

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

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 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).

The new IB World Schools department

The IB has created the new IB World Schools (IBWS) department to provide higher levels of service to schools which aims to understand each school better, resolve issues faster and communicate clearly.

Webinars for IB coordinators—to introduce the IBWS team

As the department establishes itself through 2017, the team will send webinar invitations to IB coordinators as an opportunity to meet the new IBWS team and learn how they will support schools' needs. The invitations will be sent out over several months following the department's launch in March 2017. These webinars will specifically focus on the needs of IB coordinators. The contact details that IB coordinators have registered in "My School" are used to send invitations like these.

IBWS blog—the IB's "information hub"

The IBWS blog serves as a hub of information about the new department as it becomes established throughout 2017. Find out why the department was created and what to expect, plus Q&As, biographies of the team and videos from Adrian Kearney (Director of IB World Schools) and some members of the IB Board of Governors.

Who is your IB contact?

IB Answers will continue to be the first point of contact, providing support for all day-to-day questions. In addition, schools have been assigned a contact in the IBWS department to understand each school's specific needs and those of other schools with similar goals and challenges, locally and globally—find out more in the introductory webinars. Until then, please continue to use current points of contact. The new department is committed to building knowledge of school needs at both a regional and global level, and look forward to working with the IB community.

IB coordinators may already have received a webinar invitation, if not, please look out for one in the coming months. Schools that are approaching a programme evaluation in 2017 may be contacted sooner by an IBWS representative to discuss how the IB might improve the self-study experience.

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Diploma Programme Assessment procedures

In August 2017, the IB will publish *Diploma Programme Assessment procedures*. This is the new name for the *Handbook of procedures for the Diploma Programme*, and reflects the move from a document-based format to a web-based resource.

Diploma Programme Assessment procedures will be a web-based publication, located on the new programme resource centre. It will have many new features for school coordinators and their colleagues, including an interactive and searchable calendar, links to other IB resources and other new web features.

The change in title reflects the focus on assessment procedures, and the content has been rewritten and reorganized to follow a more logical pattern.

Diploma Programme Assessment procedures will be fully searchable, and contains a quick reference guide. Each section, and the whole publication, can be saved as a PDF.

Diploma Programme Assessment procedures will be available on the programme resource centre from 16 August. The link will be identified as follows: **Diploma Programme Assessment procedures 2018 (formerly Handbook of procedures for the Diploma Programme)**.

There will also be versions of *Assessment procedures* for the Middle Years Programme (MYP) and the Career-related Programme (CP), which will be published at the same time.

Restriction on the support for film, social and cultural anthropology, and music in French

In accordance with annex 2 of the IB language policy (www.ibo.org/language-policy), the language policy committee of the IB has considered its assessment offering in the IB working languages for a series of Diploma Programme (DP) courses that have curriculum reviews finishing in 2017 and 2018. To reach its decision, the committee reviewed the candidacy number in each response language over an extended period to determine whether the offer was viable and sustainable.

As a result of this analysis, the committee agreed that assessment of the new course for the following subjects will only be offered in French as a special request.

- Film (for first examinations in 2019)
- Social and cultural anthropology (for first examinations in 2019)
- Music (for first examinations in 2020)

Therefore, no curriculum material will be produced in French for these subjects for the duration of the curriculum review cycle. Should interest in these subjects change significantly, the IB will revisit its decision.

School recruitment for nature of science SL pilot

The nature of science (NOS) pilot phase has been extended to allow for further developments both within the sciences group of subjects and the broader DP. The IB is now interested in involving more schools in the pilot. The pilot course is in English and for the May examination session only. Please note that, at this stage, only schools authorized to take part in the pilot may offer the course. To request more information and an application form, please write to dpdevelopment@ibo.org. It is intended that the course will now be a mainstream subject offer from September 2020.

Digital publications

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

- Film (first assessment 2019)
- Geography (first assessment 2019)
- Psychology (first assessment 2019)
- Social and cultural anthropology (first assessment 2019)

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

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 submitted 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. Since November 2016, the IB has received almost all internal assessment samples electronically. Receiving work in this way gives the IB the opportunity to quality assure examiners' moderation standards in the same way that marking standards are assured for script components.

Beginning with internally assessed theory of knowledge (TOK) presentation forms and information technology in a global society (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 enter student marks for internally assessed coursework into 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 are 20 October for the November examination session and 20 April for the May examination session. The work of the same number of candidates will be required for the samples.

