. Candidates will be required to answer three questions; two from section A (no change) and one from section B (which will be created by merging the current sections B and C).

Specimen papers with this new format will be posted on the OCC in July 2015.

Philosophy

Coordinators are respectfully reminded that philosophy teachers should now be using the *Philosophy guide* for first teaching in 2014 and first assessment in May 2016, available on the OCC.

For the May and November 2015 examination sessions, teachers and candidates should be aware that it is possible for section A of SL/HL paper 1 to feature two passages of text or two images and it is not mandatory that this section features one passage of text and one image.

Amendments have been made to the assessment criteria for SL/HL paper 1 criterion B and criterion C, and HL paper 3 criterion B and criterion D. These amendments should not affect students and are meant to clarify the task of marking for examiners. The new assessment criteria are available in an updated version of the guide on the OCC. These criteria have been used since May 2013.

The internal rubrics for all question papers have also been amended in order to make the tasks clearer for students. These new rubrics have been used since May 2013 and can be seen below.

SL/HL paper 1:

In your answers you are expected to:

- argue in an organized way using clear, precise language that is appropriate to philosophy
- demonstrate knowledge and understanding of appropriate philosophical issues
- analyse, develop and critically evaluate relevant ideas and arguments
- present appropriate examples providing support for your overall argument
- identify and analyse counter-arguments
- provide relevant supporting material, illustrations and/or examples
- offer a clear and philosophically relevant personal response to the examination question.

Write a response (of approximately 800 words) in which you:

- identify a central philosophical concept or philosophical issue in this passage that addresses the question “what is a human being?”
- investigate two different philosophical approaches to the philosophical concept or philosophical issue you identified
- explain and evaluate the philosophical concept or philosophical issue you identified.

SL/HL paper 2:

In your answer you are expected to:

- argue in an organized way using clear, precise language that is appropriate to philosophy, and demonstrate an understanding of the author's specific terminology
- show an understanding of the specific demands of the question
- give references to the ideas and arguments presented in the text

- present appropriate examples, providing support for your overall argument
- identify and analyse counter-arguments
- provide relevant supporting material, illustrations and/or examples
- develop a critical evaluation of the ideas and arguments of the text
- offer a clear and philosophically relevant personal response to the position expressed by the author.

SL/HL paper 3:

In your response you are expected to:

- develop a response in an organized way using clear, precise language that is appropriate to philosophy
- identify pertinent issues regarding the philosophical activity raised in the text
- take an independent position about the nature of philosophical activity in relation to the ideas developed in the text
- draw upon, and show a holistic appreciation of, the skills, materials and ideas developed throughout the course.

Unseen text—exploring philosophical activity

Read the text below, and then write a response to it (of approximately 800 words). Your response is worth 30 marks. In your response include:

- a concise description of philosophical activity as presented in the text
- an exploration of the pertinent issues regarding philosophical activity raised in the text, relating this to your experience of doing philosophy throughout the whole course
- appropriate references to the text that illustrate your understanding of philosophical activity
- your personal evaluation of the issues regarding philosophical activity raised in the text.

Psychology

As part of the review process for DP psychology, the structure and marking criteria for the internal assessment are being reviewed.

The new marking criteria have been trialled in order to assess how useful they are to teachers. This then informs the review team in terms of adjustments required to the criteria.

Social and cultural anthropology

The review cycle for social and cultural anthropology has been extended by one year. This is to allow for appropriate trialling of new assessment components to be undertaken and the results evaluated and reviewed. The new course will now be available for first teaching in 2017, for first assessment in 2019.

Sciences

Forms required for assessment

Physics, chemistry and biology

The three new forms (4/PSOW, 4/IA and 4/ICCS) required for first use in the May 2016 examination session for the new courses in physics, chemistry and biology will be available on the OCC in the "Assessment" section. These forms will also appear in the *Handbook of procedures for the Diploma Programme for 2016*.

From May 2016 onwards teachers are only required to submit one 4/PSOW for each SL or HL class (one form each for SL and HL if it is a combined class). In the 4/ICCS, students are required to produce a 50-word reflective statement on their participation in the group 4 project.

For all examinations up to and including the November 2015 session, the existing forms should be used.

Design technology

The three new forms (4/PSOWDT, 4/IADT and 4/ICCSDT) required for first use in the May 2016 examination session for the new course in design technology will be available on the OCC in the "Assessment" section. These forms will also appear in the *Handbook of procedures for the Diploma Programme for 2016*.

From May 2016 onwards teachers are only required to submit one 4/PSOWDT for each SL or HL class (one form each for SL and HL if it is a combined class). In the 4/ICCSDT, students are required to produce a 50-word reflective statement on their participation in the group 4 project.

For all examinations up to and including the November 2015 session, the existing forms should be used.

Chemistry

The following corrections have been made to the guide.

