

# 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*, a release of 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 here: [www.ibo.org/newsletters/index.cfm](http://www.ibo.org/newsletters/index.cfm). 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* will be published on the online curriculum centre (OCC) in April 2015 and will incorporate 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 *What is an IB education?*

### Approaches to teaching and learning

A report published in August 2014 highlighting the progress of this project can be found on the OCC. The following will be published on the OCC in January 2015.

- *Approaches to teaching and learning in the DP*—a guide published in a digital form
- 26 support videos for teachers, coordinators, and heads of schools/principals
- 3 Diploma Programme (DP) unit planner templates—a range of blank and completed samples
- DP approaches to learning (ATL) 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

### Student workload project

For a number of years the IB has been receiving anecdotal evidence concerning the DP workload. IB Research is developing a large-scale global survey project on student workload, involving up to 50,000 students. The project will investigate to what extent students may find the programme too demanding, whether it causes stress levels in students that might endanger their health or wellbeing, and which students are most affected. The project

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will last two years and will involve three student surveys as well as a coordinator survey. In preparation, IB Research launched a pilot study in October 2014. The aim of this study is to test and refine the survey instruments as well as to gather initial evidence on the levels of students' wellbeing and workload. As with the main project, the pilot project will involve both student and coordinator surveys. Upon successful completion of the pilot study, the project will be officially launched globally in October 2016.

## Academic honesty

The IB is very pleased to announce the release of two new publications (see below) on the topic of academic honesty. Both documents are visible on every subject page in the section "Cross-programme publications" as well as under **Support areas>Academic honesty** in all languages.

### **Academic honesty in the IB educational context**

The purpose of this publication is to support IB World Schools in developing an academic honesty *ethos*; it offers guidance in designing a strategy that combines the school's internal policy with good academic practice. It promotes a positive approach and will be applicable to all four IB programmes, offering also examples on how to promote academic honesty, so that students (regardless of age) grasp its fundamental values and become conversant with its technical aspects. The aim is to:

- further expand understanding of academic honesty and its connection to ATL
- develop, implement and review the school's academic honesty policy
- provide a framework to identify aspects of academic honesty across the continuum of IB programmes
- review strategies to promote academic honesty in all of the IB programmes.

### **Effective citing and referencing**

The purpose of this publication is to guide members of the IB community in understanding the IB's expectations with regards to referencing the ideas, words or work of other people when producing an original document or piece of work. It provides guidance on referencing and demonstrates some of the differences between the most widely used styles. The IB's requirements are for honesty in indicating when and which ideas and words are not the writer's own, and consistency in referencing the source of those ideas and words. The aim is to:

- guide members of the IB community in understanding the IB's expectations with regards to citing and referencing other people's work correctly
- illustrate some of the most widely used referencing styles
- obtain resources to support a student's work when submitting assignments (documentation checklist and table of elements to include in the reference).

## Calculator updates

Schools are reminded that current information on calculators is available on the OCC. Please make sure that all teachers and candidates are familiar with the information in the document *Use of calculators in examinations 2014*. Candidates should be reminded that any breach of the calculator regulations is likely to result in malpractice.

### **Changes to calculator requirements**

The following news item was posted on the OCC in April 2011. Although it is mainly relevant to mathematics teachers, it affects all subjects that use calculators in examinations from May 2014.

### **Calculators and statistical tables**

As part of the mathematics curriculum review, it was agreed that the current information booklets, which contain both formulae and statistical tables, would be replaced by formula booklets. These formula booklets will not contain any statistical tables. Students will be expected to obtain statistical values from their graphical display calculators (GDCs). The minimum requirements for GDCs for use in examinations from May 2014 will be updated to reflect this. This means that some GDCs that are currently approved for use will no longer be suitable, as they will not provide the required statistical information. Schools are advised to ensure they are aware of this when planning from September 2014.

Calculator information posted on the calculator forum of the OCC will be updated annually to give further information on the GDCs allowed in examination sessions.