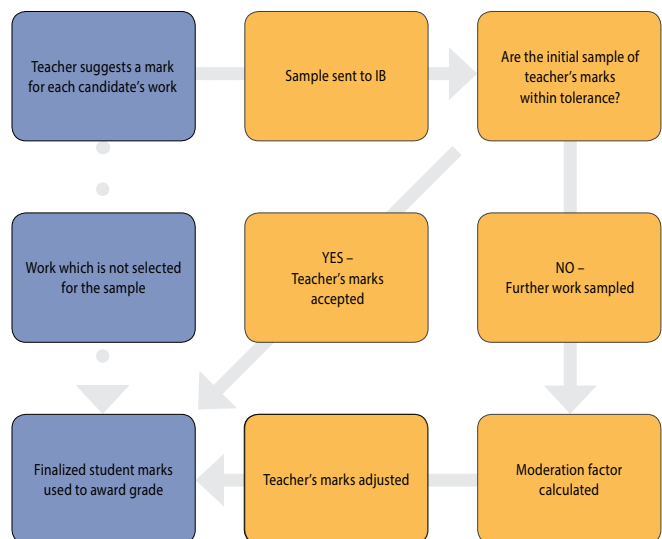
- Where there are fewer than 6 candidates for a subject, all the work will be requested by IBIS.
- Where there are 6–20 candidates, 5 samples will be requested.
- Where there are 21–40 candidates, 8 samples will be requested.
- Where there are more than 40 candidates, 10 samples will be requested.

Examiners will view and mark samples of candidates' work on screen. The quality of the 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, which have been 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 the school. Where more than one teacher is involved in marking the same type of internally assessed work in a school, such as the TOK presentation, it is essential that teachers within the school carefully standardize their marking. In this way, any moderation adjustment made on the basis of the sample is fair to candidates whose work is not included in the sample.

The "dynamic sampling" moderation process is described in the following diagram.



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

IB examiner recruitment

Examining for the IB provides a unique professional development opportunity. IB examiners learn about the assessment process and how it is applied in their subjects. Furthermore, they can see how our international body of students use differing methods to approach the assessment tasks within their subjects.

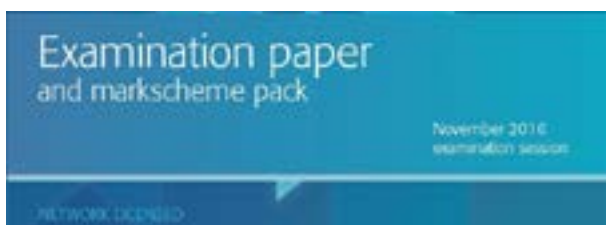
All teachers are welcome to become examiners for the IB. **We accept applications for all subjects; however, we are particularly interested in recruiting examiners in the following subjects.**

Subject	
Danish A: literature	Information technology in a global society (ITGS) in Spanish
Dutch A: literature	Literature and performance
Film	Malay A: literature
French A: language and literature	Portuguese A: literature
French A: literature	Psychology
German A: language and literature	Sports, exercise and health science (SEHS) in Spanish
Global politics	Theatre
History	Visual arts
Hungarian A: literature	World religions in Spanish
Indonesian A: language and literature	World studies extended essay
Indonesian A: literature	
School-based-syllabuses	
Astronomy	
Marine science	
World arts and cultures	

More information on the role, the IB examiner recruitment policy and an online application form can be found on the IB website at www.ibo.org/examiners.

The November 2016 exam papers and markschemes are now available for sale!

The *Examination paper and markscheme pack: November 2016* for all six Diploma Programme subject groups has just been released and is now available for purchase.



This indispensable tool for teachers and coordinators provides excellent preparation for examinations, while the accompanying markschemes make the pack suitable for both independent study and classroom use.

New digital download format now available

You can order IB exam and markscheme packs in a downloadable zip format.

- Order the digital download version and within 72 hours you will receive an email with a link to download the full exam session*.
- Download, unzip and it's ready to use!
- *File size is approximately 300 to 600 Mb. Download speed examples: 100 minutes @ 14.4 Kbps. 9 minutes @ 10 Mbps.

If you are a teacher, librarian or administrator looking to order IB material—with a purchase order or as tax-exempt—please use our website made just for schools to purchase the November 2016 exam papers and markschemes. titlewave.com

Parents and students or educators who want to pay via credit card and who don't need a purchase order or have tax-exempt status, please make your purchase through our ecommerce site.

<http://www.ibo.org/en/news/news-about-the-ib/the-ib-store-has-moved/>

IB Questionbank now includes May and November 2016 questions

The questions from the May and November 2016 examination sessions have been added to the IB Questionbank. Therefore you can include these latest questions when creating your own tests for the following subjects; mathematics, biology, chemistry, physics, geography and psychology.

Furthermore, several improvements related to user feedback received on exporting and filtering tests have been incorporated.

