

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

For general International Baccalaureate (IB) news and information—for example, research news 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 IB Information System (IBIS).

The new IB World Schools department

The IB has created the new IB World Schools (IBWS) department to provide higher levels of service to schools which aims to understand each school better, resolve issues faster and communicate clearly.

Webinars for IB coordinators—to introduce the IBWS team

As the department establishes itself through 2017, the team will send webinar invitations to IB coordinators as an opportunity to meet the new IBWS team and learn how they will support schools' needs. The invitations will be sent out over several months following the department's launch in March 2017. These webinars will specifically focus on the needs of IB coordinators. The contact details that IB coordinators have registered in "My School" are used to send invitations like these.

IBWS blog—the IB's "information hub"

The IBWS blog serves as a hub of information about the new department as it becomes established throughout 2017. Find out why the department was created and what to expect, plus Q&As, biographies of the team and videos from Adrian Kearney (Director of IB World Schools) and some members of the IB Board of Governors.

Who is your IB contact?

IB Answers will continue to be the first point of contact, providing support for all day-to-day questions. In addition, schools have been assigned a contact in the IBWS department to understand each school's specific needs and those of other schools with similar goals and challenges, locally and globally—find out more in the introductory webinars. Until then, please continue to use current points of contact. The new department is committed to building knowledge of school needs at both a regional and global level, and look forward to working with the IB community.

IB coordinators may already have received a webinar invitation, if not, please look out for one in the coming months. Schools that are approaching a programme evaluation in 2017 may be contacted sooner by an IBWS representative to discuss how the IB might improve the self-study experience.

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University application guides

For DP coordinators that have students applying to universities in Australia, Canada, Germany, Hong Kong, the Netherlands, UK, or USA, please have a look at our "Country guides for international students" located in the IB recognition resource library:

<http://www.ibo.org/university-admission/ib-recognition-resources-and-document-library/>

These guides clearly explain the process for applying for universities in the countries listed above.

The IB is turning 50!



The countdown has begun to our big anniversary

The IB has certainly made an impact since it was launched in 1968. From prime ministers to astronauts, teachers to filmmakers, an IB education has developed generations of inquiring, knowledgeable and caring young people who seek to create a more peaceful world. Now, it's time to celebrate the community's great work.

In the build-up to the IB's 50th anniversary in 2018, we will share our greatest achievements, champion the relevance of an IB education for future generations and educate the world on what an IB education represents—increasing understanding among people and changing perceptions.

Growing stronger

In 1968, as communities recovered from the impact of two World Wars, the IB pioneered a movement for international education. The idea was to bring young people together with the skills, values, and knowledge necessary to build a more peaceful future.

Our organization is succeeding in its mission. Today, in more than 4,000 schools in 159 countries, IB students and graduates use their learning to make a real impact in the communities around them.

The world has become more complex and continues to change. However, an IB education encourages global engagement, open-mindedness and a commitment to lifelong learning. Future ethical leaders and creative entrepreneurs will continue to carry the beacon of hope and

incite positive change for the next generation, creating more achievements for us to celebrate in another 50 years.

IB Director General Siva Kumari says: "As the IB's network expands globally, we believe that our community will grow ever stronger and help create a better world. We look forward, with a sense of hope, that our community, now more than ever, has the power to change the world."

Look out for:

- a dedicated 50th anniversary website, launching in October 2017
- opportunities for schools, educators and students to get involved in 2018 will be announced in newsletters, on ibo.org and via social media: follow @iborganization on Twitter
- a film documentary about the IB, produced in collaboration with ITN Industry News
- next year's IB Global Conferences celebrating the diverse expertise of our IB community of educators.

Interested in knowing more? Get in touch

What is My IB?

We promised to make it easier for you to access your IB resources with one username and password and we are delighted that **My IB** now enables you to do just that.

My IB is a gateway to applications such as the new programme communities and the programme resource centre.

Programme communities will replace the forums on the online curriculum centre (OCC) and will be the place for IB educators to connect, share, collaborate and network. The programme resource centre replaces the OCC as the place to go for all your IB teaching materials and resources.

Note: The OCC will be phased out gradually to ensure that IB educators have sufficient time to register and start using My IB.

Have your educators registered with My IB?

IB coordinators have been registered automatically with My IB, but now it is ready for teachers, deputy heads, heads of programmes, librarians, counsellors, and staff in other IB roles in your school to register themselves. Learn more.

Improved DP recognition in Germany

KMK officially recognizes school supported self-taught language A: literature courses

In March 2017, the *Kultusministerkonferenz* (KMK), the German ministry that represents the 16 German state education authorities, unanimously agreed to accept the IB's official request to grant equivalency to the school supported self-taught language A courses to the taught courses in the studies in language and literature languages group.

The IB is delighted to share this success with the IB community, as the improved recognition within Germany will support schools and students, that see Germany as an attractive university destination. The change supports schools to consider school supported self-taught courses to cater for diverse student language needs.

Why is this a great improvement?

The KMK agreement for the recognition of the IB diploma, which has been in place since 1986, did not, until March 2017, recognize school supported self-taught language A courses as part of a student's IB diploma. As of now, students can pursue their best language irrespective of whether the language is a taught or school supported self-taught course.

The IB developed the school supported self-taught option in the languages of the Diploma Programme based on its commitment to language development including a student's best language. Given the diverse language profiles of IB students, an IB World School offering the DP cannot always support all best languages of its student community with taught courses, therefore the school supported self-taught course is a vital option to honour the IB community's commitment to language development. The recognition of school supported self-taught courses by an attractive university destination such as Germany strengthens schools that are committed to providing language offers in the DP that meet diverse students' needs. Therefore, it is a great success that from March 2017 the KMK agreement explicitly states that school supported self-taught courses are recognized as part of the IB diploma.

Who benefits?

a. Students and IB World Schools in Germany

Until March some students would often not study their best language as a school supported self-taught language A as part of their DP studies, since their diploma would then not meet the requirements for recognition to attend a German university. Now they can.

b. German students at IB World Schools outside Germany, which do not offer German in the studies in language and literature group

Until March 2017, students whose best language was German were discouraged to take German as a school supported self-taught course, because it was not recognized by the KMK. At the same time, a German B course was not appropriate for them. Often, they may have ended up without German in their DP subject choices. They had to take an additional language proficiency test administered by the universities if they wanted to study in Germany. Now they can take German in the studies in language and literature group as part of their DP studies.

c. Any student and any IB World School outside Germany, which offers school supported self-taught courses

d. The improved recognition now lifts a restriction for students who have diverse language profiles and a best language not taught at the IB World School they attend and may encourage schools to offer more school supported self-taught courses.

The German version of the updated agreement can be found on the official KMK website.

Diploma Programme Assessment procedures

Diploma Programme *Assessment procedures* was published in August 2017. This is the new name for the *Handbook of procedures for the Diploma Programme*, and reflects the move from a document-based format to a web-based resource.

Diploma Programme *Assessment procedures* will be a web-based publication, located on the new programme resource centre. It will have many new features for school coordinators and their colleagues, including an interactive and searchable calendar, links to other IB resources and other new web features.

