



Information for Diploma Programme coordinators and teachers

General

Acknowledging the ideas or work of another person

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

Diploma Programme (DP) students 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 student uses the work or ideas of another person, they must acknowledge the source using a standard style of referencing in a consistent manner. A student's failure to acknowledge a source will be investigated by the International Baccalaureate (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 students; this is left to the discretion of appropriate faculty/staff members in the students' school. The wide range of subjects, 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 students' 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.

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Note: Creativity, Action, Service has been renamed to Creativity, Activity, Service. Although the word Action may appear in this document, please ensure you refer to it as Activity when leading this workshop.

Diploma Programme Coordinator's notes

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Available on IBIS (<http://ibis.ibo.org>) and on the online curriculum centre (<http://occ.ibo.org>).

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Students 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 student must clearly distinguish between their words and those of others by the use of 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. Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Students must be advised that audio/visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

Supporting resources: a free poster and leaflet is available on the Online Curriculum Centre (OCC) to support academic honesty. An additional colourful poster is also available to purchase from the IB store (<http://store.ibo.org/>).

Approaches to teaching and learning across the DP

As announced at regional conferences throughout 2011, the DP development team in The Hague, working with a wide range of IB educators, have started a project for launch in 2015 on "approaches to teaching and learning across the DP". The project team in The Hague has invited educators from around the world to be involved and a first curriculum review meeting took place in December 2011 with ten IB educators and IB programme development staff. A report will appear on the OCC in February 2011 for DP coordinators to comment on and 50 applicants will be received for an online virtual discussion. The project seeks to both promote recommended IB pedagogy in the teaching of the programme generally as well as articulate approaches to learning for DP students aligned with the continuum of IB programmes. It is planned that resources will emerge for DP schools to support the ongoing implementation of the programme (in line with the IB's standards and practices). The project at present is establishing its scope, resources for teachers and professional development, as well as potential programme impact. Ongoing dialogue with all stakeholders in 2012 will help define the precise outcomes for IB World Schools. We invite all schools to comment on the forthcoming reports on the OCC later this year.

IB World Student Conferences in 2012

In 2010, the Northwest Association in the United States conducted a student conference at Oregon State University in Oregon. The success of this event has inspired the IB as an organization to be involved in helping universities and IB World Schools bring DP students together for this kind of experience in international education. In 2011, the IB Schools

Division, under the leadership of Siva Kumari, set up a structure to partner with universities throughout the world to host IB World Student Conferences on a regular basis, starting in 2012.

In 2012, there will be two World Student Conferences: one in Segovia, Spain, and one in Vancouver (British Columbia), Canada. IE University in Segovia will be hosting the *Global Engagement through Social Entrepreneurship* conference from 2–6 July, and the University of British Columbia will be hosting *The New Sustainability: Making Things Better, Not Just "Less Bad"* from 23–27 July. Both conferences will feature renowned speakers and the opportunity for students to engage intellectually with the university faculty and each other.

The IB World Student Conferences aim to provide a unique opportunity to develop student leadership and international understanding and welcome IB DP students from around the world to experience what it means to inspire responsible action for creating a better, more peaceful world. The vision of the future of IB World Student Conferences includes delivering three conferences each year, one in each region—Americas; Africa, Europe, Middle East (AEM); and Asia Pacific (AP)—dedicated to different themes, so that DP students from around the world can choose the one that appeals to them most.

For more information on the conferences, visit the conference websites: www.ibo.org/wsc/ or contact the World Student Conference team at ibwsc@ibo.org.

Legalization of Diploma Results: instructions for 2012

Background

In some countries the IB document *Diploma Results* will not be valid unless it is legalized in Geneva, Switzerland by the relevant embassy or consulate. It is the responsibility of the DP coordinator to inform students of this requirement. The *Diploma* itself is only legalized in exceptional circumstances when specifically required. Argentina requires the legalization of the *Diploma* as well as the *Diploma Results*. In some cases, universities in Mexico as well as in Egypt may also require the legalization of both documents.

The legalization of the IB diplomas takes place at the IB Foundation Office in Geneva, Switzerland after each examination session. The number of requests increases each year.

Legalization requests

If legalization is required, the IB Assessment Centre, in Cardiff, UK, will send to IB Foundation Office in Geneva, Switzerland, the relevant *Diploma Results* documents, that is, those showing the grades obtained by the students. The corresponding *Diplomas* are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents for mailing to individual students.

Coordinators must provide the IB Foundation Office with the names and codes of those students who wish to have their *Diploma Results* document legalized. This should be done by completing the *Request legalization* 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 *Request legalization* form as early as possible to ensure timely processing of the request.

Legalization requests for retake students must be submitted again for the exam session when the student takes the retake exam.

The spelling of a student's name entered by the IB coordinators on IBIS, must be **exactly the same as the name** on the student'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 and Saudi Arabia (see list of special cases).