Curriculum review

Business management curriculum review

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

Review and development meetings will start in 2017, examining the existing course and looking for opportunities for further development.

Teachers interested in participating in the development of the subject are invited to write a letter outlining their experience, explaining why they wish to be involved and how they could contribute to the review. In addition, it is important to identify at least one area in the current DP business management

course that should be changed, removed or added, and briefly explain why.

The letter, together with a curriculum vitae (CV), should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **31 July 2017**.

Environmental systems and societies curriculum review

The curriculum review and development for environmental systems and societies (ESS) has started with research and evaluation by the Academic and Assessment divisions.

As part of the IB's ongoing commitment to collaboration and consultation, the IB wishes to invite teachers of ESS to become involved in the review process of examining the existing course and looking for opportunities for further development.

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

- A CV that includes experience of teaching Diploma Programme ESS as well as any other experience of teaching in different national systems.
- One or two paragraphs identifying one area in the current Diploma Programme ESS course that they would like to change.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **30 June 2017**.

Creativity, activity, service

The curriculum review for the next version of the creativity, activity, service (CAS) programme, scheduled for first teaching in 2022, is in its initial stages.

As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for CAS coordinators and supervisors to become involved in the curriculum review process.

CAS coordinators and supervisors interested in taking part in meetings from October 2017 onwards are invited to submit their CVs, along with a short expression of interest.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for submissions is **30 June 2017**.

Information technology in a global society curriculum review

The curriculum review for the new information technology in a global society (ITGS) course, scheduled for first teaching in 2021, is in its initial stages.

As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for ITGS teachers—as

well as teachers with an interest in the relationship between individuals, societies and technology, and/or digital and internet cultures—to become involved in the curriculum review process.

Teachers interested in taking part in meetings from October 2017 onwards are invited to submit their CV, along with a short expression of interest.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for submissions is **30 June 2017**.

Sports, exercise and health science curriculum review

The curriculum review and development for sports, exercise and health science (SEHS) has started with research and evaluation by the Academic and Assessment divisions.

As part of our ongoing commitment to collaboration and consultation, the IB wishes to invite teachers of SEHS 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 2018.

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

- A CV to include experience of teaching Diploma Programme SEHS, as well as any other experience of teaching in different national systems.
- A few paragraphs identifying one area in the current Diploma Programme SEHS course that they would like to change or that would benefit from further development.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org. The deadline for applications is **31 July 2017**.

Visual arts curriculum review

The curriculum review for the next version of the visual arts course, scheduled for first teaching in 2022, is in its initial stages.

As part of the review process, all DP visual arts educators are encouraged to complete a teacher survey located at <http://bit.ly/dpvisartsurvey>.

Additionally, the IB is looking for visual arts teachers to become directly involved in the curriculum review process.

Teachers interested in taking part in meetings from December 2017 onwards are invited to submit their CV, along with a short expression of interest to dpdevelopment@ibo.org. The deadline for submissions is **31 July 2017**.

Core

Extended essay

The new iteration of the extended essay (EE) began in 2016 for first assessment in 2018. The guide and teacher support material are presented through a dedicated EE website, which can be accessed via the “Extended essay” and “World studies extended essay” pages of the OCC. Please note that the new microsite provides all the guidance and support material for both disciplinary EEs and the world studies EE.

Communicating guide updates to coordinators

Guide-related updates will be made via news items on the OCC or by the “News” link that appears at the bottom of the EE website home page. Coordinators should ensure that they access the EE page regularly and communicate updates to supervisors and students as necessary. Examples of such updates include rectifying a contradiction regarding EE titles, and offering more advice regarding assessment of the selection, use and application of sources. Some minor edits have been made to the guidance provided on the dedicated EE website for some criteria in some subjects. For details of these updates, visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=7&chapter=1.

Extended essay titles

A contradiction has been brought to our attention about the nature of the title in the “History”, “Business management” and “Mathematics” chapters of the *Extended essay guide*. A title is required for all EEs, and the generic guidance on developing a title should be followed by all students as a way of succinctly summarizing their research. The title should not be in question form. This is best practice for all students and, where possible, students should be given the opportunity to revisit their essay to amend it accordingly. Contradictory text on the EE website in the subject-specific guidance for these subjects has been removed.

Reference to the researcher's reflection space

In consideration of the detailed description of the researcher's reflection space (RRS) on the EE website (accessible at https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=5), which emphasizes the significance of this process across all subjects in which an EE may be researched and written, a paragraph referring specifically to the RRS in the subject-specific guidance for interpreting criterion D in world studies has been deleted. For an explanation of the RRS refer to the link provided above.

