

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

Changes to DP Coordinator's notes publication dates

The Diploma Programme (DP) *Coordinator's notes* were recently reviewed and a decision was made to reduce the number of editions from four to three editions per year. Therefore, there will no longer be an issue published in November. The new publication schedule will be February, May and September. These months were selected in order to provide important updates at the beginning of the academic year for all schools to cover the May and November examination sessions.

Diploma Programme: From principles into practice (2015)

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

Revision of the diploma requirements

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

Digital publications

There are now three websites available on the OCC for different areas of the Diploma Programme (DP).

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[Languages](#)

[Individuals and societies](#)

[Sciences](#)

[Mathematics](#)

[The arts](#)

[Legalization of Diploma Programme results](#)

[DP curriculum development and review cycles](#)

[IB on the web](#)

- *Approaches to teaching and learning in the Diploma Programme*
- Environmental systems and societies subject website (first assessment 2017)
- Global politics subject website (first assessment 2017)

Each website contains a variety of teacher resources including guides, teacher support material, case studies, practical guidance and videos, and assessment support material, where appropriate. More materials will be added over the coming months, and teachers are encouraged to visit the websites regularly.

Computer science and ITGS curriculum reviews—call for participants

The computer science and information technology in a global society (ITGS) curriculums are under review. The initial stages of the reviews for these subjects will be conducted together. The purpose of the review is to examine the approach the IB has to IT- and computer science-related education.

As part of our ongoing commitment to collaboration and consultation, we are looking for teachers with experience of teaching ITGS and/or computer science who would like to become involved in the curriculum review process. Online discussion groups began in August 2015 followed by face-to-face meetings.

Teachers interested in taking part in any of these activities are invited to submit a CV (of no more than two pages) accompanied by a short expression of interest (maximum 500 words) including their school name and location, a brief summary of their experience with ITGS and/or computer science, and a paragraph outlining a vision of how IT- and computer science-related education subjects should be offered by the IB, and why. This expression of interest should be submitted by email to dpdevelopment@ibo.org.

Teacher observers

For the May 2016 examination session, DP teachers are invited to apply to attend standardization meetings and/or grade award meetings as observers. Many of the IB's June grade award meetings are now run virtually, preceded by a face-to-face standardization meeting in Cardiff shortly after the subject examinations are taken in May. With this in mind, we now have two categories of teacher observer applications.

1. Observe a May 2016 grade award meeting held at the IB Assessment Centre in Cardiff, Wales, during June 2016.
2. Observe a May 2016 standardization meeting held at the IB Assessment Centre in Cardiff, Wales, during May 2016
and
Observe the corresponding subject grade award meeting held virtually during June 2016 (from your school or home via Skype and our Moodle site).

For option 1, DP teachers are invited to apply as observers for:

- biology
- chemistry
- design technology
- mathematics HL
- physics.

For option 2, DP teachers are invited to apply as observers for:

- English language and literature
- English literature
- philosophy
- Spanish literature
- theory of knowledge.

The intention of inviting teacher observers is to encourage a wider understanding of the processes involved in the setting of standards and the awarding of grades. Teachers who participate will be required to submit a report on their observations to the Head of Diploma Programme Assessment.

Teachers who wish to be an observer must obtain written permission from their head of school and then apply in writing to Richard Thomas, Assessment Associate (richard.thomas@ibo.org) at the IB Assessment Centre, Cardiff, giving brief personal details and information about their experience as an DP teacher and state the following.

- Name
- Subject of the grade award that interests them
- Name and address of school
- School code

Previously unsuccessful applicants are invited to reapply. Only a few observers can be selected for each examination session. Preference will be given to applications from schools that do not send regular participants to standardization/grade award meetings and have not sent a teacher observer in any subject in the past five years. With the exception of language meetings, applicants will need to have a good understanding of English. The closing date for applications is 18 March 2016. Applications will not be acknowledged unless they are successful. The IB will meet the cost of all reasonable expenses for travel, accommodation and subsistence but there will be no payment for attending the meetings.

Become an IB Examiner

Are you interested in developing your knowledge of assessment? Can you help to support professional development of the teachers within your school?

The IB is seeking to recruit examiners in all subjects across the Middle Years Programme (MYP), DP and Career-related Programme (CP).

We are particularly interested in recruiting examiners for the following subjects.

- English (all courses across all programmes)
- Dutch (all courses across all programmes)
- Spanish B
- French B
- Design technology
- Music
- Theatre
- Film (particularly in Spanish)

We would be grateful if you would bring this information to the attention of teachers in your school or any other individuals who may be interested in making an application.

More information and an application form can be found at www.ibo.org/examiners.

Any queries regarding examining should be directed to examiner_maintenance@ibo.org.

eCoursework system

The new eCoursework upload system is available for schools and candidates to upload coursework in:

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

The IB has listened to feedback and we are pleased to advise that whereas in previous sessions it was only possible for candidates to upload their theory of knowledge essays, it is now possible for schools to upload both the theory of knowledge essay and group 2 written assignments for the May 2016 session. Candidates still have the ability to upload their own theory of knowledge essay and group 2 written assignments if the school requires candidates to continue using the candidate upload process.

We are pleased with the reactions we have received from schools that have uploaded their coursework using the new eCoursework upload system. To date, over 156,000 portfolios have been submitted to IB Cardiff for assessment. Some schools have been very positive and have found the new system much more user-friendly. We are grateful to the schools for their willingness and patience in trying the new eCoursework system and appreciate all of the feedback received.

Upload of coursework

Assessment material for several subjects (for example, theory of knowledge essays, language A oral recordings for internal assessment) is already uploaded by schools. The IB is committed to extending its provision for the upload of coursework, which will result in significant cost savings for schools and gains for the IB in the efficiency and quality of marking candidates' work.

From November 2015

In addition to the coursework that is already being uploaded by schools, the following coursework must be uploaded from the November 2015 session onwards using IBIS.

