



Information for Diploma Programme coordinators and teachers

General

Access to the Diploma Core

Recently, the IB was pleased to announce that the core elements of the Diploma Programme (DP), theory of knowledge (TOK), extended essay (EE), and creativity, action, service (CAS), will be available as individually recognized stand-alone offerings for first teaching in 2012 (applied to first examination session 2014).

Presently, DP course students are able to take individual courses from the six groups of the DP hexagon yet do not benefit from the unique elements at the core of the programme. Currently, it is only students who take the entire Diploma who benefit from the core of the DP.

The decision to allow DP course students to experience these core elements of the Diploma supports the IB's continued dedication to its "access agenda" and is fully supported by the academic committees of the IB.

DP course students can take one or more of the elements of EE, TOK and CAS. **There are no changes to the guide, assessments or requirements for each core element.** Students will receive recognition of completion with an award (DP course results) displaying their final result/s for the core elements they undertake.

All students enrolled in an IB Diploma school are eligible for enrolment in one or more of the core elements.

IBCC students with their own unique core must select DP courses from groups 1 to 6 only. If you teach or are a coordinator at an IB World School please talk to future students about their study options as of 2012.

Please consult IB Answers at <http://ibanswers.ibo.org/> should you have any questions.

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Diploma Programme Coordinator's notes

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Opportunities for contributing to the IB's global engagement

In April 2007, the IB community theme—"Sharing our humanity"—brought together IB World Schools to explore six key global issues. Last year, as the community theme ended, the project's scope expanded and now continues with a more open-ended commitment to global engagement.

The IB's "Global Engage" website (<http://globalengage.ibo.org>) supports members of the IB community, and particularly teachers, in engaging with global challenges in an increasingly interconnected world. On the site, you will find information, resources, ideas and opinions, links, and suggestions for principled action—as well as reports of actions and exchanges of service.

Here are some ways IB World Schools, including individual teachers and service coordinators, can exercise leadership and build capacities for collaborating locally and globally. These contributions show our fidelity in "developing and promoting international-mindedness and all attributes of the IB learner profile across the school community" (*Programme standards and practices* (2010), Standard A.4).

- Register to participate in "Global Engage" and share your school's stories about engaging with global challenges: Primary Years Programme (PYP) exhibitions, student-initiated action, school-wide days and programmes. Photos, videos, and presentations welcome!
- Review the wide range of resources available, including links to many quality organizations that provide classroom-ready learning engagements and student-friendly materials. If there's a resource that you use regularly, send it in to share!
- Review the IB Global Lessons available for World Health Day and Earth Day (April), International Day of Peace (September), and the International Day for the Eradication of Poverty (October). When planning curriculum, consider how these challenges might provide powerful contexts for learning.
- Apply for opportunities to contribute to future IB Global Lessons. Creative, passionate teachers can help to develop lessons and unit plans to share with the entire IB community.
- Contribute a short feature to highlight your school's global engagement that can appear in a future issue of *IB World*.
- Nominate your school to be part of our work in building case studies in good practice for global engagement. What are you doing well? What lessons have you learned the hard way? How can other IB World Schools benefit from your experience? How has their engagement with global challenges changed students and teachers at your school?

To join in this important work, contact the "Global Engage" team (globalengage@ibo.org).

You might also be interested to hear about the new "Global Engage" calendar that we have recently published. The calendar is a series of 12 multiyear monthly calendars, large enough for classroom use, that can provoke inquiry, inspire action, and prompt reflection built around these international observances: International Day of Peace, International Day for the Eradication of Poverty, Universal Children's Day, World AIDS Day, International Year of Sustainable Energy for All, International Mother Tongue Day, World Water Day, Earth Day, World Day for Cultural Diversity for Dialogue and Development, World Day Against Child Labour, World Population Day, and World Humanitarian Day.

IB Publishing has developed a Global Engage Action calendar with Robert Harrison, the Curriculum Manager who leads the "Global Engage" website. The calendar aims to make global challenges a visible part of the classroom. More information is available in the new publication section below or on the IB store (<http://store.ibo.org>).

