



Information for Diploma Programme coordinators and teachers

General

Diploma Review Committee: IB Americas school representative

Diploma Programme (DP) coordinators from IB World Schools are invited to submit letters of application to act as the representative of the Diploma Review Committee for the IB Americas region.

The purpose of the Diploma Review Committee is to ensure the coherence and academic integrity of the DP and its individual components, by reviewing and, where appropriate, granting approval to curriculum and assessment developments of the DP. It makes recommendations about the application of the process of the curriculum review cycle in relation to specific subjects, and recommends the appointment of chief and deputy chief examiners. The committee also oversees the academic aspects of the International Baccalaureate Career-related Certificate (IBCC). Appointments, for two calendar years in the first instance, are made by invitation from the head of DP development following consultation with the regional office and the chair. It is expected that representatives will generally be experienced educationalists whose attendance is likely to have a beneficial effect on the development of the programme, and on the schools they represent. The ability to scrutinise subject guides in detail is an important aspect of the job. It may be possible to extend an appointment by one year only upon mutual agreement.

The meetings take place twice a year, in March and October. The October meetings will be held in the IB Cardiff office and March meetings in The Hague global centre. The IB will cover all reasonable travel and accommodation expenses, and contributors to the meeting will receive a daily attendance fee.

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Diploma Programme Coordinator's notes

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

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Please send your application in the form of a letter and accompanying CV to longfei.fu@ibo.org by 30 June 2012.

Diploma Review Committee: IB Asia Pacific school representative

DP coordinators from IB World Schools are invited to submit letters of application to act as the representative of the Diploma Review Committee for the IB Asia Pacific region.

The purpose of the Diploma Review Committee is to ensure the coherence and academic integrity of the DP and its individual components, by reviewing and, where appropriate, granting approval to curriculum and assessment developments of the DP. It makes recommendations about the application of the process of the curriculum review cycle in relation to specific subjects, and recommends the appointment of chief and deputy chief examiners. The committee also oversees the academic aspects of the International Baccalaureate Career-related Certificate (IBCC). Appointments, for two calendar years in the first instance, are made by invitation from the head of DP development following consultation with the regional office and the chair. It is expected that representatives will generally be experienced educationalists whose attendance is likely to have a beneficial effect on the development of the programme, and on the schools they represent. The ability to scrutinise subject guides in detail is an important aspect of the job. It may be possible to extend an appointment by one year only upon mutual agreement.

The meetings take place twice a year, in March and October. The October meetings will be held in the IB Cardiff office and March meetings in The Hague global centre. The IB will cover all reasonable travel and accommodation expenses, and contributors to the meeting will receive a daily attendance fee.

Please send your application in the form of a letter and accompanying CV to longfei.fu@ibo.org by 30 June 2012.

Approaches to teaching and learning across the DP

As announced throughout 2011, the DP development team in The Hague, working with a wide range of International Baccalaureate educators, have started a project for launch in 2015 on "approaches to teaching and learning across the DP". The project team in The Hague has invited educators from around the world to be involved and a first curriculum review meeting took place in December 2011 with ten IB educators and DP programme development staff. A report has been published on the Online Curriculum Centre (OCC) for DP coordinators to comment on as well as 50 applicants received for an online virtual discussion. The project seeks to both promote recommended IB pedagogy in the teaching of the programme generally as well as articulate approaches

to learning for DP students aligned with the continuum of IB programmes. Support materials to aid teachers and students in the areas of research, communication, social, self-management and thinking skills are planned. Teachers will gain insights into general IB pedagogical principles such as inquiry-based learning, conceptual understandings, constructivist teaching, the collaborative classroom and others will be explained and exemplified for coordinators to use with their teaching faculty. It is planned that resources will emerge for DP schools to support the ongoing implementation of the programme (in line with the IB's standards and practices). The project at present is establishing its scope, resources for teachers and professional development as well as potential programme impact. Ongoing dialogue with all stakeholders in 2012 will help define the precise outcomes for IB World Schools. We invite all schools to comment on the forthcoming reports on the OCC later this year and a second review meeting is planned for June 2012. Educators interested in contributing to the project should contact andrew.atkinson@ibo.org.