- Information technology in a global society (ITGS) HL/SL project
- Language A HL/SL: language and literature written tasks
- Language A HL/SL: literature written assignments
- Literature and performance SL written coursework (externally assessed)
- Literature and performance SL performance and individual oral presentations (internally assessed)

No examiner allocations will be released for the above coursework, so hard copy material cannot be sent directly to examiners. In the case of internally assessed work, only the sample work selected by IBIS should be uploaded. However, coordinators should be prepared to upload additional work for the purpose of moderation if a further sample of candidates' work is requested.

From May 2016 or November 2016

The following table is the schedule for the upload of IB Diploma Programme/IB Career-related Programme (CP) coursework for the May 2016 and November 2016 examination sessions. These coursework components will continue to be uploaded beyond 2016. The schedule includes both externally and internally assessed coursework but does not make reference to the examination scripts that schools send to a scanning centre. Note that all extended essays will be uploaded by schools from the November 2016 session onwards.

Subject/Component	May 2016	November 2016
Group 1		
Language A: literature written assignments	Upload	Upload
Language A: literature and language written tasks	Upload	Upload
Language A oral recordings for internal assessment	Upload	Upload
Literature and performance written coursework and the internal assessment	Upload	Upload
Group 2		
Classical languages internal assessment sample work	Upload	Upload
Language B and language ab initio written assignments	Upload	Upload
Oral recording for internal assessment sample work	Upload	Upload
Group 3		
ITGS internal assessment sample work	Upload	Upload
History internal assessment sample work	Upload	Upload
Environmental systems and societies	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
Global politics (pilot)	No upload. Send sample work directly to examiners.	Not available this session.
All remaining internal assessment sample coursework for group 3	No upload. Send sample work directly to examiners.	Upload
Group 4		
Biology, chemistry, physics and computer science internal assessment sample work	Upload	Upload
Design technology	No upload. Send sample work directly to examiners.	Upload
Environmental systems and societies, and sports exercise and health science	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
Group 5		
All internally assessed components for mathematics	No upload. Send sample work directly to examiners.	Upload
Group 6		
All externally and internally assessed components	Upload	Upload
Literature and performance written coursework and the internal assessment	Upload	Upload

Subject/Component	May 2016	November 2016
Core		
Theory of knowledge essay	Upload	Upload
Theory of knowledge presentation	Upload	Upload
Extended essay	No upload. Send extended essays directly to examiners.	Upload
CP reflective project (internally assessed)	Upload	Upload
School-based syllabuses: Internal assessment		
Astronomy	No upload. Send sample work directly to examiners.	Not available this session.
Marine science	Upload	Not available this session.
World arts and cultures	No upload. Send sample work directly to examiners.	Not available this session.
Art history	No upload. Send sample work directly to examiners.	Not available this session.
Chile and the Pacific basin	No upload. Send sample work directly to examiners.	Upload
Classical Greek and Roman studies	No upload. Send sample work directly to examiners.	Upload
Political thought	No upload. Send sample work directly to examiners.	Not available this session.
Science, technology and society	No upload. Send sample work directly to examiners.	Not available this session.
Beginners' Hindi oral recording for internal assessment sample work	Upload	Not available this session.
Beginners' Nynorsk oral recording for internal assessment sample work	Upload	Not available this session.
Beginners' Hindi written assignments	No upload. Send sample work directly to examiners.	Not available this session.
Beginners' Nynorsk written assignments	No upload. Send sample work directly to examiners.	Not available this session.
Beginners' Siswati oral recordings for internal assessment sample work	Not available this session.	Upload
Beginners' Siswati written assignments	Not available this session.	No upload. Send sample work directly to examiners.
Human rights	No upload. Send sample work directly to examiners.	Not available this session.

Subject/Component	May 2016	November 2016
Peace and conflict studies	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
World politics and international relations	No upload. Send sample work directly to examiners.	Not available this session.
Brazilian social studies	No upload. Send sample work directly to examiners.	Upload
Turkey in the 20th century	No upload. Send sample work directly to examiners.	Not available this session.

Declarations of authenticity

As the IB moves towards receiving more candidate (internally and externally assessed) coursework electronically, we are trying to eliminate many of the forms that were mailed 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 of 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. By November 2016, the IB wants to receive 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 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 will enter student marks for internally assessed coursework onto 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 will continue to be 20 April for the May examination session and 20 October for the November examination session. The work of the same number of candidates will be required for the samples.

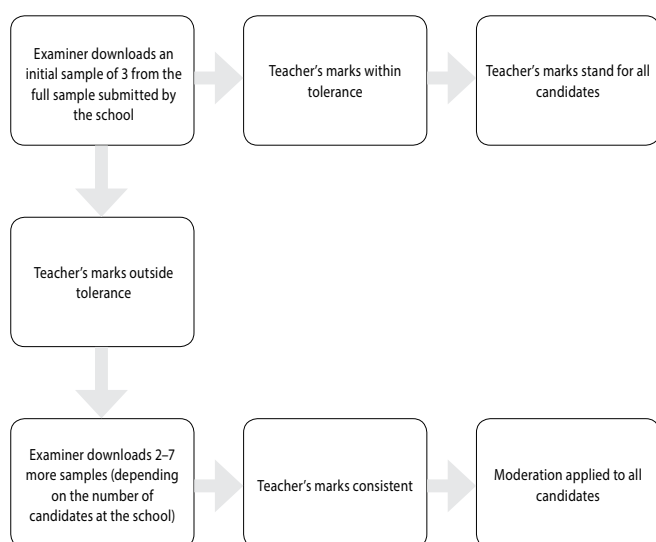
- Where there are fewer than 6 candidates for a subject, all the work will be requested by IBIS.
- Where there are 6–20 candidates, 5 samples will be requested.
- Where there are 21–40 candidates, 8 samples will be requested.
- Where there are more than 40 candidates, 10 samples will be requested.

Examiners will view and mark samples of candidates' work on screen. The quality of 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 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 their 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.

Survey on Flexibility in the Diploma Programme

DP coordinators will receive an electronic survey to complete on the topic of *Flexibility in the Diploma Programme* in February 2016. We strongly encourage coordinators to share their views and observations with us on this important topic of research.

