

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

As we strive towards more effective and concise communication with IB World Schools, we will be undertaking a review of the Coordinator's notes for all IB Programmes over the coming months and will be contacting you shortly for your feedback.

Diploma Programme (DP) model



The new visual for the DP model is circular rather than hexagonal, and was created to illustrate the alignment of structure and terminology across all four

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Diploma Programme Coordinator's notes

Published four times a year for Diploma Programme schools by the International Baccalaureate.

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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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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.

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programmes—the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the International Baccalaureate Career-related Certificate (IBCC)—and the International Baccalaureate's (IB's) seamless, holistic and integrated continuum of education for children aged 3–19 years old.

- International-mindedness, previously represented by the learner profile, is much more than the individual learner and now encircles the world map, underpinning each programme and providing a solid foundation for global contexts.
- The number of subject groups stays the same, challenging students to acquire a significant breadth and depth of knowledge and conceptual understanding, although “experimental sciences” is now renamed “sciences” in order to align more closely with the other programmes.
- The DP Core comprising the theory of knowledge, extended essay and creativity, action, service (CAS) continues to challenge perceptions, develop critical thinking skills, drive interdisciplinary investigation and enhance students' personal and interpersonal development through experiential learning and journeys of self-discovery.
- Approaches to teaching and Approaches to learning support the learner profile in the inner circle, demonstrating the IB's explicit commitment to pedagogical excellence and desire to inspire a life-long quest for learning.
- The learner profile remains central to this, and every programme, and exemplifies the broad range of human capacities and responsibilities that go beyond intellectual development and academic success and lie at the heart of our mission to create a better world through education.

Approaches to teaching and Approaches to learning in the DP

Following the launch of the new International Baccalaureate DP model you will have seen the inclusion of the phrases “Approaches to teaching” and “Approaches to learning”. These refer to deliberate strategies, skills and attitudes which permeate approaches to IB teaching and learning. These approaches, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Students' learning should encourage the development of research skills, communication skills, thinking skills, social skills, and self-management skills. While the teaching of the DP should be approached in a way which is inquiry based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment.

We are presently commissioning research and will be preparing resources for IB World Schools to support DP teachers and students in their approaches to teaching and learning. We hope now to hear from our schools who are interested in registering to trial these materials. To request

consideration for involvement in the pilot phase please write a brief outline of your reasons for expressing an interest to dpdevelopment@ibo.org.

A DP report is now available on the online curriculum centre (OCC), under DP News. It is a summary of initiative developments to plan for supporting approaches to teaching and learning across the DP.

IB Open World Schools pilot project: A global experience in a flat classroom

The IB Open World Schools (IB OWS) pilot project broadens the reach of the IB by extending access to the DP for students and schools that would otherwise be unable to experience the IB. There are currently four authorized IB World Schools representing each region participating in the pilot project. Through partnerships between the pilot schools and the non-IB schools (link schools), students are provided with an opportunity for a unique experience by participating in a DP online course.

In September 2012, the first cohort of link students and schools joined the IB community. The online environment fosters global connections and enables students to experience international and intercultural classrooms in a new way. In addition, the collaboration between the IB OWS and the link schools extends to facilitating an understanding of the IB philosophy and pedagogy, support for students in their online courses, as well as providing opportunities for link students to interact with IB World School students in face-to-face settings through enrichment activities. For more information about the IB Open World Schools pilot project, please contact dp.online@ibo.org.

New online request for modified examination papers

The IB is pleased to announce the launch of a new online tool for requesting modified examination papers (enlarged paper/fonts, Braille and/or colour). This replaces the current form “Candidates with special assessment needs” only for candidates requiring modified papers. **All** other assessment arrangements (for example, extra time, word processor) for the above candidates must also be requested via this tool.

The “Request for modified papers” option, which must be used for submission of all future requests, is located under the “Candidate” tab on IBIS.

Middle Years Programme (MYP): Next chapter

The IB has reviewed the design of the MYP with the aim of providing a structure that more clearly enables students to be successful in further IB studies while also facilitating schools in combining the MYP with the requirements of national/state systems. The new design creates an innovative, concept-based and appropriately assessed programme for

11–16-year-olds that fully reflects the IB principles of teaching and learning.

A detailed report on all aspects of the project was published on the “MYP coordinators” and “MYP: Next chapter” pages of the OCC in October 2012. The report covers curriculum and assessment; school services; and professional development, including transitioning information. All guides will be pre-published on the OCC in November 2013 and then officially published in May 2014. The eAssessment trial will be held in October 2013, ahead of first eAssessment in 2015. The full range of eAssessments that lead to MYP certification and course results will be available in 2016.

