

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* will be published on the online curriculum centre (OCC) in April 2015 and will incorporate aspects of approaches to teaching and learning. In addition to these changes, this important guide for programme implementation is a thorough update of the 2009 version and includes ideas from 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 will be 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".

Approaches to teaching and learning

The following titles have been published on the OCC:

- *Approaches to teaching and learning in the Diploma Programme*
- 26 support videos for teachers, coordinators, and heads of schools
- 3 DP unit planner templates—a range of blank and completed samples
- DP ATL (approaches to learning) self-reflection tool for teachers
- 11 case studies from schools involved in the DP approaches to teaching and learning pilot
- 6 interviews with experts in the field.

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Student workload project

For a number of years the IB has been receiving anecdotal evidence concerning the workload of the Diploma Programme (DP). IB Research is developing a large-scale global survey project on student workload, involving up to 50,000 students. The project will investigate to what extent students may find the programme too demanding, whether it causes stress levels in students that might endanger their health or well-being, and which students are most affected. The project will last two years starting in 2016 and will involve three student surveys as well as a coordinator survey.

In preparation, IB Research launched a pilot study in October 2014. Students from 50 schools in six countries were first surveyed in November 2014 at the beginning of their experience of the DP. They will be surveyed again at the end of their first year, and again at the end of their DP experience. The aim of this pilot study is to test and refine the survey instruments as well as to gather initial evidence on the levels of students' well-being and workload. As with the main project, the pilot project involves both student and coordinator surveys. Upon successful completion of the pilot study, the project will be officially launched globally in October 2016.

DP teacher surveys

DP development staff regularly conduct surveys among DP coordinators and teachers. As the IB has no direct access to teacher email addresses, the teacher surveys have been posted on the OCC. Since this dissemination method has yielded very low response rates, the IB has decided on a new approach. Starting in 2015, teacher surveys will be sent to DP coordinators to forward to the teacher(s) in question. This way we hope to achieve a better representation of teachers' opinions regarding the current or proposed curriculum of a given subject. The IB kindly requests DP coordinators to support these research efforts and send on the survey links to the appropriate teacher(s), as identified in the cover email.

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 DP examination papers that will be in place from the May 2015 examination session onwards. 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. At the moment the text on the covers of examination papers is in Myriad Pro font and the text inside the examination papers is 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), will be in **Arial** font. However, there are two major exceptions to this:

- examination papers in group 5 (mathematics) will retain Times New Roman for mathematical notation, variables and numbers; all other text will be in Arial
- examination papers in group 4 (sciences) will 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 they use the correct version of the schedules for 2015 examinations.

They can be located on the OCC in the coordinators section and on the IBIS library.

May 2015 examination schedule

November 2015 examination schedule

Teacher observers

IB Diploma Programme teachers are invited to apply to attend the May 2015 grade award meetings as observers for the following subjects:

- global politics
- design technology
- further mathematics HL
- mathematics HL
- theatre
- visual arts
- theory of knowledge.

The meetings will be held at the IB Assessment Centre in Cardiff, Wales, during June 2015.

The intention of inviting teacher observers is to encourage a wider understanding of the processes involved in the award of grades. Teachers who attend will be required to submit a report on their observations to the Head of DP Assessment.

Teachers who wish to attend a grade award meeting must obtain written permission from their head of school and then apply in writing to Richard Thomas, Assessment Associate (richard.thomas@ibo.org) at the IB Assessment Centre, Cardiff, giving brief personal details and information about their experience as an IB Diploma Programme teacher, and stating the following:

- name
- subject of the grade award that interests them
- name and address of school
- school code.

Previously unsuccessful applicants are invited to reapply.

Only a few observers can be selected for each examination session. Preference will be given to applications from schools that do not send regular participants to grade award meetings and have not sent a teacher observer in any subject in the past five years. With the exception of language grade award meetings, applicants will need to have a good understanding of English. The closing date for applications is 28 March 2015. Applications will not be acknowledged unless they are successful. Successful applicants will be notified by the end of April.