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

Certificates for students who fail to earn the *Diploma* will not be legalized unless this is specifically requested on IBIS.

Legalized *Diploma Results*—by courier

Legalized *Diploma Results* documents will be mailed to the appropriate schools by special courier service. Therefore the *Request legalization* 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 students requesting legalization, and given the strict deadlines to enrol to universities, the legalization service does its utmost to expedite the legalization process in as short a timeline as possible. However, this is largely dependent on the external stakeholders involved.

Payment—new 2012 fees

1. The standard fee per student, 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* (2012):

	US\$	SFr	UK£	C\$
Legalization of each IB diploma and/or of each consulate country (request received before 15 June/15 December)	142.00	145.00	89.00	148.00
Legalization of each IB diploma and/or of each consulate country (request received after 15 June/15 December)	213.00	218.00	134.00	222.00

2. The fee shown in the table above will be charged for each single IB *Diploma document* requiring legalization: for the *Diploma*, the *Diploma Results*, the *Certificate* and/or the *Extra certificate* (that is: if a UK student requires legalization of both the *Diploma* and the *Diploma Results*, a fee of £178 (£89 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 consulate country are made.
3. Coordinators should collect the standard fee from students requiring the legalization service in advance and retain it. As in previous years, 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*	Burkina Faso	Czech Rep*
Armenia*	Chile	Ecuador*
Bolivia	Colombia*	Egypt
Bosnia and Herzegovina*	Costa Rica*	El Salvador*
Brazil	Croatia*	Estonia*
Bulgaria*	Cyprus*	Georgia*

Greece*	Montenegro*	Slovakia*
Guatemala	Nigeria	Slovenia*
Indonesia	Pakistan	Spain*
Iran	Palestine	South Korea*
Israel*	Panama*	Sudan
Italy*	Paraguay	Syria
Jamaica	Peru*	Taiwan
Jordan	Philippines	Thailand
Kazakhstan*	Poland*	Netherlands*
Latvia*	Portugal*	Turkey*
Lebanon	Romania*	United Arab Emirates
Lithuania*	Russia*	Ukraine*
Macedonia*	Saudi Arabia	Uruguay
Malta*	Serbia*	Venezuela*
Mexico*	Singapore	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 Ministry of Education in Buenos Aires requires legalization of both the *Diploma* and the *Diploma Results* documents.

Burkina Faso: for nationals, a second legalization is required in the country itself. The consulate fee is to be paid in the country itself. A photocopy of the national student's passport is required. **For non-nationals,** no legalization is required.

Iran: a photocopy of the student's passport is required.

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

Mexico: some universities in Mexico may require the legalization of both the *Diploma* and the *Diploma Results* documents.

Egypt: some universities in Egypt may require the legalization of both the *Diploma* and the *Diploma Results* documents.

Palestine: a photocopy of the student's passport is required.

Saudi Arabia: for nationals, a photocopy of the student's passport is required.

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

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

Slovenia: legalization is not required for the *Diploma Results*. It is required only for certificates.

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

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

Last updated December 2011. Please regularly check for any changes on IBIS.

Pamoja Education

DP courses online

November session schools should note that Pamoja Education will be offering DP online courses that start in February 2013 (first examinations November 2014). Confirmation of the subjects that will be available will be made shortly and announced on the IB and Pamoja Education websites: www.ibo.org and www.pamojaeducation.com.

Beginning in September 2012, Mandarin ab initio will be available as a DP course online (first examinations May 2014). Other DP courses online currently available include: Economics HL and SL; Film SL; Philosophy SL; Psychology SL; Maths HL; ITGS SL and HL; Business and Management SL; and Spanish ab initio.

DP coordinators are reminded that students taking DP courses may now be registered directly on IBIS by their regular school. Instructions on how to do this are sent out to schools in October each year.

All schools registering students as DP online students are reminded that they must have a member of the professional staff who undertakes the role of site-based coordinator (SBC). The SBC's role is to support the students, monitoring their engagement and input with the teacher and ensuring they have secure access to the online courses as well as appropriate time and access to the internet. All SBCs are required to undertake training immediately before the start of the Pamoja Education school year. This is a self-paced online course covering the mentoring of students and the facilitation of effective communication between the school, teacher, student and Pamoja Education administration. Additionally SBCs are given training in the use of the Pamoja Education student information system and orientation with the appropriate online tools.

Supporting resources: students can find Mandarin ab initio past examination papers and markschemes on the IB store (http://store.ibo.org/advanced_search_result.php?keywords=mandarin+ab+initio) along with supporting resources for the other subjects. Of particular interest might be the *IB Prepared* series of student resources currently available for 15 different subjects as well as core requirements (http://store.ibo.org/advanced_search_result.php?keywords=ib+prepared).