The change in title reflects the focus on assessment procedures, and the content has been rewritten and reorganized to follow a more logical pattern.

Diploma Programme *Assessment procedures* will be fully searchable, and contains a quick reference guide. Each section, and the whole publication, can be saved as a PDF.

Diploma Programme *Assessment procedures* will be available on the programme resource centre from mid-August. The link will be identified as follows: **Diploma Programme Assessment procedures 2018 (formerly Handbook of procedures for the Diploma Programme)**.

There will also be versions of *Assessment procedures* for the Middle Years Programme (MYP) and the Career-related Programme (CP), which will be published at the same time.

Restriction on the support for film, social and cultural anthropology, and music in French

In accordance with annex 2 of the IB language policy (www.ibo.org/language-policy), the language policy committee of the IB has considered its assessment offering in the IB working languages for a series of Diploma Programme (DP) courses that have curriculum reviews finishing in 2017 and 2018. To reach its decision, the committee reviewed the candidacy number in each response language over an extended period to determine whether the offer was viable and sustainable.

As a result of this analysis, the committee agreed that assessment of the new course for the following subjects will only be offered in French as a special request.

- Film (for first examinations in 2019)
- Social and cultural anthropology (for first examinations in 2019)
- Music (for first examinations in 2022)

Therefore, no curriculum material will be produced in French for these subjects for the duration of the curriculum review cycle. Should interest in these subjects change significantly, the IB will revisit its decision.

School recruitment for nature of science SL pilot

The nature of science (NOS) pilot phase has been extended to allow for further developments both within the sciences group of subjects and the broader DP. The IB is now interested in involving more schools in the pilot. The pilot course is in English and for the May examination session only. Please note that, at this stage, only schools authorized to take part in the pilot may offer the course. To request more information and an application form, please write to dpdevelopment@ibo.org. It is intended that the course will now be a mainstream subject from September 2020.

Digital publications

There are now four new websites available on the programme resource centre for different areas of the DP.

- Film (first assessment 2019)
- Geography (first assessment 2019)
- Psychology (first assessment 2019)
- Social and cultural anthropology (first assessment 2019)

Each website contains a variety of teacher resources, including guides, teacher support materials (TSMs), case studies, practical guidance and videos, and assessment support material, where appropriate.

Declarations of authenticity

As the IB moves towards receiving more candidate coursework (internally and externally assessed) electronically, it is trying to eliminate many of the forms that were submitted to examiners with the work, in order to reduce the amount of administrative work for schools.

However, one administrative task that is essential is the need to obtain candidates' confirmation of authenticity of the work they submit for assessment.

The IB coursework upload system allows IB coordinators or school administrators to upload work on behalf of candidates. The system requires the teacher or coordinator uploading on behalf of candidates to confirm that they have received signed declarations of authenticity from each candidate for every item of coursework submitted.

It is the responsibility of the school to ensure that these declarations have been properly made, recorded and stored, and that they are available to the IB if the authenticity of the work is called into question during the assessment process.

Schools must ensure that the authentication from a candidate is for the work submitted for assessment. No replacement work will be accepted by the IB after the authenticity of a piece of work is called into question or the deadline for submission has passed.

It is a regrettable fact that, each session, the IB has to disqualify a number of students for plagiarism or collusion who claim that the work submitted was, in fact, an early draft and that the school made an error in the upload. Such students sometimes seek legal redress from their schools.

Changes to moderation of internal assessment

Schools are already electronically submitting samples of some internal assessments to the IB. Since November 2016, the IB has received almost all internal assessment samples electronically. Receiving work in this way gives the IB the opportunity to quality assure examiners' moderation standards in the same way that marking standards are assured for script components.

Beginning with internally assessed theory of knowledge (TOK) presentation forms and information technology in a global society (ITGS) internal assessments in November 2015, the IB began to use a new and improved system for the moderation of internal assessments called "dynamic sampling".

Teachers enter student marks for internally assessed coursework into IBIS, as they do now. After these marks have been entered, a moderation sample will be requested by IBIS, just as it is now. Rather than mailing the sample to an examiner, the sample will instead be uploaded to IBIS.

The deadlines for submission of the moderation sample is 20 October for the November examination session and 20 April for the May examination session. The work of the same number of candidates will be required for the samples.

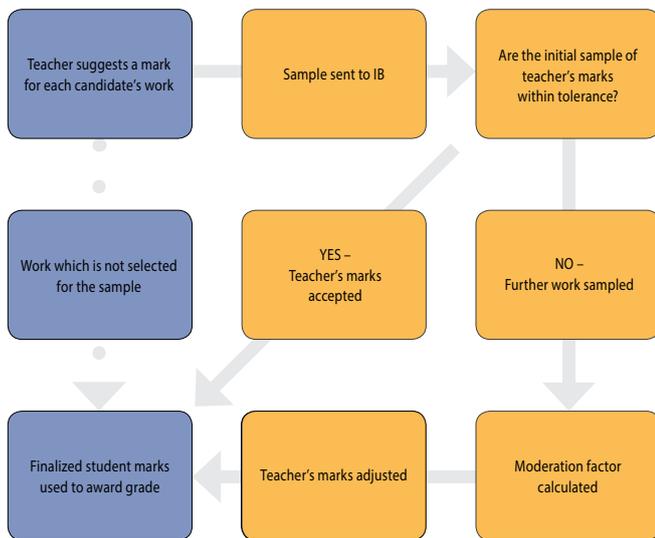
- Where there are fewer than 6 candidates for a subject, all the work will be requested by IBIS.
- Where there are 6–20 candidates, 5 samples will be requested.
- Where there are 21–40 candidates, 8 samples will be requested.
- Where there are more than 40 candidates, 10 samples will be requested.

Examiners will view and mark samples of candidates' work on screen. The quality of the examiners' moderation will be assured by practice, qualification and seeding, in the same way that examiners' marking is already quality assured for examination scripts and some externally assessed coursework.

Examiners will have to mark examples of work, which have been definitively marked by the principal examiner, to the same standard as the principal examiner (within a margin of tolerance) in order to qualify to mark candidate work. Further examples of work definitively marked by the principal examiner will be interspersed with work each examiner receives for moderation. As long as an examiner begins and continues to mark work to the same standard as the principal examiner (within a margin of tolerance), he or she can continue to mark candidate samples. If an examiner does not consistently apply the same standard as the principal examiner, the examiner is prevented from moderating further samples by the electronic marking software until his or her application of the assessment criteria is realigned by discussion with a senior examiner.

Just as a margin of tolerance will be applied to examiners' moderation, a margin of tolerance will also be applied to teachers' marking. If teachers apply the assessment criteria in the same way as the principal examiner and his or her team, their total marks for each candidate will not be adjusted. Where a teacher's marks lie outside the margin of tolerance, a statistical adjustment will be applied to the marks awarded to all candidates in the school. Where more than one teacher is involved in marking the same type of internally assessed work in a school, such as the TOK presentation, it is essential that teachers within the school carefully standardize their marking. In this way, any moderation adjustment made on the basis of the sample is fair to candidates whose work is not included in the sample.