## New online request for inclusive assessment arrangements

A new system for requesting inclusive assessment arrangements has now 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 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 complete requests.

## IB Peterson Academic Symposium 2015

The IB Peterson Academic Symposium 2015 will be an event aimed at provoking questions and stimulating new thinking. The 2015 Peterson Academic Symposium is titled "Making time for creativity: why does it matter?"

We will explore the role of creativity in schools, further education, industry and beyond. We are inviting leaders in the field, some global, some local, to join us.

We have two exciting opportunities for schools to participate in, please see the OCC for further details.

## Core

### Extended essay

Due to the trialling of a proposed new assessment model, the new *Extended essay guide* will be published in 2016 for first teaching in 2016 and for first assessment in 2018.

#### Availability of extended essay exemplars on the OCC

There will be an increase in the availability of extended essay exemplars on the OCC after the May 2014 session, including sports, exercise and health science (SEHS) exemplars.

#### 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 departures 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 their extended essay does not overlap with any other work they are 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 utilizing the work of another assessment component, such as an internal assessment, risk 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, it is advised that the extended essay forum on the OCC is consulted.

#### Reflections on planning and progress form

In July 2014, a *Reflections on planning and progress* form was made available to all schools in order 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 earlier than 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 <b>or</b> 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 <b>or</b> 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 effective 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. From May 2014 onwards, world studies extended essay themes will be 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 in 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 to the study that they have undertaken; regardless of theme, all essays are assessed in the same way, 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 utilizing 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 to raise 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/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, they 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 their words and those of others by using quotation marks (or other methods, such as 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 audio/visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

## Group 1 extended essays

Please note that, as expanded upon in the Group 1 chapter of the *Extended essay guide*, the category 3 option should read (on 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; 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><b>Written documents</b></p> <ul style="list-style-type: none"> <li>• newspapers</li> <li>• magazines</li> <li>• news headlines</li> <li>• articles</li> <li>• books (other than literary)</li> <li>• cartoons</li> <li>• adverts</li> <li>• leaflets, brochures or manifestos</li> <li>• laws or policies</li> <li>• historical documents or records</li> </ul> <p><b>Spoken documents</b></p> <ul style="list-style-type: none"> <li>• screenplays</li> <li>• radio or television programmes</li> <li>• song lyrics</li> <li>• interviews</li> </ul> <p><b>Visual documents</b></p> <ul style="list-style-type: none"> <li>• works of fine art</li> <li>• architecture (buildings, monuments, etc)</li> <li>• films</li> <li>• stamps</li> </ul> <p><b>Cultural icons</b></p> <ul style="list-style-type: none"> <li>• fashion items and accessories (as a manifestation of culture)</li> </ul>	<ul style="list-style-type: none"> <li>• food items, dishes (as a manifestation of culture)</li> <li>• brands (as a manifestation of culture)</li> </ul> <p><b>The following do not qualify as "cultural artifacts"</b></p> <ul style="list-style-type: none"> <li>• political events (elections, referendums)</li> <li>• historical events</li> <li>• social movements (eg riots)</li> <li>• social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc)</li> <li>• towns or regions ("travel guide" extended essays)</li> <li>• (minority) ethnic groups</li> <li>• media trends</li> <li>• styles of music</li> <li>• sports</li> <li>• traditions</li> <li>• institutions (school systems, political parties, etc)</li> </ul>
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### Group 3: Individuals and societies 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)

Coordinators are respectfully 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 to the correct prescribed title will automatically be awarded zero marks. It is extremely important that schools take this seriously. With the new Diploma Programme requirements coming into effect 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 their essay to the correct prescribed title for the session.

Schools are advised that the electronic cover sheet contains all the candidate information required by the examiner. Candidates must not use headers or footers to add their name, session numbers 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).