Research updates

Recent research report on DP student performance

The Consortium of Chicago School Research at the University of Chicago has recently published a study which examines the DP's role in providing better academic pathways for minority and low-income students in Chicago Public Schools (CPS). Findings suggest that of all CPS graduates with the academic background needed for access to the DP, those who choose the DP are more likely to go to college, persist for two years in a four-year college, and feel better prepared for university studies, even when controlling for demographic and socio-economic characteristics and prior academic achievement. Such benefits were also extended to students who did not perform well on exams or earn the full diploma. A brief summary and the full report can be found at: <http://www.ibo.org/research/>.

Learner profile literature review

A literature review exploring the IB learner profile, by Dr. Kate Bullock, is now available on the OCC in the cross-programme publications section. The review attempts to examine learning theories from different educational and psychological paradigms, and consequently to indicate the relationship between the ten attributes and stages of development of cognitive, affective, and psychosocial dimensions of learning. It also explores how transdisciplinary, interdisciplinary and disciplinary approaches to learning are reflected in the IB learner profile.

Current studies underway on the impact of the DP

The IB research team is currently undertaking several new projects examining an array of aspects of the DP. Short descriptions of these studies can be found on the programme impact research web pages <http://www.ibo.org/research/policy/programmevalidation/diploma/>. Look for complete reports to be released throughout 2012. Some of the highlights include:

- a longitudinal study on IB students' post-secondary access, performance and persistence
- the effects of participation in the MYP on performance in the DP
- the Extended Essay and post-secondary performance
- examining gender differences in the STEM subjects
- the IB Teacher Project.

Jeff Thompson Research Award

The IB would like to congratulate the latest round of award winners. More information on their studies can be found here. The next deadline for applications is 31 March 2012.. We are very pleased to be able to support the research of IB practitioners. You can find out more on the award and how to apply at <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

For more information on any of the projects above, please visit www.ibo.org/research or contact research@ibo.org.

Learner profile

Learner profile review

Since the IB learner profile booklet was published as a continuum document in 2006, the Academic Division began planning for its review in 2011, looking ahead to making recommendations regarding the learner profile in early 2013.

A resource pack for teachers and pedagogical leaders, schools, and Associations of IB World Schools will be available on the OCC in March 2012. The continuum development team will hold focus groups at all 2012 Annual Regional Conferences, and a global survey will gather information about the learner profile's review cycle, its attributes and descriptors, and its impact in IB World Schools.

To address comments and questions about the learner profile review, please contact continuumdevelopment@ibo.org.

Continuum development opportunities for IB educators

The continuum development team is always looking for IB educators who have experience and expertise in working in IB World Schools that offer: two or three IB programmes; teaching and learning about inclusion/universal design for learning (special educational needs); multilingualism; and global engagement. This year a variety of opportunities will be available to members of the IB educator network to develop resources for schools and professional development. Opportunities include participating in continuum working groups and training to be a digital resource facilitator. If you are interested please send a statement of interest along with your current CV to continuumdevelopment@ibo.org.

Schools willing to share their learning stories

Do you have a good story to tell about how your school is becoming more internationally minded? Have you developed a language policy that's changing how your school thinks about critical literacy and learning across multiple language domains? Have you increased access to IB programmes at your school through the effective implementation of a special educational needs policy? Have you been helping students engage with global challenges surrounding the environment, development, conflict, rights, and cooperation and governance? If so, we want to help you share what you have learned: the good, the great and what would be better

next time. Contact us to discuss opportunities to highlight the work of your IB World School at continuumdevelopment@ibo.org or globalengage@ibo.org.

CAS coordinators—let your students shine!

Remember that the IB's Global Engage website (<http://globalengage.ibo.org>) is available for reporting how students at your IB World School are helping make a better and more peaceful world. Register to post brief accounts (and pictures) of local and long-distance examples of service that address issues of global importance. Please be sure to respect student privacy in your posts, comments and shared visual media.

You might also be interested to hear about the new *CAS Illustrated* book from IB Publishing (available from the IB store at <http://store.ibo.org>). This book and accompanying web content shows examples of successful projects taken from schools around the three IB regions to help schools understand more about CAS and how IB World Schools actively support the projects. For more information, look at the IB Publishing section below.

IB Global Lessons 2012

The IB global lessons for 2012 will focus on intercultural understanding. Look for background information on this important aspect of developing internationally-minded people, as well as DP lessons for the arts and Theory of knowledge (TOK). These curriculum development materials will be available to support schools celebrating the World Day for Cultural Diversity, for Dialogue and Development. Established in 2003 following the UN's Year of Cultural Heritage, the day is observed annually on 21 May. Its goal is to "promote cooperation among the world's civilizations and peoples, irrespective of race, disabilities, religion, language, culture or tradition."

Save a place in your school's academic, student, community or extracurricular calendar! The global lessons will be published in early March on the IB Global Engage website.

Examiner recruitment

Examining for the IB provides a unique perspective on the assessment of candidates. Examiners are provided with invaluable training and are supported throughout the examination session by senior examiners and IB staff.