- On page 62, in the section "Understandings" for 8.5, bullet point 1 has been changed to "Rain is naturally acidic because of dissolved CO₂. Acid deposition has a lower pH, usually below 5.0".
- On page 94, in the section "Guidance" for 18.3, bullet point 6 has been removed.
- On page 97, in the section "Understandings" for 20.1, bullet point 4 has been changed to "S_N2 reactions are best conducted using aprotic, **polar** solvents and S_N1 reactions are best conducted using protic polar solvents".
- On page 104, in the section "Guidance" for 21.1, the first sentence of bullet point 1 first has been changed to "Students should be able to interpret the following from ¹H NMR spectra: number of **signals**, area under each **signal**, chemical shift and splitting patterns" (the term "peak" was incorrectly used).

Corrections to the data booklet will follow shortly, and will be accompanied by a change in font in order to bring the booklet into alignment with future examination publications. Details of the corrections made will be published in the next edition of the DP *Coordinator's notes*.

In addition, the section in the TSM on "Errors and uncertainties in chemistry" has been corrected so that the uncertainty values for the volume of sodium hydroxide (NaOH) are now recorded to one decimal place.

New science SL pilot course

Pilot schools for the new science SL course have been selected. This four-year pilot will begin in September 2015.

Environmental systems and societies

The *Environmental systems and societies guide* has been published in readiness for first teaching in September 2015. A new internal assessment has been developed that has a clear interdisciplinary focus, and the assessment criteria for this have been trialed. The new TSM, including 10 individual investigation exemplars with moderator comments and marks, will be available on the OCC in the second half of 2015.

Sports, exercise and health science (SEHS)

In addition to the development of a new higher level course for SEHS, the internal assessment (IA) **for both SL and HL** SEHS is due to be changed from September 2016. The change will bring SEHS assessment in line with the other group 4 science subjects. Details of these changes will be published on the OCC in 2015, and a new guide for both SL and HL will be available in the latter part of the year.

Mathematics

Reminder—feedback from examinations

Examiners have expressed concern about certain aspects of final answers to examination questions. In particular, it is felt that issues to do with accuracy and simplification of answers need some clarification.

1. Accuracy

The rubrics instruct candidates to give all numerical answers exactly or correct to three significant figures.

Candidates should be instructed to follow this rubric, as giving final answers to fewer than three significant figures is likely to lead to incorrect values in any subsequent parts, and are likely to be penalized. In addition, examiners may be instructed in certain questions to penalize final answers given to more than three significant figures. Candidates should also be made aware of the rounding rules used by the IB, as rounding errors may also lead to incorrect answers.

Rounding rules: If an answer to three significant figures (sf) is required, the fourth sf should be considered and values from 0 to 4 should be rounded down, values from 5 to 9 should be rounded up, for example, 5.645... becomes 5.65, 15.645... becomes 15.6, 5645.47... becomes 5650.

2. Simplification of final answers

There has been some discussion on the OCC about this, which highlighted the difficulty of giving an easy response to the question "how far should you simplify?". Senior examiners have discussed the issue and have agreed the following guidance for schools.

Candidates should be advised to give final answers using good mathematical form. In general, arithmetic should be completed, and any values that lead to integers should be simplified; for example, $\sqrt{\frac{25}{4}}$ should be written as $\frac{5}{2}$.

An exception to this is simplifying fractions, where lowest form is not required (unless it is an integer); for example, $\frac{10}{4}$ may be left in this form or written as $\frac{5}{2}$ (although it is generally advisable to simplify), but $\frac{10}{5}$ should be written as 2.

Algebraic expressions should be simplified by completing any operations such as addition and multiplication, for example, $4e^{2x} \times e^{3x}$ should be simplified to $4e^{5x}$, $4e^{2x} \times e^{3x} - e^{4x} \times e^x$ should be simplified to $3e^{5x}$.

Unless specified in the question, expressions do not need to be factorized, nor do factorized expressions need to be expanded, so $x(x+1)$ and x^2+x are acceptable.

IB graph paper

In examinations where graph paper is required, please ensure that candidates use the current IB graph paper which, includes a shaded margin (similar to the answer booklets). Students who write answers on older graph paper, which does not have a margin, may find some of their answers cropped during the process of scanning the candidate response; this missing work will not be marked.

The arts

Dance

The curriculum review for dance has started with research and evaluation by the academic and assessment divisions. As part of our ongoing commitment to consultation and collaboration, we wish to invite teachers to become involved in the review process of examining the existing course and looking for opportunities for further development.

In 2015, the cycle of review and development meetings will start, some of which are face-to-face and some of which are virtual. For these meetings we are looking for teachers who have a good subject knowledge and experience of and/or enthusiasm for curriculum development in dance.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter, together with your CV, to dpdevelopment@ibo.org. The deadline for applications is 31 May 2015.