Over the next two years, schools will be invited to give feedback on all aspects of innovations in the MYP through surveys and focus groups. If your school is interested in offering feedback, please contact myp.curriculum@ibo.org.

Primary Years Programme (PYP) programme review

The IB places great value on regular reviews of each of its programmes to gain a clear picture of how schools in diverse settings around the world implement and understand the benefits of each programme.

The PYP has been serving students from 3–12 years of age for fifteen years and is now offered in over 900 IB World Schools. In August 2012, the IB started conducting research to evaluate how PYP schools in several regions around the world understand and define the success of the PYP.

Between August and the beginning of October, case study interviews and focus group studies were conducted worldwide. In addition, between mid-October and late November, over 900 surveys were distributed among all authorized IB World Schools offering the PYP that had completed their first evaluation. The results of these surveys will allow the IB to understand better the relationship between the implementation of the PYP and student learning outcomes, pedagogical support and strategies available in schools.

To address comments and questions about the PYP programme review, please contact pyp-review@ibo.org.

Learner profile review

Thanks to everyone who completed the global survey that gathered information about the learner profile's review cycle, its attributes and descriptors, and its impact in IB World Schools. The survey provided a platform for gathering collaboratively developed understandings, as well as individual opinions and ideas.

Recommendations regarding further development of the IB learner profile will be available in a report posted to the OCC later in 2013. Any proposed revisions will be reviewed by the IB's academic division, consultative committees and governance groups.

A number of additional resources are available to support schools in their exploration of the IB learner profile, including the *IB learner profile booklet*, a literature review of the learner profile in the light of contemporary learning theory, a personal position paper by former IB Director General George Walker (*East is East and West is West*), face-to-face and online professional development workshops, and an online dynamic platform of good practice (IB learner profile in action)—all available on the OCC.

For more information, please contact continuumdevelopment@ibo.org.

Core

Extended Essay (EE)

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

Extended Essay assessment criteria

It has come to our attention that there has been an error in the translation of Criterion A in the Spanish version of the 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.

Achievement level	Descriptor
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 EE 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 (WSEE)

The World Studies Extended Essay became a main stream option in the extended essay in August 2011, for first assessment in May 2013. This is proving to be a popular choice for students. Supervisors and coordinators are reminded that the subjects chosen to complete a WSEE **must** be subjects that form part of the DP. Page 148 of the subject guide states: "an extended essay in world studies is expected to show that the student possesses a knowledge and understanding of relevant theories, research methods, or findings in the selected IB DP subjects". Furthermore, it is **highly recommended** that given the scope of a 4000-word essay students only choose **two** subjects to explore their issue through. We would also ask that supervisors and coordinators remind students that they **must** state the subjects they are using on the cover page of their essay.

Supervisors of students completing an extended essay in World Studies are asked to remind students to state the disciplines being addressed in the essay on the cover sheet. This information should be noted next to the essay's research question.

Change in schedule for electronic upload of extended essays

From May 2014 (previously November 2013) the IB will begin to support electronic submission of extended essays by schools for a small group of subjects. This change in the mode of submission does not influence the nature of the task in any way as the vast majority of extended essays are already word processed. Those essays that are hand written or include hand-drawn figures can be scanned for upload. The file size limit will allow for high-quality colour images to be uploaded.

In preparation for electronic upload, teachers are asked to reinforce to candidates that the model for the extended essay is a paper in an academic journal. No provision is therefore planned for the upload of media other than the essay itself and accompanying images. Appendices should be used sparingly; examiners are not required to read them, so material essential to the essay should always be included in the body of the essay (including large images) and any material in the appendix should be minimal and selected with care.

Among other benefits of electronic submission of extended essays are that the costs schools incur for shipping extended essays to many different locations will be eliminated and electronic marking of these essays by IB examiners will become possible.

Further details regarding the subjects to be uploaded for the May 2014 session can be found on the OCC extended essay home page.

Extended essays submitted for examination from May and November 2013

Schools are reminded of two changes for candidates submitting their extended essays in 2013:

1. There is a new edition of the current programme *Extended essay guide* (for first examinations 2013) which must be followed by candidates and supervisors. The major changes are that group 1 now has a category 3 studies in language option and there are two new subjects: literature and performance, and world studies.
2. All extended essays must follow the ethical guidance outlined in the following document: *Ethical guidelines for extended essay research and fieldwork* (May and November 2013 examination sessions onwards).

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 cover sheet. For example:

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

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

Clarification of group 2, category 2 "cultural artifacts"

The following text clarifies category 2: culture and society (b), "essays of a general cultural nature based on specific cultural artifacts". Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.

