

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

Coordinator's notes and newsletters

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

Diploma Programme: From principles into practice (2015)

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

Revision of the diploma requirements

Coordinators are reminded that the requirements to achieve the IB diploma have been changed and 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).

- 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 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.

In this issue:

News

Core

Languages

Individuals and societies

Sciences

Mathematics

The arts

DP curriculum development and review cycles

IB on the web

Joint computer science and ITGS curriculum review—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.

Research update

International Baccalaureate implementation study: Examination of district-wide IB implementation in the US

How does implementing the IB district-wide impact students, teachers and schools? A new study aimed to explore this question with a focus on outcomes in the DP.

Some of the key findings from this study included the following.

- In a student survey, DP students frequently rated themselves higher than available norm data on key non-academic student outcomes such as student engagement, cultural awareness, motivation and college readiness.
- Administrators and teachers believed that district-wide implementation assisted with “horizontal” communication among teachers, supported student-focused instruction and facilitated “vertical” alignment.

To read more about the benefits and challenges these schools encountered in implementing district-wide IB programmes, read the summary and the full research report.

eCoursework system—May 2015

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 2015 session. Candidates still have the ability to upload their own theory of knowledge essay and group 2 written assignments if the school requires candidates to continue using the candidate upload process.

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

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 the IB information system (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.

Subject/Component	May 2016	November 2016
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
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 Beginners' Nynorsk oral recording for internal assessment sample work	Upload	Not available this session.
Beginners' Hindi written assignments Beginners' Nynorsk written assignments	No upload. Send sample work directly to examiners.	Not available this session.

Subject/Component	May 2016	November 2016
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.
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 assessments

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 will begin 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.

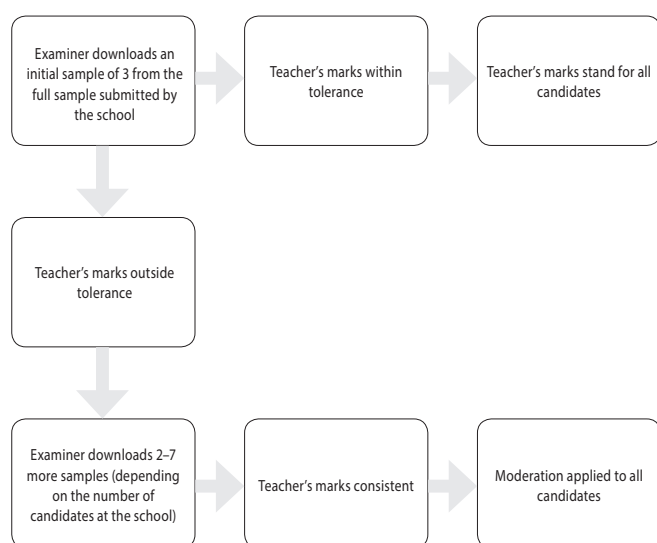
The deadlines for submission of the moderation sample will continue to be 20 April for the May examination session and 20 October for the November examination session. The work of the same number of candidates will be required for the samples.

- 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.

New online PD destination launches for DP educators

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

Use it to:

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

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

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

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

New style for Diploma Programme examination papers from May 2015 onwards

The IB is committed to ensuring that its examination papers are accessible and clear to all of its candidates and several changes have been made to the style of Diploma Programme 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 will be made to match those in the examination papers.

2015 examination schedules for Diploma Programme and Career-related Programme

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

The "November 2015 examination schedule" can be located on the OCC in the "Diploma Programme coordinators" section and on the IBIS library.

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:
 - using Arial font
 - font size 12
 - double-spaced
 - numbered pages.
3. The extended essay should be saved as an acceptable file type:
 - DOC
 - DOCX
 - PDF
 - RTF.
4. The extended essay should be saved in an acceptable file size of no more than 10MB, which still allows for high-quality images.
5. All diagrams, maps and tables, must be digitally produced where possible to prevent excessive file sizes when included as part of the essay.

6. In preparation for electronic upload, supervisors must remind candidates that the model for the extended essay is a paper in an academic journal. No provision is therefore planned for the upload of media other than the essay itself and accompanying images.

- Appendices must be used sparingly. Examiners are not required to read appendices, so material essential to the essay must always be included in the body of the essay (including large images) and any material in the appendix should be minimal and selected with care. World studies extended essay candidates are still encouraged to produce a researcher's reflection space (RSS), and this should be included as an appendix.
- 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.