Visual arts

2015 assessments

Schools are reminded that work submitted for assessment in visual arts must have been undertaken during the period of the course. The *General regulations: Diploma Programme* states:

Article 3: Candidates and their legal guardian(s)

3.2 Candidates, whether for the diploma or for the certificate(s), must complete all requirements for the Diploma Programme within the two-year period of the programme.

Should candidates submit work that falls outside of this period, it will not be considered during the assessment process.

Visual arts materials for submission: audio/video interview or 1,000-word written commentary

Coordinators are kindly reminded that candidates have the choice to submit either a 15-minute audio/video interview or a 1,000-word commentary. It is important that the 1,000-word commentary does not get confused with the 300-word candidate statement. The 1,000-word document is a commentary and must be submitted in the same upload section as the interview as it is an alternative to it. The 300-word statement is the candidate's statement and should describe the candidate's artistic development throughout the course.

A template for the 300-word candidate statement in writable PDF format is now available on the OCC. The use of this PDF template is not mandatory. The PDF can be used if teachers find it useful.

The recorded audio or video interview (maximum 15 minutes) or the written commentary (maximum 1,000 words) gives the candidates the opportunity to discuss and comment on their own artwork and to highlight what evidence of each of the markband descriptors has been submitted within the studio works (for HLA/SLA candidates) or in the investigation workbook pages (for HLB/SLB candidates) that they included in their e-portfolios. Sample prompts to help candidates complete this task are available in the *Visual arts e-submission teacher guidance material* available on the OCC. In their interview/commentary, candidates should pay attention to and talk only about studio pieces that were included in the IBIS submission. It is important that the candidate always clearly indicates which studio work (for an HLA/SLA candidate) or which investigation workbook page (for an HLB/SLB candidate) is being referred to. In both video and audio interviews the teacher should not lead the conversation with

closed prompts or questions. Video interviews should avoid showing the candidate or the teacher in shot.

Enquiry upon results (EUR) category 2

Coordinators are kindly reminded that from May 2014 this service for visual arts candidates has been withdrawn and will not be available for the life of the current course (final examinations November 2015).

New course and marks carried forward

Coordinators are respectfully reminded that November 2015 is the last examination session when visual artwork will be assessed using the current guide (2009 onwards). Given the completely different structure of the assessment model in the new visual arts course, candidates will not be able to carry forward their marks when the new course is first assessed in the May 2016 examination session. Candidates retaking the examination will be able to use the same work but will have to submit it to comply with the requirements of the new guide. The new *Visual arts guide* and the teacher support materials for the new course first assessed in 2016 are available on the OCC. Coordinators should ensure that teachers are aware of the new guide.

2016 assessments

Due to a publishing error in an earlier iteration of the DP *Visual arts guide*, teachers are asked to ensure that the DP *Visual arts guide* being used to deliver the new course (first assessment 2016) is marked as "**Published March 2014**" on the copyright page of the guide. Previous iterations should be replaced with the guide currently available on the visual arts page of the OCC. Should any further amendments be made to the guide, these will be promptly communicated to schools and a new edition of the guide will be published on the OCC.

Music

Music listening paper: prescribed works for 2015 and 2016

The two prescribed works for the May and November sessions in 2015 and 2016 are the *Petite Messe Solennelle* by Rossini and *An American in Paris* by Gershwin.

The full score for *An American in Paris* (www.alfred.com/Products/An-American-in-Paris--00-MO0001.aspx) should be ordered directly from music retailers. The full score for the *Petite Messe Solennelle* is widely available. If using a free online version, schools must ensure they obey copyright laws in their country. Teachers must ensure they use the version for piano, harmonium, SATB choir and SATB soloists.

Music listening paper: prescribed works for 2017, 2018 and 2019

The two prescribed works for May and November examination sessions in 2017, 2018 and 2019 are Johann Sebastian Bach's *Brandenburg Concerto, No. 2 in F Major* (BWV 1047) and Zoltán Kodály's *Dances of Galánta*.

There are various suitable scores for the Brandenburg concerto, such as Edition Eulenburg, Bärenreiter Urtext and Dover Publications Sheet Music. A study score and audio package is also available from Eulenburg.

The score for *Dances of Galánta* is available from Universal Edition (UE34121).

Theatre

The choice of stimuli prescribed for the practical performance proposal component for the May and November 2015 examination sessions is given below. **Any version of the stated stimulus is acceptable.**

- Stimulus 1: "The Stolen Woman Moon" an English Tale ("Stolen Mother Moon" is the alternative title to this English Tale)
- Stimulus 2: Diane Arbus photograph "Boy with grenade"
- Stimulus 3: (Creation myth) "How the World Was Made" (Philippines)
- Stimulus 4: (Song) "Calling all Angels" by Jane Siberry
- Stimulus 5: The signs of the zodiac

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* for 2015, in group 6, section B6c.

