Coordinator's notes

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Information for Diploma Programme coordinators and teachers

News

Coordinator's notes and newsletters

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

Changes to DP *Coordinator's notes* publication dates

The Diploma Programme (DP) *Coordinator's notes* were recently reviewed, and a decision was made to reduce the number of editions from four to three editions per year. Therefore, there will no longer be an issue published in November. The new publication schedule will be February, May and September. These months were selected in order to provide important updates at the beginning of the academic year for all schools to cover the May and November examination sessions.

Revision of the diploma requirements

Coordinators are reminded that the requirements to achieve the IB diploma have been changed and are in effect from the May 2015 examination session. Coordinators are asked to bring these changes to the attention of their IB teachers (especially teachers of theory of knowledge (TOK)) and extended essay supervisors. Full details can be found in the document *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*, which is also available in the "Library" section of IBIS under "Policies and practices".

Digital publications

There are now four websites available on the online curriculum centre (OCC) for different areas of the DP.

- Approaches to teaching and learning in the Diploma Programme
- Environmental systems and societies subject website (first assessment 2017)
- Global politics subject website (first assessment 2017)
- Extended essay (first assessment 2018)

Each website contains a variety of teacher resources including guides, teacher support material (TSM), case studies, practical guidance and videos, and assessment support material, where appropriate. More materials will be

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added over the coming months, and teachers are encouraged to visit the websites regularly.

Classical languages curriculum review

The curriculum review for the new classical languages course, scheduled for first teaching in 2020, is in its initial stages. As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for classical languages teachers who would like to become involved in the curriculum review process.

Face-to-face meetings and online discussion groups will begin in late 2016. Teachers interested in taking part in any of these activities are invited to submit their curriculum vitae (CV) and a short expression of interest. In addition to highlighting the applicant's experience with the DP classical languages course, the expression of interest should also identify and provide a brief justification for one element of the course the applicant feels should be retained in the review and one element that should be changed, removed or added.

This expression of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for submissions is **15 June 2016**.

Theatre curriculum review

The curriculum review for theatre is now in the initial stages of developing an updated course, for which teaching will begin in 2021. As part of our ongoing commitment to collaboration and consultation, the IB is looking for theatre teachers who would like to become involved in the curriculum review process.

In November 2016, 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 the IB is looking for theatre teachers who have a good subject knowledge and experience with or enthusiasm for curriculum development in the arts. Teachers interested in participating in the development of the subject are invited to write a letter outlining their experience and explaining why they wish to be involved and how they could contribute to the review. Letters, together with CVs, should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **31 August 2016**.

Sciences curriculum review

The curriculum review and development for DP biology, chemistry and physics has started with research and evaluation by the academic and assessment divisions. This review is adopting a cross-programme approach, which will ensure continuity of inquiry and action within the science curricular strand.

As part of our ongoing commitment to collaboration and consultation, the IB wishes to invite teachers of biology, chemistry or physics to become involved in the review

process of examining the existing course and looking for opportunities for further development. The development meetings will commence in early 2017.

Teachers interested in taking part in the curriculum review process are invited to submit the following.

- A CV to include experience of teaching IB Middle Years Programme and DP science(s) as well as any other experience of teaching the sciences in different national systems.
- A paragraph highlighting one area in the current DP science courses that they would like to change or that would benefit from further development.

This expression of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **1 July 2016**.

eCoursework system

The new eCoursework upload system is available for schools and candidates to upload coursework for:

- theory of knowledge essay
- theory of knowledge presentation
- groups 1 and 2 oral examinations
- group 2 written assignments
- visual arts.

The IB has listened to feedback and is pleased to advise that, whereas in previous sessions it was only possible for candidates to upload their theory of knowledge essays, it is now possible for schools to upload both theory of knowledge essays and group 2 written assignments for the May 2016 session. Candidates still have the ability to upload their own theory of knowledge essay and group 2 written assignments if the school requires candidates to continue using the candidate upload process.

The IB is pleased with the reactions it has received from schools that have uploaded their coursework using the new eCoursework upload system. To date, more than 156,000 portfolios have been submitted to the IB Assessment Centre for assessment. Some schools have offered positive feedback and found the new system much more user-friendly. The IB is grateful to the schools for their willingness and patience in trying the new eCoursework system and appreciate all of the feedback received.

Upload of coursework

Assessment material for several subjects (for example, theory of knowledge essays and language A oral recordings for internal assessment) is already uploaded by schools. The IB is committed to extending its provision for the upload of coursework, which will result in significant cost savings for schools and gains for the IB in the efficiency and quality of marking candidates' work.

From November 2015

In addition to the coursework that is already being uploaded by schools, the following coursework must be uploaded from the November 2015 session onwards using IBIS.

- Information technology in a global society (ITGS) HL/SL) project

- Language A HL/SL: language and literature written tasks

- Language A HL/SL: literature written assignments

- Literature and performance SL written coursework (externally assessed)

- Literature and performance SL performance and individual oral presentations (internally assessed)

No examiner allocations will be released for the above coursework, so hard copy material cannot be sent directly to examiners. In the case of internally assessed work, only the sample work selected by IBIS should be uploaded. However, coordinators should be prepared to upload additional work for the purpose of moderation if a further sample of candidates' work is requested.