Applications are sought for all subjects, but we are particularly interested in receiving applications for the subjects listed below.

- Business and management (especially those who can examine in Spanish)
- Chinese A1
- Economics
- Film
- German A1
- History

- Human Rights Extended Essay
- Philosophy (especially those who can examine in Spanish)
- Psychology
- Theory of knowledge

More information on becoming an examiner, the examiner recruitment policy and a copy of the application form can be found on the IB public website <http://www.ibo.org/examiners>.

Completed application forms should be sent to the Online Examiner Training and Recruitment department, quoting the reference "CnotesMarch12". Any inquiries should be sent by email to examrecruit@ibo.org.

News from IB Publishing

New author area

Find out about the teachers, examiners and other international educators behind our publications in the new author area on the IB store news blog (<http://blogs.ibo.org/ibstore/2011/12/14/get-to-know-our-authors/>).

Recent new publications

November 2011 Exam CD

This is the latest in this series of examination papers and markschemes on CD-ROM from the November 2011 examination session.

The IB Prepared series continues to grow

Prices from UK£15/US\$28.86. Volume discounts are available.

Three new subjects have been added to the series in 2012, plus a Spanish version of the Extended Essay.

- History SL and HL
- Geography SL and HL
- Psychology SL and HL
- Monografía (Spanish version of the Extended Essay)

CAS Illustrated—book and accompanying website

UK£30/US\$48.10

Provides expert advice and real examples of how the theory of creativity, action, service (CAS) can be put into practice. Understand more about CAS with these illustrated examples of successful projects taken from DP schools in the three IB regions. Pertinent aspects of each project are highlighted and accompanied by commentary outlining why they contribute to a successful project. An accompanying website ensures all project-related multimedia formats are supported to fully showcase students and their projects.

Key benefits

- Supports the course guide (2010)
- Gives clear examples of how a student can give evidence of learning outcomes and how their teacher can determine that the student has achieved them

Key features

- Uses icons to show where there is additional web content such as student videos and other multimedia files
- Watches students do their CAS presentations and hears them explain how their CAS project benefited them as well as the people they were working with
- Hear about simple ideas that have a big impact, such as saving old school computers from disposal in Eindhoven (The Netherlands) and donating them to an Ethiopian school in Africa. This not only provides valuable educational material to the Ethiopian students but also demonstrates a great example of recycling!

The IB Questionbank series

Prices from UK£104/US\$166.75.

There are two new subjects plus four new 3rd editions now available.

Create customized tests, examination papers, teaching materials and mark entry sheets in minutes using authentic DP examination questions.

New in 2012:

- *Biology (3rd edition)*
- *Chemistry (3rd edition)*
- *Design Technology*
- *Mathematics (3rd edition)*
- *Philosophy*
- *Physics (3rd edition)*

Developing Skills for Text Types: A Guide to Students of Spanish

This practical book has been developed for IB DP students of Spanish ab initio and Spanish B standard level courses, and focuses on the writing element of both courses. Clear guidance and practice exercises are presented in an easy-to-follow style and the material is suitable for students of all ability levels.

Key features

- Students are presented with models of various text types along with guidance on relevant writing conventions and proper structure and organization.
- Practice exercises at the end of each chapter enable students to develop their skills at school and at home.
- Examples and skill-based material appear in Spanish, with instructive material provided in English.
- Content is aligned with the course requirements and is suitable for use in the classroom or as homework.

The Course Companions series from OUP for mathematics

The IB continues to collaborate with OUP on the development of the DP *Course Companions* series. New to the series this year

are the mathematics titles that support the new curriculum. For a full list of the *Course Companions* available, visit the OUP website where you can download sample pages or request an inspection copy.

World map poster 2012

UK£15/US\$24

This is a new 2012 version with additional interesting IB statistics and facts illustrated in a fresh, new design.

Out soon!**Academic honesty poster**

UK£7.00/US\$11.00

Academic honesty is a key area of the DP. If a student has committed academic misconduct they may fail to be awarded a grade in the subject concerned. We have therefore produced this poster to provide students with guidance to help them understand academic honesty, some of its issues and how to avoid them. This illustrated poster outlines the journey a student undertakes throughout their DP studies, showing how they develop and fully appreciate academic honesty passing a series of stages along the way. These stages will be represented as illustrated questions which provoke discussion in the classroom.

Available in English, French and Spanish.

Opening Classroom Doors Videos—September 2012

Journeys in learning Across Frontiers: Stories, strategies and inspiration from the IB Community—September 2012

Creating Lifelong Learners (2nd edition)—November 2012

You can sign up to receive an email when a new publication is released on the new publication alerts on the IB store (<http://store.ibo.org>). You can also sign up to receive the quarterly IB store e-newsletter on the same page.