The "dynamic sampling" moderation process is described in the following diagram.



Because examiners will be applying the same standard as that of the principal examiner, they can give more accurate and useful feedback to schools about their moderation samples. The IB intends to provide very similar training for moderators and teachers in order to give teachers the best

prospect of marking to the global standard and having their marks upheld in the moderation process.

IB examiner recruitment

Examining for the IB provides a unique professional development opportunity. IB examiners learn about the assessment process and how it is applied in their subjects. Furthermore, they can see how our international body of students use differing methods to approach the assessment tasks within their subjects.

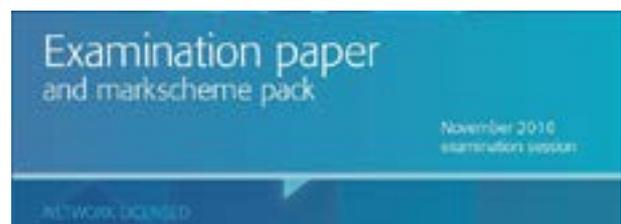
All teachers are welcome to become examiners for the IB. **We accept applications for all subjects; however, we are particularly interested in recruiting examiners in the following subjects:**

Subject
Business management (Spanish)
Geography (bilingual English–Spanish)
History (bilingual English–German)
ITGS (Spanish)
Computer science (bilingual English–Spanish)
Sports, exercise and health science (bilingual English–Spanish)
Biology (bilingual English–German)
Film
Visual arts

More information on the role, the IB examiner recruitment policy and an online application form can be found on the IB website at www.ibo.org/examiners.

The November 2016 exam papers and markschemes are now available for sale!

The *Examination paper and markscheme pack: November 2016* for all six Diploma Programme subject groups is available for purchase.



This indispensable tool for teachers and coordinators provides excellent preparation for examinations, while the

accompanying markschemes make the pack suitable for both independent study and classroom use.

New digital download format now available

You can order IB exam and markscheme packs in a downloadable zip format.

- Order the digital download version and within 72 hours you will receive an email with a link to download the full exam session*.
- Download, unzip and it's ready to use!

*File size is approximately 300 to 600 Mb. Download speed examples: 100 minutes @ 14.4 Kbps. 9 minutes @ 10 Mbps.

If you are a teacher, librarian or administrator looking to order IB material—with a purchase order or as tax-exempt—please use our purpose-built website for schools to purchase the November 2016 exam papers and markschemes: titlewave.com.

Parents and students or educators who want to pay via credit card and who don't need a purchase order or have tax-exempt status, please make your purchase through our ecommerce site:

<http://www.ibo.org/en/news/news-about-the-ib/the-ib-store-has-moved/>

IB Questionbank now includes May and November 2016 questions

The questions from the May and November 2016 examination sessions have been added to the IB Questionbank. Therefore, you can include these latest questions when creating your own tests for the following subjects; mathematics, biology, chemistry, physics, geography, and psychology.

Furthermore, several improvements related to user feedback received on exporting and filtering tests have been incorporated.

Curriculum review

Environmental systems and societies curriculum review

The curriculum review and development for environmental systems and societies (ESS) has started with research and evaluation by the Academic and Assessment divisions.

As part of the IB's ongoing commitment to collaboration and consultation, the IB wishes to invite teachers of ESS to become involved in the review process of examining the existing course and looking for opportunities for further development.

Teachers interested in taking part in the curriculum review process are invited to submit the following.

- A CV that includes experience of teaching Diploma Programme ESS as well as any other experience of teaching in different national systems.
- One or two paragraphs identifying one area in the current Diploma Programme ESS course that they would like to change.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **1 November 2017**.

Creativity, activity, service

The curriculum review for the next version of the creativity, activity, service (CAS) programme, scheduled for first teaching in 2022, is in its initial stages.

As part of the review process, all DP CAS educators are encouraged to complete a teacher survey that was distributed via DP coordinators in June.

Face-to-face meetings will begin in October 2017 and will be supported by an online discussion group.

You can keep up to date with the latest developments through the reports published on the subject pages of the programme resource centre. You can make your opinions known through programme communities or by contacting the relevant curriculum manager.

Information technology in a global society curriculum review

The curriculum review for the new information technology in a global society (ITGS) course, scheduled for first teaching in 2021, is in its initial stages.

As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for ITGS teachers—as well as teachers with an interest in the relationship between individuals, societies and technology, and/or digital and internet cultures—to become involved in the curriculum review process.

Teachers interested in taking part in meetings from October 2017 onwards are invited to submit their CV, along with a short expression of interest.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org.

Visual arts curriculum review

The curriculum review for the next version of the visual arts course, scheduled for first teaching in 2022, is in its initial stages.

The IB is looking for visual arts teachers to become directly involved in the curriculum review process.

Teachers interested in taking part in review meetings from December 2017 onwards are invited to submit their CV, along with a short expression of interest to dpdevelopment@ibo.org.

Core

Extended essay

The new iteration of the extended essay (EE) began in 2016 for first assessment in 2018. The guide and teacher support material are presented through a dedicated EE website, which can be accessed via the “Extended essay” and “World studies extended essay” pages of the programme resource centre. Please note that the new microsite provides all the guidance and support material for both disciplinary EEs and the world studies EE.

Communicating guide updates to coordinators

Guide-related updates will be made via news items on the programme resource centre or by the “Read all news” link that appears at the bottom of the EE website home page. Coordinators should ensure that they access the EE page regularly and communicate updates to supervisors and students as necessary. Recent news items are reproduced below. It should also be noted that in December 2016 some minor edits were made to the guidance provided on the dedicated EE website for some criteria in some subjects. For details of these updates, visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=7&chapter=1.

Extended essay titles

A contradiction has been brought to our attention about the nature of the title in the “History”, “Business management” and “Mathematics” chapters of the *Extended essay guide*. A title is required for all EEs, and the generic guidance on developing a title should be followed by all students as a way of succinctly summarizing their research. The title should not be in question form. This is best practice for all students and, where possible, students should be given the opportunity to revisit their essay to amend it accordingly. Contradictory text on the EE website in the subject-specific guidance for these subjects has been removed.

Reference to the researcher's reflection space

In consideration of the detailed description of the researcher's reflection space (RRS) on the EE website (accessible at https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=5), which emphasizes the significance of this process across all subjects in which an EE may be researched and written, a paragraph referring specifically to the RRS in the subject-specific guidance for interpreting criterion D in world studies has been deleted. For an explanation of the RRS refer to the link provided above.

Important note on the use of film in studies in language and literature and language acquisition essays

Additional advice regarding the use of film in studies in language and literature and language acquisition essays has been included in the relevant sections of the extended essay

website (first assessment 2018). For language and literature essays, refer to: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=8&chapter=1§ion=2. For language acquisition essays, refer to: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=9&chapter=2§ion=2.

Subject-specific guidance for economics—update for criterion C

An error has been noted in the advice for criterion C in the subject-specific guidance for economics. The maximum mark in this criterion for an essay that fails to follow the five-year rule was incorrectly stated as 6. This has been changed to a maximum mark of 3, as originally determined during the curriculum review process. https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=10&chapter=3§ion=4.