The IB will meet the cost of all reasonable expenses for travel, accommodation and subsistence, but there will be no payment for attending the meetings.

Academic honesty—examinations

Conduct of examinations—May 2015 examination session onwards

Wearable technology

IB regulations prohibit the use of unauthorized electronic devices in examinations. This includes wearable technology, clothing or accessories incorporating computer and other advanced electronic technologies. Examples include, but are not confined to, smart watches and smart glasses (when used as a computer and/or communication device).

Recent advances have resulted in the increased availability of wearable technology that may provide calculator functions and internet access. Such items are not always easy to identify and will be prohibited from the May 2015 examination session onwards. DPcoordinators and examination invigilators must be extremely vigilant during DP examinations to ensure that candidates do not use such technology to gain an unfair advantage. If you have any queries regarding this matter, please contact IB Answers (ibid@ibo.org).

Communication about the content of an examination

The world of technology is continually changing, allowing people to connect and communicate more efficiently. DP students may be tempted to try to solicit or exchange information about examination paper content from peers in different time zones.

IB schools must ensure that all students taking DP examinations understand that they must not disclose or discuss the content of any examination paper with any person inside or outside their immediate school community within 24 hours of an examination ending. This includes any form of communication, verbal, written or electronic (be that through social media or direct contact).

Any candidate attempting to exchange or solicit information about the content of an examination within 24 hours of that examination ending will be in breach of IB regulations and may not receive a grade for the subject concerned.

IB schools are expected to ensure the secure delivery of the examinations and to educate their students on all issues related to principled behaviour and the skills for academic honesty.

Academic honesty—guidance documents

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

Academic honesty in the IB educational context

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

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

Effective citing and referencing

The purpose of this publication is to guide members of the IB community in understanding the IB's expectations with regard to referencing the ideas, words or work of other people

when producing an original document or piece of work. It provides guidance on referencing and demonstrates some of the differences between the most widely used styles. The IB's requirements are for honesty in indicating any ideas and words used that are not the writer's own, and consistency in referencing the source of those ideas and words. The aim is to:

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

Calculator updates

Schools are reminded that current information on calculators is available on the OCC. Please make sure that all teachers and candidates are familiar with the information in the document *Use of calculators in examinations 2015*. Candidates should be reminded that any breach of the calculator regulations is likely to be considered as malpractice.

New online request for inclusive assessment arrangements

A new system for requesting inclusive assessment arrangements has been launched on IBIS. The "Request for inclusive assessment arrangements" option is located under the "Candidate" tab and will completely replace "Request for special assessment arrangements" (*Form D1*).

- Requests for candidates with assessment access requirements can now be made via the new online system and will be mandatory for the May 2015 session onwards.
- For candidates requiring access to modified papers, it is mandatory for coordinators to use the online system to request all inclusive assessment arrangements with immediate effect.

In conjunction with the online system, the IB has revised its policy and written a new document. The new document, *Candidates with assessment access requirements*, is available on both IBIS and the OCC. The revised version includes new criteria and information about necessary supporting documents. Reading this new policy thoroughly will help you to complete requests.

Alternative venue requests in the Americas region

As the May 2015 examination session approaches, alternative venue requests should be made using the procedures detailed below. Please note that a different process should be followed for off-site examinations.

Alternative venue requests relate **only** to those cases in which the scheduling of IB examinations **coincides with an event**

of international significance associated with the candidate's studies for the diploma.

As referred to in article A9.3 of the *Handbook of procedures for the Diploma Programme* (2015):

Definitions of what constitutes "international" in this context may vary. However, as a general rule an event can be classified as international if it includes participants from two or more countries who are not normally resident in the host country of the event. If the candidate has to travel outside the country location of his or her IB school, this would also normally be considered an international event. Some discretion will be applied if participation in an event at national level will lead to participation in an international event.

The candidate's coordinator is required to contact the coordinator at an IB World School in the vicinity of the event, to ask that coordinator if he or she is willing to administer the candidate's examination(s). The school must already have candidates registered for the examination session.