Hexagon core**Extended essay curriculum review**

As part of the collaborative process for curriculum reviews, a report and questionnaire will be posted on the OCC extended essay page in April. Coordinators and supervisors are encouraged to send in their responses to the questionnaire for consideration by 29 June 2012.

TOK

In 2013, there will be a number of specially organized IB professional development events called Subject-Specific Seminars to launch the new *Theory of knowledge guide* (first teaching September 2013). These are category 3 workshops appropriate for experienced subject teachers.

During 2012 TOK workshops will only focus on the current guides (final exam sessions in 2014). TOK workshop leaders

will be trained in the changes and their implications before leading workshops in 2013. In the meantime teachers, IB coordinators, and heads of schools can access the latest curriculum review reports on the OCC. These can be located under the curriculum review tab on each TOK subject page.

Schedule of events:

Towards the end of 2012	Online training for TOK workshop leaders
December 2012	Pre-publication of the new guides on the OCC
February–March 2013	Subject-Specific Seminars organized by the IB
March 2013 onwards	All category 1 and 2 workshops to focus on new guides
September 2013	First teaching of the new guides

If you have any queries about the professional development provision, please direct your questions to the global professional development team at diploma.pd@ibo.org.

Group 1 and 2: Languages

New courses

Schools are reminded that the first year of teaching for the new courses began in September 2011 (May session schools) or in February 2012 (November session schools), with first examinations in 2013. Coordinators must ensure that all language teachers are provided with the appropriate guide as well as other supporting documents. All documents are published on the OCC.

The text and performance course has finished its pilot stage and became available to all schools as literature and performance in September 2011. This course is automatically available at standard level in English, and in French and Spanish upon request, and remains interdisciplinary between group 1 and group 6. All curriculum documents for this course are published on the OCC.

The classical languages course operates on a different curriculum review cycle and therefore teachers must continue to refer to the current guide (first examinations 2010), which is also available on the OCC.

In collaboration with the IB, OUP have developed some course companions to support the group 1 and 2: languages curriculum changes. The following books are now available directly from OUP (www.OxfordSecondary.co.uk/ib):

English A: Language and Literature; English A: Literature; French B; Spanish B.

Special request languages

Schools are reminded that they must complete the *Group 1: Confirm entry for special request language A: literature form*

(Form E12) on IBIS by **15 March 2012** for any special request languages A: literature that have been requested and authorized for the May 2013 examination session.

Newly available languages for language A: literature

IB coordinators and subject teachers are reminded of the introduction of nine new automatically available languages in group 1 for the language A: literature course. The first year of teaching for these courses was September 2011 (May session schools), with first examinations in May 2013. Therefore, from the May 2013 examination session onwards these languages will no longer need to be applied for as special request languages. Coordinators must ensure that all teachers for these courses are provided with the appropriate guide as well as other supporting documents which are published on the OCC. This will now also include the relevant prescribed list of authors (PLA) for these languages, published on the OCC in February 2011.

Languages becoming automatically available for the May 2013 examination session:

Albanian	Belarusian	Bengali
Estonian	Icelandic	Romanian
Ukrainian	Urdu	Vietnamese

Groups 1 and 2: forms for new courses

Schools will be aware that the new language A and B courses (first examinations 2013) will require different versions of the submission forms (for example, cover sheets and record such as 1/ARF). The new versions of the submission forms will be made available in September 2012. These new forms will be available on IBIS.

Classical languages

The Classical languages course is currently undergoing a curriculum review; schools will be informed of the progress via the OCC. Teachers are reminded that they must refer to the important documents below in designing their courses until the curriculum review has been completed. **Examinations in May and November 2012 will continue to be based on the prescribed authors and genres in List 1.**

- Classical languages guide (first examinations 2010)
- Prescribed authors and genres for first examinations 2010
- Clarification: prescribed authors and genres for first examinations 2010

Group 3: Individuals and societies

Group 3 courses available online

At present online courses in business and management SL; economics SL and HL; ITGS SL and HL; philosophy SL;

and psychology SL are available. For details, please follow the link to Pamoja Education on the following section of the IB website: <http://www.ibo.org/diploma/development/dponline/>.

Group 3 Curriculum review

The curriculum reviews for geography, social and cultural anthropology, and psychology started in late 2011 and, as part of our ongoing commitment to consultation, we wish to invite teachers to become involved in the review process.

This consultation will involve questionnaires being sent to all schools in March/April 2012 and, later in the year, the cycle of review and development meetings will start, some of which are face to face and some are virtual. For these meetings we are looking for teachers who have a good subject knowledge and experience of curriculum development in either geography, social and cultural anthropology or psychology.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter to the academic officer for group 3, Gilles Sooben, at IB The Hague, by post, by fax or by attaching it to an email (gilles.sooben@ibo.org). The deadline for applications is **6 April 2012**.