Reflections on planning and progress form exemplars

The *Reflections on planning and progress form (RPPF)* exemplars available in the *Extended essay teacher support material* have been updated in the appropriate format and further exemplars have been added. Supervisors are advised to consider these exemplars for guidance only, not as “templates” to follow. Each candidate's RPPF will necessarily be a personalized document. To see the updated RPPF exemplars, please visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=3§ion=10.

The templates for the RPPFs will be located in *Assessment forms*, part of *Diploma Programme Assessment procedures*.

Availability of extended essay exemplars and subject reports on the programme resource centre

Coordinators are advised to make use of the EE exemplars available on the programme resource centre. These can be found on the respective course page of the relevant subject and by scrolling down to the section entitled “Extended essay”. For those subjects that do not have a programme resource centre page, some exemplars can be found under “Diploma Programme core” on the “Extended essay” page.

As the nature of the EE task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Subject reports will next be refreshed after the May 2018 examination session.

A general EE report was produced for the May 2015 session and is available on the “Extended essay” page of the programme resource centre. This report outlines common issues across all EE submissions and EE queries. Coordinators should share the general EE report, as well as the subject-specific EE reports, with supervisors to help the preparation of future cohorts.

After the first May session for the new guide in 2018, subject reports will be refreshed, and authentic student exemplars

will be added to the **EE website>Assessment>Assessed student work**.

Predicting grades for 2018

The extended essay is externally assessed, and as such, supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question which are available on the EE website. These descriptors are what will be used by senior examiners to set the grade boundaries for the extended essay in May 2018. Schools are advised to use them in the same way for May 2018 predicting purposes.

Candidates, registered originally for earlier sessions, wishing to retake in May 2018

Please note that there are some substantial changes to the assessment model and criteria from May 2018, such as the additional reflective element. A candidate wishing to retake in May 2018 should revise their essay and work with their supervisor so that it reflects the requirements of the new task. Please note that non-submission of an RPPF, or an RPPF with no student comments will result in a mark of 0 for criterion E. Exceptions will not be made.

Extended essays and other assessment components

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

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

- the presentation of material: the EE 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.

EEs 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 depend 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 EE 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 assessment criteria for November 2017 only

The IB was made aware that there was an error in the translation of criterion A in the Spanish version of the *Extended essay guide* (first examinations 2013, last examinations November 2017). The former version of the guide in Spanish stated that the research question must be in the introduction. However, it has been amended to 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.

Examiners of the EE in Spanish are aware of this correction and will apply the criterion as indicated by the descriptor outlined here. This error has now been corrected in the Spanish version of the guide.

E-upload of the extended essay—title pages for November 2017 only

Information on the upload process for the EE can be found in the "Extended essay" section of Diploma Programme *Assessment procedures*, in the relevant eCoursework user guides in the IBIS library and on the programme resource centre. With the shift to anonymized assessment, the EE title page should now only include the research question and the word count. All identifiers must be removed from the title page and body of the essay.

If an essay contains an image or similar that belongs to the author of the essay, in order to fairly acknowledge the image while maintaining anonymity, the student should title the image as "author's own", with an explanation in the references/bibliography that, for the purpose of anonymity, the student's name has been withheld.

Studies in language and literature extended essays for November 2017 only

Please note that, as expanded upon in the studies in language and literature group "Extended essay" chapter, the category 3 option on page 29 of the *Extended essay guide* should read:

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

Clarification of word counts for extended essays

Coordinators are informed that for word count conversions for the purposes of extended essays, follow the same conversions established for the course of the same language.

Clarification of word counts in Chinese for extended essays

Word-processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

Clarification of word counts in Korean for extended essays

It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

The IB would like to confirm that the official Korean word count will be based on **number of words**, not characters, and the rate of **1 word = 1 Korean word, counted by spaces** (that is, as words would be counted by a word-processing program) should be used.

This conversion rate is applicable to all DP courses and assessments completed in Korean, including EEs, and will be enforced from the **May 2018 examination session**, with any

word count penalties specified in the subject guides being applied accordingly. Relevant examination paper rubrics will also be amended to reflect this conversion rate.

Please be advised that the IB is undertaking a systematic review of the word/character count conversions throughout the programmes. Schools will be notified of any changes resulting from this project as the review progresses.

Theory of knowledge

Assessment

Theory of knowledge essay

Coordinators are reminded that a new set of six prescribed titles for theory of knowledge (TOK) is published for each examination session. Prescribed titles are published on the programme resource centre on 1 September for the following May and 1 March for November of the same year. The prescribed titles are also available in the IBIS library.

Essays not written on one of the prescribed titles for that session will automatically be awarded zero marks.

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

The *Theory of knowledge: Planning and progress form (TK/PPF)* is available with all other forms and coversheets under the Assessment procedures heading on the programme resource centre and it is also available in the IBIS library.

The completion and submission of *TK/PPF* is mandatory for all TOK candidates in all schools. Failure to submit this form may result in no grade being issued. 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). The coordinator must upload the form using the "eCoursework" option on IBIS.

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

The *Theory of knowledge: Presentation planning document (TK/PPD)* is available as a link in *Assessment forms* in Diploma Programme *Assessment procedures* on the programme resource centre and it is also available in the IBIS library.

Teachers are reminded to use the latest version of the *TK/PPD* (**first assessment from May 2017**). This improved version includes fields to indicate the duration of the presentation and the number of candidates presenting. It also provides clearer guidance to candidates and teachers on how to complete their sections, and the space for each section has been extended slightly. Please note that all IB forms, including the *TK/PPD*, now have a set font size, so please ignore the requirement stated in the subject guide for the use of standard 12-point font size.

It is very important that candidates and teachers use this version of the planning document, and that the format is

not altered in any way. This will ensure that no content is lost during the transfer of the document into our e-marking system. The use of older versions of the form, or saving this latest version into a different format may result in the contents being completely lost and the candidate's work being moderated with a zero.

On IBIS

Once the teacher or coordinator has entered all the candidates' presentation marks on IBIS, they are required to electronically upload (through the "eCoursework" option) **only** the presentation planning documents (*TK/PPDs*) indicated in the sample generated by IBIS. They must ensure that the document uploaded for each candidate in the sample corresponds to the mark that they were awarded as their internal assessment mark on IBIS.

If more than one candidate selected in the sample has completed the same group presentation, where possible, the coordinator or teacher must use the "Change" button to add a candidate with the same or similar marks that has completed a different presentation.

There is also a requirement to enter the marks out of 10 for each candidate in the sample and an option to provide any additional comments. For TOK, no comments on the marking are required because these are already included on the presentation planning document (*TK/PPD*).

Predicted grades

In order to predict grades, teachers must use the grade descriptors published in *Grade descriptors* (for use from September 2014/January 2015) on the "Theory of knowledge" page of the programme resource centre 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 reviewed every session at the grade award meeting and are, therefore, subject to change.