7. Receiving an electronic version of an extended essay will make it easier for examiners to gauge at which point an essay has reached 4,000 words. Candidates must be reminded of the penalty for exceeding the word count or circumventing it using footnotes incorrectly (for anything other than referencing).

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

Extended essay availability in May and November 2015

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

Availability of extended essay exemplars 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. Exemplars are due to be refreshed later in 2015. These will be the last exemplars available for the current assessment model.

In the second half of 2015, exemplars of extended essays (selected by senior examiners) across all groups will be made available on the "Extended essay" page of the OCC. These will be annotated in a student-friendly way that includes best practice tips as well as common omissions or errors.

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

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. More information will be made available via the OCC in due course for schools that may wish to begin using this form for internal purposes before its mandatory introduction in 2016.

Extended essay assessment criteria

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

Criterion A should read as follows:

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

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

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

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

World studies extended essay

Changes to world studies registrations from May 2014

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

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 on the following page.

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

The new global politics course will be a mainstream subject for first teaching in 2015 and first assessment in 2017. Due to the timing of this subject's release and the current review of the extended essay, there will not be the provision for an extended essay in global politics until the new *Extended essay guide* is released in 2016 for first assessment in 2018. Students interested in undertaking an extended essay in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* to see where their topic may be best placed.

Theory of knowledge (TOK)

Curriculum Review

The new curriculum review for TOK is now in its initial stages of developing an updated course for which teaching will begin in 2020. As part of our ongoing commitment to collaboration

and consultation, we are looking for TOK teachers who would like to become involved in the curriculum review process.

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

Assessment

The essay

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

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

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

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

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

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

In an initial interaction the student and teacher must discuss the prescribed titles with the aim of enabling the student to choose the most appropriate title. In an interim interaction

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

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

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

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

The new *Presentation planning document (TK/PPD)* has come into effect for the May 2015 examination session. Form *TK/PPD* is located on the OCC in the "Assessment" section and has been included in the *Handbook of procedures for the Diploma Programme* (2015). Schools completing the form *TK/PPD* early are reminded that it is their responsibility to store these forms safely prior to upload on 20 April/20 October of the relevant session. All schools are required to electronically upload only the *TK/PPD* forms indicated in the sample generated by IBIS.

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

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

Predicted grades

In order to predict grades, teachers must use the grade descriptors published on the "Theory of knowledge" 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, action, service (CAS)

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

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

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

School-based 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 authorized 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 authorized 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

Languages teacher support material

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

Updates to language A guides

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

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

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

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

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.

Language B and language ab initio written assignment

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

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

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

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

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

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

- Under List 2, "Option B History" there was a repetition of the SL/HL reading in the readings for HL only: "Thucydides, *The Peloponnesian War* 7.73–84" featured in both columns. This has been amended so that the HL column reads: Thucydides, *The Peloponnesian War* 6.45–53; 7.85–87.
- "Option G Barbarians" has been amended to read: Euripides, *Medea* 446–662.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Individuals and societies

Business management

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

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

Business management guide (2009)

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

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

Business management course, first assessment May 2016

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

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

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
Same pre-seen case study for May and November sessions	<i>Different</i> pre-seen case study for May and November sessions
Pre-seen case study released six months in advance of the examination	Pre-seen case study released <i>three</i> months in advance of the examination
Majority of information on the case study released in the pre-seen material	Pre-seen material <i>shorter</i> , focusing on describing the case study organization and its situation
Additional stimulus provided on the day of the examination in Sections B (SL/HL) and C (HL only)	<i>More comprehensive</i> additional stimulus provided on the day of the examination in Sections B (SL/HL) and C (HL only), providing new information on the organization's situation and decisions it is facing

<i>Business management guide</i> (First assessment 2016)	<i>Adjusted Business management guide</i> (First assessment 2016)
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
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 released in February 2014 (First assessment 2016)</i>	<i>Adjusted Business management guide (First assessment 2016)</i>
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: • HL: 80 marks • SL: 60 marks	Total marks (due to one less evaluative question being answered in section A): • HL: 70 marks • SL: 50 marks

Formulae sheet and discount table

<i>Business management guide released in February 2014 (First assessment 2016)</i>	<i>Adjusted Business management guide (First assessment 2016)</i>
SL and HL papers 1 and 2: A copy of the formulae sheet will be provided to students for the examination.	SL and HL papers 1 and 2: A copy of the formulae sheet will not be provided to students for the examination. Students are expected to demonstrate knowledge of these formulae, where appropriate. Schools should not provide a copy of the formulae sheet to students for the examination.