New programme evaluation process

The revised *Programme evaluation guide and self-study questionnaire: Diploma Programme*, published in November 2010, is the document to be used by all schools that go through evaluation as from 2012.

The new evaluation process for IB World Schools is based on practices that have been developed across the IB world in recent years. The same reporting template for evaluation, which will be used globally, adheres closely to the *Programme standards and practices* and is aligned across the three IB programmes where applicable. The common template ensures that the interpretation of the practices is consistent for all schools and therefore matters to be addressed are standardized across the regions.

Even though the evaluation process is similar to that which has been carried out by schools up until now, the guide includes a number of new features that will better guide them in successfully accomplishing the evaluation process. One of the features is that requirements for professional development have been defined as follows:

- Over the period under review, the school must have a plan that will ensure its compliance with the following requirements related to IB-recognized professional development.
 - Head of school (or designee), if appointed during the period under review, must participate in an appropriate IB workshop.
 - DP teachers; theory of knowledge (TOK) teachers; creativity, action, service (CAS) coordinators; and DP coordinators appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.

- At least one DP subject teacher per subject/TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed during the period under review and a new guide has been published.
- In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

Mexican temporary validation of the IB diploma

The Mexican Ministry of Education (Secretaría de Educación Pública) has created a procedure to give IB graduates a "temporary" IB diploma document. This document allows students to enroll in Mexican universities while waiting for the legalized IB diploma to arrive in Mexico. It is important to note that students must include SEP México DG AIR (the government office dealing with overseas students) as one of the recipients of their IB results.

The official explanation of the procedure is at: [http://www.sep.gob.mx/work/models/sep1/Resource/709/1/images/circdgair0332010\(4\).pdf](http://www.sep.gob.mx/work/models/sep1/Resource/709/1/images/circdgair0332010(4).pdf).

IB Journal of Teaching Practice

Call for reviewers

The soon-to-be-launched *IB Journal of Teaching Practice* is looking for DP practitioners who can review articles submitted for publication. Qualified peer reviewers must meet all the criteria below:

- A recognized teaching license/qualification or an IB advanced certificate in teaching and learning research (formerly the IB teacher award level 2).
- At least five years of teaching or administrative experience in international education (preferably in one or more of the IB programmes).
- Experience as an IB pedagogical leader (member of the IB educator network, examiner, curriculum developer) **or** an advanced research degree (Ed. D.) **or** published educational research.

Reviewers complete a standard template that assesses potential articles for their contribution to the field; remuneration is US\$50 per article reviewed. The journal particularly seeks new members of the IB educator network who do not already exercise extensive current roles as examiners, workshop leaders and curriculum developers.

Interested DP teachers and administrators can apply through the journal's website that is available through the IB store.

Call for submissions

The IB will be launching the first edition of its new online peer-reviewed journal, the *IB Journal of Teaching Practice*, in 2013.

This global, multilingual publication will provide a forum for exchange of ideas focused on teaching and learning practice that is aligned to the IB philosophy of education. All published research will focus on classroom practice or school organization. While the research can be completed in any school setting, all published pieces will have clear relevance to the IB programmes and will be of particular interest to IB practitioners.

Submissions are invited from everyone in the international education community, including:

- teachers who may be conducting action research as part of their professional development
- participants in the "teachers as researchers" workshop
- educators who have received or are pursuing an IB certificate in teaching and learning
- educational researchers at universities.

Submissions may take the form of a "traditional" written paper, but the journal also encourages works using multimedia formats including video, audio and graphics. We welcome the following types of contributions:

- **Action research reports** which describe how action research has been used to address an issue in classroom practice or school organization and how it has led to a change in practice and an improvement in student learning.
- **Studies into practice** which may employ any methodology but must situate the research in the context of other relevant literature.
- **Resource reviews** including reviews of books, periodicals, websites and events of interest.

We encourage interested researchers to submit their work by 15 June 2012 for consideration for the inaugural issue. Submissions received after this date will be considered for publication in future issues.

The *IB Journal of Teaching Practice* website went live in April 2012 so that you can learn more about our submission process, author guidelines and contact information. You can keep up to date by:

- visiting the IB store (<http://store.ibo.org/>)
- visiting the IB store news blog (<http://blogs.ibo.org/ibstore/>)
- following us on Twitter (@ibstore).