Once the candidate's coordinator has found an IB World School that has agreed to host the candidate, the coordinator is required to include the host school's name, hosting coordinator's name and signature of approval on the form.

Please note that there is a **US\$50 fee to be paid per candidate** approved for this special arrangement. IB Americas will invoice the school for the amount.

When there is no IB World School available, or none that is able to administer the examinations, an alternative venue will be authorized only if the regional office is able to provide a representative to conduct the examinations. The school is required to cover the full cost of this arrangement.

Please complete the *Alternative venue authorization request form* available on IBIS and email it to the regional office at iba.dpevaluation@ibo.org. Only completed forms will be considered.

IB Americas accepts the following event of international significance:

Intel International Science and Engineering Fair (Intel ISEF)
11–15 May 2015, Pittsburgh, Pennsylvania

IB Americas provides an experienced educator as invigilator to conduct the examination at this event's venue. Schools with anticipated/full diploma candidates participating in this event will be invoiced an additional **US\$60 fee per student**, to cover the full cost of this special arrangement.

IB Americas will be accepting requests until **10 April 2015**. After that date, no further requests will be considered due to the time required to make the necessary arrangements for the May 2015 examination session.

The DP evaluation team can be contacted at: iba.dpevaluation@ibo.org.

Core

Extended essay

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

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.

Advisory exemplars for candidates

In the second quarter of 2015, selected exemplars of extended essays across all groups which have been selected by senior examiners 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. These will be published with criteria-specific comments. These exemplars should be shared with students and should be considered as part of the preparation phase for their own extended essay.

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 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 subject in question, and by scrolling down to the section entitled "Extended Essays". For those subjects that do not have an OCC page, some exemplars can be found on the Extended Essay page.

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.

Extended essay subject reports

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

Suitability of research questions and registration areas

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question itself, as it is an assessed element of the extended essay. For peer guidance, 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* will be 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 will be invited to register candidates for the following options:

- science, technology and society
- culture, language and identity
- conflict, peace and security
- equality and inequality
- health and development
- environmental and/or economic sustainability.

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide*, which informs students 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 visit the world studies extended essay forum on the OCC if you have any questions.

Change in schedule for the electronic upload of extended essays

Coordinators should be aware that the IB is working towards making it a requirement to submit all candidates' coursework (including extended essays, written assignments and sample work for internal assessment) in electronic format. An announcement will be made when it is confirmed from which examination session extended essays must be uploaded.

Links to external resources within an extended essay

Irrespective of the subject, the extended essay should be modelled on an academic journal 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.

Referencing within the extended essay

Coordinators are reminded to refer supervisors and students to the information below, previously included in *Coordinator's notes*, regarding a clarification on acknowledging the ideas or work of another person. The section is supplementary to the formal requirements of the extended essay as outlined in the most recent guide.

Acknowledging the ideas or work of another person

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

DP candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, 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.

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

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

For group 2: French B, Cat: 1; 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 next 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)

Coordinators are respectfully reminded that a new set of six TOK prescribed titles is published for each examination session. All candidates (including retake candidates) must write their essays in response to a title for the appropriate

examination session. Prescribed titles are published on the OCC on 1 September for the following May and 1 March for November of the same year.

Please be advised that essays not written to the correct prescribed title will automatically be awarded zero marks. It is extremely important that schools take this seriously. With the new diploma requirements coming into effect from May 2015 a candidate with a grade E in TOK will not be eligible for the diploma, regardless of the overall number of points achieved. It is the school's responsibility to ensure that each candidate writes their essay to the correct prescribed title for the session.

Schools are advised that the electronic 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).

May 2015 onwards

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 is introducing 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.