New style for DP examination papers from May 2015 onwards

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

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

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

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

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

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

Core

Extended essay

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

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

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

Supervisor hours

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

Change in schedule for the electronic upload of extended essays

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

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

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

1. The candidate name or number should not appear on any of the pages of the extended essay including the title page.
2. The essay should be formatted as follows where possible:
 - using Arial font
 - font size 12
 - double-spaced
 - numbered pages.
3. The extended essay should be saved as an acceptable file type:
 - DOC
 - DOCX
 - PDF
 - RTF.

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

Extended essay availability in May and November 2016

Please note that subject availability is not exactly the same for May and November 2016. For any candidates submitting an extended essay, the coordinator must ensure that that subject is available for the session in question. This is detailed in the *Handbook of procedures for the Diploma Programme*. Six-month retake candidates can only resubmit their extended essay in a subject that is being offered in the retake session. If the subject is not available, then they will have to choose a new extended essay subject or become a 12-month retake candidate.

Availability of extended essay exemplars and subject reports on the OCC

Coordinators are advised to make use of the extended essay exemplars available on the OCC. These can be found on the respective course page of the relevant subject and by scrolling down to the section entitled "Extended essay". For those subjects that do not have an OCC page, some exemplars can be found under "Diploma Programme core" on the "Extended essay" page. May 2015 exemplars have now been

published. These will be the last published exemplars for this iteration of the extended essay assessment model. A selection of student-friendly annotated exemplars are available on the "Extended essay" page of the OCC in the box entitled *Student advisory exemplars – Extended essays*. These are annotated in a student-friendly way that includes best practice tips as well as common omissions or errors.

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 were fully refreshed in May 2015 for the last time for this iteration of the extended essay assessment model.

A general extended essay report has been produced and is available on the "Extended Essay" page of the OCC. This report outlines common issues across all extended essay submissions and extended essay queries. Coordinators should share the general extended essay report as well as the subject-specific extended essay reports with supervisors to help the preparation of future cohorts.

Extended essays and other assessment components

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

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

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

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

should ensure that they have read, and understood, the relevant subject section of the *Extended essay guide*.

Students who submit an extended essay using the work of another assessment component, such as an internal assessment task, risk failing their diploma as this is considered a case of academic malpractice.

Suitability of research questions and registration areas

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

Reflections on planning and progress form

In July 2014, a form entitled *Reflections on planning and progress* was made available to all schools to support the extended essay supervision process. The form is available on the OCC for schools that may wish to begin using this form for internal purposes before its mandatory introduction in September 2016 for first assessment in May 2018.

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 *Extended essay guide*. The current version of the guide in Spanish states that the research question must be in the introduction. However, it should read that the research question is stated in either the introduction or on the title page. Please note that the English and French versions of the guide are correct.

Criterion A should read as follows.

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

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

Achievement level	Descriptor
0	The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.

Achievement level	Descriptor
1	The research question is stated in either the introduction or on the title page, but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

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

World studies extended essay

Changes to world studies registrations from May 2014

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

Coordinators are invited to register candidates for the following options.

- Science, technology and society
- Culture, language and identity
- Conflict, peace and security
- Equality and inequality
- Health and development
- Environmental and/or economic sustainability

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide*, which informs students of how to go about their studies. The introduction of the themes is linked to the registration process, so that the essays are accurately allocated. The breadth of the world studies course requires this logistical amendment to our registration processes. Schools and students are required to choose only the theme that is most closely aligned with the study that they have undertaken. Regardless of theme, all essays are assessed in the same way, that is, against the requirements outlined in the *Extended essay guide*.

Identification of subjects in a world studies extended essay

Schools, supervisors and candidates are reminded that in addition to identifying the theme under which the essay is being submitted, candidates must state clearly at the beginning of their essay which DP subjects they are using to explore the theme chosen. The choice of theme does not make explicit the subjects used and this must be stated so that examiners are able to make an appropriate assessment of the essay. Please note that the selected subjects must be mainstream or subject-based syllabus (SBS) offerings for the assessment session in question.

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

Links to external resources within an extended essay

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

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

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, and outlines the minimum requirements.

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

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff members in the candidates' school. The wide range of subjects, the three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles.

In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

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

Please refer to the document entitled *Effective citing and referencing*, available on the OCC.

Group 1 extended essays

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

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

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.

Languages (group 1 and group 2) extended essays

Students submitting groups 1 and 2 extended essays should add the category (cat) in which they are submitting the essay in the subject box on the extended essay coversheet. For example:

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

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

Clarification of group 2, category 2 "cultural artifacts"

The following text clarifies category 2: culture and society (b), "essays of a general cultural nature based on specific cultural

artifacts". Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.

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

The new global politics course has become 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)

Assessment

The essay

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

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

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

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

In an effort to strengthen the TOK course with regard to control and integrity of the essay process, the IB has introduced a more structured supervision. This process is intended to help ensure the authenticity of the candidate's work as well as to ensure that each candidate is receiving the appropriate support from their teacher when writing their essay. It is essential that this form is completed during the process and not after the essay has been finalized.

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

In an initial interaction, the student and teacher must discuss the prescribed titles with the aim of enabling the student to choose the most appropriate title. In an interim interaction, the student may present the teacher with his or her work (an exploration) in some written form, which might resemble a set of notes and ideas once a significant amount of progress has been made. In a final interaction, towards the end of the

process, students may present a full draft of the essay, and teachers may provide written comments of a global nature (but are not permitted to mark or edit this draft). The student is encouraged to include a short summary of each interaction directly on the form during or after each interaction. Additionally, both the student and teacher are required to sign the form to ensure that the information included in the form is their own.