IB's global lessons 2012

Next year's IB global lessons will support schools in their observance of the World Day for Cultural Diversity for Dialogue and Development, observed on May 21. The occasion provides us with an opportunity to deepen our understanding of the values of cultural diversity and to learn to "live together" better.

Professional development requirements at evaluation

The revised *Programme evaluation guide and self-study questionnaire: DP* was published in October 2010 and schools have started to use it during 2011.

Even though the process is similar to that which has been carried out by schools up to now, it includes a number of new features that will better guide them in successfully accomplishing the evaluation process.

One of the new features is that requirements for professional development have now been defined as follows:

Over the period under review, the school must have a plan that will ensure its compliance with the following requirements related to IB-recognized professional development.

- Head of school (or designee)—if appointed during the period under review—must participate in an appropriate IB workshop.
- DP teachers, TOK teachers, CAS coordinators and DP coordinators appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.
- At least one DP subject teacher per subject or TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course has been revised during the period under review and a new guide has been published.

In addition to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB-recognized professional development activities as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

In order to give schools adequate time to adjust their plans to this requirement, it will become effective as from 2014, that is, schools submitting their self-study questionnaire in 2014 will need to demonstrate that this requirement is met.

DP courses online

DP coordinators, please note that students taking DP courses online may now be registered directly on IBIS. Details on how to do this will be sent to you once you have students enrolled in online courses.

DP coordinators also serving as site-based coordinators (SBC) are reminded to take advantage of on-going professional learning community activities initiated through the SBC training portal.

IB learner profile curriculum review

From its original development, the learner profile (first known as the "student profile") has profoundly shaped teaching and learning in the PYP. In 2006, the IB learner profile moved to a central place in all IB programmes, and it has become a common expression of the IB community's commitment to the values and dispositions necessary for making a better and more peaceful world.

Like all aspects of IB programmes, curriculum frameworks and courses the learner profile represents a rich collaboration between scholars, informed practitioners and experienced curriculum specialists. Like other aspects of the IB's work, the learner profile is the subject of regular reflection and review.

In 2012 we will begin a global review of the learner profile. With many opportunities for input, prompts for discussion, and venues to participate, IB World Schools will be able to consider the learner profile's contribution and influence in international education. Your comments or suggestions are welcome on the continuum forum of the online curriculum centre (OCC) (<http://occ.ibo.org/ibis/occ/fusetalk2/forum/categories.cfm?forumid=1&catid=1324>).

Professional development

Sports, exercise and health science

To support the introduction of Sports, exercise and health science as a mainstream group 4 subject, first teaching September 2012, new subject seminars organized by the IB will be available in 2012. These are specially designed category 1 workshops suitable for subject teachers who will be responsible for teaching the new course. These workshops are appropriate for teachers from both established IB World

Schools and schools preparing for authorization. Please see <http://www.ibo.org/events/index.cfm> for specific dates.

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

TOK

In 2013, there will be a number of specially organized IB professional development events called Subject Specific Seminars to launch the new *Theory of knowledge guide*, first teaching September 2013. These are category 3 workshops appropriate for experienced subject teachers.

During 2012 TOK workshops will **only** focus on the current guides (final exam sessions in 2014). TOK workshop leaders will be trained in the changes and their implications before leading workshops in 2013. In the meantime teachers, IB coordinators, and heads of schools can access the latest curriculum review reports on the OCC. These can be located under the tab "Curriculum review" on each TOK subject page.

Schedule of events:

Towards the end of 2012	Online training for TOK workshop leaders
December 2012	Pre-publication of the new guides on the OCC
February–March 2013	Subject Specific Seminars organized by the IB
March 2013 onwards	All category 1 and 2 workshops to focus on new guides
September 2013	First teaching of the new guides

Group 5

In early 2012, there will be a number of specially organized IB professional development events called Subject Specific Seminars to launch the newly reviewed group 5 subject guides, first teaching September 2012. These are category 3 workshops appropriate for experienced subject teachers.

