

# 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 [ibo.org/en/news/newsletter-from-the-ib/](http://ibo.org/en/news/newsletter-from-the-ib/). Coordinators will automatically receive these newsletters via email using the email address they have entered into the IB information system (IBIS).

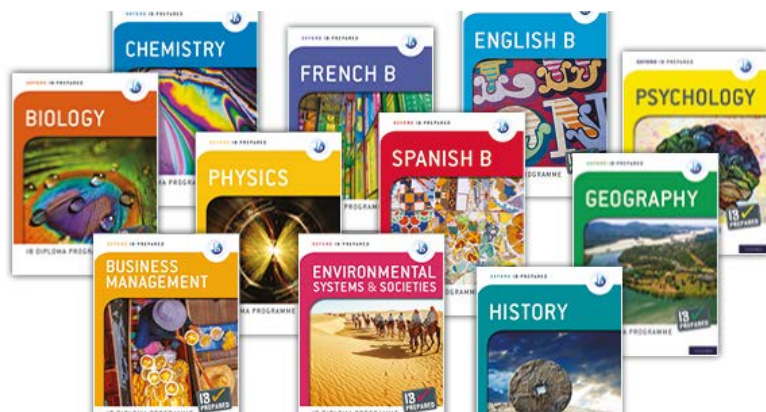
## Popular *IB Prepared* series: Additional support for DP students

Developed by Oxford University Press in cooperation with the IB, each new *IB Prepared* resource provides the most up-to-date, authentic and authoritative guidance, sample materials and practice for DP assessment. The *IB Prepared* series is designed to consolidate essential knowledge and facilitate more effective examination preparation.

### Features

- Consolidate essential knowledge and facilitate more effective examination preparation via concise summaries of course content.
- Ensure students fully understand assessment requirements, with clear explanations of each component, sample material and model answers.
- Maximize assessment potential with strategic tips, highlighted common errors and annotated sample answers.
- Build students' skills and confidence using examination-style questions, practice papers and worked solutions.

Find *IB Prepared* resources at Titlewave ([titlewave.com/main/ib-prepared](http://titlewave.com/main/ib-prepared)) or on the Follett IB store ([bit.ly/follettibstore\\_ibprepared](http://bit.ly/follettibstore_ibprepared)).



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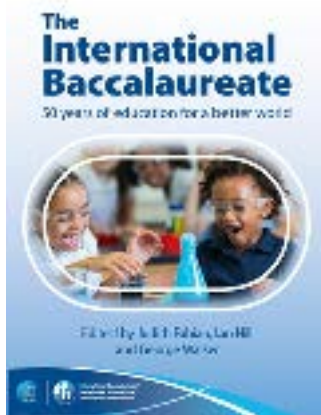
## University application guides

For Diploma Programme (DP) coordinators who have students applying to universities in Australia, Canada, Germany, Hong Kong, the Netherlands, the UK or the USA, please have a look at the "Country guides for international students", located in the IB recognition resource library at [ibo.org/university-admission/ib-recognition-resources-and-document-library/](http://ibo.org/university-admission/ib-recognition-resources-and-document-library/).

These guides clearly explain the process for applying to universities in the countries listed above.

## 50 years of education for a better world

To celebrate its 50th anniversary, the IB published a commemorative book about how the IB, together with its programmes, shaped a new era of learning and teaching that has impacted not only its millions of students, but the world itself. This celebratory piece, entitled *The International Baccalaureate: 50 years of education for a better world*, contains early memories of IB success stories, right through to current ideas from leading education experts on the future of international education and the challenges that lie ahead. The book is available now via the John Catt online bookshop: [bit.ly/IB50AnniversaryBook](http://bit.ly/IB50AnniversaryBook)



## Legalization of the Diploma Programme results

### Instructions for 2019

#### Background

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

It is the responsibility of the DP coordinator to inform candidates of this requirement. The legalization of IB diplomas takes place at the Assessment Division, IB Global Centre Cardiff, UK, after each examination session.

**Note:** There are two different IB documents.

- *IB Diploma Programme Results*: The IB always legalizes the *IB Diploma Programme Results* document showing the results that the candidate obtained.
- The *Diploma of the International Baccalaureate (IB Diploma)* only shows the candidate's name and is legalized only in exceptional circumstances when specifically required.

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

#### Legalization requests

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

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

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

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

Legalization requests for retake candidates are not automatically registered from one examination session to another. Legalization requests for retake candidates must be submitted again for the examination session in which the candidate takes the retake examination.

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

The following countries demand photocopies of passports.

- Burkina Faso
- Iran
- Italy
- Palestine
- Taiwan
- Saudi Arabia

Photocopies of passport/ID card should be submitted with the *Legalization request form* on IBIS, via email, to [legalization@ibo.org](mailto:legalization@ibo.org) and/or sent by courier to the following address.

International Baccalaureate Organization, Legalization service, Assessment Division, Global Centre Cardiff, Peterson House, Malthouse Avenue, Cardiff Gate, Cardiff CF23 8GL.

On receipt of the *Legalization request form*, an acknowledgment will be sent to the school via email.

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

#### Legalized Diploma Programme results by courier

After legalization, legalized *IB Diploma Programme Results* documents will be mailed to the appropriate schools by courier service. The *Legalization request form* should therefore be completed with the school telephone number and mailing address (not a PO box number) for delivery. It will then be the responsibility of the coordinators to distribute the documents to their students. Please note that the IB will bear the costs of the courier service to schools, provided the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise, in which case, any extra costs will be charged to the relevant school.

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

#### Payment of legalization fees, 2019

- The standard fee for the legalization of each single *IB Diploma* document will be as shown in the table below, which is also listed among the scale of fees in the *Diploma Programme Assessment procedures*.
- The legalization fee will be charged for each single *IB Diploma* document or certificate requiring legalization: the *IB Diploma* document, the *IB Diploma Programme Results*, the *Diploma Programme Course Results* and/or the extra certificate (for example, if a UK student requires legalization of both the *IB Diploma* and the *IB Diploma Programme Results*, a fee of £196.00 [£98.00 × 2] will be charged).