Global Politics update

Global Politics will begin as an exciting new pilot course in September 2012 and it is intended that the course will be on mainstream offer from September 2015. For more information about the course please visit <http://www.ibo.org/diploma/curriculum/group3/GlobalPolitics.cfm> or the global politics page on the OCC (<http://occ.ibo.org/ibis/occ/home/subjectHome.cfm?subject=gplts>). The pilot schools for 2012 have already been selected, but any school interested in being involved in the later stages of the pilot should email the curriculum manager for global politics on jenny.gillett@ibo.org. **Please note that at this stage only schools authorised to take part in the pilot may offer the course.**

Social and cultural anthropology

Changes to the *Social and cultural anthropology guide*

Following the first assessment session in May 2010 for social and cultural anthropology there have been some amendments to the assessment criteria in the *Social and cultural anthropology guide* published February 2008 for first examinations in 2010.

For HL and SL paper 1, criterion A—description and generalization (question 1) and criterion B—analysis and interpretation (question 2) have been reworded.

These amendments have altered the wording in order to clarify their application for examiners and the amendments

will not affect students in any way. Teachers are advised to use these criteria for future sessions.

The updated guide is available now on the OCC.

HL paper 3 from May 2012

The internal rubric for social and cultural anthropology, HL paper 3 currently reads:

“Answer **one** question. The answer must refer to **theoretical perspectives in anthropology** and their application to specific and clearly identified **ethnographic illustrations**. Each question is worth 20 marks.”

From the May 2012 session the rubric will be amended to:

“Answer **one** question. The answer must refer to **both theoretical perspectives and theory/schools of thought in anthropology** and their application to specific and clearly identified **ethnographic illustrations**. Each question is worth 20 marks.”

The changes have been made to provide additional guidance for students in the examination.

Economics

Amendment to the *Economics guide*

Amendments have been made to the *Economics guide* (first examinations 2013). The updated version is available on the OCC. A list of the amendments can be found in the news section.

History

Reminder: a questionnaire seeking feedback on the history curriculum review is available via a link on the OCC. The closing date is 26 March 2012.

A second edition of the history teacher support material was published in September 2011. This contains updated information and new samples of work.

Reminder to history teachers regarding the new curriculum

Paper 2 topics

Where specific material, events or names are mentioned in the *History guide*, they can be specified in examination questions and may therefore be required in candidate responses. However, more general open-ended questions may also be set and these can be answered using any appropriate examples such as Mussolini, Franco or Lenin for a question about an authoritarian leader.

Paper 3

Teachers are reminded that for each section in the *History guide* there will be two questions on each examination paper. In order to provide candidates with a choice of questions to answer, all the bulleted content in each of three sections must be studied. For example, if section one, The French

Revolution, is chosen, then all six bullet points must be studied in order to ensure that students will be able to answer either question on the examination paper.

Geography

Internal assessment: sample of written reports sent for moderation

Please would teachers be aware that the internal assessment fieldwork reports submitted for geography should be the originals, so that the moderator assesses any coloured diagrams, maps and photos as the candidate intended. Further advice is given in the teacher support material for geography.

A new geography student resource *IB Prepared: Approach your exams the IB way—Geography SL and HL* is now available from the IB store (<http://store.ibo.org/>).

Philosophy

SL and HL paper 1 from May 2011

For sessions before May 2011, the internal rubric for paper 1 section A read:

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

Starting with the May 2011 assessment session, the second bullet point has been amended to read:

"Investigate **two** different philosophical approaches to the philosophical concept or philosophical issue you identified."

This amendment has altered the wording in order to clarify the application of the rubric for examiners and these amendments will not affect students in any way.

New Philosophy resource: A new *IB Questionbank* for philosophy is now available from the IB store (<http://store.ibo.org/>).

Psychology

Psychology internal assessment (IA) policy for non-experimental work

Teachers are reminded that from the May 2011 assessment session, a change was made to the previous psychology assessment criteria to remove the "zero mark penalty" for non-experimental work. Where candidates submit non-experimental work, teachers should award zero marks for the "Method" assessment criteria (criterion B, C and D). The remainder of the IA report should be marked according to the assessment criteria. If non-experimental work is selected

for moderation, it should be included in the sample sent to moderators and not treated as an anomaly. The definition of non-experimental work can be found on page 44 of the *Psychology guide* (2009). Students who submit ethically unacceptable work as outlined on pages 41 and 48 of the *Psychology guide*, will still receive zero marks for their IA.

HL and SL paper 1 from May 2012

The internal rubric for paper 1 section A currently reads:

"Answer **all** questions in this section. Marks will be awarded for focused answers supported by relevant knowledge."

Starting with the May 2012 assessment session, this will be amended to read:

"Answer **all** questions in this section. Marks will be awarded for focused answers demonstrating accurate knowledge and understanding of research."