From March 2012 onwards, category 1 and 2 workshops will **only** focus on the newly reviewed group 5 subject guides.

Please see <http://www.ibo.org/events/index.cfm> for specific dates.

Computer science

In early 2012, there will be a specially designed category 1/2 online workshop to launch the newly reviewed computer science subject guide, first teaching September 2012. This workshop will be appropriate for teachers from both established IB World Schools and schools preparing for authorization.

Please see <http://www.ibo.org/events/index.cfm> for specific dates.

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

Teacher observers

IB DP teachers are invited to apply to attend the May 2012 grade award meetings as observers. The meetings will be held at the IB office in Cardiff, Wales, during June 2012.

The intention of inviting teacher observers is to encourage a wider understanding of the processes involved in the award of grades. Teachers who attend will be required to submit a report on their observations to the assessment director.

Teachers who wish to attend a grade award meeting must obtain written permission from their head of school and then apply in writing to Richard Thomas by email at richard.thomas@ibo.org, assessment coordinator at IB Cardiff, giving brief personal details and information about their experience as a DP teacher, and stating the following:

- name
- subject of the grade award that interests them
- name and address of school
- school code.

Previously unsuccessful applicants are invited to reapply.

Only a few observers can be selected for each examination session. Preference will be given to applications from schools that do not send regular participants to grade award meetings and have not sent a teacher observer in any subject in the past five years. With the exception of language grade award meetings, applicants will need to have a good understanding of English. The closing date for applications is 15 February 2012. Applications will not be acknowledged unless they are successful. Successful applicants will be notified by the end of March.

The IB will meet the cost of all reasonable expenses for travel, accommodation and subsistence, but there will be no payment for attending the meetings.

Examiner recruitment

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

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

- Business and management
- English A1, A2 and B
- Film
- German A1 and B
- History
- ITGS
- Music
- Philosophy (especially those who can examine in Spanish)

- Psychology
- Spanish A1, A2, ab initio and B
- Theatre
- Theory of knowledge
- Visual arts

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

Completed application forms should be sent to the Online Examiner Training and Recruitment department, quoting the reference "CnotesNov11". Any inquiries should be sent by email to examrecruit@ibo.org.

New publications from IB Publishing

Examination paper and markscheme pack: May 2011 examination session

CD-ROM UK£109/US\$185.30

- This network-licensed CD-ROM features the May 2011 session examination papers and markschemes for all six DP subject groups.
- The CD-ROM for the November 2011 examination session will be available in February 2012.
- Examination paper and markscheme packs from previous examination sessions (since 1999) are also available from the IB store. All pre-2007 examination CD-ROMs are on sale, with up to 50% off.

Coming soon:

CAS Illustrated

Available in early 2012

UK£30.00/US\$48.10

CAS is at the heart of the DP, but have you ever wondered how other CAS projects look across the world and how students are being involved in sustainable activities? Developed in consultation with experienced practitioners, *CAS Illustrated* features expert advice on how the theory of CAS can be put into practice in real projects. Examples of successful projects taken from schools around the three IB regions help schools understand more about CAS and showcase how IB World Schools actively support projects.

An excellent resource for schools, this publication contains the following useful features in an easy-to-follow style.

- Pertinent aspects of each project are highlighted and accompanied by commentary outlining **why they contribute to a successful project**.
- An accompanying website ensures all project-related **multimedia formats** are supported to fully showcase students and their projects.
- **Real testimonies** from DP graduates demonstrate how the benefits of CAS still play a prominent part in their lives.

IB Prepared series*History*—March 2012*Extended Essay Writing (Spanish)*—March 2012*Geography SL and HL*—March 2012*Psychology SL and HL*—April 2012**IB Questionbank series***Design Technology (1st edition)*—January 2012*Biology (3rd edition)*—January 2012*Chemistry (3rd edition)*—January 2012*Physics (3rd edition)*—January 2012*Mathematics (3rd edition)*—February 2012*Philosophy (1st edition)*—March 2012**Course Companions series from OUP***Mathematical Studies SL*—January 2012*Mathematics SL*—January 2012*Mathematics HL*—February 2012

For a full list of the *Course Companions* available, visit the OUP website. You can also download sample pages. Recent releases include *Economics (2nd edition)*; *History of the Americas*; *Geography*; *English A Literature and Language*; *English A Literature*; *French B*; *Spanish B*.