From May 2016 or November 2016

The following table is the schedule for the upload of IB Diploma Programme/IB Career-related Programme (CP) coursework for the May 2016 and November 2016 examination sessions. These coursework components will continue to be uploaded beyond 2016. The schedule includes both externally and internally assessed coursework but does not make reference to the examination scripts that schools send to a scanning centre. Note that all extended essays will be uploaded by schools from the November 2016 session onwards.

Subject/Component	May 2016	November 2016
Group 1		
Language A: literature written assignments	Upload	Upload
Language A: language and literature written tasks	Upload	Upload
Language A oral recordings for internal assessment	Upload	Upload
Literature and performance written coursework and internal assessment	Upload	Upload
Group 2		
Classical languages internal assessment sample work	Upload	Upload
Language B and language ab initio written assignments	Upload	Upload
Oral recording for internal assessment sample work	Upload	Upload
Group 3		
ITGS internal assessment sample work	Upload	Upload
History internal assessment sample work	Upload	Upload
Environmental systems and societies	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
Global politics (pilot)	No upload. Send sample work directly to examiners.	Not available this session.
All remaining internal assessment sample coursework for group 3	No upload. Send sample work directly to examiners.	Upload

Subject/Component	May 2016	November 2016
Group 4		
Biology, chemistry, physics and computer science internal assessment sample work	Upload	Upload
Design technology	No upload. Send sample work directly to examiners.	Upload
Environmental systems and societies and sports, exercise and health science	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
Group 5		
All internally assessed components for mathematics	No upload. Send sample work directly to examiners.	Upload
Group 6		
All externally and internally assessed components	Upload	Upload
Literature and performance written coursework and internal assessment	Upload	Upload
Core		
Theory of knowledge essay	Upload	Upload
Theory of knowledge presentation	Upload	Upload
Extended essay	No upload. Send extended essays directly to examiners.	Upload
CP reflective project (internally assessed)	Upload	Upload
School-based syllabuses: Internal assessment		
Astronomy	No upload. Send sample work directly to examiners.	Not available this session.
Marine science	Upload	Not available this session.
World arts and cultures	No upload. Send sample work directly to examiners.	Not available this session.
Art history	No upload. Send sample work directly to examiners.	Not available this session.
Chile and the Pacific basin	No upload. Send sample work directly to examiners.	Upload
Classical Greek and Roman studies	No upload. Send sample work directly to examiners.	Upload
Political thought	No upload. Send sample work directly to examiners.	Not available this session.
Science, technology and society	No upload. Send sample work directly to examiners.	Not available this session.

Subject/Component	May 2016	November 2016
Beginners' Hindi oral recording for internal assessment sample work	Upload	Not available this session.
Beginners' Nynorsk oral recording for internal assessment sample work	Upload	Not available this session.
Beginners' Hindi written assignments	No upload. Send sample work directly to examiners.	Not available this session.
Beginners' Nynorsk written assignments	No upload. Send sample work directly to examiners.	Not available this session.
Beginners' Siswati oral recordings for internal assessment sample work	Not available this session.	Upload
Beginners' Siswati written assignments	Not available this session.	No upload. Send sample work directly to examiners.
Human rights	No upload. Send sample work directly to examiners.	Not available this session.
Peace and conflict studies	No upload. Send sample work directly to examiners.	No upload. Send sample work directly to examiners.
World politics and international relations	No upload. Send sample work directly to examiners.	Not available this session.
Brazilian social studies	No upload. Send sample work directly to examiners.	Upload
Turkey in the 20th century	No upload. Send sample work directly to examiners.	Not available this session.

Declarations of authenticity

As the IB moves towards receiving more candidate (internally and externally assessed) coursework electronically, it is trying to eliminate many of the forms that were mailed to examiners with the work in order to reduce the amount of administrative work for schools.

However, one administrative task that is essential is the need to obtain candidates' confirmation of authenticity of the work they submit for assessment.

The IB coursework upload system allows IB coordinators or school administrators to upload work on behalf of candidates. The system requires the teacher or coordinator uploading on behalf of candidates to confirm that they have received signed declarations of authenticity from each candidate for every item of coursework submitted.

It is the responsibility of the school to ensure that these declarations have been properly made, recorded and stored, and that they are available to the IB if the authenticity of the work is called into question during the assessment process.

Schools must ensure that the authentication from a candidate is for the work submitted for assessment. No replacement work will be accepted by the IB after the authenticity of a piece of work is called into question or the deadline for submission has passed.

It is a regrettable fact that, each session, the IB has to disqualify a number of students for plagiarism or collusion who claim that the work submitted was, in fact, an early draft and that the school made an error in the upload. Such students sometimes seek legal redress from their schools.

Changes to moderation of internal assessment

Schools are already electronically submitting samples of some internal assessments to the IB. By November 2016, the IB wants to receive almost all internal assessment samples electronically. Receiving work in this way gives the IB the opportunity to quality assure examiners' moderation standards in the same way that marking standards are assured for script components.

Beginning with internally assessed theory of knowledge presentation forms and ITGS internal assessments in November 2015, the IB began to use a new and improved

system for the moderation of internal assessments called "dynamic sampling".