Languages

Clarification of word counts in Chinese for studies in language and literature and language acquisition courses

Word processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

Clarification of word counts in Korean for studies in language and literature and language acquisition courses

It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

The IB would like to confirm that the official Korean word count will be based on **number of words**, not characters, and the rate of **1 word** (as published in the guides) = **1 Korean word, counted by spaces** (that is, as words would be counted by a word-processing program) should be used.

This conversion rate is applicable to all DP courses and assessments completed in Korean, including EEs, and will be enforced from the **May 2018 examination session**, with any word count penalties specified in the subject guides being applied accordingly. Relevant examination paper rubrics will also be amended to reflect this conversion rate.

Please be advised that the IB is undertaking a systematic review of the word/character count conversions throughout the programmes. Schools will be notified of any changes resulting from this project as the review progresses.

Studies in language and literature

The document on the progress of the curriculum review for studies in language and literature, *Literature and performance curriculum review: Second report to teachers*, has been completed. The report can be found on the programme resource centre.

The production of the report for DP literature and performance will be followed by a joint report for DP literature and DP language and literature.

Language A: literature/literature and performance—notice of works studied form

Schools are no longer required to submit the form *Language A: literature/literature and performance—notice of works studied* for the language A: literature, and literature and performance courses. Only students taking the language A: literature school-supported self-taught course need to submit the *Language A: literature—notice of works studied (part 2 genres)* form on IBIS.

Language A: literature school supported self-taught

The document *Language A: literature school-supported self-taught alternative oral assessment procedures* (updated September 2015) outlines alternative oral assessment procedures for school supported self-taught students. It is available on the programme resource centre.

The language A: literature school supported self-taught oral commentary questions for the 2019 examination sessions (May and November) are available on the programme resource centre. Please note that this set of questions is specific to the 2019 examination sessions. Students registered for the 2018 examination sessions must use the questions published on the programme resource centre for that year.

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

Language B and language ab initio curriculum review report

The report *Language acquisition curriculum review: Third report to teachers, May 2017* is now available on the programme resource centre. This report can be found in the curriculum review section of each language's page or by clicking on the "Latest publications" link.

This report provides a summary of the curriculum review and teacher support materials (TSMs) development meetings that have been held as part of the language acquisition curriculum review cycle for language B and language ab initio for first assessment in 2020.

Classical languages guide

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

Coordinators and teachers are asked to note the following changes to the *Classical languages guide*. The changes described below, as well as those outlined in previous issues of the DP *Coordinator's notes*, are reflected in an amended version of the guide, which is available in PDF and HTML formats on the programme resource centre.

Change in timeline of curriculum review and use of current guide

In order to provide adequate resources to the curriculum development process for the DP classical languages course, the IB will continue to use the current DP classical languages guide up to and including the November 2022 exam session.

Exams in May and November 2022 will be assessed using the prescribed passages in list 2.

Change in prescribed passages

The following changes have been made to the prescribed passages for DP Latin, option G, list 2. The change has been made with the intent to better align the texts with the title of the option (*Villains*). Revisions to the list are noted in **bold**:

- Option G, list 2 for SL and HL students
- Vergil, *Aeneid*, 10.689-**744**

- Livy, *Ab urbe condita*, 1.57-60
- Sallust, *Bellum Catilinae*, **1-2, 5-9**

The text to be read by HL students only (Livy, *Ab urbe condita*, 3.44-48) remains unchanged.

Individuals and societies

Business management

Coordinators and teachers should note that some minor edits have been made to the *Business management guide* (for first assessment 2016). These changes will take effect from September 2017 and will impact the May 2019 examinations. The addendum showing the relevant amendments and the updated guide are now available on the programme resource centre.

Coordinators are reminded that schools should continue to provide each candidate with a clean copy of the formulas sheet for SL and HL paper 1 and paper 2 examinations. Candidates do not require a copy of the discount table that appears in the appendices of the guide. If the discount table is required in order to answer a question, a copy will be provided in the examination paper. Similarly, candidates must not be given an example of how to present a balance sheet/profit and loss account for the examination. Candidates must be familiar with the presentation prior to the examination. Teachers are also reminded that there is a different case study for each examination session. The case study is published on the programme resource centre about three months before the written examinations in May.

All student samples in the teacher support material (TSM) have been replaced with new samples (available as of April 2017). Student sample answers and corresponding marks and comments from senior examiners are available for the following business management assessment components for both SL and HL.

- Papers 1 and 2 (answers are written in response to the May 2016 examination paper questions)
- Internal assessment (IA)

Economics

From 2017, there is a new form to accompany the economics internal assessment, named 3/CSE. This form replaces both the *Commentary coversheet* and the *Summary portfolio coversheet* that were previously required. An online copy of the 3/CSE form is available in *Assessment forms* in Diploma Programme *Assessment procedures* on the programme resource centre. Whereas the requirement in the past was for each candidate to submit one *Summary portfolio coversheet* and three *Commentary coversheets* (four forms in total), the requirement from May 2017 onwards is for each candidate to submit one 3/CSE form only to accompany their portfolio.

Global politics

Following a successful three-year pilot with 30 DP schools, global politics is an exciting new addition to the individuals and societies subject group. 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.

The global politics course became available at both HL and SL as a mainstream subject for first teaching in September 2015 and first assessment in May 2017. Global politics will also be available in November sessions, at both levels, as of November 2017.

Note: Global politics is available by special request in both French and Spanish for May sessions and, also by special request, in Spanish for November sessions. Where a school intends to register candidates for global politics in French or Spanish as a response language, the DP coordinator must make a registration request on IBIS at least 18 months before the written examinations.

A website for global politics is available via the "Global politics" page on the programme resource centre, where teachers can find the guide and substantial TSM. Face-to-face and online workshops for global politics are also now being offered. The online directory of workshops is available at www.ibo.org/professional-development/.

For further questions on global politics, please contact the IB Diploma Development team at dpdevelopment@ibo.org. Based on the experiences of the pilot, the IB looks forward to seeing an enthusiastic response to this new subject from DP schools.

History

Examinations from May 2017

The first examinations for the new history course took place in May 2017. This course incorporates a number of changes of which teachers and coordinators should now be aware. Coordinators should particularly take note that in the new course there is **no longer** a distinction between route 1 and route 2 history. Instead, there is a single DP history course offering a wider variety of different topics and options. When registering candidates for the examinations for this new course, it is no longer necessary to identify the prescribed subject for paper 1. The only information that is required is as follows.

- SL history
- HL history of Africa and the Middle East
- HL history of the Americas

- HL history of Asia and Oceania
- HL history of Europe

Finally, since the initial publication of the history specimen examination papers at the end of 2015, there have been some refinements to the layout of paper 1. The paper has been redesigned to make it easier for candidates to use in the examination; however, neither the content nor the expectations of the examination have changed, only the way in which it is presented to candidates. It is, therefore, very important that candidates have the opportunity to familiarize themselves with the layout prior to the examination. A new specimen version of paper 1, with its markscheme and source booklet, can be found on the programme resource centre.

Information technology in a global society

SL paper 1 and HL paper 1

The following changes to SL paper 1 and HL paper 1 came into effect from the May 2016 examination session.

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

Specimen papers with this new format are available on the programme resource centre.