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

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

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

The new *Presentation planning document (TK/PPD)*, which came into effect for the May 2015 examination session, has been updated to meet the assessment and upload requirements for dynamic sampling, the new internal assessment moderation system introduced in TOK in the November 2015 examination session. The updated *TK/PPD* has been anonymized and reformatted. Form *TK/PPD* is located on the OCC in the "Assessment" section and has been included in the *Handbook of procedures for the Diploma Programme* (2015 and 2016). Schools with candidates who have already completed the previous versions of the *TK/PPD* can submit these documents but, as the previous format is now incompatible with the upload system, these will need to be converted before uploading. In order to be uploaded, they must be converted to PDF using the "print to Cute PDF" function. This saves the document in a PDF format that will be able to be uploaded. The CutePDF Writer can be downloaded for free from the internet.

Schools completing the *TK/PPD* early are reminded that it is their responsibility to store these documents safely prior to upload on 20 April/20 October of the relevant session. All schools are required to electronically upload only the presentation planning documents indicated in the sample generated by IBIS.

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

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

New requirement on IBIS

When a teacher or coordinator enters candidates' marks for internal assessment on IBIS, a list of candidates is generated; the work of these candidates will comprise the sample for moderation. When dynamic sampling is introduced in a subject, the teacher/coordinator is then required to enter the mark for each assessment criterion for each candidate in the sample. Additionally, and on the same screen, there is an opportunity to include comments explaining why those criterion marks have been awarded. This is to enable the examiner who moderates the sample work to better understand the teacher's marking. In the case of the TOK presentation, the marking is based on "global impression marking" so there are no assessment criteria; consequently, the same mark as the total mark out of 10 must be entered instead of marks for assessment criteria. Furthermore, 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 on the "Theory of knowledge" page of the OCC under "Assessment" entitled *Grade descriptors* (For use from September 2014/January 2015). Teachers must refrain from trying to calculate equivalencies between the assessment instrument and the A–E grades. Grade boundaries are not fixed in TOK; they are set every session at the grade award meeting. Grades must only be predicted using the above-mentioned document.

Creativity, activity, service (CAS)

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

The new guide and teacher support material (TSM) for CAS is effective from September 2015.

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

School-based syllabuses

Marine science

The three new forms (4/PSOWMS, 4/IAMS and 4/ICCSMS) required for first use in the May 2016 examination session for the new course in marine science have been emailed to IB World Schools. These forms are also available on the OCC in the *Handbook of procedures for the Diploma Programme for 2016*.

From May 2016 onwards, teachers are only required to submit one 4/PSOWMS for each class. In the 4/ICCSMS, students are required to produce a 50-word reflective statement on their participation in the group 4 project.

Astronomy

Two new forms (4/IAAS and 4/PSOWAS) are required for use for astronomy in the May 2016 session. These new forms for astronomy have already been circulated to IB World Schools, and are also available on the OCC in the *Handbook of procedures for the Diploma Programme for 2016*.

The astronomy forms will change more substantially for the May 2017 session in order to align astronomy again with the majority of group 4 subjects and to reflect the changed nature of its group 4 project. The revised *Astronomy guide* (for first teaching in September 2015, first examinations in 2017) will give full details of these changes.

Political thought and classical Greek and Roman studies

Revised guides for political thought and for classical Greek and Roman studies have now been circulated to authorized schools. These are for first teaching in September 2015 and first examination in May 2017. Specimen papers for the new course are being produced for classical Greek and Roman studies and will be circulated as soon as they are finalized. The style of the examination papers for political thought will not change following the subject's curriculum review, so no specimen papers will be produced.

Languages

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

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

From May 2016, schools will no longer be 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 written assignment

Schools are advised that the language A: literature written assignment will be treated as a common component for

standard level and higher level from May 2016 for assessment purposes.

Language A: language and literature paper 1

The language A: language and literature paper 1 will be produced in full colour where necessary from May 2016.

Language A: literature school supported self-taught

Schools are advised that the document *Language A: literature school supported self-taught support material* has been updated and now includes language-specific guidance for students in 38 languages.

The document *Language A: literature school supported self-taught alternative oral assessment procedures* (updated September 2015) has also been modified to include further changes in the alternative oral assessment procedures.

The language A: literature school supported self-taught oral commentary questions for the 2017 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2017 examination sessions. Students registered for the 2016 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 two 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.

Withdrawal of coversheets for language B and language ab initio written assignments

From November 2015, candidates will no longer be required to submit a coversheet to accompany their written assignments for language B or language ab initio.

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

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

Classical languages guide

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

Please note that the amends to the *Classical languages guide* listed in the September 2015 issue of the DP *Coordinator's notes* are now reflected in the version of the guide available for download from the OCC.

Clarification of the word count for HL paper 2 section B

The *Classical languages guide* does not mention any word limit for the HL paper 2 section B and clearly describes the

two criteria according to which answers are assessed. Some teachers are rightly concerned by the prescriptive way that the question has been formulated in the specimen papers, which requires students to “give a written response of no more than 300 words”. This has been rectified and future papers will bear the instruction: “Give a written response of **indicatively** no more than 300 words”. This should be taken as a hint and a helpful suggestion so that students do not spend too much time writing overambitious answers.

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

Clarification of the use of sources for the individual study research dossier

Schools are advised to consider the following quotation from the *Classical languages teacher support material*, under the heading “Individual study”, which clarifies both the definition of a primary source and how students may incorporate secondary source material into their dossiers.

“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 Renaissance interpretations of classical material in their annotations as they would use secondary literature, to support their analysis.”

Updated paper format—revised specimen papers

Schools are advised to consult the updated *Specimen examination papers and markschemes (first exams 2016)* for Latin and Classical Greek. These have been updated to reflect the following changes and improvements to the formatting of the exams from May 2016 onwards.

- Rubrics have been reformulated to bring them closer to those in other languages and to make them easier for candidates to follow.
- To help distinguish letters that look identical in the typeface Arial, all Latin text on paper 1 and paper 2 (including in the text of questions) will be set in Minion Pro.
- The translation text on paper 1 will include additional space between lines, so that candidates can annotate the passage more easily.
- Paper 1 no longer contains a “momentum translation”; candidates must translate the entire text presented on the exam. (This change, while reflected in the specimen papers, was omitted from the final curriculum review report).