#### May 2015 onwards

The new form *Assessment instrument (global impression marking) and presentation (TK/PPD)* will come into effect for the May 2015 examination session. Form TK/PPD (for first examinations in 2015) is located on the OCC under the "Assessment" section and will be 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 the student work safely prior to upload in March/September of the relevant session. From 2015 all schools will be required to upload their Form TK/PPD electronically.

Please note that **each candidate** must submit Form TK/PPD. For group presentations, each candidate in the group will submit to their teacher, their **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 onto IBIS for each candidate in the sample corresponds to the mark that they have been awarded as their internal assessment mark on IBIS.

#### Theory of knowledge: Planning and progress form

In an effort to strengthen the TOK course with regard to control and integrity of the essay, the IB is introducing a more structured supervision process. 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.

As advised in the guide under the heading "The role of the teacher", the process will comprise three interactions between student and teacher, brief details of which will be included in the *Theory of knowledge: Planning and progress form*, which will be part of the formal submission of the TOK essay.

In an initial interaction the student and teacher should 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; and 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 will be required to sign the form to ensure that the information included in the form is their own.

The completion of this form will be mandatory for all TOK candidates in all schools. Forms must be completed by the candidates and the teachers, uploaded with the essay, and submitted by the coordinator.

### Creativity, action, service (CAS)

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

The new *CAS guide* and *CAS teacher support material (TSM)*, effective from September 2015, will be 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.

## School-based syllabus (SBS) subjects

### Changes to SBS group 4 guides

Guides for the two group 4 SBS subjects, astronomy and marine science, are being updated to ensure consistency with the new science guides and group 4 project. The aim was for both of these guides to be ready for first teaching in September 2014; however, work is still being done on the *Astronomy guide*, and this will now be ready in the first part of May 2015, for first teaching in September 2015 and first examinations in 2017. To pre-register for a copy of the new *Astronomy* or *Marine science guide*, or to receive a copy of the current guides, please contact IB Answers. Currently, these two subject guides are only available in English.

Please note that, like all SBS subjects, these are only available at standard level, and schools need to apply for authorization to offer them.

## Languages

### 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, or authors that 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 *Summary of changes for first exams 2015* document 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, *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, *Clarifications for language acquisition written assignments* (first examinations 2015) 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.

## Classical languages curriculum review

The curriculum review of classical languages has been concluded and materials related to the new course (subject guide, TSM, specimen papers) are available on the OCC for first teaching in September 2014 (May session schools) and January 2015 (November session schools). First examinations of the new course will be in 2016.

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

Some inconsistencies and ambiguous language were identified in the new *Classical languages guide* (published February 2014) and the TSM for first examinations 2016. As a result, some amendments have been made to address the issues.

The following sections have been amended in the published versions of the guide available on the OCC.

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.*"

## Individuals and societies

### New guides

The individuals and societies guides, TSMs and specimen papers for the new courses for first teaching in September 2014 (business management and philosophy) are now available on the OCC. In each subject the new TSM contains advice for teachers in teaching the new course, as well as exemplars for both external and internal assessment tasks. These exemplars will be in both marked and unmarked formats, with detailed moderator comments. Teachers are urged to treat the TSM as an essential resource for the delivery of the programme.

All workshop leaders have undergone online training on the new courses, and face-to-face subject-specific seminars (workshops) on the new courses are currently taking place globally (see [www.ibo.org/events/](http://www.ibo.org/events/) for details).

### History (routes 1 and 2)

For paper 1 from **November 2014** there will be a small adjustment to the provenances (the short captions used to inform candidates of the origins and nature of a source) given on the examination paper, and coordinators are asked to inform the history staff at their school or college of this development.

The content of the provenances has been amended to enable candidates to focus more clearly on the key factors relevant to the questions. Furthermore, to allow the authors of paper 1 to fully cite the origins of the sources, additional details will be included in a new "Acknowledgements" section at the end of the paper.

Candidates are to **use only the information in the sources and provenances to support their answers** and they must **ignore the acknowledgments**. Any extra information drawn from the acknowledgments is irrelevant to the set questions and candidates cannot gain marks from using it.