The internal rubric for paper 1 section B currently reads:

"Answer **one** question in this section. Marks will be awarded for demonstration of knowledge and understanding (including the use of relevant psychological research), evidence of critical thinking (e.g. application, analysis, synthesis, evaluation), and organization of answers."

The following changes have been made to provide additional guidance for students in the examination.

"Answer **one** question in this section. Marks will be awarded for demonstration of knowledge and understanding (which requires the use of relevant psychological research), evidence of critical thinking (e.g. application, analysis, synthesis, evaluation), and organization of answers."

HL paper 3 from May 2012

The internal rubric for paper 3 currently reads:

"Answer **all** of the following three questions."

Starting with the May 2012 assessment session, this will be amended to read:

"Answer **all** of the following three questions, referring to the stimulus material in your answers."

The changes have been made to provide additional guidance for students in the examination.

A new psychology student resource: *IB Prepared: Approach your exams the IB way—Psychology SL and HL* is now available from the IB store (<http://store.ibo.org/>).

Group 4: Experimental sciences

Curriculum review

Teachers are reminded that reports on the latest meetings of the group 4 curriculum review in Physics, Chemistry, Biology, Design Technology, the new group 4 Internal Assessment and the new Science SL course are all available on the OCC

group 4 home pages under the Curriculum review heading. A report on the recent Environmental Systems and Societies (ESS) review meeting is also available on the ESS home page under the Curriculum review heading.

Chemistry

Chemistry Data Booklet

It has come to the attention of the IB Assessment Division that some candidates are using an out-of-date version of the *Chemistry Data Booklet* in their examinations. For previous examination sessions, the IB has ensured that this has not affected the grades of any candidates.

Please ensure that for HL and SL, papers 2 and 3 examinations, all candidates have a clean copy of the most recent version of the *Chemistry Data Booklet*. This version can be found in the Library section of IBIS or alternatively in the chemistry pages of the OCC. The differences between this correct version and any previous versions are small but may have an impact in future examinations. Therefore please ensure that a clean copy of the most recent version is supplied to candidates in the May 2012 examinations onwards.

Group 5: Mathematics and computer sciences

General—calculator updates

Schools are reminded that updated information on calculators is available on the OCC. Please make sure that all teachers and candidates are familiar with the information in the document *Use of calculators in examinations 2012*. Candidates should be reminded that any breach of the calculator regulations is likely to result in malpractice.

Future changes to calculator requirements

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

Calculators and statistical tables

As part of the mathematics curriculum review, it was agreed that the current information booklets, which contain both formulae and statistical tables, would be replaced by formula booklets. These formula booklets will not contain any statistical tables. Students will be expected to obtain statistical values from their graphical display calculators (GDC). The minimum requirements for GDCs for use in examinations from May 2014 will be updated to reflect this. This means that some GDCs which are currently approved for use will no longer be suitable, as they will not provide the required statistical information. Schools are advised to ensure they are aware of this when planning for September 2012.

Calculator information posted on the calculator forum of the OCC will be updated annually to give further information on the GDCs allowed in examination sessions. Teachers should not use the current information for May 2011 to plan for the May 2014 examination sessions (first teaching in September 2012).

Mathematics HL and SL—reminder

The following was published in the DPCN in March 2010. Teachers are reminded about this change in marking portfolios.

Penalties for mathematics HL and SL IA from May 2012

Changes to guidance for teachers for marking mathematics HL and SL portfolios

Non-compliant portfolios

Please note the following information on how to deal with portfolios that do not contain one task of each type. This will be applied in the May 2012 and subsequent examination sessions.

If two pieces of work are submitted, but they do not represent a type I and a type II task (for example, they are both type I or both type II tasks), mark both tasks, one against each type.

For example, if a candidate has submitted two type I tasks, mark one using the type I criteria, and the other using the type II criteria. Do **not** apply any further penalty.

This means that the current system of marking both tasks against the same criteria and then applying a penalty of 10 marks will no longer be used.

Use of old tasks

Following issues and concerns raised by teachers regarding the easy availability of internet solutions to IB tasks, the decision was made to have a limited shelf-life for IB tasks, and produce new ones at regular intervals. However, a consequence of this is that the old tasks must not be used. It was agreed that to prevent this, a penalty of 10 marks would be applied to a portfolio which contained an old task.

This penalty will continue. IB-produced tasks can only be submitted for certain examination sessions, as noted on the tasks. These tasks are available on the OCC, and the sessions for which they can be used are clearly noted on the tasks.

Computer science

Teachers should be aware of the following information relevant to the new computer science course, first teaching 2012:

- From August 2012 the subject will move into group 4 and become non-elective.

Should there be any questions please do not hesitate to contact the Subject Area Manager, Richard Taylor (richard.taylor@ibo.org).

New mathematics resources: *Course companions* for the three mathematics courses are now available from OUP (www.OxfordSecondary.co.uk/ib).

Group 6: The arts

Film

At present a Film SL course is available online. For details please follow the link to Pamoja Education on the following section of the IB website: <http://www.ibo.org/diploma/development/dponline/>.