Reflections on planning and progress form exemplars

The *Reflections on planning and progress form (RPPF)* exemplars available in the *Extended essay teacher support material* have been updated in the appropriate format

and further exemplars have been added. Supervisors are advised to consider these exemplars for guidance only, not as “templates” to follow. Each candidate's RPPF will necessarily be a personalized document. To see the updated RPPF exemplars, please visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=3§ion=10.

Availability of extended essay exemplars and subject reports on the OCC

Coordinators are advised to make use of the EE 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.

As the nature of the EE task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Subject reports will next be refreshed after the May 2018 examination session.

A general EE report was produced for the May 2015 session and is available on the “Extended essay” page of the OCC. This report outlines common issues across all EE submissions and EE queries. Coordinators should share the general EE report, as well as the subject-specific EE reports, with supervisors to help the preparation of future cohorts.

Extended essays and other assessment components

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

It is the responsibility of the student to ensure that his or her EE 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 EE 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.

EEs 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 EE using the work of another assessment component, such as an internal assessment task, risk failing their diploma as this is considered a case of academic malpractice.

Extended essay 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* (first examinations 2013). The current version of the guide in Spanish stated that the research question must be in the introduction. However, it has been amended to 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.

Examiners of the EE in Spanish are aware of this correction and will apply the criterion as indicated by the descriptor

outlined here. This error has now been corrected in the Spanish version of the guide.

E-upload of the extended essay—title pages

Information on the upload process for the EE can be found in the "Extended essay" section of *Diploma Programme Assessment procedures 2017* and the relevant eCoursework user guides in the IBIS library and on the OCC. With the shift to anonymized assessment, the EE title page should now only include the research question and the word count. All identifiers must be removed from the title page and body of the essay.

If an essay contains an image or similar that belongs to the author of the essay, in order to fairly acknowledge the image while maintaining anonymity, the student should title the image as "author's own", with an explanation in the references/bibliography that, for the purpose of anonymity, the student's name has been withheld.

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 for extended essays

Coordinators are informed that for word count conversions for the purposes of extended essays, follow the same conversions established for the course of the same language.

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.

Clarification of word counts in Korean for extended essays

It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

The IB would like to confirm that the official Korean word count will be based on **number of words**, not characters, and the rate of **1 word = 1 Korean word, counted by spaces** (that is, as words would be counted by a word-processing program) should be used.

This conversion rate is applicable to all DP courses and assessments completed in Korean, including EEs, and will be enforced from the **May 2018 examination session**, with any

word count penalties specified in the subject guides being applied accordingly. Relevant examination paper rubrics will also be amended to reflect this conversion rate.

Please be advised that the IB is undertaking a systematic review of the word/character count conversions throughout the programmes. Schools will be notified of any changes resulting from this project as the review progresses.

Languages (group 1 and group 2) extended essays

The category of essay being submitted by each student must be selected when uploading the essay, as in the following example.

- Group 1: English A, category 2
- Group 2: French B, category 2 (a)

This has always been a requirement on the conventional coversheet and is not a request for new information.

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 in the table.

Written documents	The following do not qualify as “cultural artifacts”
<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 	<ul style="list-style-type: none"> • Political events (elections, referendums) • Historical events • Social movements (for example, riots) • Social issues (unemployment, immigration, racism, school violence, the role of women in X country, and so on) • Towns or regions (“travel guide” extended essays) • (Minority) Ethnic groups • Media trends • Styles of music • Sports • Traditions • Institutions (school systems, political parties and so on)

Spoken documents	
<ul style="list-style-type: none"> • Screenplays • Radio or television programmes • Song lyrics • Interviews 	
Visual documents	
<ul style="list-style-type: none"> • Works of fine art • Architecture (buildings, monuments, and so on) • Films • Stamps 	
Cultural icons	
<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) 	

Theory of knowledge

Assessment

Theory of knowledge essay

Coordinators are reminded that a new set of six prescribed titles for theory of knowledge (TOK) 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 *Theory of knowledge: Planning and progress form (TK/PPF)* is available as a link in the document titled *2017—Forms and coversheets* published in the “Assessment” section on the OCC “Theory of knowledge” page, and it is also available in the IBIS library.

The completion and submission of *TK/PPF* is mandatory for all TOK 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 *Theory of knowledge: Presentation planning document (TK/PPD)* is available as a link in the document titled *2017—Forms and coversheets* published in the “Assessment” section on the OCC “Theory of knowledge” page, and it is also available in the IBIS library.

In response to feedback from schools, an improved version of *TK/PPD* is now available 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. Please note that all IB forms, including the *TK/PPD*, now have a set font size, so please ignore the requirement stated in the subject guide for the use of standard 12 point font size.

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 TOK, no comments on the marking are required because these are already included on the presentation planning document (*TK/PPD*).