Keep up to date with news from IB Publishing by following us on Twitter (@ibstore) and the IB store news blog at <http://blogs.ibo.ibstore/>.

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

The IB grant

The IB grant provides short-term grants for schools experiencing financial challenges or wanting to increase access to IB programmes.

Who can apply?

This fund offers grants to schools in the following two categories:

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly broadening the diversity of the IB community.

Applications

Applications close on 30 March 2012.

For more information and application forms, please go to the IB public website, **About the IB>Access and Advancement>IB Grant** or <http://www.ibo.org/accessandadvancement/ibgrants/>.

Please address any queries to the Advancement office at ibgrant@ibo.org.

Groups 1 and 2: Languages**New courses**

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

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

The classical languages course operates on a different curriculum review cycle and therefore teachers must continue to refer to the current guide (first examinations 2010), which is also available on the OCC.

Special request languages

In order to help schools plan for the September 2011 to May 2013 DP courses, we are able to supply a list of special request languages A1 (soon to be language A: literature) for which examiners responsible have already been appointed. While it should be remembered that this does not guarantee the availability of the language, as examiners may for various unforeseen reasons be unavailable for further examination sessions, schools can assume with some degree of security that these languages are likely to be authorized.

Where schools know they will have students for a special request language starting with them, they are encouraged to contact those students regarding availability of books, which are often very hard to obtain outside the country of the language. Advice on appropriate booklists can be obtained by contacting IB Cardiff.

For all special request languages it is important that the applications reach IB Cardiff by the deadline (**15 November**). However, applications for special request languages that do not currently have examiners responsible should be submitted as soon as possible (ideally well before the deadline) to allow sufficient time for an examiner responsible to be recruited.

Languages for which examiners responsible have already been appointed:

Azerbaijani	Burmese	Chichewa
Dhivehi	Dzongkha	Greenlandic
Georgian	Kannada	Khmer
Kinyarwanda	Kurdish	Lao
Marathi	Mongolian	Ndebele
Oriya	Oromo	Punjabi
Shona	Tamil	Telugu
Tibetan	Zulu	

Newly available languages for language A: literature

IB coordinators and subject teachers are reminded of the introduction of nine new automatically available languages in group 1 for the language A: literature course. The first year of teaching for these courses is September 2011 (May session schools) or February 2012 (November session schools), with first examinations in 2013. Therefore, from the May 2013 examination session onwards these languages will no longer need to be applied for as special request languages. Coordinators must ensure that all teachers for these courses are provided with the appropriate guide as well as other supporting documents which are published on the OCC. This will now also include the relevant prescribed list of authors (PLA) for these languages, published on the OCC in February 2011.

Languages becoming automatically available for May 2013 examination session:

Albanian	Belarusian	Bengali
Estonian	Icelandic	Romanian
Ukrainian	Urdu	Vietnamese

In collaboration with the IB, OUP have developed some course companions to support the group 1 and 2: languages curriculum changes. The following books are now available directly from OUP.

English A: Language and Literature; English A: Literature; French B; Spanish B
(www.OxfordSecondary.co.uk/ib)

Group 3: Individuals and societies

Business and management

As part of the ongoing collaborative process for the curriculum review of Business and management, the report

to schools (which is based on the May curriculum review meeting) was posted on the OCC in July. A questionnaire to teachers was also posted at this time and was available in English, French and Spanish. Teachers were encouraged to complete this questionnaire before 15 October 2011. The comments made will help inform discussions that are due to take place at the next curriculum review meeting, scheduled for late November.

Geography

Internal assessment: sample of written reports sent for moderation

Please would teachers be aware that the internal assessment fieldwork reports submitted for geography should be the originals, so that the moderator assesses any coloured diagrams, maps and photos as the candidate intended. Further advice is given in the teacher support material for geography.