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

#### Notes

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

		USD	CHF	GBP	EUR	SGD
Legalization fee for legalization requests received <b>before</b> the deadline	Legalization of each <i>IB Diploma</i> document and/or of each consulate country (request received <b>before</b> 15 June/15 December)	167.00	199.00	98.00	119.00	198.00
Legalization fee for legalization requests received <b>after</b> the deadline	Legalization of each <i>IB Diploma</i> document and/or of each consulate country (request received <b>after</b> 15 June/15 December)	250.00	296.00	148.00	178.00	295.00

## Countries concerned

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

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

## Special cases

**Argentina:** The *IB Diploma* is not accepted by all universities in Argentina. It is only accepted in some private universities. Before requesting legalization for this country, it is recommended that candidates who wish to enrol in Argentinian universities contact the Argentinian Secretariat of Education of the Ministry of Education. The relevant email address is [consultascyl@me.gov.arg](mailto:consultascyl@me.gov.arg). If registration with the *IB Diploma* at an Argentinian university is accepted, the legalization of both the *IB Diploma* and the *IB Diploma Programme Results* documents is required.

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

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

**Iran:** Iranian candidates will need to complete a form on the Governmental Iranian Public Website ([tak.mfa.ir](http://tak.mfa.ir)). The candidate will be required to upload a scanned copy of his or her passport, as well as a copy of the *IB certificate* with the stamp from the legalization service of the state of Geneva, Switzerland. The code obtained on completing the form is to be sent to [legalization@ibo.org](mailto:legalization@ibo.org) **and** to the consulate of Iran: [consular@iranembassy.ch](mailto:consular@iranembassy.ch). The *IB Legalization Service* will send the original *IB certificate*, the copy of the passport and the code obtained by the candidate when filling in the form. The consulate of Iran will then register the legalization on their system; they no longer provide a physical legalization stamp on the *IB certificate*.

**Italy:** For entrance to Italian universities the Apostille Stamp is needed. For candidates coming from *IB World Schools* not registered on the list of *IB schools* kept by the Italian Ministry of Education, the issue of an Italian Declaration of Value will be needed. A photocopy of the candidate's passport will be required for issuing the Italian Declaration of Value. The consulate of Italy in Geneva only issues the Italian Declaration of Value for candidates who have obtained the *IB Diploma*. This consulate will not issue the above-mentioned document for *Diploma Programme Course Results*. Universities in Italy may require translation of the *IB Diploma Programme Results* document into Italian by a registered translator. It is the responsibility of the candidate to comply with this requirement.

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

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

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

**Singapore:** Not all the universities in Singapore require legalization of the *IB Diploma Programme Results* document. It is the responsibility of the candidate to check with the university.

**South Korea:** Not all the universities in South Korea require legalization of the *IB Diploma Programme Results* document. It is the responsibility of the candidate to check with the university.

**Spain:** The Apostille Stamp is no longer needed in Spain. However, some universities and/or educational institutions are still requesting it. It is the responsibility of the candidate to check with the university.

**Taiwan:** A photocopy of the candidate's passport is required. Candidates obtaining the *IB Diploma* in an *IB World School* in Switzerland must also provide a photocopy of their Swiss Legitimation Card.

**The Netherlands:** Not all the universities in the Netherlands require legalization of the *IB Diploma Programme Results* document. It is the responsibility of the candidate to check with the university.

### Individual legalization requests throughout the year

At any time of the year, legalization requests from previous examination sessions can be requested from the Assessment Division in Cardiff via [legalization@ibo.org](mailto:legalization@ibo.org). These requests can be made by the IB coordinators of the schools and/or by individual candidates.

The Assessment Division in Cardiff advises schools and/or individuals on the procedure to follow and on the fees to be paid for the legalization process. The "after the deadline" legalization fee is to be applied. The fees are published in this issue of the DP *Coordinator's notes*.

If the request comes directly from an IB World School, the Assessment Division in Cardiff legalizes the *IB Diploma* documentation and sends it back to the school. The school is invoiced afterwards.

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

The legalized documents are mailed by courier service to the schools or candidates.

For further information, please contact the IB Legalization Service at [legalization@ibo.org](mailto:legalization@ibo.org).

### Italian recognition update—for schools with students wishing to study in Italy

Students coming from IB World Schools included in the list of recognized IB World Schools kept by the Italian Ministry of Education will no longer require the *Attestazione*. The legalization of the signature of the Director General and the Apostille Stamp, obtained by the IB Legalization Service in Cardiff, will suffice. For

those schools not registered with the Ministry of Education, the *Dichiarazione di Valore* is still mandatory for students who wish to continue their studies in public Italian universities. Schools are encouraged to take the necessary steps for inclusion in the Italian list of recognized schools, kept by the Italian Ministry of Education, to enable their students to integrate into the Italian public education system more efficiently.

The *IB Diploma* is recognized for the purposes of university entry in Italy according to Decreto del Presidente della Repubblica 30 ottobre 1986, n.738. This recognition has been further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164 requiring students to choose one of the following options with IB Diploma Programme subjects as indicated by the Italian Ministry of Education.

In the context of the four options of study, the studied branches listed in the table should include three subjects at higher level and three subjects at standard level. One obligatory subject characteristic for the option should be studied at higher level as listed below.

- Option classics: Latin or Greek
- Option languages: First language
- Option sciences: Mathematics
- Option social studies: Anthropology or psychology or sociology or history or philosophy

Furthermore, IB diplomas must be legalized at the Italian Consulate in Geneva, after which students can register directly at the university. Please contact the IB Legalization Service at [legalization@ibo.org](mailto:legalization@ibo.org) for more detailed information.

Students taking the DP at schools recognized by the Italian Ministry of Education enjoy the same rights granted to holders of the Italian Maturità, such as, university recognition, and the right to postpone military service or apply for appointment to the Italian civil service. For inclusion on the

Option: Languages	Option: Sciences	Option: Classics	Option: Human sciences
First language	First language	First language	First language
Second language	Second language	Latin	Second language
History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or psychology or anthropology or sociology or pedagogy
Chemistry or physics or biology or computer science or environmental science	Chemistry or physics or biology	Chemistry or physics or biology or computer science or environmental science	Chemistry or physics or biology or computer science or environmental science
Mathematics or mathematical studies	Mathematics	Mathematics or mathematical studies	Mathematics or mathematical studies
Third language	Chemistry or biology or environmental science or computer science or Latin or arts	Greek	Philosophy or history or economics or geography or arts

list, schools must apply on an individual basis to the Ministry of Education, providing documents which prove their competence to award the IB diploma.