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

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

The completion of this form is mandatory for all TOK candidates in all schools. Forms must be completed by the candidates and the teachers, then signed and submitted by the coordinator. Details about the submission of the form are included in the *Handbook of procedures for the Diploma Programme* (2015). For the May 2015 session it will **not** be possible to upload these planning and progress forms. All planning and progress forms

must be sent to the IB Assessment Centre at the following address:

Ms Maria Zubizarreta (TOK)
International Baccalaureate
Peterson House
Malthouse Avenue
Cardiff CF23 8GL
Wales, United Kingdom

Alternatively, the planning and progress forms can be submitted as email attachments and sent to: TK-PPF@ibo.org. Please do not use this email address for queries; it is a no-reply email address. For any queries, please contact IBID@ibo.org.

Details about the submission of the form are also included in the *Handbook of procedures for the Diploma Programme* (2015). It is important to note that this form should not be confused with the presentation planning document (TK/PPD).

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

The new *Presentation planning document (TK/PPD)* comes 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 form TK/PPD early are reminded that it is their responsibility to store these forms safely prior to upload in March/September of the relevant session. From the 2015 session onwards, all schools are required to upload their TK/PPD forms electronically.

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

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

Creativity, action, service (CAS)

The document *Creativity, action, 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, effective from September 2015, was published in March 2015.

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

School-based syllabus (SBS) subjects

Changes to SBS group 4 guides

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

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

Languages

Updates to language A guides

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

The language A: literature school supported self-taught oral commentary questions for the 2016 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2016 examination sessions. Students registered for the 2015 examination sessions must use the questions published on the OCC for that year.

The formal oral commentary is a close literary analysis of the passage or poem. In preparing for each of the 10 questions for the 2 works studied, it is expected that students will pay attention to the way in which literary features such as language, style, tone and voice create particular effects.

Language A: literature school supported self-taught support material

Schools are advised that a new publication entitled *Language A: literature school supported self-taught support material* is now available on the OCC. This document provides an explanation of the school supported self-taught option in language A: literature, giving details of content and procedures, as well as suggestions for administration and supervision. There is a special section for students taking the school supported self-taught option as well as language-specific advice for a variety of languages automatically available for assessment or available via special request.

Language B and language ab initio written assignment

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

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

Schools are advised that a new document 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.

Amendments to the *Classical languages guide*

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

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

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

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

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

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

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

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

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

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

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

"Primary sources refer to those which are the product of classical antiquity, either textual or material. For example, quotations from a classical text, architectural plans of a Roman temple, inscriptions from tombs or photographs of

Greek vases are all primary sources. A Renaissance painting of a scene from classical mythology is **not** a primary source. *However, students may still use in their annotations Renaissance interpretations of classical material, as they would use secondary literature, to support their analysis.*"

Individuals and societies

New guides

The guides for the new courses for first teaching in September 2015 (history and global politics) are now available on the OCC. These guides will be accompanied by new teacher support materials and new specimen papers. In each subject the new TSM will contain advice for teachers in teaching the new course, as well as exemplars for both external and internal assessment tasks. These exemplars will be in both marked and unmarked formats, with detailed moderator comments. Teachers are urged to treat the TSM as an essential resource for the delivery of the programme.

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

Business management

The new business management course specification (for first teaching in September 2014, first assessment in May 2016) will see 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:

- The pre-seen case study will be different for the May and November sessions.
- The pre-seen material will be shorter than the current course (final examination November 2015).
- On the day of the examination, candidates will receive additional stimulus material and will answer two of three questions in section A.

Further details of the changes will be provided in the next *Coordinator's notes*. An updated version of the *Business management guide*, relevant student samples and specimen papers will be available on the OCC by September 2015.

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.

For more information on global politics, please familiarize yourself with the subject guide. This is available on the global politics page on the OCC. First in-person and online workshops for global politics are now being offered—please see the online directory of workshops on 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 starting in 2015.

History (routes 1 and 2)

Provenances on examination papers

In November 2014 there was a small adjustment to the provenances (the short captions used to inform candidates of the origins and nature of a source) given on the prescribed subjects examination papers. This will still be valid for May 2015 (and onwards), and coordinators are asked to remind history teachers at their school or college of this development.

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

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

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

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

New course

The new history guide (for first assessment in 2017) is now available on the OCC. Coordinators should ensure that their history teachers are aware of the new guide, and should also 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)

SL/HL project

With effect from the May 2015 examination session there will be changes to the marks awarded for the SL/HL project.