Curriculum review

The curriculum review for film started in late 2011 and, as part of our ongoing commitment to consultation, we wish to invite teachers to become involved in the review process.

This consultation will involve questionnaires being sent to all schools in March/April 2012 and later in the year the cycle of review and development meetings will start, some of which are face to face and some are virtual. For these meetings we are looking for teachers who have a good subject knowledge and experience of curriculum development in film.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter to the academic officer for group 6,

Gilles Sooben, at IB The Hague, by post, by fax or by attaching it to an email (gilles.sooben@ibo.org).

The deadline for applications is 6 April 2012.

Amendment to the assessment of the Independent Study

Two minor amendments have been made to the *Film guide*, which will affect the assessment of the Independent Study. The statements on pages 27 and 30 of the guide have been amended to read:

“Meeting the requirements: Any student who does not meet all the formal requirements cannot be awarded a mark within the top two markbands at SL. These are: correct length and format, inclusion of rationale, an annotated list of sources, number of films required for study and reference to films from more than one country.”

“Meeting the requirements: Any student who does not meet all the formal requirements cannot be awarded a mark within the top two markbands at HL. These are: correct length and format, inclusion of rationale, an annotated list of sources, number of films required for study and reference to films from more than one country.”

In an effort to ensure consistency in assessment, the words “may not” have been replaced with “cannot”. This amendment was made to copies of the guide in February 2012.

Form 6/FPS

Now that Film is mainstream, the decision has been made to remove *Form 6/FPS*. Centres are therefore no longer required to submit this form.

The DP curriculum review schedule

Subject	New course materials	First teaching of new syllabus	Last exams of old syllabus	First exams of new syllabus
Group 1				
<i>Language A1</i>			Nov 2012	
<i>Language A: literature</i>	2011	2011/12	Nov 2012	May 2013
<i>Language A: language and literature</i>	2011	2011/12	Nov 2012	May 2013
Group 2				
<i>Languages A2</i>			Nov 2012	
<i>Language B</i>	2011	2011/12	Nov 2012	May 2013
<i>Language ab initio</i>	2011	2011/12	Nov 2012	May 2013
<i>Classical languages</i>	2014	2014/15	Nov 2015	May 2016
Group 3				
<i>Business and management</i>	2014	2014/15	Nov 2015	May 2016
<i>Economics</i>	2011	2011/12	Nov 2012	May 2013
<i>Geography</i>	2016	2016/17	Nov 2017	May 2018
<i>History</i>	2015	2015/16	Nov 2016	May 2017
<i>ITGS</i>	2010	2010/11	Nov 2011	May 2012
<i>Philosophy</i>	2014	2014/15	Nov 2015	May 2016
<i>Psychology</i>	2016	2016/17	Nov 2017	May 2018
<i>Social and cultural anthropology</i>	2016	2016/17	Nov 2017	May 2018
<i>World religions</i>	2011	2011/12	Nov 2012	May 2013
Group 4				

Subject	New course materials	First teaching of new syllabus	Last exams of old syllabus	First exams of new syllabus
<i>Biology</i>	2014	2014/15	Nov 2015	May 2016
<i>Chemistry</i>	2014	2014/15	Nov 2015	May 2016
<i>Design technology</i>	2014	2014/15	Nov 2015	May 2016
<i>Physics</i>	2014	2014/15	Nov 2015	May 2016
<i>Sports, health and exercise science</i>	2012	2012/13	Nov 2013	May 2014
Group 5				
<i>Computer science</i>	2012	2012/13	Nov 2013	May 2014
<i>Further mathematics SL</i>	N/A	N/A	May 2013	N/A
<i>Further mathematics HL</i>	2012	2012/13	N/A	May 2014
<i>Mathematical studies SL</i>	2012	2012/13	Nov 2013	May 2014
<i>Mathematics SL</i>	2012	2012/13	Nov 2013	May 2014
<i>Mathematics HL</i>	2012	2012/13	Nov 2013	May 2014
Group 6				
<i>Dance</i>	2011	2011/12	Nov 2012	May 2013
<i>Film</i>	2016	2016/17	Nov 2017	May 2018
<i>Music</i>	2017	2017/18	Nov 2018	May 2019
<i>Theatre</i>	2014	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014	2014/15	Nov 2015	May 2016
Hexagon core				

Subject	New course materials	First teaching of new syllabus	Last exams of old syllabus	First exams of new syllabus
<i>Creativity, action, service</i>	2015	2015/16	Nov 2016	May 2017
<i>Extended essay</i>	2015	2015/16	Nov 2016	May 2017
<i>Theory of knowledge</i>	2013	2013/14	Nov 2014	May 2015
Interdisciplinary subjects				
<i>Environmental systems and societies</i>	2015	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2011	2011/12	Nov 2012	May 2013