Teachers will enter student marks for internally assessed coursework onto IBIS as they do now. After these marks have been entered, a moderation sample will be requested by IBIS, just as it is now. Rather than mailing the sample to an examiner, the sample will instead be uploaded to IBIS.

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

- Where there are fewer than 6 candidates for a subject, all the work will be requested by IBIS.

- Where there are 6–20 candidates, 5 samples will be requested.

- Where there are 21–40 candidates, 8 samples will be requested.

- Where there are more than 40 candidates, 10 samples will be requested.

Examiners will view and mark samples of candidates' work on screen. The quality of examiners' moderation will be assured by practice, qualification and seeding, in the same way that examiners' marking is already quality assured for examination scripts and some externally assessed coursework. Examiners will have to mark examples of work definitively marked by the principal examiner to the same standard as the principal examiner (within a margin of tolerance) in order to qualify to mark candidate work. Further examples of work definitively marked by the principal examiner will be interspersed with work each examiner receives for moderation. As long as an examiner begins and continues to mark work to the same standard as the principal examiner (within a margin of tolerance), he or she can continue to mark candidate samples. If an examiner does not consistently apply the same standard as the principal examiner, the examiner is prevented from moderating further samples by the electronic marking software until his or her application of the assessment criteria is realigned by discussion with a senior examiner.

Just as a margin of tolerance will be applied to examiners' moderation, a margin of tolerance will also be applied to teachers' marking. If teachers apply the assessment criteria in the same way as the principal examiner and his or her team, their total marks for each candidate will not be adjusted. Where a teacher's marks lie outside the margin of tolerance, a statistical adjustment will be applied to the marks awarded to all candidates in their school. Where more than one teacher is involved in marking the same type of internally assessed work in a school, such as the theory of knowledge presentation, it is essential that teachers within the school carefully standardize their marking. In this way, any moderation adjustment made on the basis of the sample is fair to candidates whose work is not included in the sample.

The "dynamic sampling" moderation process is described in the following diagram.
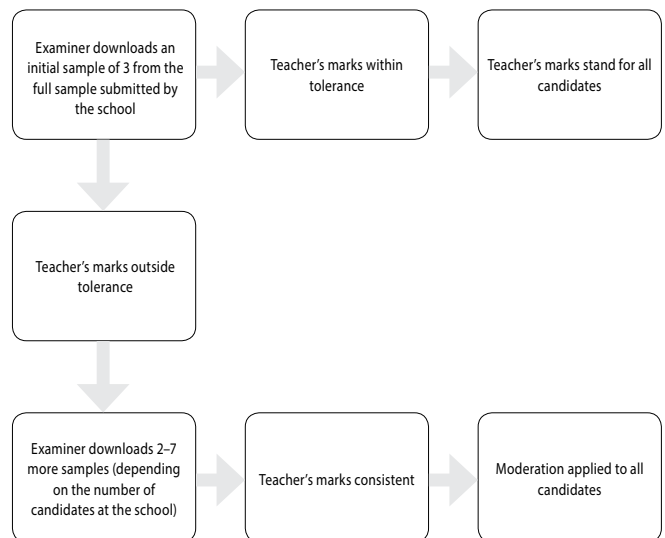
Because examiners will be applying the same standard as that of the principal examiner, they can give more accurate and useful feedback to schools about their moderation samples. The IB intends to provide very similar training for moderators and teachers in order to give teachers the best prospect of marking to the global standard and having their marks upheld in the moderation process.

New style for DP examination papers from May 2015 onwards

The IB is committed to ensuring that its examination papers are accessible and clear to all of its candidates, and several changes have been made to the style of DP examination papers and have been in place since the May 2015 examination session. The main changes are explained in this message, and sample documents are available in the IBIS Library (**Assessment Information** > **Sample examination papers**) that demonstrate the new look of the examination papers so that teachers and students can familiarize themselves with them. The same documents are also available on the OCC.

Please note that these are style changes only and not changes to the structure or assessment criteria of the papers. The samples illustrate the new style and are not examples of the types of questions or the number of marks.

The most significant and obvious change to the examination papers is in the font used for text. Previously, the text on the covers of examination papers was in Myriad Pro font and the text inside the examination papers was in Times New Roman font. From May 2015, all text, apart from where a different font is normally used (for example, in the formatting of texts in language B paper 1), is in **Arial** font. However, there are two major exceptions to this.

- Examination papers in group 5 (mathematics) retain Times New Roman for mathematical notation, variables and numbers; all other text will be in Arial.

- Examination papers in group 4 (sciences) retain Times New Roman for Greek letters as well as for f, l, i, x and y characters; all other text will be in Arial.

The front covers have been slightly rearranged so that the name of the paper and instructions to candidates appear in the clearest possible format. Other style changes include the left alignment of text (rather than full justification as used previously) and the discontinuation of the use of italic text (used previously for instructions to candidates).

Changes to the fonts used in the chemistry and physics data booklets were made to match those in the examination papers.

Core

Extended essay

The new iteration of the extended essay will begin in 2016 for first assessment in 2018. The new documentation is now available on the OCC.