November session DP courses online available

Beginning in February 2013, November session IB Diploma courses online will be offered in Economics (standard level), Economics (higher level), and Psychology (standard level only) for examination in November 2014. For further

information, interested schools are encouraged to go to the Pamoja Education website at www.pamojaeducation.com or contact admissions@pamojaeducation.com.

Thank you to all the schools who participated in the DP courses online survey in February 2012. Your responses will assist in determining new courses for development and programme improvements in 2013 and beyond. Mandarin ab initio is planned for offer in September 2012 along with current DP courses online: Economics SL and HL, Film SL, Philosophy SL, Psychology SL, Maths HL, The information technology in a global society (ITGS) SL and HL, Business and management SL, and Spanish ab initio. Please contact Pamoja Education (<http://www.pamojaeducation.com/>) for more information.

Release of the IB Diploma Programme Graduate Destinations Survey

In 2011, the IB Global Recognition Team conducted the IB Diploma Programme Graduate Destinations Survey in seven countries: Australia, Canada, India, Mexico, Spain, United Kingdom (UK) and United States (US). Over 50% of eligible DP schools in these seven countries have registered to participate in this survey. The survey was undertaken for May 2011 session exam takers except for Australia, which was undertaken for the November 2011 session exam takers.

These 2011 IB Diploma Programme Graduate Destinations Survey results are currently being processed and analyzed. The results have been used not only to recruit students to the DP, but also to inform parents, school boards, universities, and the general public. A full global report of the survey, along with reports for the remaining countries, will be available in May 2012. For more information, visit www.ibo.org/recognition/ or contact us at recognition@ibo.org.

News from IB Publishing

Author interviews

A further 18 new author interviews have been added to our author area. We now have 26 author interviews on our blog so that you can find out more about the teachers, examiners and other international educators behind our publications (<http://blogs.ibo.org/ibstore/2011/12/14/get-to-know-our-authors/>).

New DP publications now available

CAS Illustrated—book and accompanying website

UK£30/US\$48.10

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

Key benefits

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

Key features

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

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

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

Key features:

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

Coming soon

- Academic honesty poster—June 2012
- *Opening Classroom Doors* videos—delayed to December 2012/January 2013
- *Journeys in Learning Across Frontiers: Stories, strategies and inspiration from the IB Community*—September 2012
- *Creating Lifelong Learners (2nd edition)*—November 2012
- *Journeys in Implementation: Proven Strategies from IB World Schools* (e-chapters)—July 2012

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

Look out for us at our exhibitor stand at regional conferences and a variety of workshops in all regions. We often offer

free shipping to event attendees and have a range of our publications for you to review on-site.

Hexagon core

TOK

Due to increased demand, TOK in Chinese will come out of pilot in June 2012 and is on mainstream offer.

From 2013 onwards, students may submit TOK essays written in Chinese (simplified or traditional characters) in either the May or November examination sessions.

The TOK guide and prescribed titles in Chinese can be found on the OCC.

The pre-publication version of the new *Theory of Knowledge guide* will be uploaded on the OCC in December 2012. Schools should also note that subject-specific seminars for theory of knowledge teachers are planned for early 2013.

Group 1 and 2: Languages

New courses

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

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

Corrections to group 1 guides and lists of authors

Some minor corrections have been made to the group 1 guides, *English A prescribed list of authors* and *Prescribed literature in translation list*. The corrected versions of these publications have now been uploaded on the OCC. Teachers should now renew their copies of the guides and booklists in order to obtain the most up-to-date version. The corrections are listed as a news item on the OCC.

Subject availability

From 2013 onwards, Turkish A: literature will be available as both a May and November session subject. In addition, Japanese B at higher level will be available from November 2013 onwards.

Group 1 special request languages

Applications for special request languages A: literature as anticipated subjects for May 2013, whether school supported, self-taught (SL only) or taught, must be made no later than 7 October 2012. No applications received after this date will be considered. Schools should also be aware that special request languages A: literature can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May 2013 session.