Philosophy

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.

With effect from May 2016, and as can be seen in the philosophy specimen papers, the paper 2 requirement is that candidates respond to one question that comprises a part a) and a part b) question. Please note that candidates who overlook the rubric requirements and provide one integrated response that is not presented as a part a) response and a part b) response will risk self-penalizing. Each question part assesses distinct skills that will only be rewarded against the appropriate question part. The advice to schools, therefore, is to ensure that in preparing for paper 2, this consideration is taken into account and shared explicitly with candidates.

World religions

Updated version of the subject guide

An updated version of the world religions guide has been published on the subject page of the programme resource centre.

The updated guide includes changes to the transliteration of certain key concepts specific to each religion. In Buddhism, terms now include both Pali and Sanskrit.

The guide also includes the amends to the assessment markbands and mark structures that were implemented in the May 2017 examination session.

These amendments are detailed below.

Amendments to paper 1 and paper 2 overall mark structure and markbands

In response to the concerns of teachers over whether the current assessment structure allows candidates to meet the higher levels of achievement as well as concerns about the reliability of marking, changes have been introduced to the mark structure and markband descriptors for paper 1 and paper 2.

As a result of collaboration with senior examiners and other subject experts, the following changes will be implemented with effect from the May 2017 examination session.

- **Paper 1 part (b):** This part will now be assessed out of a total of 6 marks instead of 7 marks. This makes the distribution of marks even across each band. Therefore, the total mark for the component is now 45 marks and no longer 50 marks.
- **Paper 1 part (b):** "Explain" will be the only command term used in the questions. This will allow candidates to achieve the higher marks.
- **Paper 2:** Descriptors in the markbands are now condensed to five levels (A–E) instead of six levels (A–F). Markband descriptors were revised with more clear descriptors that include specific indicators. The five levels are now equally distributed into a total of 15 marks per essay question. Therefore, the total mark for the component is now 30 marks instead of 40 marks.
- **Internal assessment:** The internal assessment component has not undergone any changes.

The weightings for each component will remain the same (30% for paper 1, 45% for paper 2 and 25% for the internal assessment task).

These changes are **only** for clarification and simplification purposes; they **do not** constitute a change of the curriculum, and they **should not** affect how teachers deliver the course.

The amended markbands can be found in the document *World religions: May 2017 onwards*, published on the "World religions" page of the programme resource centre and are also detailed below.

Teachers and coordinators are asked to contact IB Answers with any queries or concerns.

Revised paper 1 part (b) markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response displays little understanding of the demands of the question. The response is descriptive in nature and where examples are referred to, they are factually incorrect, irrelevant or vague. Terminology used is incorrect or inaccurate.
3–4	The response displays an understanding of the demands of the question, but these are only partially addressed. There is some explanation, but this is not fully developed. Examples used are generally appropriate and relevant but do not always support the explanation. The use of relevant terminology is mostly accurate, with some inconsistencies.
5–6	The demands of the question are met. The response contains a well-developed explanation, which is effectively supported by appropriate and relevant examples. The use of relevant terminology is accurate throughout the response.

Revised paper 2 markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The response demonstrates minimal knowledge and understanding in relation to the demands of the question. There is little use of relevant terminology. The response is descriptive in nature. Any conclusions presented are superficial, anecdotal or common sense.

Marks	Level descriptor
4–6	<p>The response demonstrates some relevant knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is some use of relevant terminology.</p> <p>The argument is limited and the analysis is only partially consistent with the knowledge and understanding demonstrated. There is some use of examples, but these are generally vague and do not support the argument. There is a limited conclusion(s), but this is not supported by the evidence presented or examples.</p>
7–9	<p>The response demonstrates mostly relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is use of relevant terminology, but this is not always consistent.</p> <p>There is an argument, which is generally supported by the analysis; connections between beliefs/concepts/practices/teachings are identified but not developed. The argument at times lacks clarity and coherence but this does not hinder understanding. There is a conclusion(s) but this is only partially supported by the evidence presented and the examples used.</p>
10–12	<p>The response demonstrates relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>The argument is structured and coherent and supported by the analysis; connections between beliefs/concepts/practices/teachings are identified and developed. There is a conclusion(s) supported by the evidence presented, with relevant examples. There is a partially developed evaluation.</p>

Marks	Level descriptor
13–15	<p>The response demonstrates detailed, relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>A reasoned argument(s) is well structured and coherent and supported by the analysis with connections between beliefs/concepts/practices/teachings clearly identified and effectively developed. There is a conclusion(s) supported by the evidence presented, and effective use of examples. There is a developed evaluation; any minor inconsistencies do not detract from the strength of the overall argument.</p>

Sciences

Chemistry

The revised version of the *Chemistry data booklet* released in January 2017 (English, French and Spanish) must be used from the November 2017 session onwards.

Physics

A revised version of the *Physics data booklet* was released in mid-November 2016 for use in first examinations from May 2017 (English, French and Spanish versions only). The only change is the addition of formulas for circles and spheres relevant to the teaching and assessment of physics.

Mathematics

From May 2017 onwards, mathematics HL papers 1 and 2 have a maximum mark of 100 and paper 3 has a maximum mark of 50. The IB published new specimen examination materials in September 2016, based on the November 2014 papers, which are available on the programme resource centre.

The document on the progress of the curriculum review for mathematics, *DP Mathematics: Curriculum Review—Summary report to teachers—April 2017* has been completed and is available under the “Curriculum review” section on the programme resource centre.

The arts

Arts subjects: The authentication of coursework

The *Planning and progress form* for theatre and visual arts has been reviewed

With effect from the May 2016 examination session, there is a requirement for schools to submit a completed *Planning and progress form* for each theatre and visual arts candidate whose work comprises the sample for internal assessment. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work. In response to feedback from schools, however, the form has been revised to ensure that the process of authentication more strongly aligns with the delivery of practical arts subjects. More about the revised form and submission process may be found in the next section, as well on the programme resource centre.

Arts subjects: Revised process for May 2017 onwards

A new form, referred to as the *Coursework authentication form* (CAF), will be introduced gradually for all DP arts subjects, starting with theatre and visual arts.

For assessment in May and November 2017, **either** the current *Planning and progress form* **or** the new CAF will be accepted for both theatre and visual arts.

For assessment from May 2018 onwards, only the CAF will be accepted. Therefore, theatre and visual arts teachers must use the CAF with cohorts who commence first teaching from September 2016. Like the current *Planning and progress form*, the CAF must be used to record three interactions with each candidate at various stages during the creation of their coursework.

One key difference with the CAF, however, is that the teacher completes the authentication form, rather than the student. The authentication of work by candidates is completed on the eCoursework system when submitting the materials for assessment.

The second key difference with the CAF is that it will not be necessary for teachers to authenticate the coursework for every assessment task on the CAF as, by the very practical nature of arts subjects, the creation and progress of candidates' work for some of the tasks is continually witnessed by teachers. Therefore, not all components will appear on the form. However, it is expected that the teacher will continue to scrutinize the ongoing work of each candidate and seek assurance that every element of the work is authentic. The authentication of all candidates' work is required on the eCoursework system when submitting the final materials for assessment.