<p>Written documents</p> <ul style="list-style-type: none"> • Newspapers • Magazines • News headlines • Articles • Books (other than literary) • Cartoons • Adverts • Leaflets, brochures or manifestos • Laws or policies • Historical documents or records 	<p>Spoken documents</p> <ul style="list-style-type: none"> • Screenplays • Radio or television programmes • Song lyrics • Interviews <p>Visual documents</p> <ul style="list-style-type: none"> • Works of fine art • Architecture (buildings, monuments, etc.) • Films • Stamps
<p>Cultural icons</p> <ul style="list-style-type: none"> • Fashion items and accessories (as a manifestation of culture) • Food items, dishes (as a manifestation of culture) • Brands (as a manifestation of culture) 	<p>The following do not qualify as “cultural artifacts”:</p> <ul style="list-style-type: none"> • Political events (elections, referendums) • Historical events • Social movements (e.g. 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.)

Referencing within the extended essay

Coordinators are reminded to refer supervisors and candidates 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, they 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, 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 their words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. 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 audio/visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

Theory of knowledge (TOK)

Reminder: The new TOK course begins teaching in 2013, for first assessment in 2015. The new subject guide is now available on the OCC, and the teacher support material will be available on the OCC from April 2013.

Coordinators are respectfully reminded that a new set of six TOK prescribed titles is published for each examination session. All candidates (including re-sit 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.

Schools are advised that the electronic cover sheet contains all the candidate information required by the examiner. It is not necessary for candidates to use headers or footers to add their names, candidate numbers 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).

The new assessment instrument (global impression marking) and presentation form (TK/PPD) will come into effect for the May 2015 examination session.

Creativity, action, service (CAS)

A new document *Creativity, action, service: Additional guidance* has been uploaded, in all three official IB languages, to the OCC under CAS. This document is designed to help answer frequently asked questions on the current CAS guide.

Group 1 and 2: Languages

Reading requirements for group 1 courses

Schools are reminded that the reading requirements for language A: literature; language A: language and literature; and literature and performance must be adhered to. For each group 1 course that is offered, schools should ensure that teachers have access to the latest version of the guide, the *Prescribed literature in translation* list (PLT), and the *Prescribed list of authors* (PLA) for each relevant language subject.

Corrections to guides, teacher support materials, *Prescribed literature in translation* and *Prescribed lists of authors*

The group 1 guides, teacher support materials, *Prescribed literature in translation* list and the *Prescribed lists of authors* will be edited through May 2013 to correct errors. The corrections will be listed in a news item on the OCC. Schools will be given time to adjust course outlines as necessary after the errors are corrected.

Language A: literature special request languages

Applications for special request languages A: literature as anticipated subjects for May 2014, whether school-supported, self-taught (SL only) or taught, must be made no later than 7 October 2013. 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 2014 session.

The special request languages A: literature that have been requested and authorized for the May 2014 examination session are:

Azerbaijani A: literature (SL)	Khmer A: literature (SL and HL)	Shona A: literature (SL)
Bemba A: literature (SL)	Kinyarwanda A: literature (SL)	Tamil A: literature (SL)
Burmese A: literature (SL)	Kurdish A: literature (SL and HL)	Tibetan A: literature (SL)
Chichewa A: literature (SL)	Laotian A: literature (SL and HL)	Tigrinya A: literature (SL)
Dhivehi A: literature (SL)	Mongolian A: literature (SL and HL)	Zulu A: literature (SL)
Dzongkha A: literature (SL)	Ndebele A: literature (SL)	
Georgian A: literature (SL and HL)	Punjabi A: literature (SL)	

Coordinators must use the form *Special request language A: literature* available on IBIS under the Subject tab (Subject>Advance notice requirements>Available forms) 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.

Classical languages prescribed authors and genres

Teachers are reminded that for the November 2013 and May 2014 examination sessions they should be using list 2 of authors and genres for Classical Greek and Latin. This information is available in the general documents section of the classical languages page on the OCC in the following documents.

1. Prescribed authors and genres for first examinations 2010
2. Clarification: prescribed authors and genres for first examinations 2010

Classical languages curriculum review

Thank you to all teachers who contributed to the review of Classical languages for first teaching in 2014 (first examinations in 2016). The final curriculum review report is now available on the OCC.

Language B and language ab initio written assignment

The written assignment component in Language B and language ab initio has been reviewed and new editions of the guides will be published by September 2013. Teachers are reminded that the updated guides will apply to first teaching in 2013 (first examinations in 2015). For examination sessions in 2013 and 2014, the written assignment in language B and language ab initio will be administered and assessed as per the description of the task in the current guide and the submission procedure outlined in the current *Handbook of procedures for the Diploma Programme* (2013).

Group 3: Individuals and societies

Information Technology in a Global Society (ITGS)

From the May 2013 session onwards all ITGS candidates will be required to submit a screencast of the product functioning in their ITGS SL and HL project. Further information about the method of submission is available in the *Handbook of procedures for the Diploma Programme* (2013).