Assessment samples available on the OCC

Samples of candidates' essays and presentation planning documents (*TK/PPDs*), including examiner comments, have been added to the TSM published on the OCC. Samples of the *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 in *Grade descriptors* (for use from September 2014/January 2015) on the “Theory of knowledge” page of the OCC under “Assessment”. Teachers must refrain from trying to calculate equivalencies between the assessment instrument and the A–E grades. Grade boundaries are not fixed in TOK; they are reviewed every session at the grade award meeting and are, therefore, subject to change.

Languages

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.

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It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

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This conversion rate is applicable to all DP courses and assessments completed in Korean, including EEs, and will be enforced from the **May 2018 examination session**, with any word count penalties specified in the subject guides being applied accordingly. Relevant examination paper rubrics will also be amended to reflect this conversion rate.

Please be advised that the IB is undertaking a systematic review of the word/character count conversions throughout the programmes. Schools will be notified of any changes resulting from this project as the review progresses.

Studies in language and literature

The document on the progress of the curriculum review for studies in language and literature, *DP literature and performance: Second report to teachers*, has been completed. The report can be found on the OCC.

The production of the report for DP literature and performance will be followed by a joint report for DP literature and DP language and literature.

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 for assessment purposes from May 2016.

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) outlines alternative oral assessment procedures for school supported self-taught students. It is available on the OCC.

The language A: literature school supported self-taught oral commentary questions for the 2018 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2018 examination sessions. Students registered for the 2017 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 ten 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.

Classical languages guide

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

Coordinators and teachers are reminded of the amendments made to the *Classical languages guide* listed in the February issue of the DP *Coordinator's notes*. The amended version is available in PDF and HTML formats on the OCC.

Clarification of rubric and demands for HL paper 2 section B

In response to teachers' concerns regarding the nature and limitations of the extended response in the classical languages paper 2 section B, the curriculum and assessment teams have worked together to provide two solutions to the issues raised.

These changes afford students freedom from a constraining word limit as well as a focus for argumentation. The responsibility will continue to lie with the candidate to

manage their time wisely on each section of the examination paper.

- The word limit suggestion **has been removed** in order to facilitate responses that will meet the requirements of a command term assessing objective 4 of the course.
- The section B rubric now offers candidates more focused guidance for the response based on the requirements of that command term.

News items explaining the changes and providing examples of prompts using command terms were published on IBIS and the OCC.

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, which was first assessed 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 formulas sheet for SL and HL paper 1 and paper 2 examinations. Candidates do not require a copy of the discount table that appears in the appendices of the guide. If the discount table is required in order to answer a question, a copy will be provided in the examination paper. Similarly, candidates must not be given an example of how to present a balance sheet/profit and loss account for the examination. Candidates must be familiar with the presentation prior to the examination. Teachers are also reminded that there is a different case study for each examination session. The case study is published on the OCC about three months before the written examinations in May.

All student samples in the teacher support material (TSM) have been replaced with new samples (available as of April 2017). Student sample answers and corresponding marks and comments from senior examiners are available for the following business management assessment components for both SL and HL.

- Papers 1 and 2 (answers are written in response to the May 2016 examination paper questions)
- Internal assessment (IA).

Economics

In the interest of ensuring that the IB delivers a course that is fit for purpose, the economics curriculum review has been extended. This will allow time to review key elements within the proposed framework, carry out an effective assessment trial and explore options for onscreen assessment. The revised

timeline to produce a new guide is now for first teaching in 2020 with first assessment in 2022.

From 2017, there is a new form to accompany the economics internal assessment, named *3/CSE*. This form replaces both the *Commentary coversheet* and the *Summary portfolio coversheet* that were previously required. An online copy of the *3/CSE* form is available on the OCC in the *2017—Forms and coversheets* document. Whereas the requirement in the past was for each candidate to submit one *Summary portfolio coversheet* and three *Commentary coversheets* (four forms in total), the requirement from May 2017 onwards is for each candidate to submit one *3/CSE* form only to accompany their portfolio.

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 is available by special request in both French and Spanish for May sessions and, also by special request, in Spanish for November sessions. 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 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

Examinations from May 2017

The first examinations for the new history course will take place in May 2017. This course incorporates a number of changes of which teachers and coordinators should now be

aware. Coordinators 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. When registering candidates for the examinations for this new course, it is no longer necessary to identify the prescribed subject for paper 1. The only information that is required is as follows.