- 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 will remain unchanged at 30 marks. Further details will be available early in 2015 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 from 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 July 2015.

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 May and November 2015 examination sessions, 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.

Amendments have been made to the assessment criteria for SL/HL paper 1 criterion B and criterion C, and HL paper 3 criterion B and criterion D. These amendments should not affect students and are meant to clarify the task of marking for examiners. The new assessment criteria are available in an updated version of the guide on the OCC. These criteria have been used since May 2013.

The internal rubrics for all question papers have also been amended in order to make the tasks clearer for students. These new rubrics have been used since May 2013 and can be seen below.

SL/HL paper 1:

In your answers you are expected to:

- argue in an organized way using clear, precise language that is appropriate to philosophy
- demonstrate knowledge and understanding of appropriate philosophical issues
- analyse, develop and critically evaluate relevant ideas and arguments
- present appropriate examples providing support for your overall argument
- identify and analyse counter-arguments

- provide relevant supporting material, illustrations and/or examples
- offer a clear and philosophically relevant personal response to the examination question.

Write a response (of approximately 800 words) in which you:

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

SL/HL paper 2:

In your answer you are expected to:

- argue in an organized way using clear, precise language that is appropriate to philosophy, and demonstrate an understanding of the author's specific terminology
- show an understanding of the specific demands of the question
- give references to the ideas and arguments presented in the text
- present appropriate examples, providing support for your overall argument
- identify and analyse counter-arguments
- provide relevant supporting material, illustrations and/or examples
- develop a critical evaluation of the ideas and arguments of the text
- offer a clear and philosophically relevant personal response to the position expressed by the author.

SL/HL paper 3:

In your response you are expected to:

- develop a response in an organized way using clear, precise language that is appropriate to philosophy
- identify pertinent issues regarding the philosophical activity raised in the text
- take an independent position about the nature of philosophical activity in relation to the ideas developed in the text
- draw upon, and show a holistic appreciation of, the skills, materials and ideas developed throughout the course.

Unseen text—exploring philosophical activity

Read the text below, and then write a response to it (of approximately 800 words). Your response is worth 30 marks. In your response include:

- a concise description of philosophical activity as presented in the text

- an exploration of the pertinent issues regarding philosophical activity raised in the text, relating this to your experience of doing philosophy throughout the whole course
- appropriate references to the text that illustrate your understanding of philosophical activity
- your personal evaluation of the issues regarding philosophical activity raised in the text.

Psychology

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

New guides

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

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 will be available 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.

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 will be available 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.

Chemistry

The following corrections have been made to the guide.

- On page 62, in the section "Understandings" for 8.5, bullet point 1 has been changed to "Rain is naturally acidic because of dissolved CO₂. Acid deposition has a lower pH, usually below 5.0"
- On page 94, in the section "Guidance" for 18.3, bullet point 6 has been removed.
- On page 97, in the section "Understandings" for 20.1, bullet point 4 has been changed to "SN₂ reactions are best conducted using aprotic, **polar** solvents and SN₁ reactions are best conducted using protic polar solvents".
- On page 104, in the section "Guidance" for 21.1, the first sentence of bullet point 1 first has been changed to "Students should be able to interpret the following from 1H NMR spectra: number of **signals**, area under each **signal**, chemical shift and splitting patterns" (the term "peak" was incorrectly used).

Corrections to the data booklet will follow shortly, and will be accompanied by a change in font in order to bring the booklet into alignment with future examination publications. Details of the corrections made will be published in the next edition of *Coordinator's notes*.

In addition, the section in the TSM on "Errors and uncertainties in chemistry" has been corrected so that the uncertainty values for the volume of sodium hydroxide (NaOH) are now recorded to one decimal place.

New science SL pilot course

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

Environmental systems and societies

The *Environmental systems and societies guide* has been published in readiness for first teaching in September 2015. A new internal assessment has been developed that has a clear interdisciplinary focus, and the assessment criteria for this have been trialled. The new teacher support material, including 10

individual investigation exemplars with moderator comments and marks, will be available on the OCC in the second half of 2015.