### How to proceed

In order to start the above application process, specific documents need to be provided to the Italian Ministry of Education. These documents can be downloaded below.

<https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>

Template letter to the Italian Ministry of Education, which lists the required supporting documents, and an English translation for your reference.

- The English translation of the Decree. To see the full original text of this policy in Italian, please consult the MIUR's page.
- List of subjects "Elenco delle Materie"; please print and indicate the subjects provided by your school.

In addition to these documents, the IB will need to provide schools with the signed attestation required by the Italian Ministry of Education, as stated in the template letter. Please fill in this attestation letter with the school's name and school's address and send it to the IB in Word format via email. Once the attestation has been signed by our Director General, it will be posted to you via regular mail. Once you have received the signed attestation, send it to the Italian Ministry of Education together with the other documents listed in the template letter.

For further details, please contact the Italian Ministry of Education.

Ministero dell'istruzione, dell'università e della ricerca (MIUR)  
Direzione Generale per gli Affari Internazionali Ufficio I  
Viale Trastevere, 76/a  
00153 ROMA  
Italia

[www.istruzione.it](http://www.istruzione.it)

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

In accordance with annex 2 of the IB language policy ([ibo.org/language-policy](http://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 DP courses that had curriculum reviews finishing in 2017 and 2018. To reach its decision, the committee reviewed the candidacy numbers 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 assessment in 2019)
- Social and cultural anthropology (for first assessment in 2019)
- Music (for first assessment in 2022)

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.

## Declarations of authenticity

As the IB moves towards receiving more candidate coursework (both internally and externally assessed) electronically, it is trying to eliminate many of the forms that were submitted to examiners with the coursework 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 must 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.

A template consent form is available for this purpose, located on the programme resource centre under **DP resources>Implementation>Information for coordinators**.

## 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 different methods to approach the assessment tasks within their subjects.

All teachers are welcome to become examiners for the IB. **We accept applications for most subjects; our current focus for recruitment is on the following in particular.**

- Norwegian A: literature
- Danish B
- History in English and French
- Psychology in French
- Music in Spanish
- Film in English, French and Spanish
- Visual arts in English, French and Spanish

Please visit the updated examiner pages of the IB website ([ibo.org/examiners](http://ibo.org/examiners)) for more information and to apply. We have introduced an "IB Examiner vacancies" section that contains up-to-date information on examiner shortages. For an overview of the recruitment process, please refer to our infographic "10 steps to becoming an IB Examiner".

## November 2018 examination papers and markschemes

Help your students prepare for the DP examinations—the IB *Examination paper and markscheme pack* for the **November 2018 examination session** is now available for purchase. The pack includes papers and markschemes for all six DP subject groups, presented in their original format. The IB has also produced a new layout for the examination pack; this updated design is more aligned with IB branding and is aimed at improving navigation, making it quicker to find the content you need.

### Digital download

You can order the November 2018 examination and markscheme pack in a downloadable zip format.

1. Order the digital download version, and within 72 hours you will receive an email with a link to download the full available examination session\*.
2. Download, unzip, and it is ready to use.

\* File size is approximately 300–600 Mb. Download speed examples: 100 minutes @ 14.4 Kbps; 9 minutes @ 10 Mbps.

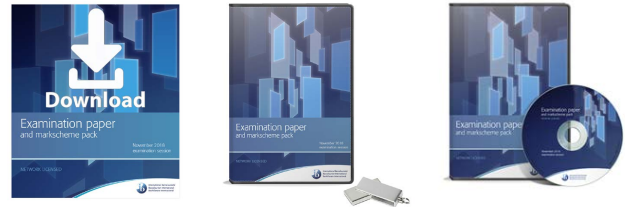
### USB or CD

You can also order the examination and markscheme packs on USB or CD. The examination papers and markschemes are presented in their original format and are clearly indexed. Features include:

- examination papers, available in multiple languages
- easily accessible navigation system (in English only)
- a network licence—only one copy per school required.

You can order examination packs at Titlewave ([bit.ly/titlewave\\_exam](http://bit.ly/titlewave_exam)) or on the Follett IB store ([bit.ly/follettibstore\\_exam](http://bit.ly/follettibstore_exam)).

**Note:** Based on customer feedback, the IB and Follett have worked together to disclose all examinations omitted from publication for copyright reasons, prior to sale. View the list of omissions at [bit.ly/exampack\\_omissions](http://bit.ly/exampack_omissions).



## Questionbank updates

### New subjects for Questionbank: Economics and business management

IB Questionbank, the online examination preparation subscription platform, now offers two new DP subjects: economics and business management. The subscriptions for these two new subjects are offered separately, as well as combined in a package deal. The subscriptions include access to hundreds of examination questions and markschemes applicable to the current curriculums. All questions are tagged and aligned with the most recent economics and business management syllabuses. Questionbank is continuously updated with the most recent authentic IB examination questions and can help teachers create customized mock tests to prepare students for examinations.

### Biology, chemistry and physics now combined in one science pack

Last year the Questionbank introduced biology, chemistry and physics subscriptions. Since many IB schools are teaching all three subjects, the Questionbank platform now offers a science pack that includes access to all three online databases at an attractive rate.

With a Questionbank subscription you can:

- search for questions using a powerful filtering system
- automate question numbering and mark calculation
- customize markschemes
- edit custom examinations and save to a personalized library
- export to PDF.

All subscriptions are valid for one year. Order your subscriptions now at [titlewave.com/go/subscriptions](http://titlewave.com/go/subscriptions) or [follettibstore.com/main/subscriptions](http://follettibstore.com/main/subscriptions).

The IB is continuously working on improving the functionality of the Questionbank platform based on users' feedback. Some of the latest updates include the following.

Microsoft Word export issues fixed

- In-line formulas are now horizontally centred in .docx export.
- Block formulas are now vertically centred in .docx export.
- Images have improved scaling and give better "readability" for mock examinations.

PDF export issues fixed

- Font size has been increased to match IB examination paper standards.
- Question numbers are now aligned with the first line of text to match IB examination paper standards.