DP curriculum development and review cycles

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Group 1—Studies in language and literature			
<i>Language A: literature</i>	2019/20	Nov 2020	May 2021
<i>Language A: language and literature</i>	2019/20	Nov 2020	May 2021
Group 2—Language acquisition			
<i>Language B</i>	2018/19	Nov 2019	May 2020
<i>Language ab initio</i>	2018/19	Nov 2019	May 2020
<i>Classical languages</i>	2014/15	Nov 2015	May 2016
Group 3—Individuals and societies			
<i>Business management</i>	2014/15	Nov 2015	May 2016
<i>Economics</i>	2018/19	Nov 2019	May 2020
<i>Geography</i>	2017/18	Nov 2018	May 2019
<i>History</i>	2015/16	Nov 2016	May 2017
<i>ITGS</i>	2018/19	Nov 2019	May 2020
<i>Philosophy</i>	2014/15	Nov 2015	May 2016
<i>Psychology</i>	2017/18	Nov 2018	May 2019
<i>Social and cultural anthropology</i>	2017/18	Nov 2018	May 2019
<i>World religions</i>	2018/19	Nov 2019	May 2020
Group 4—Sciences			
<i>Biology</i>	2014/15	Nov 2015	May 2016
<i>Chemistry</i>	2014/15	Nov 2015	May 2016
<i>Design technology</i>	2014/15	Nov 2015	May 2016
<i>Physics</i>	2014/15	Nov 2015	May 2016
<i>Sports, health and exercise science</i>	2019/20	Nov 2020	May 2021
<i>Computer science</i>	2019/20	Nov 2020	May 2021
Group 5—Mathematics			
<i>Further mathematics SL</i>	N/A	May 2020	N/A
<i>Further mathematics HL</i>	2019/20	N/A	May 2021

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
<i>Mathematical studies SL</i>	2019/20	Nov 2020	May 2021
<i>Mathematics SL</i>	2019/20	Nov 2020	May 2021
<i>Mathematics HL</i>	2019/20	Nov 2020	May 2021
Group 6—The arts			
<i>Dance</i>	2019/20	Nov 2020	May 2021
<i>Film</i>	2017/18	Nov 2018	May 2019
<i>Music</i>	2018/19	Nov 2019	May 2020
<i>Theatre</i>	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014/15	Nov 2015	May 2016
Core			
<i>Creativity, activity, service</i>	2015/16	Nov 2016	May 2017
<i>Extended essay</i>	2016/17	Nov 2017	May 2018
<i>Theory of knowledge</i>	2020/21	Nov 2021	May 2022
Interdisciplinary subjects			
<i>Environmental systems and societies</i>	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2019/20	Nov 2020	May 2021

IB on the web

For inquiries regarding DP curriculum development, email dpdevelopment@ibo.org.

Ask your peers



occ.ibo.org



IB Diploma Programme coordinators



@ibdp

#ibdp

IB Answers

For all queries about programme implementation/ authorization.



ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources 2015.

ecatalogue.ibo.org/t/35963



PD online workshops

An online workshops calendar.

ibo.org/en/professional-development/find-events-and-workshops/



Digital toolkit

This digital toolkit contains a wide range of free communications materials.

ibo.org/en/digital-toolkit/



IB e-newsletters

Stay up-to-date with the most accurate, timely communications. Look for DP news in the IB's web-based e-newsletters which recipients receive via email.

IB in Practice—Tailored to the IB's community of educators, teachers, coordinators and examiners. It is published bimonthly, alternating with *IB Global News* (with the exception of December and July). This newsletter focuses on news and information related to IB teaching practice and provides current details on IB curriculum, assessment, programme news, professional development (PD)

opportunities and the IB educators network (IBEN). It is intended as a tool to support those individuals most heavily involved in IB teaching and learning. These are sent to the email addresses registered for coordinators in IBIS and are also available to read on this page: www.ibo.org/en/news/newsletter-from-the-ib/.

IB Global News—Provides an array of IB news, research and information for a broader audience that includes teachers, coordinators, counsellors and heads, parents, educators at prospective IB World Schools, donors, related organizations and colleagues at universities. It is published bimonthly, alternating with *IB in Practice* (with the exception of December and July). This publication may be shared with anyone interested in the IB; subscriptions are available on an opt-in basis. Find the link to subscribe on this page: www.ibo.org/en/news/newsletter-from-the-ib/.

IB News Update—Exclusively developed for IB heads of school and sent to the email addresses that they have registered in IBIS. Published three times a year.



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Continuum

The most recent IB Continuum publications are:

IB continuum support resource

The IB guide to inclusive education: a resource for whole school development



IB store

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The IB store offers a wide variety of exclusive IB resources to support the IB community such as best practice books, examination and task databases, programme support materials, posters, merchandise and more.