- The instructions for HL paper 2 section B have been modified as described above.

We wish to thank all who contributed the feedback on the new course that informed these changes.

Individuals and societies

Business management

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

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

Business management guide (2014)

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

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

Business management course, first assessment May 2016

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

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

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
Same pre-seen case study for May and November sessions	<i>Different</i> pre-seen case study for May and November sessions
Pre-seen case study released six months in advance of the examination	Pre-seen case study released <i>three</i> months in advance of the examination
Majority of information on the case study released in the pre-seen material	Pre-seen material <i>shorter</i> , focusing on describing the case study organization and its situation

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
Additional stimulus provided on the day of the examination in sections B (SL/HL) and C (HL only)	<i>More comprehensive</i> additional stimulus provided on the day of the examination in sections B (SL/HL) and C (HL only), providing new information on the organization's situation and decisions it is facing
Section A: Students answer three out of four structured questions, based on the pre-seen material	Section A: Students answer <i>two</i> out of <i>three</i> structured questions, based on the pre-seen material
Section B: Students answer one compulsory structured question, based on the pre-seen material and additional stimulus material	Section B: Students answer one compulsory structured question, based mainly on the additional stimulus material
Section C (HL only): <ul style="list-style-type: none"> Students answer one compulsory structured question, based on the pre-seen material and additional stimulus material Principal focus of the question is on the HL extension topics 	Section C (HL only): <ul style="list-style-type: none"> Students answer one compulsory structured question, based mainly on the additional stimulus material HL extension topics may be assessed in this section
Overlap between SL and HL questions: Section A and some parts of section B may be common to both SL and HL students	Overlap between SL and HL questions and additional stimulus: Sections A and B questions and additional stimulus at HL may be the same as, similar to, or different from, those used for the SL paper
Total marks: <ul style="list-style-type: none"> SL: 50 marks HL: 70 marks 	Total marks (due to one less question being answered in section A): <ul style="list-style-type: none"> SL: 40 marks HL: 60 marks

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
Weighting of the paper: <ul style="list-style-type: none"> SL: 35% HL: 35% 	Weighting of the paper: <ul style="list-style-type: none"> SL: 30% (increasing the weighting of paper 2 to 45%) HL: 35%

An updated version of the *Business management guide*, relevant student samples and specimen papers are available on the OCC.

HL and SL paper 2—to allow students additional examination time for the section C extended response question, section A will change as follows.

<i>Business management guide</i> released in February 2014 (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
SL and HL section A: The questions may require: knowledge and understanding; application and analysis; synthesis and evaluation; and a variety of appropriate skills.	SL and HL section A: The questions may require: knowledge and understanding; application and analysis; and a variety of appropriate skills.
Marks for questions in section A: SL and HL: 20 marks	Marks for questions in section A (due to one less evaluative question being answered): SL and HL: 10 marks
Section A total marks: SL and HL: 20 marks	Section A total marks (due to one less evaluative question being answered): SL and HL: 10 marks
Total marks: <ul style="list-style-type: none"> HL: 80 marks SL: 60 marks 	Total marks (due to one less evaluative question being answered in section A): <ul style="list-style-type: none"> HL: 70 marks SL: 50 marks

Formulae sheet and discount table

The September 2015 edition of *Coordinator's notes* stated that from first assessment May 2016 schools should not provide a copy of the formulae sheet to candidates for the business management examinations. After consideration of feedback

received from schools, this decision has been withdrawn. Therefore, schools should continue to provide each candidate with a clean copy of the formulae sheet for standard level and higher level papers 1 and 2.

<i>Business management guide</i> released in February 2014 (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
HL papers 1 and 2: A discount table will be provided to students for the examination.	HL papers 1 and 2: A discount table will be provided for students "within" the examination paper when required. Schools should not provide a copy of the discount tables to students for the examination.

Further amendments to the *Business management guide*, 2014 (updated November 2015)

The command term "interpret" has been removed from:

- page 21 of the English version of the guide
- page 23 of the Spanish version of the guide
- page 24 of the French version of the guide.

The formula for "make or buy" has been removed from the formulae sheet.

The term "retained profit" in the balance sheet, page 90, has been amended to "accumulated retained profit".

An updated version of the *Business management guide*, relevant student samples and specimen papers are available on the OCC.

Geography

Geography curriculum review

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

Global politics

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

subject for first teaching in September 2015 (for first assessment in May 2017).

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

A new website for global politics is now available via the "Global politics" page on the OCC, where teachers can find the guide and substantial teacher support material. In-person and online workshops for global politics are also now being offered. Please see the online directory of workshops at ibo.org.

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

History

New course

The new *History guide* and *History teacher support material* (for first assessment in 2017) are now available on the OCC. Coordinators should ensure that their history teachers are aware of the significant changes in the new guide, and should particularly take note that in the new course there 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.

Information technology in a global society (ITGS)

For examination sessions from November 2015, teachers are requested to ensure that candidates anonymize their SL/HL ITGS projects by completing the following tasks.

- Remove the school number in the file name required in the zip file (please see instructions in the *Handbook of procedures for the Diploma Programme*).
- Leave the school number field empty on the cover page (please see page 60 of the *ITGS guide* and exemplars in the TSM).

This is to prepare the project for moderation by "dynamic sampling" that will be introduced for examination sessions from November 2015. (An explanation of this development can be found in the "Changes to moderation of internal assessment" section of these *Coordinator's notes*.)

SL/HL project

With effect from the May 2015 examination session, the changes to the marks awarded for the SL/HL project are as follows.

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

The total number of marks for the SL/HL project remain unchanged at 30 marks. Further details will be available in 2016 on the "ITGS" page of the OCC.

SL paper 1 and HL paper 1

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

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

Specimen papers with this new format will be posted on the OCC in early 2016.

Philosophy

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

It has come to our attention that the French version of the specimen papers state the higher level paper 3 examination duration as 1 hour 30 minutes. As stated in the French version of the guide, it should be 1 hour 15 minutes. The French specimen papers will be updated as soon as possible and candidates should be prepared accordingly.