- SL history
- HL history of Africa and the Middle East
- HL history of the Americas
- HL history of Asia and Oceania
- HL history of Europe

Finally, since the initial publication of the history specimen examination papers at the end of 2015, there have been some refinements to the layout of paper 1. The paper has been redesigned to make it easier for candidates to use in the examination; however, neither the content nor the expectations of the examination have changed, only the way in which it is presented to candidates. It is, therefore, very important that candidates have the opportunity to familiarize themselves with the layout prior to the examination. A new specimen version of paper 1, with its markscheme and source booklet, can be found on the OCC.

Information technology in a global society

SL paper 1 and HL paper 1

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

- ITGS SL paper 1 has changed from 1 hour 45 minutes to 1 hour 30 minutes in length and requires candidates to answer any two questions out of four questions. The nature of the questions has not changed.
- ITGS HL paper 1 remains at 2 hours 15 minutes. Candidates are required to answer three questions; two from section A (no change) and one from section B (which was created by merging sections B and C).

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

Philosophy

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

Amendments to paper 1 and paper 2 overall mark structure and markbands

In response to the concerns of teachers over whether the current assessment structure allows candidates to meet the higher levels of achievement as well as concerns about the reliability of marking, changes are being introduced to the mark structure and markband descriptors for paper 1 and paper 2.

As a result of collaboration with senior examiners and other subject experts, the following changes will be implemented with effect from the May 2017 examination session.

- **Paper 1 part (b):** This part will now be assessed out of a total of 6 marks instead of 7 marks. This makes the distribution of marks even across each band. Therefore, the total mark for the component is now 45 marks and no longer 50 marks.
- **Paper 1 part (b):** "Explain" will be the only command term used in the questions. This will allow candidates to achieve the higher marks.
- **Paper 2:** Descriptors in the markbands are now condensed to five levels (A–E) instead of six levels (A–F). Markband descriptors were revised with more clear descriptors that include specific indicators. The five levels are now equally distributed into a total of 15 marks per essay question. Therefore, the total mark for the component is now 30 marks instead of 40 marks.
- **Internal assessment:** The internal assessment component has not undergone any changes.

The weightings for each component will remain the same (30% for paper 1, 45% for paper 2 and 25% for the internal assessment task).

These changes are **only** for clarification and simplification purposes; they **do not** constitute a change of the curriculum, and they **should not** affect how teachers deliver the course.

The amended markbands can be found in the document *World religions: May 2017 onwards*, published on the "World religions" page of the OCC, and are also detailed below.

Teachers and coordinators are asked to contact IB Answers with any queries or concerns.

Revised paper 1 part (b) markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response displays little understanding of the demands of the question. The response is descriptive in nature and where examples are referred to, they are factually incorrect, irrelevant or vague. Terminology used is incorrect or inaccurate.
3–4	The response displays an understanding of the demands of the question, but these are only partially addressed. There is some explanation, but this is not fully developed. Examples used are generally appropriate and relevant but do not always support the explanation. The use of relevant terminology is mostly accurate, with some inconsistencies.
5–6	The demands of the question are met. The response contains a well-developed explanation, which is effectively supported by appropriate and relevant examples. The use of relevant terminology is accurate throughout the response.

Revised paper 2 markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The response demonstrates minimal knowledge and understanding in relation to the demands of the question. There is little use of relevant terminology. The response is descriptive in nature. Any conclusions presented are superficial, anecdotal or common sense.

Marks	Level descriptor
4–6	<p>The response demonstrates some relevant knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is some use of relevant terminology.</p> <p>The argument is limited and the analysis is only partially consistent with the knowledge and understanding demonstrated. There is some use of examples, but these are generally vague and do not support the argument. There is a limited conclusion(s), but this is not supported by the evidence presented or examples.</p>
7–9	<p>The response demonstrates mostly relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is use of relevant terminology, but this is not always consistent.</p> <p>There is an argument, which is generally supported by the analysis; connections between beliefs/concepts/practices/teachings are identified but not developed. The argument at times lacks clarity and coherence but this does not hinder understanding. There is a conclusion(s) but this is only partially supported by the evidence presented and the examples used.</p>
10–12	<p>The response demonstrates relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>The argument is structured and coherent and supported by the analysis; connections between beliefs/concepts/practices/teachings are identified and developed. There is a conclusion(s) supported by the evidence presented, with relevant examples. There is a partially developed evaluation.</p>

Marks	Level descriptor
13–15	<p>The response demonstrates detailed, relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>A reasoned argument(s) is well structured and coherent and supported by the analysis with connections between beliefs/concepts/practices/teachings clearly identified and effectively developed. There is a conclusion(s) supported by the evidence presented, and effective use of examples. There is a developed evaluation; any minor inconsistencies do not detract from the strength of the overall argument.</p>

Sciences

Chemistry

A revised version of the *Chemistry data booklet* was released in January 2017 for first use in examinations from November 2017 (English, French and Spanish versions only). The only change is the equation of percentage economy in section 1.