<i>Business management guide released in February 2014 (First assessment 2016)</i>	<i>Adjusted Business management guide (First assessment 2016)</i>
HL papers 1 and 2: A discount table will be provided to students for the examination.	HL paper 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.

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, will be available as a mainstream subject for first teaching in September 2015 (for first assessment in May 2017).

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

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 *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 will **no longer** be a distinction between route 1 and route 2 history. Instead, there will be a single DP history course offering a wider variety of different topics and options.

Information technology in a global society (ITGS)

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 later this year 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 January 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.

For the November 2015 examination session, 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.

Psychology

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

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

Social and cultural anthropology

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

Sciences

Forms required for assessment

Physics, chemistry and biology

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

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

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

Design technology

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

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

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

Chemistry

The English version of the chemistry data booklet has been republished owing to a small error. The correct version is now on the OCC and IBIS with "Last examination November 2015" on the front cover. The file is entitled *Chemistry data booklet* (first examinations 2009). This is the edition that must be used for the November 2015 examinations. The Spanish and French versions remain the one published earlier in 2015.

November 2015 is the last session this data booklet should be used. 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 will begin in September 2015.

Environmental systems and societies

The new environmental systems and societies (ESS) TSM, which includes 10 individual assessment exemplars with moderator comments and marks, is now available on the new ESS website. This site will be enhanced and expanded over the following months, and can be reached via the "General documents" section of the "Environmental systems and societies" page on the OCC.

Amendment to the ESS guide

In the guidance section of sub-topic 2.3, the equation for efficiency in an ecosystem pyramid will be 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" will be 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, to be released on the OCC at the end of 2015. 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

Reminder—feedback from examinations

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

1. Accuracy

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

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

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

2. Simplification of final answers

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

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

An exception to this is simplifying fractions, where lowest form is not required (unless it is an integer); for example, $\frac{10}{5}$ may be left in this form or written as $\frac{5}{1}$ (although it is generally advisable to simplify), but $\frac{10}{5^2}$ should be written as $\frac{2}{5}$.

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

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

IB graph paper

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

The arts

Film

Film clarification document

Please note that a supplementary document will be available on the OCC from September. This document will provide film teachers with further clarifications on each of the assessment components.

Music

Change to the structure of the listening paper

Teachers of music are reminded that the structure of the SL/HL paper 1 (known as the listening paper) changed with effect from the May 2015 session. Details of the changes, and a booklet with specimen papers, are available on the OCC in the "Music" section.

Music listening paper: prescribed works for 2015 and 2016

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

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

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

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

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

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

Theatre

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 2015 examination sessions is given below. **Any version of the stated stimulus is acceptable.**

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

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

Visual arts

eSubmission

The new eCoursework interface allows either coordinators/teachers or candidates to upload the work to be submitted for assessment.

Candidates should be encouraged to independently manage their own ePortfolio in order to become familiar with the process of digitally documenting their own artwork as early as possible in the course. In this way, candidates will gain full ownership of the digital reproductions of their own artworks; only when satisfied with the quality of the digital documentation of their artwork should they upload the files and submit their ePortfolio to the teacher/coordinator for authentication and final submission to the IB.

Teachers and coordinators are reminded about the importance of their role in checking the quality of the digital portfolios.

Academic honesty

Candidates must be reminded to cite sources for both text and images in their work. Failing to acknowledge sources is considered academic misconduct. When the student has used work, ideas or images belonging to other people in their own work, the source must be acknowledged. Teachers need to be more vigilant for unacknowledged visual plagiarism.

November 2015: audio/video interview or 1,000-word written commentary

Coordinators are reminded that November 2015 is the last examination session for the current visual arts course.

Candidates entered for the November session have the choice to submit either a 15-minute audio/video interview or a 1,000-word commentary. It is important that the 1,000-word commentary does not become confused with the 300-word candidate statement. The 1,000-word document is a commentary and must be submitted in the same upload

section as the interview because it is an alternative to it. The 300-word statement is the candidate's statement and should describe the candidate's artistic development throughout the course.

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

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

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*.

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 is the last examination session when visual artwork will be assessed using the current guide (2009 onwards). Given the completely different structure of the assessment model in the new visual arts course, 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 materials for the new course 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.

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
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	2018/19	Nov 2019	May 2020

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
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 SL	N/A	May 2020	N/A
Further mathematics HL	2019/20	N/A	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



IB Diploma Programme coordinators



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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 2015.

ecatalogue.ibo.org/t/35963



PD online workshops

An online workshops calendar.

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



Digital toolkit

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

ibo.org/en/digital-toolkit/



IB e-newsletters

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

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

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

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

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



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