Philosophy

Teachers and candidates should be aware that it is possible for section A of SL/HL P1 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 P1 criterion B and criterion C, and HLP3 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 will be used from May 2013 onwards.

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

SL/HL P1:

In your answers you are expected to:

- *argue in an organized way using clear, precise language, which 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 P2:

In your answer you are expected to:

- *argue in an organized way using clear, precise language, which 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 P3:

In your response you are expected to:

- *develop a response in an organized way using clear, precise language, which 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, material and ideas developed throughout the course.*

Unseen text—exploring philosophical activity

Read the text below 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.

Economics

A number of amendments have been made to the learning outcomes in the guide for first examinations in 2013. The amendments, which should not overly affect teaching but may impact on questions or types of questions that could be asked in examinations, will apply from May 2014 onwards. The amendments have been made to the copy of the guide, which is available on the OCC.

Economics curriculum review

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

A first questionnaire to teachers has been posted on the OCC economics news page. Economics teachers are encouraged to send in their responses to the questionnaire by **31 May 2013**.

In September/October 2013, 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 economics.

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 **31 May 2013**.

Psychology

HL paper 3 from May 2013

There has been a change to the internal rubric for paper 3 which will be made to papers from May 2013.

The internal rubric for paper 3 currently reads:

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

Starting with the May 2013 assessment session, this will be amended to read:

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

for demonstration of knowledge and understanding of **qualitative** research methodology."

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

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

Teachers are reminded that from the May 2011 assessment session, a change was made to the previous psychology assessment criteria to remove the "zero mark penalty" for non-experimental work. Where candidates submit non-experimental work, teachers should award zero marks for the "Method" assessment criteria (criterion B, C and D). The remainder of the internal assessment report should be marked according to the assessment criteria. If non-experimental work is selected as a sample, it should be included in the work sent to moderators and not treated as atypical. An explanation of the requirements of experimental work can be found on page 44 of the *Psychology guide* (2009). Candidates who submit ethically unacceptable work as outlined on pages 41 and 48 of the *Psychology guide*, will still receive zero marks for their internal assessment.

Psychology curriculum review

Due to an extended period of research and evaluation of the current guide, the next guide will be published in 2017.

The curriculum review for psychology is underway. As part of our ongoing commitment to consultation, we wish to invite teachers to become involved in the review process of examining the existing course and looking for opportunities for further development.

A first questionnaire to teachers has already been sent out and completed and several authorities have offered their views. We would now like to hear from practising IB psychology teachers who would like to contribute to the next stage of the cycle of review and development which involves meetings, some of which are face to face and some of which are virtual. We are looking for teachers who have a good subject knowledge and experience of, and/or enthusiasm for, curriculum development in psychology.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter, together with your CV, to dpdevelopment@ibo.org. The deadline for applications is **31 May 2013**.

World religions

Students should always be aware of the meaning of concepts within world religions as opposed to their meanings in popular understanding (for example: *catholic, jihad, karma, yoga).

*Please note lower case 'c'.

Group 5: Mathematics and computer sciences

Mathematics SL and HL—reminder

The following was initially published in the *DP Coordinator's notes* in March 2010. Teachers are reminded about this change in marking portfolios.

Non-compliant portfolios

Please note the following information on how to deal with portfolios that do not contain one task of each type. This will be applied in the May 2013 and subsequent examination sessions.

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

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

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

Use of old tasks before 2012–2013

Following issues and concerns raised by teachers regarding the easy availability of internet solutions to IB tasks, the decision was made to have a limited shelf-life for IB tasks, and produce new ones at regular intervals. However, a consequence of this is that the old tasks must not be used. It was agreed that to prevent this, a penalty of 10 marks would be applied to a portfolio which contained an old task. This penalty will continue. IB-produced tasks can only be submitted for certain examination sessions, as noted on the tasks. These tasks are available on the OCC, and the sessions for which they can be used are clearly noted on the tasks.

In 2013, the only IB-published tasks that can be used are the ones in the document *Portfolio tasks for 2012 and 2013*. Any other IB-published task will be subject to the 10-mark penalty, including old ones which have been amended.

The document *Portfolio tasks for 2011 and 2012* has been kept on the OCC as reference. Teachers need to be aware that this is no longer valid for 2013.

Group 6: The arts

Academic honesty

A new document titled *Academic Honesty in Diploma Programme Arts* has been published on each arts subject page on the OCC. This document explains how to maintain academic honesty in each of the subjects and teachers are asked to give careful consideration to the information in this document when preparing and submitting assessment work for future sessions.