Examples of these adjusted provenances and acknowledgments sections are available on the OCC.

Please note that this development will have **no impact on what the candidates are required to do for this paper**; it is merely to simplify the provenances while still fully crediting the origins of the sources.

## Information technology in a global society (ITGS)

From the May 2013 session, all ITGS candidates have been required to submit a screencast of the product functioning in their ITGS standard level and higher level project. Further information about the method of submission is available in the *Handbook of procedures for the Diploma Programme* (2014). Please note there will be **no uploading** of projects in 2014.

## Philosophy

The new *Philosophy guide* for first teaching in 2014 and first assessment in May 2016 is now available on the OCC.

For the May 2014, November 2014 and May 2015 examination sessions, teachers and candidates should be aware that it is possible for section A of SL/HL P1 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 P1 criterion B and criterion C, and HL P3 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 P1

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 P2

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 P3

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

### Trial markers required for DP 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 need to be trialled in order to assess how useful they are to teachers. For this we require 10 trial markers to mark 10 scripts each and fill in a feedback form. This will then inform the review team in terms of adjustments required to the criteria.

We are looking for trial markers with a range of experience, but ask that they should have at least one year's experience of marking the current internal assessment in HL psychology.

The trial marking will be paid at a rate of US\$16.80 per script with an additional payment of US\$16.80 for the completion of the feedback. The scripts will be sent out at the beginning of December 2014 and we need them to be completed in four weeks alongside the feedback form. If you are interested in taking part, please contact DPdevelopment@ibo.org with a brief outline of your teaching experience at HL.

## 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

### New guides

The sciences guides for the new courses in physics, chemistry, biology and design technology were published in February 2014. Specimen papers and TSM in each subject have been published before the first teaching of the new courses in August/September 2014. In each subject, the TSM will contain a new section on supporting teachers in teaching the course as well as exemplars of the new internal assessment. These exemplars will be in both marked and unmarked formats, with detailed moderator comments. Teachers are urged to treat the TSM as an essential resource for delivery of the programme.

## 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 new *Environmental systems and societies guide* is due to be published in December 2014 in readiness for first teaching in August/September 2015. A new internal assessment has been developed that has a clear interdisciplinary focus, and the assessment criteria for this have been trialled.

## Sports, exercise and health science (SEHS)

Responses to the schools survey regarding demand for HL SEHS have shown a significant demand for the course, and as a result the creation of new material will continue. For more information on recent progress, please refer to the curriculum review report from the April 2014 meeting posted on the OCC. The first teaching of HL SEHS is anticipated for September 2016.

## Mathematics

### New curriculum

Schools are reminded that May 2014 saw the first assessment of the new curricula in mathematics SL, mathematical studies SL and mathematics HL, as well as the replacement of further mathematics SL with the new further mathematics HL course.

In particular, we draw November session schools' attention to the fact that the internal assessment has been completely changed in mathematics SL and mathematics HL with the replacement of the portfolio by the exploration. Teachers should ensure they are familiar with these developments and the implications for assessment. Detailed information on the changes is contained in the new guides and TSM on the OCC. Some further information is included below.

We would also draw your attention to the fact that statistical tables will no longer be supplied and that candidates are expected to use their GDCs to obtain such statistical data.

### Amendments to the *Mathematics HL guide* and *Further mathematics HL guide*

There have been two minor changes in the above documents. They occur in section 9.2 of the *Mathematics HL guide* and in the same place in section 5.2 of the *Further mathematics HL guide* where two instances of  $x \rightarrow \infty$  have been corrected to  $n \rightarrow \infty$ . Teachers should ensure that the version of the guide they are using was downloaded after August 2014.

## Formula booklet for mathematics HL and further mathematics HL

A minor amendment was made to this booklet to include the formulae for the mean and variance from a probability-generating function. This is in section 7.1 and only affects candidates studying the statistics and probability option on the further mathematics course. However, all teachers should ensure that the most recent version of the formula booklet is issued to candidates for the examinations in November 2014.