Addendum to the diploma points matrix as published in the current *Extended essay guide*

An addendum to the *Extended essay guide* (first examinations 2013) is now available on the "Extended essay" page of the OCC. This is applicable to the whole DP and is communicated in full in the document entitled *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*, effective from May 2015.

Supervisor hours

Coordinators are asked to remind all extended essay supervisors that the hours of supervision stated should not include any lab supervision. The hours stated should include only one-to-one time spent discussing the progress of the extended essay.

Electronic upload of extended essays

Please be advised that there is an error in the *Handbook of procedures for the Diploma Programme 2016*, section B7.6. It currently states:

> "With the shift of mode of assessment to e-marking in November 2016, data captured on the coversheet will be input at the point of upload."

Instead, it should state that a writeable PDF version of the current coversheet will be made available in the document entitled *November 2016 - Forms and coversheets*. This coversheet must be submitted along with the extended essay for each candidate complete with supervisory comment.

Supervisors/coordinators will also be required to attest to authenticity and state the number of supervisor hours spent with the candidate at the point of submission. With effect from the November 2016 examination session, schools will be required to upload all extended essays. There will not be an option to send hard copies directly to examiners. Information on the upload procedure is available in section B7.6.1 of the *Handbook of procedures for the Diploma Programme 2016* and in the eCoursework user guides in the IBIS library.

Availability of extended essay exemplars and subject reports on the OCC

Coordinators are advised to make use of the extended essay exemplars available on the OCC. These can be found on the respective course page of the relevant subject and by scrolling down to the section entitled "Extended essay". For those subjects that do not have an OCC page, some exemplars can be found under "Diploma Programme core" on the "Extended essay" page. May 2015 exemplars have been published and will be the last published exemplars for this iteration of the extended essay assessment model. A selection of student-friendly annotated exemplars is available on the "Extended essay" page of the OCC in the box entitled "Student advisory exemplars – Extended Essays". These exemplars are annotated in a student-friendly way that includes best-practice tips as well as common omissions or errors.

As the nature of the extended essay task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Where interim extended essay subject report updates are produced, they are to be read in conjunction with the last full subject report for the subject in question. The extended essay subject reports were fully refreshed in May 2015 for the last time for this iteration of the extended essay assessment model.

A general extended essay report has been produced and is available on the "Extended essay" page of the OCC. This report outlines common issues across all extended essay submissions and extended essay queries. Coordinators should share the general extended essay report as well as the subject-specific extended essay reports with supervisors to help the preparation of future cohorts.

Extended essays and other assessment components

An extended essay is not an extension of the internal assessment task or any other assessed component of a subject, and students must ensure that they understand the clear distinction between the extended essay and other assessment tasks. While there is inevitably some overlap in the skills being developed, there are clear differences, and the extended essay must not be based on the same data collected for another assessment component or share significant secondary sources used.

It is the responsibility of the student to ensure that his or her extended essay does not overlap with any other work

he or she is preparing for assessment in other components. Supervisors play an important role in guiding students on this matter by ensuring that students understand the different requirements of the task, including:

- the presentation of material; the extended essay is modelled on an academic piece of writing

- the different assessment criteria for the tasks

- the different recommendations with regard to the use of both existing sources of information and their own data collection.

Extended essays should, where appropriate to the subject and according to the guidance given, include some evidence of consultation with secondary sources in order to establish the context and worthiness of the topic under study. The balance between the use of existing sources and data collected by the student will depend on the subject, and students should ensure that they have read and understood the relevant subject section of the *Extended essay guide*.

Students who submit an extended essay using the work of another assessment component, such as an internal assessment task, risk failing their diploma as this is considered a case of academic malpractice.

Suitability of research questions and registration areas

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question itself, as it is an assessed element of the extended essay. For peer guidance, consult the extended essay forum on the OCC.

Reflections on planning and progress form

In July 2014, a form entitled *Reflections on planning and progress* was made available to all schools to support the extended essay supervision process. The form is available on the OCC for schools that wish to begin using this form for internal purposes before its mandatory introduction in September 2016 for first assessment in May 2018.

Extended essay assessment criteria

The IB was made aware that there was an error in the translation of criterion A in the Spanish version of the *Extended essay guide*. The current version of the guide in Spanish states that the research question must be in the introduction. However, it should read that the research question is stated in either the introduction or on the title page. Please note that the English and French versions of the guide are correct.

Criterion A should read as follows.

A: research question

(Objectives 1 and 2)

The criterion assesses the extent to which the purpose of

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

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

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

World studies extended essay

Changes to world studies registrations from May 2014

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

Coordinators are invited to register candidates for the following options.

- Science, technology and society

- Culture, language and identity

- Conflict, peace and security

- Equality and inequality

- Health and development

- Environmental and/or economic sustainability

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide*, which informs students of how to go about their studies. The introduction of the themes is linked to the registration process, so that the essays are accurately allocated. The breadth of the world studies course requires this logistical amendment to our registration processes. Schools and students are required to choose only the theme that is most closely aligned with the study that they have undertaken. Regardless of theme, all essays are assessed in the same way, that is, against the requirements outlined in the *Extended essay guide*.