The special request languages A: literature that have been requested and authorized for the May 2013 examination session are:

Armenian A: literature (SL)	Georgian A: literature (SL+HL)	Rumantsch A: literature (SL)
Azerbaijani A: literature (HL)	Khmer A: literature (SL+HL)	Tibetan A: literature (SL)
Burmese A: literature (SL)	Kinyarwanda A: literature (SL)	Tigrinya A: literature (SL)
Chichewa: literature A (SL)	Lao A: literature (SL)	Shona A: literature (SL)
Dhivehi: literature A (SL)	Marathi A: literature (SL)	
Dzongkha A: literature (SL)	Mongolian A: literature (SL+HL)	

Coordinators must use the form *Special request language A: literature* available on IBIS under the Subject tab for their application, checking the box "Anticipated". Schools cannot create their own courses of study for anticipated special request languages A: literature, but must adopt an already authorized booklist that will be provided by the IB Assessment Centre, subject to the approval of the anticipated special request language. The only section of the form that needs to be completed is that containing the justification of the student's need to undertake a special request *language A: literature*. When the IB Assessment Centre receives the form *Special request language A: literature*, an approved booklist will be sent to the coordinator.

Early components and internal assessment

Detailed instructions on the procedures for the internally assessed oral work and the written assignments will be available in the *Handbook of procedures for the Diploma Programme* (2013), scheduled to be published in September 2012. The handbook will include forms in writeable portable document format (pdf) for completion and submission with students' work.

Classical languages

The Classical languages course is currently undergoing a curriculum review. Schools wishing to participate in the review are advised to notify teachers of this opportunity for involvement. Teachers are reminded to refer to the current *Classical languages guide* (first examinations 2010) until further notice. Schools are also reminded to use the correct lists of prescribed authors and genres, as well as the clarification document, which are available on the OCC under Classical languages > General documents.

Group 3: Individuals and societies

Philosophy

SL and HL paper 1 from May 2011

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

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

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

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

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

Additional resources: *IB Questionbank: Philosophy* is available at the IB store (http://store.ibo.org/product_info.php?products_id=1667).

Economics

Amendments to the guide

Several amendments have been made to the *Economics guide* (first examinations 2013). Please see the corrections list, which is available on the OCC under the Economic News section on the right hand side of the page.

Social and cultural anthropology

HL paper 3 from May 2012

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

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

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

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

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

Psychology

SL and HL paper 1 from May 2012

The internal rubric for paper 1 section A currently reads:

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

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

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

The internal rubric for paper 1 section B currently reads:

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

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

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

HL paper 3 from May 2012

The internal rubric for paper 3 currently reads:

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

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

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

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

Group 4: Experimental sciences

Sports, exercise and health sciences

The first year of teaching for sports, exercise and health science as a mainstream group 4 subject begins in September 2012 with first examinations in May 2014. The course is

automatically available at standard level in English, and in French and Spanish upon request. All curriculum and assessment documents for this course will shortly be published on the OCC.

Additional resources: An OUP *Course Companion* will be available for this subject in September 2012 (<http://ukcatalogue.oup.com/category/education/international/ibdiploma/coursecompanions.do>).

Group 4 subjects and environmental systems and societies

Group 4 subjects and environmental systems and societies (ES&S) are currently undergoing a curriculum review. New group 4 courses are scheduled to begin teaching in September 2014 with first examinations in May 2016. The new ES&S course is scheduled to begin teaching in September 2015 with first examinations in May 2017. You can keep up to date with the latest developments through the reports published on the subject pages of the OCC. You can make your opinions known through the OCC discussion forums or by contacting the curriculum managers.

Additional resources: *IB Questionbank: Environmental systems and societies* is available at the IB store (http://store.ibo.org/product_info.php?products_id=1406).

Group 5: Mathematics and computer sciences

Mathematics: completion of curriculum review

Schools are reminded that the review of the group 5 mathematics courses is complete. The first year of teaching for the new courses is September 2012 (May session schools) or February 2013 (November session schools), with first examinations in 2014. Coordinators must ensure that all mathematics teachers are provided with the appropriate guide as well as other supporting documents, which are listed below. All documents are published on the OCC.