Visual arts

Electronic submission of candidate work for assessment

Schools are reminded that any documentation relating to the May and November 2013 sessions mainstream submission of visual arts candidate work, will be published via the subject page of the OCC. Visual arts teachers should also engage with the subject forum where answers to frequently asked questions will be published on the subject manager's behalf in all three languages.

Film curriculum review

Due to an extended period of research and evaluation of the current guide, the next guide will be published in 2017.

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

A first questionnaire to teachers has been posted on the OCC film news page. Film teachers are encouraged to send in their responses to the questionnaire by **31 May 2013**.

In September/October 2013, 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 film.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter, together with your CV, to dpdevelopment@ibo.org. The deadline for applications is **31 May 2013**.

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* (<http://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.

Prescribed works for 2013 and 2014

Thank you to those teachers who have highlighted that there are issues with the scores of the prescribed works for 2013 and 2014: Prokofiev's *Classical Symphony* and the *Yellow River Piano Concerto* by Xian. The subject manager has consulted with the principal examiner for the paper 1 component and the following is his advice:

"Teachers could usefully instruct students to state at the beginning of their answer the score edition and the system of counting used. For example: 'I am using the Ernest Eulenburg score and I will refer to the bar/measure numbers in the score', or 'For this answer I am using the Dover edition and have corrected the bar/measure numbers'.

The Ernest Eulenburg no. 8111 score of the Xian *Yellow River Piano Concerto* has been noted to have the following errors:

Movement I *Yellow River Boatman's Song*: bar/measure 16: the piano's last note should be a B and not a G. The same applies to bar/measures 19, 21 and 23. This destroys the argument of the pentatonic scale D-E-F#-A-B used in this section. Please ask students to correct scores.

Movement II *Ode to the Yellow River*: contrary to standard practice, the score begins its counting of bars/measures in the first partial bar/measure. If another edition uses the traditional way of counting there may be a discrepancy between the Ernest Eulenburg edition and others. Please ensure students are aware of this situation when they locate events in the examinations.

Movement III *Wrath of the Yellow River*: The issue with bars/measures is also an issue in this movement. Also please note that the Eulenburg edition does not count the initial cadenza-like passages of the Chinese flute and piano.

Movement IV *Defend the Yellow River*: The issue with bars/measures is also an issue in this movement.

The Dover edition of the Prokofiev *Classical Symphony* publishes bar/measure numbers every ten bars/measures at the bottom of the score. Unfortunately in the first movement bar/measure

number 110 was missed and as a result the score jumps straight from bar/measure number 100 to number 120. Students should be advised to alter the measure numbers appropriately and to state at the beginning of their answer that they have done so.

There are various free versions of the score for this work available where bar/measure numbers will be correct.

Examiners will be instructed that they should take account of these issues when marking.

Interdisciplinary subjects

Trial marking for new environmental systems and societies (ESS) internal assessment

As part of the curriculum review preparations for the new environmental systems and societies (ESS) internal assessment scheme (for first teaching of the new course in September 2015) we invite applications from ESS teachers to take part in the trial marking of new internal assessment exemplars in English. The trial will be sometime in the next three months. This trial would consist of marking about 20–30 exemplars with payment based on the current marking rates (US\$15 per exemplar).

Coordinators are asked to make ESS teachers aware of this trial. Interested teachers should send an email to dpdevelopment@ibo.org giving brief professional details. The deadline for receipt is **10 June 2013**.

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 A1</i>	N/A	Nov 2012	N/A
<i>Language A: literature</i>	2011/12	Nov 2012	May 2013
<i>Language A: language and literature</i>	2011/12	Nov 2012	May 2013
Group 2—Language acquisition			
<i>Languages A2</i>	N/A	Nov 2012	N/A
<i>Language B</i>	2011/12	Nov 2012	May 2013
<i>Language ab initio</i>	2011/12	Nov 2012	May 2013
<i>Classical languages</i>	2014/15	Nov 2015	May 2016

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
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>	2012/13	Nov 2013	May 2014
<i>Computer science</i>	2012/13	Nov 2013	May 2014
Group 5—Mathematics			
<i>Further mathematics SL</i>	N/A	May 2013	N/A
<i>Further mathematics HL</i>	2012/13	N/A	May 2014
<i>Mathematical studies SL</i>	2012/13	Nov 2013	May 2014
<i>Mathematics SL</i>	2012/13	Nov 2013	May 2014
<i>Mathematics HL</i>	2012/13	Nov 2013	May 2014
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>	2017/18	Nov 2018	May 2019
<i>Theatre</i>	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014/15	Nov 2015	May 2016
Core			

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
<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>	2013/14	Nov 2014	May 2015
Interdisciplinary subjects			
<i>Environmental systems and societies</i>	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2011/12	Nov 2012	May 2013

DP online courses

Psychology HL is the latest addition to the catalogue of DP online courses and will be available for enrolment in September 2013. Current offerings include:

- Business management SL
- Economics SL and HL
- Film SL
- ITGS SL and HL
- Mandarin ab initio
- Mathematics HL
- Philosophy SL
- Psychology SL
- Spanish ab initio.