Physics

A revised version of the *Physics data booklet* was released in mid-November 2016 for use in first examinations from May 2017 (English, French and Spanish versions only). The only change is the addition of formulas for circles and spheres relevant to the teaching and assessment of physics.

Mathematics

From May 2017, mathematics HL papers 1 and 2 will be marked out of 100 and paper 3 will have a maximum mark of 50. The IB published new specimen examination materials in September 2016, based on the November 2014 papers, which are available on the OCC.

The arts

Arts subjects: The authentication of coursework

The *Planning and progress form* for theatre and visual arts has been reviewed

With effect from the May 2016 examination session, there is a requirement for schools to submit a completed *Planning and progress form* for each theatre and visual arts candidate whose work comprises the sample for internal assessment. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework and to assist in confirming the authenticity of each phase of their work. In response to feedback from schools, however, the form has been revised to ensure that the process of authentication more strongly aligns with the delivery of practical arts subjects. More about the revised form and submission process may be found in the next section, as well as on the OCC.

Arts subjects: Revised process for May 2017 onwards

A new form, referred to as the *Coursework authentication form* (CAF), will be introduced gradually for all DP arts subjects, starting with theatre and visual arts.

- For assessment in May and November 2017, **either** the current *Planning and progress form* **or** the new CAF will be accepted for both theatre and visual arts.

For assessment from May 2018 onwards, only the CAF will be accepted. Therefore, theatre and visual arts teachers must use the CAF with cohorts who commence first teaching from September 2016. Like the current *Planning and progress form*, the CAF must be used to record three interactions with each candidate at various stages during the creation of their coursework.

One key difference with the CAF, however, is that the teacher completes the authentication form, rather than the student. The authentication of work by candidates is completed on the eCoursework system when submitting the materials for assessment.

The second key difference with the CAF is that it will not be necessary for teachers to authenticate the coursework for every assessment task on the CAF as, by the very practical nature of arts subjects, the creation and progress of candidates' work for some of the tasks is continually witnessed by teachers. Therefore, not all components will appear on the form. However, it is expected that the teacher will continue to scrutinize the ongoing work of each candidate and seek assurance that every element of the work is authentic. The authentication of all candidates' work is required on the eCoursework system when submitting the final materials for assessment.

With effect from May 2019, the completion of a CAF will be mandatory for all DP arts subjects. Therefore, all teachers of DP arts subjects must use the CAF with cohorts who commence first teaching from September 2017.

Furthermore, from May 2019, this form must be submitted for every arts candidate, not just those candidates whose work comprises the sample for internal assessment. Details will appear in the 2018 edition of the *DP Assessment procedures*.

Approaching the interactions

The CAF will be structured to enable teachers to meet with each candidate at three decisive points during the creation of each piece of coursework: one meeting for each stage of inquiry, action and reflection (see *What is an IB education?* 2013: 5, updated in June 2015). The interactions, which might feasibly be formal meetings or informal discussions in the studio, could be structured as follows.

1. **Inquiry stage:** Students outline the nature of their work, proposing the methods to be followed or the choices to be made in the early stages of developing the work. Through discussion, teachers may support students in revising or reshaping their plans to best fit their desired intentions. Teachers summarize this discussion and any guidance given on the CAF.
2. **Action stage:** This is a mid-point meeting to check in on the development of the work being undertaken, to review the direction of travel, scrutinize any materials produced so far and to support students in making decisions about their "next steps". This might also be an opportunity for students to consider the scope and nature of any "end product". Teachers summarize this discussion and any guidance given on the CAF.
3. **Reflection stage:** Teachers review the work completed to date and provide their formal comments on the "one draft" of the work, before each student finalizes their work for submission. Teachers summarize this discussion and any guidance given on the CAF.

Locating the CAF

The new CAF can be found in the IBIS library (coordinator access only) and on the OCC under **Theatre and visual arts>Assessment>2017—Forms and coversheets** (coordinators and teachers).

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).

Coordinators are reminded that candidates require a clean copy of the score for each prescribed work during the examination for the music listening paper.

Theatre

Changes to the *Theatre guide* from May 2017 onwards

Following the first assessment of the theatre course, some adjustments have been made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- amendments to the wording of assessment criteria
- minor updates to the assessment task instructions (including academic honesty, authentication and reinforcing the necessary processes for creating work)
- clarification of subject-specific terminology.

The new guide, which was published on the OCC in February 2017, will affect all theatre assessments **from May 2017 onwards**. Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

There is a new requirement for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

Visual arts

Visual arts survey

The curriculum review for the new visual arts course, scheduled for first teaching in 2022, is in its initial stages. As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for feedback from visual arts teachers.