Mathematical studies SL guide and formula booklet (first examinations 2014)—published March 2012

Mathematical studies SL teacher support material (TSM)—published ahead of schedule March 2012

Mathematical studies SL specimen papers—published January 2012

Mathematics SL guide and formula booklet (first examinations 2014)—published March 2012

Mathematics SL teacher support material—to be published May 2012 *

Mathematics SL specimen papers—published January 2012

Mathematics HL guide and formula booklet (first examinations 2014)—to be published June 2012 **

Mathematics HL teacher support material—to be published May 2012 *

Mathematics HL specimen papers—published January 2012

Further mathematics HL guide and formula booklet (first examinations 2014)—to be published June 2012

Further mathematics HL specimen papers—published April 2012

Please note the following:

* The TSM for mathematics HL and mathematics SL is the same document which covers both courses.

** The formula booklet for mathematics HL and further mathematics HL is the same document which covers both courses.

Please also note that:

Further mathematics HL is a new course and will replace further mathematics SL which will be unavailable from 2014.

Further mathematics HL will only be offered in May sessions and will only be offered in English.

Calculators and statistical tables

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

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

Group 5 screencasts

Group 5 (mathematics) have produced two screencasts on the new courses starting in September 2012. One of the screencasts details the general changes in the mathematics courses—mathematical studies SL, mathematics SL, mathematics HL and further mathematics HL. The second screencast discusses the changes to the internal assessment in mathematics SL and HL.

Computer science has also produced a screencast to highlight the changes to the course which are effective from September 2012.

Presently, all three of these screencasts are available on the course pages of the OCC in English and the mathematics screencasts are also available in Spanish and French. A Spanish version of the computer science screencast will be available in the near future.

Additional resources: OUP *Course Companions* are available for mathematical studies SL, mathematics SL and mathematics HL (http://ukcatalogue.oup.com/nav/p/category/education/international/ibdiploma/coursecompanions.do?page=1&thumbby=10&thumbby_crawl=10&sortby=pubDateDescend&sortType=1).

Group 6: The arts

Film

Amendment to the assessment of the production portfolio (HL)

Following the first assessment sessions for film in May 2010 and November 2010, a formal ruling has been introduced on what to do in the case of a student submitting an HL production portfolio that does not include a trailer. In such cases, a penalty of 15% will be applied to the total mark that has been awarded. The trailer is an essential part of

the HL production portfolio and should be submitted by all students.

Amendment to the assessment of the Independent Study

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

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

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

In an effort to ensure consistency in assessment, the words “may not” have been replaced with “cannot”.

Form 6/FPS

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

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

Note: IB Career-related Certificate (IBCC) has been renamed to Career-related Programme (CP). Although the term IBCC may appear in this document, please ensure you use the correct term CP when leading this workshop.

The DP curriculum review schedule

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

Subject	New course materials	First teaching of new syllabus	Last exams of old syllabus	First exams of new syllabus
Group 4				
<i>Biology</i>	2014	2014/15	Nov 2015	May 2016
<i>Chemistry</i>	2014	2014/15	Nov 2015	May 2016
<i>Design technology</i>	2014	2014/15	Nov 2015	May 2016
<i>Physics</i>	2014	2014/15	Nov 2015	May 2016
<i>Sports, health and exercise science</i>	2012	2012/13	Nov 2013	May 2014
Group 5				
<i>Computer science</i>	2012	2012/13	Nov 2013	May 2014
<i>Further mathematics SL</i>	N/A	N/A	May 2013	N/A
<i>Further mathematics HL</i>	2012	2012/13	N/A	May 2014
<i>Mathematical studies SL</i>	2012	2012/13	Nov 2013	May 2014
<i>Mathematics SL</i>	2012	2012/13	Nov 2013	May 2014
<i>Mathematics HL</i>	2012	2012/13	Nov 2013	May 2014
Group 6				
<i>Dance</i>	2011	2011/12	Nov 2012	May 2013
<i>Film</i>	2016	2016/17	Nov 2017	May 2018
<i>Music</i>	2017	2017/18	Nov 2018	May 2019
<i>Theatre</i>	2014	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014	2014/15	Nov 2015	May 2016

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