Geography, Psychology, and Social and cultural anthropology

As part of the ongoing review cycle and commitment to curriculum development, Geography, Psychology, and Social and cultural anthropology are starting their investigation and evaluation year. Teachers should note that if they are interested in being a review participant in any of these subjects and collaborating with colleagues and the DP Development team, calls for applications will be made in early 2012.

History

A second edition of the history teacher support material was published in September. This will contain updated information and new samples of work.

Reminder to history teachers regarding the new curriculum

Paper 2 topics

Where specific material, events or names are mentioned in the *History guide*, they can be specified in examination questions and are therefore required in candidate responses. However, more general open-ended questions may also be set and these can be answered using any appropriate examples such as Mussolini, Franco or Lenin for a question about an authoritarian leader.

Paper 3

Teachers are reminded that for each section in the *History guide* there is a guarantee that there will be two questions on each examination paper. In order to provide candidates with a choice of questions to answer, all the bulleted content in each of three sections must be studied. For example, if section one, The French Revolution, is chosen, then all six bullet points must be studied in order to ensure that students

will be able to answer either question on the examination paper.

Philosophy

SL and HL paper 1 from May 2011

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

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

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

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

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

SL/HL paper 2 from May 2011

Starting with the May 2011 assessment session, paper 2 for SL and HL is now classed as one common paper. This will mean that examination and markscheme coversheets will be labelled as "Standard Level and Higher Level Paper 2".

This amendment will not affect students in any way.

Psychology

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

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

HL and SL paper 1 from May 2012

The internal rubric for paper 1 section A currently reads:

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

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

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

The internal rubric for paper 1 section B currently reads:

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

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

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

HL paper 3 from May 2012

The internal rubric for paper 3 currently reads:

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

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

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

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

Social and cultural anthropology

Changes to the *Social and cultural anthropology guide*

Following the first assessment session in May 2010 for social and cultural anthropology there have been some amendments to the assessment criteria in the *Social and cultural anthropology guide* published February 2008 for first examinations in 2010.

For SL and HL paper 1, criterion A—description and generalization (question 1) and criterion B—analysis and interpretation (question 2)—have been reworded.

These amendments have altered the wording in order to clarify their application for examiners and these amendments will not affect students in any way. Teachers are advised to use these criteria for future sessions.

The updated guide is available now on the OCC.

HL paper 3 from May 2012

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

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

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

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

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

Group 5: Mathematics and computer science

Mathematics HL and SL—reminder

The following was published in the DPCN in March 2010. Teachers are reminded about this change in marking portfolios.

Penalties for mathematics HL and SL IA from May 2012

Changes to guidance for teachers for marking mathematics HL and SL portfolios

Non-compliant portfolios

Please note the following information on how to deal with portfolios that do not contain one task of each type. This will be applied in the May 2012 and subsequent examination sessions.

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

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

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

Use of old tasks

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

Computer science

Teachers should be aware of the following information relevant to the new computer science course, first teaching 2012:

- The guide and teacher support material will be published on the OCC in January 2012.
- The specimen papers will be published on the OCC in March 2012.
- From August 2012 the subject will move into group 4 and become non-elective.

Professional development

To support the introduction of the newly revised computer science course for first teaching September 2012, global professional development are planning online workshops during the first quarter of 2012. In order to assist with capacity planning for these events, it would be appreciated if any schools planning to offer this course from September 2012 contacted the global professional department on diploma.pd@ibo.org indicating:

- school name/number
- language of teaching
- potential number of teachers.

Group 6: The arts

Film

Amendment to the assessment of the production portfolio (HL)

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

Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2012 examination sessions is given below.

Teachers will choose three films from this list. **These films must not be studied in class.** Students should be provided with the name of the chosen films four weeks in advance of the presentation. They will select one film from the three and prepare the presentation within this four-week period.

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2012) section "B6d.8 Film".