With effect from May 2019, the completion of a CAF will be mandatory for all DP arts subjects. Therefore, all teachers of DP arts subjects must use the CAF with cohorts who commence first teaching from September 2017.

Furthermore, from May 2019, this form must be submitted for every arts candidate, not just those candidates whose work comprises the sample for internal assessment. Details will appear in the 2018 edition of the *DP Assessment procedures*.

Approaching the interactions

The CAF will be structured to enable teachers to meet with each candidate at three decisive points during the creation of each piece of coursework: one meeting for each stage of inquiry, action and reflection (see *What is an IB education?* 2013: 5, updated in June 2015). The interactions, which might feasibly be formal meetings or informal discussions in the studio, could be structured as follows.

- 1. Inquiry stage:** Students outline the nature of their work, proposing the methods to be followed or the choices to be made in the early stages of developing the work. Through discussion, teachers may support students in revising or reshaping their plans to best fit their desired intentions. Teachers summarize this discussion and any guidance given on the CAF.
- 2. Action stage:** This is a mid-point meeting to check in on the development of the work being undertaken, to review the direction of travel, scrutinize any materials produced so far and to support students in making decisions about their "next steps". This might also be an opportunity for students to consider the scope and nature of any "end product". Teachers summarize this discussion and any guidance given on the CAF.
- 3. Reflection stage:** Teachers review the work completed to date and provide their formal comments on the "one draft" of the work, before each student finalizes their work for submission. Teachers summarize this discussion and any guidance given on the CAF.

Locating the CAF

The new CAF can be found in the IBIS library (coordinator access only) and on the programme resource centre in **Diploma Programme Assessment procedures > Assessment forms** (coordinators and teachers).

Dance

Rescheduling of the timelines for first teaching and assessment

The IB has decided on a modification to the timeline for two subjects under review and development in the arts.

The music course will now be rescheduled for first teaching in 2020, first assessment 2022, in order to allow for further trialling of the proposed curriculum and assessment models. Proposals for the dance course will also benefit from trials and

further consideration, therefore dance has been rescheduled to begin first teaching in 2021.

There will be further communication on any implications for assessment procedures in the extended period of teaching of the present courses, especially with regards to the prescribed works for music.

Film

Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2018 examination sessions is given below. Teachers must choose three films from this list. These films must not be studied in class. Students must 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 "Film" section C6b of Diploma Programme *Assessment Procedures*.

List of prescribed films for assessment in 2018

1. *I am a Fugitive From a Chain Gang* [Director: Mervyn LeRoy] 1932, USA
2. *Johnny Guitar* [Director: Nicholas Ray] 1954, USA
3. *The Killing* [Director: Stanley Kubrick] 1956, USA
4. *L'Année dernière à Marienbad* (Last Year at Marienbad) [Director: Alain Resnais] 1961, France
5. *La Battaglia di Algeri* (The Battle of Algiers) [Director: Gillo Pontecorvo] 1966, Italy
6. *Raging Bull* [Director: Martin Scorsese] 1980, USA
7. *Twin Peaks* – Season 1 Episode 1 Pilot Northwest Passage* [Director: David Lynch] and Episode 2 Traces to Nowhere [Director: Duwayne Dunham] 1990, USA
8. *Faa yeung nin wa* (In the Mood for Love) [Director: Kar-Wai Wong] 2000, Hong Kong
9. *Sen to Chihiro no kamikakushi* (*Spirited Away*) [Director: Hayao Miyazaki] 2001, Japan
10. *Abril Despedaçado* (*Behind the Sun*) [Director: Walter Salles] 2001, Brazil
11. *Låt den rätte komma in* (*Let The Right One In*) [Director: Tomas Alfredson] 2008, Sweden
12. *The Social Network* [Director: David Fincher] 2010, USA

* refers to the edit with a duration of 94 minutes.

Note: Where the assessment criteria refer to "awareness of the extract to the film as a whole", for *Twin Peaks*, this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

The choice of films prescribed for the textual analysis component for the May and November 2019 examination sessions is given below. Teachers select three to five film texts from the prescribed list for each DP film class they teach. Teachers must ensure that the films they select are not studied in class at any point during the two-year course, so it is advised that teachers familiarize themselves with the list and make any necessary adjustments to their planning. Teachers share the titles of the three to five selected film texts with their students one month before the task is due to be submitted to the teacher. While the selected film texts cannot be studied in depth in class, a collective screening of the selected films is considered an appropriate way of ensuring that students have access to the films and to enable them to make their final choices. Each student chooses one film text from those selected by the teacher before undertaking the process for assessment outlined in the guide. The chosen film text must not have been previously studied by the student and, once selected, the chosen film text cannot be used by the student in any other assessment task for the DP film course or the extended essay. Full details of procedures and deadlines are provided in the "Film" section C6b of Diploma Programme *Assessment procedures*.

List of prescribed films for assessment in 2019

1. *Gun Crazy* [Director: Joseph H Lewis] 1950, USA
2. *Il Conformista* [Director: Bernardo Bertolucci] 1970, Italy
3. *Days of Heaven* [Director: Terrence Malick] 1978, USA
4. *Akira* [Director: Katsuhiro Otomo] 1988, Japan
5. *Do the Right Thing* [Director: Spike Lee] 1989, USA
6. *La Haine* [Director: Mathieu Kassovitz] 1995, France
7. *Amélie* [Director: Jean-Pierre Jeunet] 2001, France
8. *Water* [Director: Deepa Mehta] 2005, India
9. *Ida* [Director: Pawel Pawlikowski] 2013, Poland
10. *Stranger Things* – Season 1 Episode 1 The Vanishing of Will Byers and Episode 2 The Weirdo on Maple Street [Director: The Duffer Brothers] 2016, USA

Note: Where the assessment criteria refer to "the chosen film as a whole", for *Stranger Things* this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

Film clarification document

Please note that a supplementary document called *Film assessment clarification* is now available on the programme resource centre for the current film course, the last assessment of which will be in 2018. This document provides film teachers with further clarifications on each of the assessment components.

Film guide (first assessment 2019 onwards)

Please note that the new *Film subject website* (guide and TSM) has been updated for first teaching in September 2017 (accessed via the film page on the programme resource centre). The guide now includes the HL collaborative film project criteria as well as some other small refinements. Teachers should visit the site and download the updated versions of the guide and TSM as these will be the definitive documents for the launch of the new course.

Music**Rescheduling of the timelines for first teaching and assessment**

The IB has decided on a modification to the timeline for two subjects under review and development in the arts.

The music course will now be rescheduled for first teaching in 2020, first assessment 2022, in order to allow for further trialling of the proposed curriculum and assessment models. Proposals for the dance course will also benefit from trials and further consideration, therefore dance has been rescheduled to begin first teaching in 2021.

There will be further communication on any implications for assessment procedures in the extended period of teaching of the present courses, especially with regards to the prescribed works for music.

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).

Coordinators are reminded that candidates require a clean copy of the score for each prescribed work during the examination for the music listening paper.