General improvements

- Teacher profile pages now list which subject licences teachers have access to, each licence's expiry date and the contact details of the coordinator who provided access to that licence.
- Newly created tests now have a "view" option enabled by default.

## Curriculum review

### Creativity, activity, service

The curriculum review for the next iteration of the creativity, activity, service (CAS) course, scheduled for first teaching in 2023, is in its initial stages, with a second development meeting scheduled for October 2019.

We continue to seek a broad range of educators' views through an ongoing online discussion group. You may make your opinions known via programme communities or by contacting [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

### Biology, chemistry and physics teacher support materials

The curriculum review for biology, chemistry and physics is well underway, and this year sees the final stages in the development of the new courses for first teaching in 2022.

As part of our ongoing commitment to collaboration and consultation, the IB is looking for DP teachers who would like to become involved in the process of developing teacher support materials (TSMs) linked to the revised courses and creating materials that can be used to support teaching and learning, particularly in relation to:

- scope and sequence for teaching the new course(s)
- conceptual teaching and learning
- formative assessment
- approaching the internal assessment

- collaboration in the science classroom
- leveraging technology in the classroom
- use of simulations
- design and use of databases
- developing scientific skills including lab skills
- computer modelling
- the group 4 project.

### What to expect

We are planning on hosting a TSM meeting in The Hague Global Centre in The Netherlands in early 2020. Successful applicants will be invited to The Hague to take part in a three-day meeting with all travel and accommodation expenses covered by the IB.

In contributing to the development of TSM for the new courses, participants will have an invaluable opportunity to interact collaboratively with teachers from other parts of the world and with IB staff to achieve a deeper understanding of the changes that will be implemented with the launch of the new courses.

### How to apply

Teachers interested in becoming involved are invited to write a letter outlining their experience, explaining why they wish to be involved and how they could contribute to the TSM development. In addition, it would be helpful to include and briefly explain an idea for the TSM in at least one of the targeted areas above. Letters, together with CVs/resumes, should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

**The deadline for applications is 30 September 2019.**

### Environmental systems and societies curriculum review

The curriculum review for the next iteration of the environmental systems and societies (ESS) course, scheduled for first teaching in 2023, is in its development stage.

The IB is looking for ESS educators to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face development meetings are invited to submit their CV/resume, along with a short expression of interest. Those who have been previously involved in the review and development cycle, including the development of assessment and teacher support material, should re-apply in the same manner.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

### Geography curriculum review

The curriculum review for the next iteration of the geography course, scheduled for first teaching in 2024, is in its research and evaluation stage.



The IB is looking for geography educators to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face development meetings are invited to submit their CV/resume, along with a short expression of interest. Those who have been previously involved in the review and development cycle, including the development of assessment and teacher support material, should re-apply in the same manner.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Global politics curriculum review

The curriculum review for the next iteration of the global politics course, scheduled for first teaching in 2023, is in its development stage. An update on the review process will be published on the programme resource centre later this year.

The IB is always keen to hear from global politics teachers willing to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## History curriculum review

The curriculum review for the next iteration of the history course, scheduled for first teaching in 2024, is in its research and evaluation stage.

The IB warmly welcomes history teachers who want to become directly involved in the curriculum review process.

Teachers interested in taking part in the collaborative online review forum or in face-to-face development meetings are invited to submit their CV/resume, along with a short expression of interest. Those who were involved in the previous review and development cycle up to 2015, including the development of assessment and teacher support material, should re-apply in the same manner.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Information technology in a global society curriculum review

The curriculum review for the next iteration of the information technology in a global society (ITGS) course, scheduled for first teaching in 2021, is in its development stage.

The updated course will be named "digital society" and will explore the relationship between individuals, societies and the digital technologies and media that they use. Rooted in the perspectives and methods of social science and the

humanities, this course will appeal to a broad range of DP educators and teachers. An update of the review process was published online in 2018.

As part of the review, the IB is looking for teachers with an interest in the teaching of digital culture, media and society to become involved in the curriculum review process. This call for participation is open to current ITGS teachers as well as all IB educators working and teaching in the areas outlined above.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Social and cultural anthropology curriculum review

The curriculum review for the next iteration of the social and cultural anthropology course, scheduled for first teaching in 2025, is in its research and evaluation stage.

The IB is looking for social and cultural anthropology teachers to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Visual arts curriculum review

The curriculum review for the next iteration of the visual arts course, scheduled for first teaching in 2022, is in its development stage.

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

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## World religions curriculum review

The curriculum review for the next iteration of the world religions course, scheduled for first teaching in 2023, is in its development stage.

The IB is looking for world religions teachers to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest.

CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Core

### Extended essay

Schools are reminded that the *Extended essay guide* and TSM are available through a dedicated website, which can be accessed via the “Extended essay” page of the programme resource centre. This microsite provides all the guidance and support materials for both disciplinary and interdisciplinary extended essays (EEs), including the world studies EE. **Please note that in order to improve navigation of the website, “Subject-specific guidance” has been relocated from the “Guide” section of the website to the “In practice” section.**

The curriculum review for the next iteration of the extended essay, scheduled for first teaching in 2023, has entered the development stage. An EE Basecamp has been formed for supervisors and others who expressed interest in participating in the review to share their experiences and discuss possible futures for the EE. Initial face-to-face curriculum review meetings are underway.

### Online course supporting the EE

The IB and the University of Leeds have collaborated to produce a free online course supporting extended essay students in the development of the skills necessary to manage this major research project. The duration of the online course is two weeks and it requires around two hours' study time per week. This worthwhile course is being delivered via FutureLearn and can be found at <https://www.futurelearn.com/courses/ib-extended-essay>.

### Alignment of the EE with changes in subject guides

During the curriculum review cycle, curriculum managers for the various subjects consult with the EE curriculum manager regarding any changes that may affect the wording of the EE subject-specific guidance. If the subject-specific guidance is ultimately edited to accommodate these changes, then schools will be informed of this via news items on both the programme resource centre and the EE website at the time of publication of the new iteration of the guides. Any such edits will be of a clarification nature only.

### Communicating guide updates to coordinators

Guide-related updates will be made via news items on the programme resource centre or via the “Read all news” link that appears at the bottom of the EE website home page. Coordinators should ensure that they access the “Extended essay” page regularly and communicate updates to supervisors and students as necessary. Recent news items are reproduced below.