Identification of subjects in a world studies extended essay

Schools, supervisors and candidates are reminded that, in addition to identifying the theme under which the essay is being submitted, candidates must state clearly at the beginning of their essay which DP subjects they are using to explore the theme chosen. The choice of theme does not make explicit the subjects used, and this must be stated so that examiners are able to make an appropriate assessment of the essay. Please note that the selected subjects must be mainstream or subject-based syllabus (SBS) offerings for the assessment session in question.

Please visit the world studies extended essay forum on the OCC if you have any questions.

Links to external resources within an extended essay

Irrespective of the subject, the extended essay should be modelled on an academic journal or research paper that can exist and be understood on its own, without the need to access external links or accompanying material such as DVDs. There is no requirement for the examiner to refer to any material that is not included in the extended essay itself when assessing an essay.

As with appendices, if information central to the argument is included or confirmed in the external link, it is treated as though the point has not been made. This could affect, for example, criterion F ("application of analytical and evaluative skills appropriate to the subject") if the evaluation and analysis is contained only in the external link and not within the body of the extended essay. This guidance has been shared with examiners.

Group 1 extended essays

Please note that, as expanded upon in the group 1 extended essay chapter, the category 3 option on page 29 of the *Extended essay guide* should read:

> "Category 3: studies in language based on a text(s) originally produced in the language in which the essay is presented."

Clarification of word counts in Chinese for extended essays

Word-processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

Languages (group 1 and group 2) extended essays

Students submitting groups 1 and 2 extended essays should add the category (cat) in which they are submitting the essay in the subject box on the extended essay coversheet.

For example:

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

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

Clarification of group 2, category 2 "cultural artifacts"

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

Written documents	The following do not qualify as "cultural artifacts"
• newspapers • magazines • news headlines • articles • books (other than literary) • cartoons • adverts • leaflets, brochures or manifestos • laws or policies • historical documents or records	• political events (elections, referendums) • historical events • social movements (for example, riots) • social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc) • towns or regions ("travel guide" extended essays) • (minority) ethnic groups • media trends • styles of music • sports • traditions • institutions (school systems, political parties, etc)

Spoken documents
• screenplays
• radio or television programmes
• song lyrics
• interviews

Visual documents
• works of fine art
• architecture (buildings, monuments, etc)
• films
• stamps

Cultural icons
• fashion items and accessories (as a manifestation of culture)
• food items, dishes (as a manifestation of culture)
• brands (as a manifestation of culture)

Group 3 extended essays—global politics

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

Theory of knowledge

Assessment

Theory of knowledge essay

Coordinators are reminded that a new set of six prescribed titles for theory of knowledge is published for each 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. The prescribed titles are also available in the IBIS Library.

Essays not written on one of the prescribed titles for that session will automatically be awarded zero marks.

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

The completion and submission of the planning and progress form (TK/PPF) is mandatory for all theory of knowledge

candidates in all schools. Failure to submit this form may result in no grade being issued. Forms must be completed by the candidates and the teachers and then submitted by the coordinator. The deadline for the submission of the form is the same as the deadline for the essay: 15 March (May session) and 15 September (November session). The coordinator must upload the form using the eCoursework option on IBIS.

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

The TK/PPD is located in the "Assessment" section of the theory of knowledge page on the OCC and is also available in the IBIS Library.

In response to feedback from schools, an improved version of TK/PPD will be made available soon for **first assessment from May 2017**. The improved version includes fields to indicate the duration of the presentation and the number of candidates presenting. It also provides clearer guidance to candidates and teachers on how to complete their sections, and the space for each section has been extended slightly.

On IBIS

Once the teacher or coordinator has entered all the candidates' presentation marks on IBIS, they are required to electronically upload (through the eCoursework option) **only** the presentation planning documents (TK/PPDs) indicated in the sample generated by IBIS. They must ensure that the document uploaded for each candidate in the sample corresponds to the mark that they were awarded as their internal assessment mark on IBIS.

If more than one candidate selected in the sample has completed the same group presentation, where possible, the coordinator or teacher must use the "Change" button to add a candidate with the same or similar marks that has completed a different presentation.

There is also a requirement to enter the marks out of 10 for each candidate in the sample and an option to provide any additional comments. For theory of knowledge, no comments on the marking are required because these are already included on the *presentation planning document* (*TK/PPD*).

New assessment samples available on the OCC

New samples of candidates' essays and presentation planning documents (TK/PPD), including examiner comments, have been added to the TSM published on the OCC. Samples of the planning and progress form (TK/PPF) have also been added in the "Sample student essay" section.

Predicted grades

In order to predict grades, teachers must use the grade descriptors published on the "Theory of knowledge" page of the OCC under "Assessment" entitled *Grade descriptors* (for use from September 2014/January 2015). Teachers must refrain from trying to calculate equivalencies between the assessment instrument and the A–E grades. Grade boundaries are not fixed in theory of knowledge; they are reviewed every

session at the grade award meeting and therefore subject to change.

Creativity, activity, service (CAS)

The new guide and TSM for CAS have been in effect from September 2015.

Please note that "creativity, action, service" became "creativity, activity, service" as of September 2015. Coordinators are encouraged to read the new CAS documents.

Languages

Languages teacher support material

Schools are advised that the *Languages teacher support material* has been updated. There are now examples of written assignments available in English, French, German and Spanish for language B and language ab initio.