All DP visual arts educators are encouraged to complete a teacher survey located at <http://bit.ly/dpvisartsurvey>. Survey links are also posted on the OCC and were sent directly to DP coordinators to forward to visual arts teachers. The IB kindly requests DP coordinators to support these research efforts and send on the survey links to the appropriate teacher(s), as identified in the cover email.

Changes to the *Visual arts guide* from May 2017 onwards

Following the first assessment of the visual arts course in May 2016, adjustments were made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- amendments to the wording of assessment criteria
- minor updates to the assessment task instructions (including academic honesty and authentication)
- additions to the art-making forms table to broaden the possible choices.

The new, updated guide, is available on the OCC and will affect all visual arts assessments **from May 2017 onwards**. Change documents, highlighting key clarifications and guidance included in the updated guide, are available via the OCC visual arts forum. It is important for visual arts teachers to review these adjustments and to share updated criteria language with candidates.

Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

Details about the eSubmission for the visual arts course can be found in the *Handbook of procedures for the Diploma Programme 2017*.

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 for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

Marks carried over

Marks awarded using the current visual arts assessment model (first assessment May 2016) can be carried over by candidates who wish to retake visual arts: given that there are no examination components in the visual arts course, this applies to the marks of one single component or to the marks of any two out of the three visual arts components.

Please note that, if a candidate wishes to resubmit work for a non-examination component, the candidate must have attended classes at the school where he or she is registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for internal assessment and confirm that all work is authentic.

Retake candidates will not be able to carry over their marks if these were awarded using the old visual arts assessment model (last examination November 2015). This is due to the completely different structure of the assessment model in the new visual arts course (first assessment 2016). 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 requirements.

Academic honesty

Understanding and practising academic honesty is important to ensuring a candidate's success in the visual arts course. Teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers should offer guidance to candidates on referencing. Please also share with teachers and candidates the publication available on the OCC entitled *Effective citing and referencing*. It is important to remember the following points.

- 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 comparative study or process portfolio texts. 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	2021/22	November 2022	May 2023
Group 3—Individuals and societies			
Business management	2021/22	November 2022	May 2023
Economics	2020/21	November 2021	May 2022
Geography	2017/18	November 2018	May 2019
Global politics	2015/16	N/A	May 2017
History	2015/16	November 2016	May 2017
ITGS	2021/22	November 2022	May 2023
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	2021/22	November 2022	May 2023
Chemistry	2021/22	November 2022	May 2023
Design technology	2022/23	November 2023	May 2024
Physics	2021/22	November 2022	May 2023
Sports, exercise and health science	2016/17	November 2017	May 2018
Computer science	2021/22	November 2022	May 2023
Group 5—Mathematics			
Further mathematics HL	2019/20	May 2020	May 2021
Mathematical studies SL	2019/20	November 2020	May 2021

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
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	2021/22	November 2022	May 2023
Visual arts	2022/23	November 2023	May 2024
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.ibo.org



IB Diploma Programme coordinators



@ib_dp
#ibdp

IB Answers

For all queries about programme implementation/authorization.

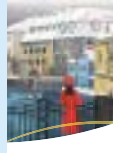


ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources for 2017.

ecatalogue.ibo.org/t/35963



PD online workshops

An online workshops calendar.

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



Digital toolkit

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

ibo.org/en/digital-toolkit/

IB newsletters

IB Global News—Subscribe to receive the latest news and developments from the IB in this monthly newsletter. Read about IB programme development, latest research, professional development opportunities, conferences, IB community stories, and much more. Do you have a story to tell about your students, teachers or school? Do you want to write about the latest trends in international education? Please send stories and ideas to communications@ibo.org.

IB in Practice—We send this newsletter five times each year to IB coordinators, members of the IB Educator Network (IBEN) and examiners. The content focuses on IB teaching practice and provides current details on

IB curriculum, assessment and programme news. We send this newsletter using contact information from three sources:

1. profiles built in the IB's My School system*
2. the latest list of examiners from our Assessment Division
3. the latest list of IBEN members from our regional IBEN teams

IB educators whose contact details are not stored in the three points above can subscribe by emailing communications@ibo.org.

*Each My School profile is built and maintained by the individual profile holder.

Heads Up—We send this newsletter three times each year exclusively to IB heads of school, using their contact information from the My School system.

The IB store has moved

sales@ibo.org

Visitors to the IB store are redirected to a new store—the Follett IB Store. The IB community will find all IB publications, programme and curriculum support materials, exam papers, digital resources, posters and merchandise at the new online store.

Check ibo.org/new-store/ for more information.