Current November session offerings include Economics SL and HL and Psychology SL. Spanish B is planned to be offered in February 2014.

For more information, contact dp.online@ibo.org or admissions@pamojaeducation.com.

Examiners and moderators

Examiner recruitment

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

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

- Business and management
- Economics
- English A: literature
- Film

- German A: literature
- History
- Human Rights Extended Essay
- Psychology
- Philosophy
- Theory of knowledge
- World Studies Extended Essay

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

Completed application forms should be sent to the Online Examiner Training and Recruitment department, quoting the reference "CnotesMay13". Any inquiries should be sent by email to examrecruit@ibo.org.

Senior examiner recruitment

The IB is currently recruiting for a number of senior examining positions. Senior examiners are principally responsible for setting and maintaining the academic standards for the subject. They are therefore closely involved in setting question papers, examiner training, marking candidates' work, standardizing examiners' work and determining the final grades of candidates. Senior examiners may also be invited to participate in the curriculum review process for the subject.

We are currently recruiting for the positions listed below.

- Deputy Chief Examiner for Economics
- Deputy Chief Examiner for English B
- Deputy Chief Examiner for Film
- Deputy Chief Examiner for French B
- Deputy Chief Examiner for Mathematics SL
- Deputy Chief Examiner for Music

More information on becoming a senior examiner and to apply for a position please visit the IB public website http://www.ibo.org/examiners/assistant_posts/seniorexaminers/.

Completed application forms should be sent to the Online Examiner Training and Recruitment department, quoting the reference "CnotesMay13". Any inquiries should be sent by email to examrecruit@ibo.org.

Teacher observers

IB DP teachers are invited to apply to attend the November 2013 grade award meetings as observers for one of the following subjects.

- English A: literature
- English A: language and literature
- Economics
- Visual arts

The meetings will be held at the IB Assessment Centre in Cardiff, Wales, during December 2013.

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 Marking.

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, giving brief personal details and information about their experience as an IB DP 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 **15 August 2013**. Applications will not be acknowledged unless they are successful. Successful applicants will be notified by the end of September.

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.

Professional development (PD)

The global PD catalogue

The global PD team collects feedback from a range of sources to determine the types of new workshops to develop each

year. The new professional development (PD) catalogue, with descriptions of these workshops, is now available at <http://www.ibo.org/programmes/pd/> and includes, among many others, such category 3 offerings as:

- Concepts and inquiry in the DP
- Pedagogical leadership in the DP
- Evaluating your DP
- Maths SL and HL: A focus on internal assessment (IA)
- Understanding the DP
- Visual arts: From easel to screen, assessment for a digital age
- Academic honesty in practice
- Core assessment: Roadmap for improving student performance in TOK, CAS and EE (<http://ecatalogue.ibo.org/i/103807>)
- Teaching career-related studies and the IBCC

and continuum offerings such as:

- Common Sense: the IB and the Common Core (<http://ecatalogue.ibo.org/i/103807>)
- Power of language to transform school culture: Developing a school language policy (<http://ecatalogue.ibo.org/i/103807>).

Development and redevelopment

Global PD is just starting the 2013 development cycle for new workshops. After analyzing the QA data and consulting with a wide range of stakeholders, several workshops will be in development during 2013. Development teams of workshop leaders will be commissioned to undertake workshop development. These development teams should reflect the needs of the IB community and include Spanish and French speaking workshop leaders, as well as those who have experience of facilitating online workshops. If you are a trained IB educator, have expertise in these areas and wish to be considered for the development team please contact Liza Tercero at diploma.pd@ibo.org. Some of the workshops under commission are:

- 1 day category 3 workshop to focus on the Extended Essay
- 1 day category 3 workshop to focus on the TOK essay and presentations
- 1 day category 3 workshops that focus on aspects of the IBCC.

Subject-specific seminars during 2014

The IB publishes new subject guides at the beginning of the calendar year, and then offers subject-specific seminars to help educators understand and implement the changes. Subject-specific seminars offer an important opportunity for **experienced IB teachers** to acquaint themselves fully with changes to a particular subject area. They explain and exemplify the teaching and learning framework, the guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task

types. Academic staff from the programme development team and/or a member of the curriculum review team will be on hand throughout the workshop to answer questions and participate in discussion. Subject-specific seminars will be held at face-to-face events within the first three months of publication of the new guide. All workshops held after the subject-specific seminars (online and face-to-face) will work to the new guide; any workshops held before the subject-specific seminars will still work to the current guide.