In addition, there has been a minor amendment to the French mathematics HL and further mathematics HL formula booklet. In section 7.2, the phrase "cote z" has been removed. Teachers should ensure that the version of the formula booklet they are using was downloaded after August 2014.

## IB graph paper—examination materials

In examinations where 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

### New guides

The guides for the new courses for first teaching in September 2014 in theatre and visual arts were published in early 2014. TSM and student exemplars in each subject are now available on the OCC. In each subject, the new TSM contains a section on supporting the teaching of the new course as well as exemplars of both internal and external assessments, along with examiner comments. Teachers are urged to treat the TSM as an essential resource for the delivery of the programme, even though in the case of visual arts it must be noted that the exemplar portfolios are fabricated materials and represent neither the full range of marks nor the variety of possible approaches a candidate could opt for when creating the process portfolios or the comparative study. Authentic samples will be provided as soon as the course goes live.

### Visual arts

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* say:

#### 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 doesn't 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 of 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 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 level 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 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 won't be available for the life of the current course (final examination November 2015).

### Marks carried forward

Coordinators are respectfully reminded that, 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 have to submit their work, complying with the requirements of the new guide.

## 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](http://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.

## 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.**

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

Stimulus 1: "The Stolen Woman Moon" an 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

## Film

### Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2015 examination sessions is given below.

Teachers will choose three films from this list. These films must not be studied in class. Students should be provided with the name of the chosen films four weeks in advance of the presentation. They will select one film from the three and prepare the presentation within this four-week period.

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2015): Film, section B6d.

#### List of prescribed films for assessment in 2015

*The Triumph of the Will* (Director: Leni Riefenstahl) 1935 Germany

*The Story of the Last Chrysanthemum* (Director: Kenji Mizoguchi) 1939 Japan

*On the Waterfront* (Director: Elia Kazan) 1954 USA

*Closely Observed Trains* (Director: Jir Menzel) 1966 Czechoslovakia

*Jean de Florette* (Director: Claude Berri) 1986 France

*The Piano* (Director: Jane Campion) 1993 New Zealand/Australia

*Toy Story 2* (Director: John Lassiter) 1999 USA

*Turtles Can Fly* (Director: Bahman Ghobadi) 2004 Iranian/Kurdish

*La Mujer Sin Cabeza (The Headless Woman)* (Director: Lucrezia Martel) 2008 Argentina

*Breaking Bad*—Season 1 Episode 1 *Pilot* (Director: Vince Gilligan) **and** Episode 2 *Cat's in the Bag* (Director: Adam Bernstein) 2008 USA

*Moonrise Kingdom* (Director: Wes Anderson) 2012 USA

*Calvary* (Director: John Michael McDonagh) 2014 UK

## DP online

### Is there a limit to the number of online courses a DP student can take?

Presently the subjects offered are expanding but still limited in terms of the wider choices on offer of face-to-face DP courses, so this will likely limit the potential maximum number of courses students would consider. Currently most students are opting for one or maybe two online DP courses within their diploma but, in very exceptional cases, students have taken three. This is part of the advice the school must give directly to the student and we would advise schools to be cautious if this is a new school initiative for them.

Every student is different, and ultimately the combination of online and traditional courses will vary from school to school and student to student. Therefore, there is no rule on a maximum number of online DP courses per student, but careful consideration of a student's personality and the experience of the school with online courses should be factors in the decision. Another important factor to consider is the impact on planned concurrency of learning where the challenge of collaborative planning across the diploma increases with the number of courses a student takes with external online teachers.

### Can a school only offer online courses for one particular DP group at authorization and going forward?

Generally, DP online courses supplement the face-to-face offerings of a school to create greater choice and diversity for students. Schools should plan for a sustainable programme and that is more likely with a healthy combination of traditional and online courses rather than relying on one course type. That said, some schools that have been challenged by low group 6 course cohort numbers have turned to IB film courses to add a group 6 option, for example. Equally some remote schools in areas where qualified second language teachers

are more difficult to recruit can rely on online language B and ab initio courses for group 2.