Theatre**Changes to the *Theatre guide* from May 2017 onwards**

Following the first assessment of the theatre course, some adjustments have been made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- amendments to the wording of assessment criteria

- minor updates to the assessment task instructions (including academic honesty, authentication and reinforcing the necessary processes for creating work)
- clarification of subject-specific terminology.

The new guide, which was published in February 2017, will affect all theatre assessments **from May 2017 onwards**. Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

There is a new requirement for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

Visual arts**Changes to the *Visual arts guide* from May 2017 onwards**

Following the first assessment of the visual arts course in May 2016, adjustments were made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- amendments to the wording of assessment criteria
- minor updates to the assessment task instructions (including academic honesty and authentication)
- additions to the art-making forms table to broaden the possible choices.

The new, updated guide is available on the programme resource centre and will affect all visual arts assessments **from May 2017 onwards**. Change documents, highlighting key clarifications and guidance included in the updated guide, are available via **programme communities>visual arts**. It is important for visual arts teachers to review these adjustments and to share updated criteria language with candidates.

Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

Details about the eSubmission for the visual arts course can be found in the *Handbook of procedures for the Diploma Programme 2017*.

The following points must be noted.

- The two exhibition photographs are mandatory.
- The two additional photographs for each artwork are optional.
- The process portfolio is not the investigation workbook.
- There is a new requirement for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

Marks carried over

Marks awarded using the current visual arts assessment model (first assessment May 2016) can be carried over by candidates who wish to retake visual arts: given that there are no examination components in the visual arts course, this applies to the marks of one single component or to the marks of any two out of the three visual arts components.

Please note that, if a candidate wishes to resubmit work for a non-examination component, the candidate must have attended classes at the school where he or she is registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for internal assessment and confirm that all work is authentic.

Retake candidates will not be able to carry over their marks if these were awarded using the old visual arts assessment model (last examination November 2015). This is due to the completely different structure of the assessment model in the new visual arts course (first assessment 2016). 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 TSM for the new course are available on the programme resource centre. Coordinators must ensure that teachers are aware of the new requirements.

Academic honesty

Understanding and practising academic honesty is important to ensuring a candidate's success in the visual arts course. Teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers should offer guidance to candidates on referencing. Please also share with teachers and candidates the publication available on the programme resource centre titled *Effective citing and referencing*. It is important to remember the following points.

- Overall, there should be clarity for the reader/examiner when they are reading or viewing the ideas of the student rather than those of others.
- In the visual arts, candidates' materials submitted for assessment, both images and texts, should be properly referenced at the point of use, in addition to their inclusion in the required list of sources for the comparative study.
- Candidates should include clear captions for images that include the artist, dates, title and materials, as well as the source of all the images.
- All candidates' artwork that refers to other artworks must include reference to the original source in the exhibition text or in the comparative study or process portfolio texts.

- When another person's work, ideas or images have influenced the candidate's piece(s), the source must be included as a bibliographic reference within the exhibition text or in the comparative study or process portfolio texts. Any image taken from the internet and used as inspiration by candidates when creating their work must be appropriately referenced.
- Where students are deliberately appropriating another artist's image, the exhibition text or the text accompanying the candidate's work in other components must acknowledge the appropriation process, referencing the original artwork as well as the source of the image.
- Failing to appropriately acknowledge sources could potentially lead to an investigation for breach of regulation, which could have serious consequences for candidates.

DP curriculum development and review cycles

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Studies in language and literature			
Language A: literature	2019/20	November 2020	May 2021
Language A: language and literature	2019/20	November 2020	May 2021
Language acquisition			
Language B	2018/19	November 2019	May 2020
Language ab initio	2018/19	November 2019	May 2020
Classical languages	2021/22	November 2022	May 2023
Individuals and societies			
Business management	2021/22	November 2022	May 2023
Economics	2020/21	November 2021	May 2022
Geography	2017/18	November 2018	May 2019
Global politics	2015/16	N/A	May 2017
History	2015/16	November 2016	May 2017
ITGS	2021/22	November 2022	May 2023
Philosophy	2014/15	November 2015	May 2016
Psychology	2017/18	November 2018	May 2019
Social and cultural anthropology	2017/18	November 2018	May 2019
World religions	2023/24	November 2024	May 2025
Sciences			
Biology	2021/22	November 2022	May 2023
Chemistry	2021/22	November 2022	May 2023
Design technology	2022/23	November 2023	May 2024
Physics	2021/22	November 2022	May 2023
Sports, exercise and health science	2016/17	November 2017	May 2018
Computer science	2021/22	November 2022	May 2023
Mathematics			
Further mathematics HL		May 2020	
Mathematical studies SL		November 2020	

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Mathematics SL		November 2020	
Mathematics HL		November 2020	
Mathematics: Analysis and approaches	2019/20		May 2021
Mathematics: Applications and interpretation	2019/20		May 2021
The arts			
Dance	2021/22	November 2022	May 2023
Film	2017/18	November 2018	May 2019
Music	2020/21	November 2021	May 2022
Theatre	2021/22	November 2022	May 2023
Visual arts	2022/23	November 2023	May 2024
Core			
Creativity, activity, service	2015/16	November 2016	May 2017
Extended essay	2016/17	November 2017	May 2018
Theory of knowledge	2020/21	November 2021	May 2022
Interdisciplinary subjects			
Environmental systems and societies	2015/16	November 2016	May 2017
Literature and performance	2019/20	November 2020	May 2021

IB on the web

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

Ask your peers

 resources.ibo.org

 **IB Diploma Programme coordinators**

 **@IB_DP**
#ibdp

IB Answers

For all queries about programme implementation/ authorization.

 ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources for 2017.



ecatalogue.ibo.org/t/35963-ib-workshops-and-resources

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 newsletters

IB Global News—Subscribe to receive the latest news and developments from the IB in this monthly newsletter. Read about IB programme development, latest research, professional development opportunities, conferences, IB community stories, and much more. Do you have a story to tell about your students, teachers or school? Do you want to write about the latest trends in international education? Please send stories and ideas to communications@ibo.org.

IB in Practice—We send this newsletter five times each year to IB coordinators, members of the IB Educator Network (IBEN) and examiners. The content focuses on IB teaching practice and provides current details on IB curriculum, assessment and programme news. We send this newsletter using contact information from three sources:

1. profiles built in the IB's My School system*
2. the latest list of examiners from our Assessment Division
3. the latest list of IBEN members from our regional IBEN teams

IB educators whose contact details are not stored in the three points above can subscribe by emailing communications@ibo.org.

*Each My School profile is built and maintained by the individual profile holder.

Heads Up—We send this newsletter three times each year exclusively to IB heads of school, using their contact information from the My School system.

The IB store has moved

sales@ibo.org

Visitors to the IB store are redirected to a new store—the Follett IB Store. The IB community will find all IB publications, programme and curriculum support materials, exam papers, digital resources, posters and merchandise at the new online store.

Check ibo.org/new-store/ for more information.

IB Education

The most recent IB Education publication on the programme resource centre is:

Reviewing Programme Standards and Practices: A report on research and design activities (2014 – 2017)