In 2014 there will be a number of category 3 subject-specific seminars for **experienced IB educators** in:

- Biology
- Business management (new name for the revised course)
- Chemistry
- Classical languages
- Design technology
- Philosophy
- Physics
- Theatre
- Visual arts.

During 2013, any category 1 or 2 workshops in the above list of subjects will focus **only** on the current guides (final examination sessions in 2015). All workshop leaders for these subjects will be trained in the changes and their implications before leading workshops in 2014. In the meantime teachers, IB coordinators, and heads of schools can access the latest curriculum review reports on the OCC. These can be located under the curriculum review tab on each subject page.

Schedule of events

Towards the end of 2013	Online training for workshop leaders
December 2013	Pre-publication of the new subject guides (for first teaching September 2014) on the OCC
February–May 2014	Category 3 subject-specific seminars for experienced IB educators on new subject courses with first teaching in September 2014; please see the PD section on the IB website for more details
March 2014	The final version of the new subject guides uploaded on the OCC
March 2014 onwards	All category 1 and 2 workshops through regional IB, professional development (PD) and external providers to focus on new guides
September 2014	First teaching of the new guides

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

IB Global Research department's updates

Programme Impact

The IB has recently released a study conducted by researchers at the University of Virginia (UVA) detailing the impact of the extended essay on DP students' attitudes and experiences related to research at the tertiary level. This study, which compares former DP students to former Advanced Placement (AP) students, strongly suggests that the extended essay is a critical component in preparing students for success in university. You can find a brief summary of the research here at http://www.ibo.org/research/policy/programmevalidation/diploma/documents/DPEE_UVA_Summary.pdf.

The global research department has also recently completed an in-depth investigation into what it means to be an IB teacher. This extensive multi-stage project combines literature review, document analysis, focus groups and surveys to explore the common and unique aspects of teaching within IB programmes from multiple perspectives. You can find a brief summary of the research here at <http://www.ibo.org/research/policy/programmevalidation/continuum/>.

These studies join a rapidly growing body of evidence of the impact of IB programmes. You can find all studies conducted or commissioned by the IB global research department here at <http://www.ibo.org/research/policy/programmevalidation/>.

Jeff Thompson Research Award

There is a newly completed study on international education in the DP by Richard Lineham from St. George's School in Switzerland. You can find the executive summary on the Jeff Thompson Research Award winners' page: <http://www.ibo.org/research/resources/jeffthompson/jtwinners/index.cfm>.

We are very proud to be able to support the independent research of IB practitioners. The next deadline for applications is **31 October 2013**. You can learn more about the research award and download the application here at <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

General

Legalization of *Diploma Programme Results: instructions for 2013*

Background

In some countries the IB document *Diploma Programme Results* will not be valid to enter universities, unless it is

legalized in Geneva, Switzerland by the relevant embassy or consulate and/or the Chancellery for the apostille stamp.

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

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

The *Diploma* itself (which only shows the candidate's name), is only legalized in exceptional circumstances when specifically required. Please refer to specific cases below for further information.

Argentina requires the legalization of the *Diploma* itself as well as the *Diploma Programme Results*. In some cases, universities in Mexico, as well as in Egypt, may also require the legalization of both documents.

Legalization requests

If legalization is required and requested through IBIS by the coordinator, the IB Assessment Centre in Cardiff, will send the relevant *Diploma Programme Results* documents, showing the grades obtained by the candidates, to the IB Foundation Office in Geneva, Switzerland. The corresponding *Diplomas* are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents for mailing 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 *Request legalization* form on IBIS from the "candidate/results/legalization" option and submitting it to the IB Foundation Office by 15 June (May session) or 15 December (November session). Coordinators are asked to submit the *Request legalization* form as early as possible to ensure timely processing of the request.

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

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

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

Geneva is +41223092545. On receipt of the *Request legalization* form, an acknowledgment will be sent to the school via email.

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

Legalized *Diploma Programme Results*—by courier

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

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

In the interest of the candidates requesting legalization, and given the strict deadlines to enrol to universities, the legalization service does its utmost to expedite the legalization process, in as short a timeline as possible. However, this is largely dependent on the external stakeholders involved.

Payment—new 2013 fees

1. The standard fee per candidate, for the legalization of each single IB *Diploma Programme Course Results* 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* (2013):

	US\$	SFr	UK£	C\$
Legalization of each IB <i>Diploma Programme Course Results</i> and/or of each consulate country (request received before 15 June/15 December)	146.00	149.00	93.00	152.00
Legalization of each IB <i>Diploma Programme Course Results</i> and/or of each consulate country (request received after 15 June/15 December)	219.00	223.00	140.00	227.00

2. The fee shown in the table above will be charged for each single IB *Diploma Programme Course Results* document requiring legalization: for the *Diploma*, the *Diploma Programme Results* and/or *Diploma Programme Course*

Results (that is: if a UK student requires legalization of both the *Diploma* and the *Diploma Programme Results*, a fee of £186 (£93 × 2) will be charged).