Clarification of word counts in Chinese for studies in language and literature and language acquisition DP courses

Word-processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

Studies in language and literature

A *First report to teachers* has been completed on the progress of the curriculum review for studies in language and literature. The report can be found on the OCC.

Language A: literature/literature and performance—notice of works studied form

From May 2016, schools will no longer be required to submit the form *Language A: literature/literature and performance— notice of works studied* for the language A: literature and literature and performance courses. Only students taking the language A: literature school supported self-taught course need to submit the *Language A: literature—notice of works studied (part 2 genres)* form on IBIS.

Language A: literature written assignment

Schools are advised that the language A: literature written assignment will be treated as a common component for SL and HL from May 2016 for assessment purposes.

Language A: language and literature paper 1

The language A: language and literature paper 1 will be produced in full colour where necessary from May 2016.

Language A: literature school supported self-taught

The document *Language A: literature school supported self-taught alternative oral assessment procedures* (updated September 2015) has been modified to include further changes in the alternative oral assessment procedures.

The language A: literature school supported self-taught oral commentary questions for the 2017 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2017 examination sessions. Students registered for the 2016 examination sessions must use the questions published on the OCC for that year.

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

Withdrawal of cover sheets for language B and language ab initio written assignments

From November 2015, candidates are no longer required to submit a coversheet to accompany their written assignments for language B or language ab initio.

Amendment to Arabic language version of the *Language B guide* (first examinations 2015)

The word range for the language B HL written assignment rationale indicated on page 28 of the Arabic version of the *Language B guide* (first examinations 2015) is incorrect. The range for the rationale should be 150–250 words.

Classical languages guide

Amendments to the *Classical languages guide* (first examinations: May 2016)

Please note that the amendments to the *Classical languages guide* listed in the September 2015 issue of the DP *Coordinator's notes* are now reflected in the version of the guide available for download from the OCC.

Clarification of the word count for HL paper 2 section B

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

Clarification of the use of sources for the individual study research dossier

Schools are advised to consider the following quotation from the *Classical languages teacher support material*, under the heading "Individual study", which clarifies both the definition of a primary source and how students may incorporate secondary source material into their dossiers.

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

Updated paper format—revised specimen papers

The *Specimen examination papers and markschemes (first examinations 2016)* for Latin and Classical Greek have been updated to reflect the following changes and improvements to the formatting of the examinations from May 2016 onwards.

- Rubrics have been reformulated to bring them closer to those in other languages and to make them easier for candidates to follow.

- To help distinguish letters that look identical in the typeface Arial, all Latin text on paper 1 and paper 2 (including in the text of questions) will be set in Minion Pro.

- The translation text on paper 1 will include additional space between lines, so that candidates can annotate the passage more easily.

- Paper 1 no longer contains a "momentum translation"; candidates must translate the entire text presented on the exam. (This change, while reflected in the specimen papers, was omitted from the final curriculum review report.)

- The instructions for HL paper 2 section B have been modified as described above.

The IB wishes to thank all who contributed the feedback on the new course that informed these changes.

Individuals and societies

Business management

Coordinators and teachers of business management should refer to the February 2016 edition of DP *Coordinator's notes* for additional guidance on the new course of study for business management, for first assessment in the May 2016 examination session. The latest version of the subject guide is dated November 2015 and is available on the OCC. Coordinators are reminded that schools should continue to provide each candidate with a clean copy of the formulae sheet for SL and HL paper 1 and paper 2 examinations.

Global politics

Following a successful three-year pilot with 30 DP schools, global politics is an exciting new addition to the individuals and societies subject group. The course offers students an opportunity to explore fundamental political concepts such as power, liberty and equality in a range of contexts and at a variety of levels.

The global politics course became available at both HL and SL as a mainstream subject for first teaching in September 2015 and first assessment in May 2017. Global politics will also be available in November sessions at both levels, as of November 2017.

> **Note:** Global politics will be available by special request in both French and Spanish in a May session and, also by special request, in Spanish in a November session. Where a school intends to register candidates for global politics in French or Spanish as a response language, the DP coordinator must make a registration request on IBIS at least 18 months before the written examinations.

A new website for global politics is available via the "Global politics" page on the OCC, where teachers can find the guide and substantial TSM. Face-to-face and online workshops for global politics are also now being offered. The online directory of workshops is available at www.ibo.org/professional-development/.

For further questions on global politics, please contact the IB Diploma Development team at dpdevelopment@ibo.org. Based on the experiences of the pilot, the IB looks forward to seeing an enthusiastic response to this new subject from DP schools.

History

New course

The new *History guide* and *History teacher support material* (for first assessment in 2017) are now available on the OCC.

Coordinators should ensure that their history teachers are aware of the significant changes in the new guide and should particularly take note that in the new course there is **no longer** a distinction between route 1 and route 2 history. Instead, there is a single DP history course offering a wider variety of different topics and options.

Information technology in a global society (ITGS)

SL paper 1 and HL paper 1

The following changes to SL paper 1 and HL paper 1 will take effect from the May 2016 examination session.