### The Reflection on planning and progress form

Schools are reminded that as per the information contained in the *Extended essay guide*, protocols for completing and submitting the *Reflections on planning and progress* form (RPPF) must be submitted for assessment in the language

of EE registration (the same language as the essay). This is in keeping with article 10.3 of *General regulations: Diploma Programme*, requiring all assessments for a component to be submitted in the same language of registration. RPPFs submitted in a language other than that of registration will be awarded a mark of 0 for criterion E.

Only the first 500 words of the student reflections are considered for assessment by the examiner.

The templates for the RPPF are located on the home page of the EE website at [https://ibpublishing.ibo.org/extendedessay/apps/dpapp/rppf.html?doc=d\\_0\\_eeyyy\\_gui\\_1602\\_1\\_e](https://ibpublishing.ibo.org/extendedessay/apps/dpapp/rppf.html?doc=d_0_eeyyy_gui_1602_1_e).

### Edits to the EE website—August 2018

In order to clarify the intention of a number of items, some minor edits have been made to the EE website. These edits relate to:

- clarifying the need for a literature review in categories 1 and 2 language and literature EEs, including interpreting the assessment criteria
- clarifying the distinction between category 2 (a) and category 2 (b) language acquisition EEs
- refining the Spanish translation of assessment grade descriptor D.

### Edits to the EE website—November 2018

In order to clarify the intention of a number of items, some minor edits have been made to the EE website. These edits relate to:

- clarifying the guidance for the use of toxic or dangerous chemicals, carcinogenic substances or radioactive materials in experiments.

### Edits to the EE website—February 2019

In order to clarify the intention of a number of items, some minor edits have been made to the EE website. These edits relate to:

- clarifying the use of film in categories 1 and 2 language and literature EEs
- clarifying the use of media texts in category 3 language and literature essays
- clarifying the role of the EE grade descriptors
- clarifying the optional inclusion of acknowledgments and dedications.

### Availability of EE exemplars and subject reports on the programme resource centre

Coordinators are advised to make use of the EE exemplars available on the programme resource centre. 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 a programme resource centre page, some exemplars can be found under “Extended essay assessed student work” 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.

As well as subject-specific reports updated in May 2018, a general EE report was produced for the May 2015 session and is available on the "Extended essay" page of the programme resource centre. This report outlines common issues across all EE submissions and EE queries. Coordinators should share with supervisors the general EE report, as well as the subject-specific EE reports, to help the preparation of future cohorts.

### EE grade boundaries

The EE is externally assessed, so supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question, which are available on the EE website.

### Clarification of word counts for EEs

Coordinators are informed that for word count conversions for the purposes of EEs, they should follow the same conversions established for the course of the same language.

### Clarification of word counts in Chinese for EEs

When typing in Chinese, word-processing software is likely to include the number of characters along with 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 EEs

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.

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.

## School-based syllabuses

### School-based syllabuses protocol

Schools wishing to propose a new school-based syllabus (SBS) should ensure that they refer to the *School-based syllabuses: Protocol* (2018) available under **DP resources>Information for coordinators** on the programme resource centre.

Schools are welcome to apply to be authorized to offer an existing SBS. Current SBSs, which can be found in the DP area of the programme resource centre, include art history,

Brazilian social studies, Chile and the Pacific Basin, classical Greek and Roman studies, political thought, modern history of Kazakhstan, Turkey in the 20th century, world arts and cultures, astronomy, marine science, and food science and technology. (Please note that Chile and the Pacific Basin is not available on the programme resource centre.)

### Call for articles

To raise awareness of the availability of SBSs, and to encourage other schools to consider offering one or more of these DP subjects, we would like to ask teachers involved with any SBS to write a short article (approximately 500 words) about the role of a particular SBS in the life of their school, in particular, how the teaching and learning of the syllabus benefits students. Any articles submitted will be considered for publication on the IB Community Blog. Please email any contributions to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Languages

### Clarification of word counts in Korean for studies in language and literature, and language acquisition courses

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** (as published in the guides) = **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 has been enforced since 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.

## Studies in language and literature

### Language A: literature school-supported self-taught

The language A: literature school-supported self-taught oral commentary questions for the 2020 examination sessions (May and November) are now available on the programme resource centre. Please note that this set of questions is specific to the 2020 examination sessions. Students registered for the 2019 examination sessions must use the questions published on the programme resource centre for this 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.

## Literature and performance

A third curriculum review report to teachers for literature and performance is now published on the programme resource centre. The report includes an overview of the new curriculum and assessment models, as well as a timeline for the remainder of the review. The review is scheduled to culminate with the production of new guide for first teaching in 2021 and first assessment in May 2023.

## Language acquisition

### Language provision in group 2 (language acquisition)

**Reminder:** Italian B (SL and HL) and Portuguese B (SL) are being withdrawn after the November 2019 examination session. The final November assessments in these languages will take place in November 2019. Candidates in November schools will need to register as anticipated candidates for the May session.

Chinese B (Cantonese) is being withdrawn from the November session after the November 2019 session. Chinese B (Mandarin) examination papers will continue to be produced in both traditional and simplified characters in both the May and November sessions.

A full list of languages available as language B and language ab initio courses is available in each subject page of the language acquisition section of the programme resource centre. The protocol for requesting provision in a new language is also available.

### Language B and language ab initio listening examinations

Information regarding the new language B and language ab initio listening examinations will be published in two parts throughout 2019.

- In August 2019, a user guide will be published in the relevant subject-group pages on the programme resource centre. This user guide will be applicable for specimen examinations, as well as live examinations from 2020. The user guide will cover the technological requirements, as well as details regarding the logistical processes.

- In November 2019, annex 1 of *The conduct of IB Diploma Programme examinations* will be updated to include invigilator verbal instructions and conduct aspects of the examinations (applicable from 2020).

### Language B and language ab initio: Assessment support documents

A document entitled *Use of romanisation systems in the assessment of listening comprehension in DP Chinese language acquisition courses* is now available on the programme resource centre. This document addresses the use of romanization systems in the assessment of listening comprehension in Chinese language acquisition courses.

Language-specific lists of text types for paper 1: Productive skills—writing (first assessment 2020) are now available on the programme resource centre. From first assessment 2020, the text types that will be provided as choices for language B and language ab initio paper 1 task options will be taken from these lists.