Notes:

1. Legalization requests for one, two or more "apostille" countries, shown with an asterisk on the list of "Countries concerned" below, will be invoiced only once, as one apostille stamp covers all the mentioned countries.
2. Legalization requests for the "consulate countries" will be invoiced as many times as legalization requests for a single different country are made.
3. Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. As in previous years, the IB will send invoices for legalization fees to the schools concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

Countries concerned

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

Argentina*	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 Rep*	Montenegro*	Taiwan
Ecuador*	Nigeria	Thailand
Egypt	Pakistan	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 Ministry of Education in Buenos Aires requires legalization of both the *Diploma* and the *Diploma Programme Results* documents.

Burkina Faso: for nationals, a second legalization is required in the country itself. This additional separate consulate fee is to be paid in the country itself. The IB is not responsible for this second step of the process. A photocopy of the national candidate's passport is required. **For non-nationals,** no legalization 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, 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 the 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 the 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: for nationals, a photocopy of the candidate's passport is required.

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

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

Slovenia: legalization is not requested for the *Diploma Programme Results*. It is requested only for the *Course Results*.

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

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

Last updated December 2012. Please regularly check for any changes on IBIS.

Agreement to synchronize the IB and Council of International Schools (CIS) school evaluations

The IB and the CIS announced a joint understanding in October 2012, formalized in a signed Memorandum of Understanding that enables the IB to synchronize its school evaluation processes with the CIS accreditation protocol for schools served by both.

The CIS supports more than 1,100 School and Higher Education Member Institutions with an integrated portfolio of services including international accreditation. CIS accredited schools have demonstrated their commitment to international education and continuous improvement, meeting international standards.

The IB is eager to ensure that the processes that support continuous improvement of learning in our schools focus on deep reflection. Wherever possible, we want to streamline IB processes, so that educators can focus on delivery of rigorous, high-quality educational programmes. We heard from IB World Schools that the evaluation process needed attention and we responded.

Coordination of the IB and CIS evaluation processes and protocols ensures efficient, consistent analysis, while maintaining each organization's objectives and requirements. Joint visits ensure that school communities take all necessary actions and continuously improve and evolve both as an IB World School and as a CIS accredited school.

The IB and CIS are committed to developing jointly trained educators who are knowledgeable about the philosophical and practical aspects of both organizations and who also bring a wealth of experience in effective international education practices as they participate in school visits. Visiting teams will include both CIS and IB representatives.

Incorporating IB evaluation as part of the CIS school accreditation protocol enables schools and visiting educators to work together to evaluate the school's mission, curriculum,

the quality of teaching and learning, and ultimately its international character and perspective.

Only schools with IB programmes throughout the whole school are presently eligible for this service. Schools interested in synchronized visits should contact their respective IB regional office: Africa, Europe, and the Middle East (ibaem.schoolservices@ibo.org); the Americas (iba.schoolservices@ibo.org); or Asia Pacific (ibapsynchvisits@ibo.org).

IB publishing

The popular *Questionbank* series moves to a new online format

The latest three subjects in the *Questionbank* series—*Geography*, *History Route 2* and *Historia del PD (Itinerario 2)*—are available in a practical new online format that makes these excellent resources accessible from all operating systems.

This series allows the user to create customized tests, examination papers and mark entry spreadsheets in minutes using hundreds of authentic DP examination questions, mark schemes and subject reports from the current geography syllabus (first exams 2011) and history syllabus (first exams 2010). Click on the subjects below to subscribe now.

- *IB Questionbank Online: Geography*—March 2013
- *IB Questionbank Online: Route 2 History* (in English)—April 2013
- *IB Questionbank Online: Route 2 History* (in Spanish)—April 2013

Helping students prepare for their ESS examination

IB Prepared: Approach your exams the IB way—Environmental systems and societies

The twentieth book in this series—*IB Prepared: Approach your exams the IB way—Environmental systems and societies*—is now available. This series provides practical support and guidance to help students prepare for their DP ESS exams at both standard level and higher level.

- Improve your understanding of how marks are awarded by seeing real IB student answers at three different mark levels, plus commentary highlighting how marks were gained or lost.
- Build confidence by reading useful advice on how to approach each question, then test yourself with past IB exam papers.
- Brush up on the syllabus, hear from the experts and approach your exams the IB way.

Purchase now at the IB store: <http://store.ibo.org>.