List of prescribed films for assessment in 2012

- Bringing up Baby* (Director: Howard Hawks, 1938)
- Casablanca* (Director: Michael Curtiz, 1942)
- Beauty and the Beast* (Director: Jean Cocteau, 1946)
- The Graduate* (Director: Mike Nichols, 1967)
- The Last Emperor* (Director: Bernardo Bertolucci, 1987) [NB: the original theatrical release and not the director's cut]
- The Remains of the Day* (Director: James Ivory, 1993)
- The Cave of the Yellow Dog* (Director: Byambasuren Davaa, 2005)
- The Age of Stupid* (Director: Franny Armstrong, 2009)

Music listening paper: prescribed works for 2013 and 2014

The two prescribed works for the May and November sessions in 2013 and 2014 are the Classical Symphony (Prokofiev) and Yellow River piano concerto (Xian).

The full score for the Yellow River piano concerto is available as part of the Eulenburg Orchestral Series and is Edition Eulenberg No. 8111, ISBN 977-3-7957-7152-2. The full score for the Classical Symphony is widely available; if using a free online version schools must ensure they obey copyright laws in their country.

Music teachers and DP coordinators should remind students that they must not use one of the prescribed works for that session in their musical links investigation or extended essay. Please see page 29 of the *Music guide* (published February 2009).

Theatre

The choice of stimuli prescribed for the practical performance proposal component for the May and November 2012 examination sessions is given below. Any version of the stated stimulus is acceptable.

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2012) group 6, section B6c.

Visual arts**Form 6/VATF—visual arts teacher feedback**

It is important that visual arts teachers presenting students for examination in the November session ensure *Form 6/VATF—visual arts teacher feedback*— is returned to IB Cardiff by post, fax or by attaching it to an email for the attention of Jackie Gladwin (jackie.gladwin@ibo.org) as soon as possible, even if the deadline of 1 November has been missed.

Visual arts assessment clarification document, June 2010

During the May 2011 examination session it was apparent that the new assessment clarification document for visual arts was not being used by all schools. This document sets out to provide an overview of what examiners are looking for in each of the components across all four courses, and contains the markband descriptors presented in a clear table format. Visual arts teachers and DP coordinators should carefully read the guidance contained within the document for academic honesty and that for completing the candidate record booklet.

Visual arts assessment processes

Earlier this year schools will have received information from Carolyn Adams, the Assessment Director, relating to changes in visual arts assessment procedures from May 2012.

The IB tries to respond to its community wherever possible and in the area of visual arts assessment has responded to requests from schools to lessen the bureaucracy of making arrangements for examiner visits, to improve the quality assurance system so that all examiners see the same material throughout the assessment, moderation and grade awarding process, and the need for an electronic system of submission of work that will allow for electronic and emergent media.

In May 2012 schools will take part in a pilot where candidate art work is submitted electronically and marked on screen. This pilot builds on the current system known as "alternative arrangements" where schools choose not to have a visit from an examiner. From November 2012 all schools presenting candidates by the alternative arrangement assessment method will do so electronically and other schools may also opt for assessment this way. From May 2013 all schools will be included in the new procedure.

Stimulus	Creator	Type	Possible downloadable source
Hagia Sophia			
Vitruvian Man	Leonardo da Vinci		
Native American Symbol for 'The Four Ages'			http://wolfs_moon.tripod.com/NativeSymbols.html
Pictures at an Exhibition	Mussorgsky	Music	
The Crane Wife (Japanese folktale)			http://asleepwithcompasses.glogster.com/The-Crane-Wife/?offset=6

With the increasing number of candidates assessed without a visiting examiner each session, the many requests from schools wishing to be included in this pilot, and from examiners who would like to be involved in assessing work by this method, we are confident that schools and examiners share our view of the alternatives to the traditional approaches to assessment, which are different but equally effective. If

your school would like to be part of the initial phase for this procedure please ensure your wish is noted on *Form 6/VAEP* (visual arts examiner proposal) and confirm by email to Gill Chudley, the Subject Area Manager with responsibility for assessment (gill.chudley@ibo.org).

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

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

The DP curriculum review schedule

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

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

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