- ITGS SL paper 1 will change from 1 hour 45 minutes to 1 hour 30 minutes in length and require candidates to answer any two questions out of four questions. The nature of the questions will not change.

- ITGS HL paper 1 will remain at 2 hours 15 minutes. Candidates will be required to answer three questions; two from section A (no change) and one from section B (which will be created by merging the current sections B and C).

Specimen papers with this new format are available on the OCC.

Philosophy

Coordinators are respectfully reminded that philosophy teachers should be using the *Philosophy guide* for first teaching in 2014 and first assessment in May 2016, available on the OCC.

It has come to our attention that the French version of the specimen papers state the HL paper 3 examination duration as 1 hour 30 minutes. As stated in the French version of the guide, the duration is 1 hour 15 minutes. The French specimen papers will be updated as soon as possible, and candidates should be prepared accordingly.

Teachers and candidates should be aware that it is possible for section A of SL/HL paper 1 to feature two passages of text or two images and it is not mandatory that this section features one passage of text and one image.

With effect from May 2016, and as can be seen in the philosophy specimen papers, the paper 2 requirement is that candidates respond to one question that comprises a part a) and a part b) question. Please note that candidates who overlook the rubric requirements and provide one integrated response that is not presented as a part a) response and a part b) response will risk self-penalizing. Each question part assesses distinct skills that will only be rewarded against the appropriate question part. The advice to schools, therefore, is to ensure that in preparing for paper 2, this consideration is taken into account and shared explicitly with candidates.

World religions

World religions curriculum review

Please be advised that the world religions course will be reset to the first year of its curriculum review cycle as of September 2016. This will provide an opportunity to adjust the transliteration of certain religious concepts in the current guide and to refine the markbands and corresponding command terms for paper 1 section B, leading to the publication of a revised guide for first teaching in September 2016 and first assessment in May 2018.

Sciences

Sports, exercise and health science

Please note that in August 2015, the command term "compare and contrast" was added to the *Sports, exercise and health science (SEHS) SL guide* (in the PDF version only). It was felt that the omission of this term from the guide reduced the possibilities for the examiners to create appropriate questions; it has therefore been decided to introduce it for use in examinations from May 2016 onwards.

In addition, sports, exercise and health science will be available as an HL course for first teaching from September 2016. At the same time, the internal assessment requirements for both SL and HL will be changed so that there will be alignment with other group 4 science subjects. Full details of these changes are published in the new *Sports, exercise and health science guide* (first assessment 2018), available on the OCC. This guide will be supported by an extensive TSM, specimen papers for the HL examinations and a wide range of exemplar materials for the new internal assessment.

Mathematics

Further mathematics HL, mathematics HL and SL—factorial notation

The formula for $\binom{n}{r}$ appears in the formula booklets, and is given as $\binom{n}{r} = \frac{n!}{r!(n-r)!}$. This assumes that candidates are familiar with the factorial notation. This notation does not appear in the *Mathematics SL guide*, and appears in the HL guides to define $\binom{n}{r}$. However, it is expected that students are made aware of this notation and what it means, ie the product of all integers from n down to 1.

$$n! = n(n-1)(n-2) \times ... \times 3 \times 2 \times 1.$$

Changes to Mathematics HL

From May 2017, the number of questions on all HL mathematics papers will be reduced by approximately 20%. The IB has taken this action in response to evidence from schools, feedback from students, and analysis of results that

suggest that candidates struggle to reach their full potential in these papers.

The number of marks will be reduced to reflect the number of questions on the paper. Papers 1 and 2 will be marked out of 100 and paper 3 will have a maximum mark of 50.

The IB expects the same quality of mathematics and believes that giving students more time to reflect on the questions will enable them to demonstrate more fully their mathematical knowledge, skills and understanding.

No further action is required by schools at this stage. The IB will publish new specimen examination materials in October 2016, based on the November 2014 papers. The IB will continue to provide reminders about this change nearer to the May 2017 examination session.

Please send queries to Matthew Glanville, Head of Assessment Principles and Practice, at matthew.glanville@ibo.org.

The arts

Film

Film clarification document
Please note that a supplementary document called *Film assessment clarification* is now available on the OCC. This document provides film teachers with further clarifications on each of the assessment components.

Music

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

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

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

Theatre

Theatre and visual arts: May 2016 onwards
In an effort to strengthen the theatre and visual arts courses with regard to the quality and integrity of candidates' work, the IB has introduced a requirement for teachers and candidates to document the planning and progress of each candidate's work.

The process comprises documenting three meetings (or interactions) between teacher and candidate. These meetings will help candidates to develop good working strategies,

verify the authenticity of their work and ensure they receive appropriate support from their teacher when preparing work for assessment. Brief details of what was discussed in the meetings must be recorded on the form *Theatre: Planning and progress/Visual arts: Planning and progress*. Each form provides brief guidance on the suggested purpose of each meeting between teacher and candidate and is designed so that the one form can be used for all assessment components. These forms are available on the OCC, in the 2016 *Handbook of procedures for the Diploma Programme*, and are attached to a news item on IBIS for coordinators.