### Language B and language ab initio availability

An update to the announcement regarding the examination availability of language B and language ab initio is now available. Please refer to the language status tables for languages that will be available for examination sessions from May 2020 until November 2026.

### Dutch ab initio

Dutch ab initio will be available for first teaching 2019 (first assessment 2021). The addition of Dutch ab initio brings the number of available language ab initio courses to 15.

All ab initio courses follow the *Language ab initio guide* and are supported by language-specific syllabuses (LSS), which are available on the programme resource centre as part of the *Language ab initio teacher support material*.

The lists of available language B and language ab initio courses can be found in sections B1.6.5 and B1.6.6 of the *Diploma Programme Assessment procedures*.

### Classical languages

#### Amendments to the *Classical languages guide* (first assessment May 2016)

Coordinators and teachers are asked to note the following changes to the *Classical languages guide*. The changes described below, as well as those outlined in previous issues of the *DP Coordinator's notes*, are reflected in an amended version of the guide, which is available in PDF and HTML formats on the programme resource centre.

### Change in timeline of curriculum review and use of current guide

To provide adequate resources to the curriculum development process for the DP classical languages course, the IB will continue to use the current DP *Classical languages guide* up to and including the November 2022 examination session.

Examinations in May and November 2022 will be assessed using the prescribed passages in list 2.

### Change in prescribed passages

The following changes have been made to the prescribed passages for DP Latin, option G, list 2. The change has been made with the intent to better align the texts with the title of the option ("Villains"). Revisions to the list are noted in **bold**.

Option G, list 2 for SL and HL students

- Vergil, *Aeneid*, 10.689–**746**
- Livy, *Ab urbe condita*, 1.57–60
- Sallust, *Bellum Catilinae*, **1–2, 5–9**

The text to be read by HL students only (Livy, *Ab urbe condita*, 3.44–48) remains unchanged.

### Syllabus content

Coordinators and teachers are reminded that the May 2019 examination session will assess extracts from list 2 of the syllabus.

## Individuals and societies

### Business management

Coordinators and teachers should note that some minor edits have been made to the *Business management guide* (first assessment 2016). The copyright page of this document states "Updated May 2017". Please note that the changes in this guide that took effect from **September 2017 will affect the May 2019 examinations onwards**. The addendum showing the relevant amendments and the updated guide are available on the programme resource centre. 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 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; these are published on the programme resource centre about three months before the written examinations in May and November, respectively.

The first curriculum review summary report to teachers (October 2018), is now available on the programme resource centre. Business management teachers are encouraged to look through this document to keep abreast of new developments in the upcoming course.

### Economics

The final curriculum review update for teachers (January 2019), is now available on the programme resource centre. Economics teachers are encouraged to look through this document to keep abreast of the latest developments in the subject, for first teaching in 2020.

### Global politics

Global politics offers students an opportunity to explore fundamental political concepts such as power, sovereignty, and human rights in a range of contexts and at a variety of levels. The global politics course became available at both SL and HL as a mainstream subject for first teaching in September 2015 and for first assessment in May 2017. Global politics has also been available in November sessions, at both levels, since November 2017. The global politics course will be reviewed for first teaching in 2023, first assessment in 2025. An update report on the review will be published on the programme resource centre later this year.

**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 subject website for global politics is available via the "Global politics" page on the programme resource centre, where teachers can find the guide and TSM, including substantial updated student samples with examiners' marks and comments. Face-to-face and online workshops for global politics are also available. The online directory of workshops is available at [ibo.org/professional-development/](http://ibo.org/professional-development/).

For further questions on global politics, please contact the curriculum manager via [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). The IB is also looking for global politics teachers to become directly involved in the curriculum review process. Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## History

### The current course

The first examinations for the current history course took place in May 2017. Please note that updated student examples with examiners' marks and comments are accessible via the programme resource centre, as part of the extensive TSM, and teachers' attention should be drawn to these.

Please also note that, 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 can 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 programme resource centre.

### The amended *History guide*, for first teaching in 2018

In response to suggestions from teachers and examiners, a number of amendments were made to the *History guide*, which was published in January 2015 for first examination in May 2017. The amended guide was published on the programme resource centre in June 2018 and is available under **DP resources>History>Guide**, along with an easy-to-navigate list that allows teachers to see at a glance where changes have been made.

### The amended guide is for first teaching from the start of the 2018–2019 academic year, with first examinations taking place in May 2020.

Please ensure that history teachers in your school are aware of the changes and that they have been using the amended guide for teaching **students taking examinations in May 2020 and in later sessions** since the start of the 2018–19 academic year. Students taking examinations in May 2019 and November 2019 should continue to be taught using the current *History guide*.

For further questions on history, please contact the curriculum manager via [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). The IB is also looking for history teachers to become directly involved in the curriculum review process. Teachers interested in taking part in the online review forum or in face-to-face meetings are warmly invited to submit their CV/resume, along with a short expression of interest by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## 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.

As of 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 clearly with candidates.

Please note that the philosophy course will be reviewed for first teaching in 2022 and first assessment in 2024. At this point, the IB is looking for philosophy teachers to become involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV/resume, along with a short expression of interest. CVs/resumes and expressions of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

## Psychology

Curriculum development is a continuous process; in response to concerns raised regarding the presentation and clarity of some information in the guide the *Psychology external assessment clarification guide* and *Frequently asked questions (FAQs) in psychology documents* were published on the programme resource centre in September 2018. You can find these documents and other important resources for teaching psychology by visiting the DP psychology page.

## Social and cultural anthropology

### Frequently asked questions

As part of the on-going curriculum review process, teachers were invited to submit “burning questions” regarding the new social and cultural anthropology course (first assessment 2019). Responses to the questions submitted have now been shared with the community and can be found on the social and cultural anthropology communities page on My IB.

The social and cultural anthropology FAQ document can also be found here.

### Notification of a clarification to the *Social and cultural anthropology guide* (first examinations 2019)

#### Paper 2—section A (SL and HL)

This question is compulsory for all students and requires them to make connections between a given key concept, an area of inquiry and a real-world issue. The current wording of the guide states that the real-world issues will vary in each examination session. To help teachers make appropriate choices in applying an anthropological lens to real-world issues, the following eight broad themes have been identified—with five chosen in each examination session to form part of the question.