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.

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.

World religions

World religions curriculum review

Please be advised that the world religions course will be reset to the first year of its curriculum review cycle as of September 2016. This will provide an opportunity to adjust the transliteration of certain religious concepts in the current guide and to refine the markbands and corresponding command terms for paper 1 section B, leading to the publication of a revised guide for first teaching September 2016 and first assessment May 2018.

Sciences

Chemistry

From May 2016, the data booklet that accompanies the new course must be used. This file is entitled *Chemistry data booklet* (first assessment 2016) and can be found on the OCC.

Nature of science SL pilot course

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

Environmental systems and societies

The new environmental systems and societies (ESS) website has undergone further developments and improvements and is proving to be a useful resource for teachers of ESS.

The teacher support material on the website has been amended. The second bullet point in the **In Practice > Teacher support material > Facilitating the individual investigation > Guiding the writing of the report** stated that the report should be between 1,750 and 2,250 words long. This was incorrect and has been amended to 1,500 and 2,250 words long.

Amendment to the ESS guide

In the guidance section of sub-topic 2.3, the equation for efficiency in an ecosystem pyramid has been removed in the 2017 version of the *Environmental systems and societies guide*.

Sports, exercise and health science (SEHS)

Please note that in August 2015, the command term "compare and contrast" was added to the *Sports, exercise and health science (SEHS) SL guide* (in the PDF version only). It was felt that the omission of this term from the guide reduced the possibilities for the examiners to create appropriate questions; it has therefore been decided to introduce it for use in examinations from May 2016 onwards.

In addition, sports, exercise and health science will be available as a higher level course for first teaching from September 2016. At the same time, the internal assessment requirements for

both standard level and higher level will be changed so that there will be alignment with other group 4 science subjects. Full details of these changes will be published in a new guide, which is currently available as a pre-publication version on the OCC. The finished version will be published soon. This will be supported by extensive teacher support material, specimen papers for the HL examinations and a wide range of exemplar materials for the new internal assessment.

Mathematics

Mathematics HL *Formula booklet* in French

The French translation of the Mathematics HL *Formula booklet* has been updated to address two typographical errors in "Topic 3". The corrected version, "Edition de 2015 (3^e version)", has been uploaded to the OCC. Schools must ensure that candidates sitting mathematics HL in French from May 2016 onwards have a clean copy of the correct formula booklet for the examinations.

Further mathematics HL, mathematics HL and SL—factorial notation

The formula for $\binom{n}{r}$ appears in the formula booklets and is given as $\binom{n}{r} = \frac{n!}{r!(n-r)!}$.

This assumes that candidates are familiar with the factorial notation. This notation does not appear in the mathematics SL guide and appears in the HL guides to define $\binom{n}{r}$.

However, it is expected that students are made aware of this notation and what it means, for example, the product of all integers from n down to 1, so $n! = n(n-1)(n-2) \times \dots \times 3 \times 2 \times 1$

The arts

Film

Film clarification document

Please note that a supplementary document called *Film assessment clarification* is now available on the OCC. This document provides film teachers with further clarifications on each of the assessment components.

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).

Theatre

Theatre and visual arts: May 2016 onwards

In an effort to strengthen the theatre and visual arts courses with regard to the quality and integrity of candidates' work, the IB has introduced a requirement for teachers and candidates to document the planning and progress of each candidate's work.

The process comprises documenting three meetings (or interactions) between teacher and candidate. These meetings will help candidates to develop good working strategies, verify the authenticity of their work and ensure they receive appropriate support from their teacher when preparing work for assessment. Brief details of what was discussed in the meetings must be recorded on the form *Theatre: Planning and progress/Visual arts: Planning and progress*. Each form provides brief guidance on the suggested purpose of each meeting between teacher and candidate and is designed so that the one form can be used for all assessment components. These forms are available on the OCC, in the 2016 *Handbook of procedures for the Diploma Programme*, and are attached to a news item on IBIS for coordinators.

The completed form for each candidate must be retained by the school until after the issue of results. The IB requires the submission of the planning and progress forms only for those candidates whose work will comprise the internal assessment sample. The forms for each of these candidates will be uploaded and submitted electronically with their internally assessed work. Note that all work, whether internally or externally assessed, will be uploaded for theatre from the May 2016 examination session. Candidates' work for visual arts is already being uploaded and submitted electronically by schools.

The information in these forms will not contribute to the assessment of candidates' work. A school may be asked to submit additional forms, or possibly all remaining forms, if there is an issue concerning the authenticity of candidates' work.

Prescribed stimuli

The choice of stimuli prescribed for the practical performance proposal component for the May and November 2016 examination sessions is given below. **Any version of the stated stimulus is acceptable.**

- Stimulus 1: "The Stolen Woman Moon", an English tale ("Stolen Mother Moon" is the alternative title to this English tale)
- Stimulus 2: Diane Arbus photograph "Boy with grenade"

- Stimulus 3: (Creation myth) "How the World Was Made" (Philippines)
- Stimulus 4: (Song) "Calling all Angels" by Jane Siberry
- Stimulus 5: The signs of the zodiac

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* for 2016, in group 6, section B6c.

Visual arts

New visual arts course first assessment May 2016

Coordinators are reminded that visual arts teachers should now be using the *Visual arts guide* (March 2014) for first assessment in May 2016 available on the OCC.

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

Details about the eSubmission for the new course (first assessment 2016) can be found in the *Handbook of procedures for the Diploma Programme* 2016.

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: *Visual arts: Planning and progress* forms.

May and November 2016—marks carried forward

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

May and November 2016—predicted grades

To grade the candidates' work, teachers must refer to the grade descriptors document available on the OCC. The grade boundaries for each component at higher and standard

level will be set during the grade award meetings for each examination session.

Academic honesty

The compliance with the academic honesty requirements is still an area of concern in the visual arts course and teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers need to be reminded of the following points and they need to offer guidance to candidates for what concerns referencing. Please also share with teachers and candidates the publication available on the OCC entitled *Effective citing and referencing*.