The completed form for each candidate must be retained by the school until after the issue of results. The IB requires the submission of the planning and progress forms only for those candidates whose work will comprise the internal assessment sample. The forms for each of these candidates will be uploaded and submitted electronically with their internally assessed work. Note that all work, whether internally or externally assessed, will be uploaded for theatre from the May 2016 examination session. Candidates' work for visual arts is already being uploaded and submitted electronically by schools.

The information in these forms will not contribute to the assessment of candidates' work. A school may be asked to submit additional forms, or possibly all remaining forms, if there is an issue concerning the authenticity of candidates' work.

Visual arts

New visual arts course, first assessment May 2016
Coordinators are reminded that visual arts teachers should now be using the *Visual arts guide* (March 2014) for first assessment in May 2016, available on the OCC.

Due to a publishing error in an earlier iteration of the DP *Visual arts guide*, teachers are asked to ensure that the DP *Visual arts guide* being used to deliver the new course (first assessment 2016) is marked as "**Published March 2014**" on the copyright page of the guide. Previous iterations should be replaced with the guide currently available on the "Visual arts" page of the OCC. Should any further amendments be made to the guide, these will be promptly communicated to schools and a new edition of the guide will be published on the OCC.

Details about the eSubmission for the new course (first assessment 2016) can be found in the *Handbook of procedures for the Diploma Programme 2016*.

The following points must be noted.

- The two exhibition photographs are mandatory.
- The two additional photographs for each artwork are optional.
- The process portfolio is not the investigation workbook.
- There is a new requirement: *Visual arts: Planning and progress* forms.

May and November 2016—marks carried forward

November 2015 was the last examination session in which visual artwork was assessed using the current guide (2009 onwards). Given the completely different structure of the assessment model in the new visual arts course, retake candidates will not be able to carry forward their marks when the new course is first assessed in the May 2016 examination session. Candidates retaking the examination will be able to use the same work but will have to submit it to comply with the requirements of the new guide. The new *Visual arts guide* and the TSM for the new course are available on the OCC. Coordinators must ensure that teachers are aware of the new guide.

May and November 2016—predicted grades

To grade the candidates' work, teachers must refer to the grade descriptors document available on the OCC. The grade boundaries for each component at HL and SL will be set during the grade award meetings for each examination session.

Academic honesty

Compliance with the academic honesty requirements is still an area of concern in the visual arts course, and teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers need to be reminded of the following points and offer guidance to candidates on referencing. Please also share with teachers and candidates the publication available on the OCC entitled *Effective citing and referencing*.

- Overall, there should be clarity for the reader/examiner when they are reading or viewing the ideas of the student rather than those of others.

- In the visual arts candidates' materials submitted for assessment, both images and texts should be properly referenced at the point of use, in addition to their inclusion in the required list of sources for the comparative study.

- Candidates should include clear captions for images that include the artist, dates, title and materials, as well as the source of all the images.

- All candidates' artwork that refers to other artworks must include reference to the original source in the exhibition text or in the comparative study or process portfolio texts.

- When another person's work, ideas or images have influenced the candidate's piece(s), the source must be included as a bibliographic reference within the exhibition text or in the process portfolio or comparative study text. Any image taken from the internet and used as inspiration by candidates when creating their work must be appropriately referenced.

- Where students are deliberately appropriating another artist's image, the exhibition text or the text accompanying the candidate's work in other components must acknowledge the appropriation process, referencing the original artwork as well as the source of the image.

- Failing to appropriately acknowledge sources could potentially lead to an investigation for breach of regulation, which could have serious consequences for candidates.

DP curriculum development and review cycles

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
Group 1—Studies in language and literature			
Language A: literature	2019/20	November 2020	May 2021
Language A: language and literature	2019/20	November 2020	May 2021
Group 2—Language acquisition			
Language B	2018/19	November 2019	May 2020
Language ab initio	2018/19	November 2019	May 2020
Classical languages	2014/15	November 2015	May 2016
Group 3—Individuals and societies			
Business management	2014/15	November 2015	May 2016
Economics	2018/19	November 2019	May 2020
Geography	2017/18	November 2018	May 2019
Global politics	2015/16	N/A	May 2017
History	2015/16	November 2016	May 2017
ITGS	2020/21	November 2021	May 2022
Philosophy	2014/15	November 2015	May 2016
Psychology	2017/18	November 2018	May 2019
Social and cultural anthropology	2017/18	November 2018	May 2019
World religions	2023/24	November 2024	May 2025
Group 4—Sciences			
Biology	2014/15	November 2015	May 2016
Chemistry	2014/15	November 2015	May 2016
Design technology	2014/15	November 2015	May 2016
Physics	2014/15	November 2015	May 2016
Sports, exercise and health science	2016/17	November 2017	May 2018
Computer science	2020/21	November 2021	May 2022

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

IB on the web

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

Ask your peers

OCC **occ.ibo.org**

in **IB Diploma Programme coordinators**

@ibdp
#ibdp

IB Answers

For all queries about programme implementation/authorization.

IB **ibid@ibo.org**

IB workshops catalogue

A catalogue of IB workshops and resources for 2016.

ecatalogue.ibo.org/t/35963

PD online workshops

An online workshops calendar.

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

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Digital toolkit

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

ibo.org/en/digital-toolkit/

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2. the latest list of examiners from our Assessment Division

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sales@ibo.org

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