The following eight real-world themes will remain the same for the life of the course.

- Environment
- Globalization
- Human rights
- Inequality
- Poverty
- Sustainability
- Technology
- Violence

An update to the “External assessment” sections of the guide has been published.

## Sciences

From the May 2019 session, the uploading on IBIS of the sciences individual candidate coversheet (4/ICCS) is no longer required. However, similarly to the 4/PSOW forms, they must be retained by the school. These may be requested during the five-year school evaluation process.

## Chemistry and physics

After feedback from schools and teachers, the decision was taken to reduce the number of marks in the chemistry and physics higher level paper 2 examinations from 95 to 90 marks from the May 2019 session onward. This allows more time for candidates to complete the examination. The reduction will not impact teaching or the style of the paper. The amended “Assessment in the Diploma Programme” section in the guides and specimen papers was published on the programme resource centre in August 2018.

## Design technology

### Corrected internal assessment criteria for examinations in 2019

Due to a technical error, the English HTML version of the *Design technology guide* (first assessment 2016) was temporarily overwritten with content from the newer edition of the guide (published March 2014, updated June 2018) for first assessment in 2020. The content that was erroneously updated included the new internal assessment (IA) criteria and requirements, which are only applicable as of the May 2020 examination session. The English PDF and both Spanish versions of the guide were not affected.

The issue has been rectified, but the IB advises all teachers to check they have used the correct version of the IA criteria and requirements for students who will be submitting their IA design projects **for the May 2019 and November 2019 examination sessions**.

The correct guide to use for the forthcoming examination sessions is as follows.

- May and November 2019: *Design technology guide* (first assessment 2016)
- May 2020 onwards: *Design technology guide* (first assessment 2020)

If teachers find they have been erroneously teaching the new 2020 assessment criteria to their students, they should contact IB answers immediately.

### Amendments to the *Design technology guide*, for first teaching in 2018

In response to suggestions from teachers and examiners, a number of amendments were made to the *Design technology guide*, which was published in January 2014 for first examination in May 2016. The amended guide was published on the programme resource centre in June 2018 and is available under **DP resources>Design technology>Guide**, along with an easy-to-navigate list that allows teachers to see at a glance where changes have been made.

**The amended guide is for first teaching from the start of the 2018–2019 academic year, with first examinations taking place in May 2020.**

Please ensure that design technology teachers in your school are made aware of the changes and are using the amended guide for teaching **students taking examinations in May 2020 and in later sessions** from the start of the 2018–2019 academic year. Students taking examinations in May 2019 and November 2019 should continue to be taught using the current *Design technology guide*.

Please forward any questions or concerns to support@ibo.org.

## Mathematics

### Mathematics HL papers

From May 2017, mathematics HL papers 1 and 2 have had a maximum mark of 100, and paper 3 has had a maximum mark of 50. The IB published specimen examination materials in September 2016, based on the November 2014 papers, which are available on the programme resource centre.

### Mathematics curriculum review

Guides, TSMs and specimen papers for the new mathematics subjects (first teaching 2019) are now available on the programme resource centre.

Guidance on structuring the courses can be found in the TSM, and information regarding university recognition can be found on the recognition pages of the IB website.

Examples of internal assessment student work and further supporting material will be published shortly.

Workshops for the new subjects have already started and details can be found at [ibo.org/professional-development/](http://ibo.org/professional-development/).

## The arts

### Uploading and submitting student work

#### Responsibilities for uploaded and submitted student work

Given the predominance of coursework in the arts subjects, teachers and coordinators are reminded to refer to the document *The responsibilities of IB World Schools for uploaded and submitted student work* available on My IB, and to always thoroughly check that the upload of candidate work is completed without mistakes.

### Coursework authentication

#### Process for May 2019 onwards

From May 2019 onwards, the *Coursework authentication form* (CAF) must be submitted for every arts candidate, not just those candidates whose work comprises the sample for internal assessment. The purpose of this form is the authentication of student coursework. The CAF must be used to record three interactions with each candidate at various stages during the creation of their coursework, as per the guidance provided on the form.

Coordinators are reminded of the importance of complying with academic honesty requirements and arts teachers should be vigilant and offer guidance on this matter to students.

#### Locating the CAF

The CAF can be found in the IBIS library (coordinator access only) and on the programme resource centre in the "Assessment forms" section of the Diploma Programme *Assessment procedures*.

Each subject's CAF is named as follows.

**Dance**—6/DCAF

**Film**—6/FCAF

**Music**—6/MCAF

**Theatre**—6/TCAF

**Visual arts**—6/VACAF

## Film

### Prescribed films for assessment

The choice of films prescribed for the textual analysis component for the May and November 2019 and 2020 examination sessions is given below.

Teachers select three to five film texts from the prescribed list for each DP film class they teach. Teachers must ensure

that the films they select are not studied in class at any point during the two-year course, so it is advised that teachers familiarize themselves with the list and make any necessary adjustments to their planning. Teachers share the titles of the three to five selected film texts with their students four weeks before the task is due to be submitted to the teacher. While the selected film texts cannot be studied in-depth in class, a collective screening of the selected films is considered an appropriate way of ensuring that students have access to the films and to enable them to make their final choices. Each student chooses one film text from those selected by the teacher before undertaking the process for assessment outlined in the guide. The chosen film text must not have been previously studied by the student and, once selected, the chosen film text cannot be used by the student in any other assessment task for the DP film course or the extended essay. Full details of procedures and deadlines are provided in section C6b—the "Film" section—of the Diploma Programme *Assessment procedures*.