- 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 throughout 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, which 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 process portfolio or comparative study text. 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.

Legalization of *Diploma Programme Results*

Instructions for 2016

Background

In some countries the IB document *Diploma Programme Results* needs to be legalized in Geneva, Switzerland by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities.

It is the responsibility of the DP coordinator to inform candidates of this requirement. The legalization of IB diplomas takes place at the IB Foundation Office in Geneva, Switzerland after each examination session.

Note: two different IB documents exist.

IB Diploma Programme Results: The International Baccalaureate always legalizes the *Diploma Programme Results* document showing the results that the candidate obtained.

IB diploma, which only shows the candidate's name, and is legalized only in exceptional circumstances when specifically required.

In some cases, certain universities in Argentina, Mexico and Egypt may require the legalization of the diploma itself in addition to the *Diploma Programme Results*.

Legalization requests

If legalization is requested through IBIS by the coordinator, the IB Assessment Centre in Cardiff, UK will send to the IB Foundation Office in Geneva, Switzerland the relevant *Diploma Programme Results* documents, showing the grades obtained by the candidates. The corresponding diplomas are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents to send together later to individual candidates.

Coordinators must provide the IB Foundation Office with the names and codes of those candidates who wish to have their *Diploma Programme Results* document legalized. This should be done by completing the *Legalization request form* on IBIS from the "Candidate/results/legalization" option and submitting it to the IB Foundation Office by 15 June (May session) or 15 December (November session). Coordinators are asked to submit the *Legalization request form* as early as possible to ensure timely processing of the request. After the deadline, school coordinators must contact legalization@ibo.org.

When completing the *Legalization request form*, the legalization request for the *Diploma Programme Results* document is automatically registered on IBIS.

The legalization of the diploma document itself, which only displays the candidate's name, is usually not required. Should the candidate wish to have the diploma document legalized as well, it must be specified on IBIS, changing the option "Legalize Diploma?" from "No" to "Yes".

Legalization requests for retake candidates must be submitted again for the examination session in which the candidate takes the retake examination.

When the IB coordinator enters a candidate's name on IBIS, it must be spelled in the same way as the name on the candidate's passport. If this is not the case, the consulates will refuse to legalize the IB diploma.

The following countries demand copies of passports: Italy, Iran, Palestine, Burkina Faso and Saudi Arabia (see list of special cases below).

Copies of passports should be submitted **with** the *Legalization request form* on IBIS via email to legalization@ibo.org and/or sent immediately by courier to: International Baccalaureate Foundation Office, Legalization Service, 15 route des Morillons, 1218 Grand-Saconnex, Geneva, Switzerland. The direct telephone number of the IB legalization service in Geneva is +41223092545. On receipt of the *Legalization request form*, an acknowledgment will be sent to the school via email.

Diploma Programme Course Results for candidates who do not obtain the diploma, will not be legalized unless this is specifically requested on IBIS.

Legalized Diploma Programme Results by courier

After legalization, legalized *Diploma Programme Results* documents will be mailed to the appropriate schools by special courier service. Therefore, the *Legalization request form* should be completed with the school telephone number and mailing address (not a PO box number) for delivery. It will then be the responsibility of the coordinators to distribute the documents to their students.

Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise; in which case any extra costs will be charged to the relevant school.

In the interest of the candidates requesting legalization, and given the strict deadlines to enroll in universities, the legalization service makes every effort to expedite the legalization process in a short timescale. However, this is largely dependent on the external stakeholders involved.

Payment of legalization fees 2016

1. The standard fee for the legalization of each single IB diploma document will be as shown in the table below, which is listed among the scale of fees in the *Handbook of procedures for the Diploma Programme* (2015).

		US \$	S Fr	UK £	EUR	SGD
Legalization fee for legalization requests received by the deadline	Legalization of each IB diploma and/or of each consulate country (request received before 15 June/ 15 December)	159	199	91	111	184
Legalization fee for legalization requests received after the deadline	Legalization of each IB diploma and/or of each consulate country (request received after 15 June/ 15 December)	238	296	137	166	275

2. The fee shown in the table above will be charged for each single IB diploma document requiring legalization: the diploma, the *Diploma Programme Results*, the *Diploma Programme Course Results* and/or the extra certificate (for example, if a UK student requires legalization of both the diploma and the *Diploma Programme Results*, a fee of £182.00 (£91 x 2) will be charged).

Notes:

1. Legalization requests for one, two or more "apostille" countries, shown with an asterisk on the list of "Countries concerned" below, will be invoiced only once, as one Apostille Stamp covers all the mentioned countries.
2. Legalization requests for the "consulate countries" will be invoiced as many times as legalization requests for a single different country are made.
3. For all the legalization requests registered after the deadline of 15 June/15 December, the "after the deadline" fee will be applied.

Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. The IB will send invoices for legalization fees to the schools

concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

Countries concerned

The following is a list of countries for which legalization has been required in past years. Requirements may be imposed by other countries in the future.

Argentina*	Iran	Portugal*
Armenia*	Israel*	Romania*
Bolivia	Italy*	Russia*
Bosnia and Herzegovina*	Jamaica	Saudi Arabia
Brazil	Jordan	Serbia*
Bulgaria*	Kazakhstan*	Singapore
Burkina Faso	Latvia*	Slovakia*
Chile	Lebanon	Slovenia*
Colombia*	Lithuania*	Spain*
Costa Rica*	Macedonia*	South Korea*
Croatia*	Malta*	Sudan
Cyprus*	Mexico*	Syria
Czech Republic*	Montenegro*	Taiwan
Ecuador*	Nigeria	Thailand
Egypt	Pakistan	The Netherlands*
El Salvador*	Palestine	Turkey*
Estonia*	Panama*	United Arab Emirates
Georgia*	Paraguay	Ukraine*
Greece*	Peru*	Uruguay
Guatemala	Philippines	Venezuela*
Indonesia	Poland*	Yemen

*The Apostille Stamp (as per The Apostille Convention, The Hague, 5 October 1961) replaces legalization by the consulate and one Apostille Stamp covers each of the countries indicated with an asterisk in the list above.