Sports, exercise and health science (SEHS)

In addition to the development of a new higher level course for SEHS, the internal assessment (IA) **for both SL and HL** SEHS is due to be changed from September 2016. The change will bring SEHS assessment in line with the other group 4 science subjects. Details of these changes will be published on the OCC in 2015, and a new guide for both SL and HL will be available in the latter part of the year.

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 which 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, $\frac{10}{4}$ may be

left in this form or written as $\frac{5}{2}$ (although it is generally advisable to simplify), but $\frac{10}{2}$ should be written as 2.

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

New guides

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

Dance

The curriculum review for dance has started with research and evaluation by the academic and assessment divisions. As part of our ongoing commitment to consultation and collaboration, we wish to invite teachers to become involved in the review process of examining the existing course and looking for opportunities for further development.

In 2015, the cycle of review and development meetings will start, some of which are face-to-face and some of which are virtual. For these meetings we are looking for teachers who have a good subject knowledge and experience of and/or enthusiasm for curriculum development in dance.

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, together with your CV, to

dpdevelopment@ibo.org. The deadline for applications is 15 April 2015.

Visual arts

Schools are reminded that work submitted for assessment in visual arts must have been undertaken during the period of the course. The *General regulations: Diploma Programme* states:

Article 3: Candidates and their legal guardian(s)

3.2 Candidates, whether for the diploma or for the certificate(s), must complete all requirements for the Diploma Programme within the two-year period of the programme.

Should candidates submit work that falls outside of this period, it will not be considered during the assessment process.

Visual arts materials for submission: audio/video interview or 1,000-word written commentary

Coordinators are kindly reminded that candidates have the choice to submit either a 15-minute audio/video interview or a 1,000-word commentary. It is important that the 1,000-word commentary doesn't get confused with the 300-word candidate statement. The 1,000-word document is a commentary and must be submitted in the same upload section as the interview as it is an alternative to it. The 300-word statement is the candidate's statement and should describe the candidate's artistic development throughout the course.

A template for the 300-word candidate statement in writable PDF format is now available on the OCC. The 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 art work and to 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 e-portfolios. Sample prompts to help candidates complete this task are available in the *Visual arts e-submission teacher guidance material* available on the OCC. In their interview/commentary, candidates should pay attention 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.

Enquiry upon results (EUR) category 2

Coordinators are kindly reminded that from May 2014 this service for visual arts candidates has been withdrawn and

will not be available for the life of the current course (final examinations November 2015).

Marks carried forward

Coordinators are respectfully reminded that, given the completely different structure of the assessment model in the new visual arts course, candidates will not be able to carry forward their marks when the new course is first assessed in the May 2016 examination session. Candidates retaking the examination will have to submit their work, complying with the requirements of the new guide.

Music

Music listening paper: prescribed works for 2015 and 2016

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

The *full score for An American in Paris* (www.alfred.com/Products/An-American-in-Paris--00-MO0001.aspx) 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

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.

DP online

Frequently asked questions

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

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

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

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

Generally, DP online courses supplement the face-to-face offerings of a school to create greater choice and diversity for students. Schools should plan for a sustainable programme and that is more likely with a healthy combination of traditional and online courses rather than relying on one course type. That said, some schools that have been challenged by low group 6 course cohort numbers have turned to IB film courses online to add a group 6 option, for example. Equally some remote schools in areas where qualified second language teachers are more difficult to recruit can rely on online language B and ab initio courses for group 2.

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

Legalization of Diploma Programme results

Instructions for 2015

Background

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

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

Note: two different IB documents exist.

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

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

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

Legalization requests

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

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

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

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

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

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

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

Copies of passports should be submitted **with** the *Legalization request form* on IBIS via email to legalization@ibo.org and/or sent immediately 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 "Legalization request form", an acknowledgment will be sent to the school via email.