#### List of prescribed films for assessment in 2019

- *Gun Crazy* [Director: Joseph H Lewis] 1950, USA
- *Il Conformista* [Director: Bernardo Bertolucci] 1970, Italy
- *Days of Heaven* [Director: Terrence Malick] 1978, USA
- *Akira* [Director: Katsuhiro Otomo] 1988, Japan
- *Do the Right Thing* [Director: Spike Lee] 1989, USA
- *La Haine* [Director: Mathieu Kassovitz] 1995, France
- *Amélie* [Director: Jean-Pierre Jeunet] 2001, France
- *Water* [Director: Deepa Mehta] 2005, India
- *Ida* [Director: Pawel Pawlikowski] 2013, Poland
- *Stranger Things*—season 1 episode 1: "The Vanishing of Will Byers" and episode 2: "The Weirdo on Maple Street" [Director: The Duffer Brothers] 2016, USA

**Note:** Where the assessment criteria refer to "the chosen film as a whole", for *Stranger Things* this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

#### List of prescribed films for assessment in 2020

- *Gun Crazy* [Director: Joseph H Lewis] 1950, USA
- *In Cold Blood* [Director: Richard Brooks] 1967, USA
- *Akira* [Director: Katsuhiro Otomo] 1988, Japan
- *La Haine* [Director: Mathieu Kassovitz] 1995, France
- *Xi Zao (Shower)* [Director: Yang Zhang] 1999, China
- *Amélie* [Director: Jean-Pierre Jeunet] 2001, France
- *Across the Universe* [Director: Julie Taymor] 2007, UK
- *Ida* [Director: Pawel Pawlikowski] 2013, Poland



- *Moonlight* [Director: Barry Jenkins] 2016, USA
- *The Handmaid's Tale* – season 1 episode 1: "Offred" and episode 2: "Birth Day" [Director: Reed Morano] 2017, USA

**Note:** Where the assessment criteria refer to "the chosen film as a whole", for *The Handmaid's Tale* this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

### Teacher FAQs

Please note that the supplementary document *DP film: Frequently asked questions* (September 2018) is available on the film subject page of the programme resource centre. This document provides film teachers with further guidance on each of the components for first assessment in 2019.

### Teacher survey

A survey for film teachers will shortly be available on the programme resource centre. The survey is designed to gauge teacher views on the current film syllabus and assessment tasks. All feedback received via the survey will inform the forthcoming curriculum review for film and help to shape the future course.

## Literature and performance

A third curriculum review report to teachers for literature and performance is now published on the programme resource centre. The report includes an overview of the new curriculum and assessment models, as well as a timeline for the remainder of the review. The review is scheduled to culminate with the production of new guide for first teaching in 2021 and first assessment in May 2023.

## Music

### Music listening paper: Prescribed works

The two prescribed works for the May and November examination sessions in 2019 are:

- Johann Sebastian Bach's *Brandenburg Concerto, No. 2 in F major* (BWV 1047)
- Zoltán Kodály's *Dances of Galánta*.

The two prescribed works for the May and November examination sessions in 2020 and 2021 are:

- Joseph Haydn's *Symphony No. 94 in G major* (Hob. 1:94) "The Surprise"
- Sergei Rachmaninoff's *Rhapsody on a Theme of Paganini*, Op. 43.

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

Following the first assessment of the theatre course in 2017, some adjustments were made to the *Theatre guide* (April 2014, updated February 2017) to improve the effectiveness of the assessment process. The updated guide is available on the programme resource centre.

## Visual arts

Following the first assessment of the visual arts course in 2017, some adjustments were made to the *Visual arts guide* (February 2014, updated February 2017) to improve the effectiveness of the assessment process. The updated guide is available on the programme resource centre. Teachers are reminded to use the updated version of the guide and to familiarize their students with the updated assessment criteria.

The updated version of the *Visual arts guide* states that it is a requirement for candidates to include a list of sources in their process portfolio. If a screen is used for the list of sources, it will not be included in the overall screen count.

## DP curriculum development and review cycles

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
<b>Studies in language and literature</b>			
Language A: literature	2019/20	November 2020	May 2021
Language A: language and literature	2019/20	November 2020	May 2021
<b>Language acquisition</b>			
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
<b>Individuals and societies</b>			
Business management	2022/23	November 2023	May 2024
Economics	2020/21	November 2021	May 2022
Geography	2017/18	November 2018	May 2019
Global politics	2023/24	November 2024	May 2025
History	2024/25	November 2025	May 2026
ITGS (as digital society)	2021/22	November 2022	May 2023
Philosophy	2022/23	November 2023	May 2024
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
<b>Sciences</b>			
Biology	2022/23	November 2023	May 2024
Chemistry	2022/23	November 2023	May 2024
Computer science	2021/22	November 2022	May 2023
Design technology	2023/24	November 2024	May 2025
Physics	2022/23	November 2023	May 2024
Sports, exercise and health science	2023/24	November 2024	May 2025

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
<b>Mathematics</b>			
Further mathematics HL		May 2020	
Mathematical studies SL		November 2020	
Mathematics HL		November 2020	
Mathematics SL		November 2020	
Mathematics: Analysis and approaches	2019/20		May 2021
Mathematics: Applications and interpretation	2019/20		May 2021
<b>The arts</b>			
Dance	2021/22	November 2022	May 2023
Film	2017/18	November 2018	May 2019
Music	2020/21	November 2021	May 2022
Theatre	2021/22	November 2022	May 2023
Visual arts	2022/23	November 2023	May 2024
<b>Core</b>			
Creativity, activity, service	2023/24	November 2024	May 2025
Extended essay	2023/24	November 2024	May 2025
Theory of knowledge	2020/21	November 2021	May 2022
<b>Interdisciplinary subjects</b>			
Environmental systems and societies	2023/24	November 2024	May 2025
Literature and performance	2021/22	November 2022	May 2023

## IB on the web

For inquiries regarding DP curriculum development, email [support@ibo.org](mailto:support@ibo.org).

### Ask your peers

 [resources.ibo.org](https://resources.ibo.org)

 **DP Communities**

 **IB Diploma Programme Educators**

 **@IB\_DP**  
**#ibdp**

### IB Answers

For all queries about programme implementation/ authorization.

 [ibid@ibo.org](mailto:ibid@ibo.org)

### IB workshops catalogue

A catalogue of IB workshops and resources for 2019.

<https://www.ibo.org/contentassets/817e205ac1be4d0b8d5e2ebd939e0915/pd-catalogue-2019-en.pdf>



### PD online workshops

An online workshops calendar.

[ibo.org/en/professional-development/find-events-and-workshops/](https://www.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/](https://www.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](mailto: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](mailto: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.

### IB store

[sales@ibo.org](mailto:sales@ibo.org)

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

Visit [store.ibo.org](https://store.ibo.org) for more information.

### IB Education

The most recent IB Education publication on the programme resource centre is:

*Access and inclusion policy* (applicable from the November 2019 examination session)