Special cases

Argentina: The IB diploma is not accepted in all universities in Argentina. It is only accepted in some private universities. Before requesting legalization for this country, it is recommended for students who wish to enroll in Argentinian universities to contact the Argentinian Secretariat of Education of the Ministry of Education. The relevant email address is consultascyl@me.gov.arg and the contact person is Professor Maria Carmen Belber. If registration with the IB diploma at the Argentinian university is accepted, the legalization of both the diploma and the *Diploma Programme Results* documents is required.

Burkina Faso: A photocopy of the candidate's passport is required.

Egypt: Some universities in Egypt may require legalization of both the diploma and the *Diploma Programme Results* documents. It is the responsibility of the candidate to check with the university.

Iran: A certified photocopy of the candidate's passport is required. National candidates living in Iran must first have the copies of their passports certified at the Ministry of Foreign Affairs of the Islamic Republic of Iran, in Tehran. National candidates living abroad must first have the copies of their passport certified at the Consulate of Iran in the country where they live. The Ministry of Foreign Affairs and/or consulates will validate the copies of the passports and send them to the Consulate of Iran in Bern, Switzerland. An email confirmation must be sent to the legalization service of the IB Foundation Office in Geneva, Switzerland, at legalization@ibo.org, to be able to process the legalization at the consulate of Iran in Bern.

Italy: A photocopy of the candidate's passport is required. Universities in Italy may require translation of the diploma *Programme Results* document into Italian by a registered translator. It is the responsibility of the candidate to comply with this requirement.

Mexico: Some universities in Mexico may require legalization of both the diploma and the *Diploma Programme Results* documents. It is the responsibility of the candidate to check with the university.

Palestine: A photocopy of the candidate's passport is required.

Saudi Arabia: A photocopy of the candidate's passport is required.

Singapore: Not all the universities in Singapore require legalization of the *Diploma Programme Results*. Students must check with the university.

South Korea: Not all the universities in South Korea require legalization of the *Diploma Programme Results*. Students must check with the university.

The Netherlands: Not all the universities in The Netherlands require legalization of the *Diploma Programme Results*. Students must check with the university.

Individual legalization requests throughout the year

At any time of the year, legalization requests from previous examination sessions can be requested from the IB Foundation Office in Geneva, at the email address legalization@ibo.org. These requests can be made by the IB coordinators of the schools and/or by individual candidates.

The IB Foundation Office in Geneva advises schools and/or individuals on the procedure to follow and on the fees to be paid for the legalization process. The "after the deadline" legalization fee is to be applied. The fees are published in the February issue of the *DP Coordinator's notes* and the *Handbook of procedures for the Diploma Programme*.

If the request comes directly from an IB school, the IB Foundation Office in Geneva legalizes the diploma documentation and sends it back to the school. The school is invoiced afterwards.

If the request comes from the candidates themselves, the IB Foundation Office informs them of the procedure to follow and that legalization fees need to be paid by bank transfer to the IB bank account. The IB diploma is only legalized and sent back to the student after the IB Foundation Office has received proof of payment.

The legalized documents are mailed by courier service to the schools or candidates if they agree to pay for this service. Otherwise, the documents are returned by registered airmail.

For further information, please contact the IB legalization service at legalization@ibo.org.

Last updated January 2016. Please regularly check for any changes on IBIS.

DP curriculum development and review cycles

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Group 1—Studies in language and literature			
Language A: literature	2019/20	Nov 2020	May 2021
Language A: language and literature	2019/20	Nov 2020	May 2021
Group 2—Language acquisition			
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
Group 3—Individuals and societies			
Business management	2014/15	Nov 2015	May 2016
Economics	2018/19	Nov 2019	May 2020
Geography	2017/18	Nov 2018	May 2019
Global politics	2015/16	N/A	May 2017
History	2015/16	Nov 2016	May 2017
ITGS	2020/21	Nov 2021	May 2022

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Philosophy	2014/15	Nov 2015	May 2016
Psychology	2017/18	Nov 2018	May 2019
Social and cultural anthropology	2017/18	Nov 2018	May 2019
World religions	2023/24	Nov 2024	May 2025
Group 4—Sciences			
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, health and exercise science	2016/17	Nov 2017	May 2018
Computer science	2020/21	Nov 2021	May 2022
Group 5—Mathematics			
Further mathematics HL	2019/20	May 2020	May 2021
Mathematical studies SL	2019/20	Nov 2020	May 2021
Mathematics SL	2019/20	Nov 2020	May 2021
Mathematics HL	2019/20	Nov 2020	May 2021
Group 6—The arts			
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
Core			
Creativity, activity, service	2015/16	Nov 2016	May 2017
Extended essay	2016/17	Nov 2017	May 2018
Theory of knowledge	2020/21	Nov 2021	May 2022
Interdisciplinary subjects			
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.

Ask your peers

 occ.ibo.org

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IB Answers

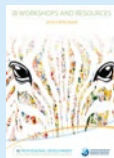
For all queries about programme implementation/authorization.

 ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources 2016.

ecatalogue.ibo.org/t/35963



PD online workshops

An online workshops calendar.

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



Digital toolkit

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

ibo.org/en/digital-toolkit/

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IB in Practice—IB coordinators, the International Baccalaureate educator network (IBEN) and examiners will receive tailored content in the *IB in Practice* newsletter, sent via email five times a year. Email addresses for the recipients of this newsletter are downloaded from the latest data that schools enter into "My School". Teachers and educators who are not listed in "My School" can also ask to receive it by contacting communications@ibo.org. This newsletter focuses on IB teaching practice and provides current information on IB curriculum, assessment, programme news and IBEN. Coordinators and heads of schools are encouraged to share these newsletters with their teaching staff.

IB News Update—This newsletter, exclusively for IB heads of schools, is sent three times a year.

ibo.org/en/news/newsletter-from-the-ib/.

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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.