Overall however, we encourage schools at authorization and evaluation to have a strong set of subjects for all circumstances to ensure long-term programme sustainability. The IB would view a reliance only of online courses in a group as exceptional but not against any programme requirement. Schools would need an action plan with alternative face-to-face options should students withdraw from an online course for any reason. Equally, online courses have been a fallback option for some schools that have suddenly lost a teacher of a face-to-face course.

## DP curriculum development and review cycles

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
<b>Group 1—Studies in language and literature</b>			
Language A: literature	2019/20	Nov 2020	May 2021
Language A: language and literature	2019/20	Nov 2020	May 2021
<b>Group 2—Language acquisition</b>			
Language B	2018/19	Nov 2019	May 2020
Language ab initio	2018/19	Nov 2019	May 2020
Classical languages	2014/15	Nov 2015	May 2016
<b>Group 3—Individuals and societies</b>			
Business management	2014/15	Nov 2015	May 2016
Economics	2018/19	Nov 2019	May 2020
Geography	2016/17	Nov 2017	May 2018
History	2015/16	Nov 2016	May 2017
ITGS	2018/19	Nov 2019	May 2020
Philosophy	2014/15	Nov 2015	May 2016
Psychology	2017/18	Nov 2018	May 2019
Social and cultural anthropology	2016/17	Nov 2017	May 2018
World religions	2018/19	Nov 2019	May 2020
<b>Group 4—Sciences</b>			
Biology	2014/15	Nov 2015	May 2016
Chemistry	2014/15	Nov 2015	May 2016
Design technology	2014/15	Nov 2015	May 2016
Physics	2014/15	Nov 2015	May 2016
Sports, exercise and health science	2012/13	Nov 2013	May 2014
Computer science	2012/13	Nov 2013	May 2014
<b>Group 5—Mathematics</b>			
Further mathematics SL	N/A	May 2013	N/A
Further mathematics HL	2012/13	N/A	May 2014
Mathematical studies SL	2012/13	Nov 2013	May 2014

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
Mathematics SL	2012/13	Nov 2013	May 2014
Mathematics HL	2012/13	Nov 2013	May 2014
<b>Group 6—The arts</b>			
Dance	2019/20	Nov 2020	May 2021
Film	2017/18	Nov 2018	May 2019
Music	2018/19	Nov 2019	May 2020
Theatre	2014/15	Nov 2015	May 2016
Visual arts	2014/15	Nov 2015	May 2016
<b>Core</b>			
Creativity, action, service	2015/16	Nov 2016	May 2017
Extended essay	2016/17	Nov 2017	May 2018
Theory of knowledge	2013/14	Nov 2014	May 2015
<b>Interdisciplinary subjects</b>			
Environmental systems and societies	2015/16	Nov 2016	May 2017
Literature and performance	2019/20	Nov 2020	May 2021

## IB on the web

For inquiries regarding DP curriculum development, email [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

### Ask your peers:

-  <http://occ.ibo.org>
-  <http://ow.ly/wf7bw>
-  @ibdp
-  #ibdp

### IB Answers

For all queries about programme implementation/authorization.

-  [ibid@ibo.org](mailto:ibid@ibo.org)

### IB workshops catalogue

A catalogue of IB workshops and resources 2013–2014.

<http://ecatalogue.ibo.org/t/35963>



### PD online workshops

An online workshops calendar.

<http://ibo.org/programmes/pd/online>



### Digital Toolkit

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

<http://ibo.org/myib/digitaltoolkit>



### 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 bi-monthly, 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: <http://www.ibo.org/newsletters/>.

**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 bi-monthly, 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: <http://www.ibo.org/newsletters/>.

**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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- IB Prepared: Chemistry HL*
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- IB Questionbank Online: Route 2 History (in Spanish)*

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