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

Legalized Diploma Programme Results by courier

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

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

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

Payment of legalization fees 2015

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

		US\$	SFr	UK£	EUR	SGD
Legalization fee for legalization requests received by the deadline.	Legalization of each IB diploma and/or of each consulate country (request received before 15 June/15 December)	155	199	88	107	178
Legalization fee for legalization requests received after the deadline.	Legalization of each IB diploma and/or of each consulate country (request received after 15 June/15 December)	232	296	132	160	266

- The fee shown in the table above will be charged for each single IB diploma document requiring legalization: the *Diploma*, the *Diploma Programme Results*, the *Diploma Programme Course Results* and/or the extra certificate (for example, if a UK student requires legalization of both the *Diploma* and the *Diploma Programme Results*, a fee of £176 (88 x 2) will be charged).

Notes:

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

Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. The IB will send invoices for legalization fees to the schools concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

Countries concerned

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

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

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

Special cases

Argentina: The IB Diploma is not accepted in all universities in Argentina. It is only accepted in some private universities. Before requesting legalization for this country, it is recommended for students who wish to enroll in Argentinean universities to contact the Argentinean Secretariat of Education of the Ministry of Education. The relevant email address is consultascyl@me.gov.ar and the contact person

is Professor Maria Carmen Belber. If registration with the IB Diploma at the Argentinean university is accepted, the legalization of both the *Diploma* and the *Diploma Programme Results* documents is required.

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

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

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

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

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

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

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

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

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

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

Individual legalization requests throughout the year

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

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

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

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

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

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

Last updated December 2014. Please regularly check for any changes on IBIS.

DP curriculum development and review cycles

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

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Group 5—Mathematics			
<i>Further mathematics SL</i>	N/A	May 2020	N/A
<i>Further mathematics HL</i>	2019/20	N/A	May 2021
<i>Mathematical studies SL</i>	2019/20	Nov 2020	May 2021
<i>Mathematics SL</i>	2019/20	Nov 2020	May 2021
<i>Mathematics HL</i>	2019/20	Nov 2020	May 2021
Group 6—The arts			
<i>Dance</i>	2019/20	Nov 2020	May 2021
<i>Film</i>	2017/18	Nov 2018	May 2019
<i>Music</i>	2018/19	Nov 2019	May 2020
<i>Theatre</i>	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014/15	Nov 2015	May 2016
Core			
<i>Creativity, action, service</i>	2015/16	Nov 2016	May 2017
<i>Extended essay</i>	2016/17	Nov 2017	May 2018
<i>Theory of knowledge</i>	2020/21	Nov 2021	May 2022
Interdisciplinary subjects			
<i>Environmental systems and societies</i>	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2019/20	Nov 2020	May 2021

IB on the web

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

Ask your peers

 <http://occ.ibo.org>

 <http://ow.ly/wf7Bw>

 @ibdp
#ibdp

IB Answers

For all queries about programme implementation/ authorization.

 ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources 2015.

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



PD online workshops

An online workshops calendar.

<http://ibo.org/en/professional-development/find-events-and-workshops/>



Digital toolkit

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

<http://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 bi-monthly, alternating with *IB Global News* (with the exception of December and July). This newsletter focuses on news and information related to IB teaching practice and provides current details on IB curriculum, assessment, programme news, professional development (PD)

opportunities and the IB educators network (IBEN). It is intended as a tool to support those individuals most heavily involved in IB teaching and learning. These are sent to the email addresses registered for coordinators in IBIS and are also available to read on this page: <http://www.ibo.org/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 bi-monthly, alternating with *IB in Practice* (with the exception of December and July). This publication may be shared with anyone interested in the IB; subscriptions are available on an opt-in basis. Find the link to subscribe on this page: <http://www.ibo.org/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.



Continuum

The most recent IB Continuum publications are:

IB continuum support resource

The IB guide to inclusive education: a resource for whole school development



IB store

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The IB store offers a wide variety of exclusive IB resources to support the IB community such as best practice books, examination and task databases, programme support materials, posters, merchandise and more.