

Coordinator's notes

Information for Diploma Programme coordinators and teachers

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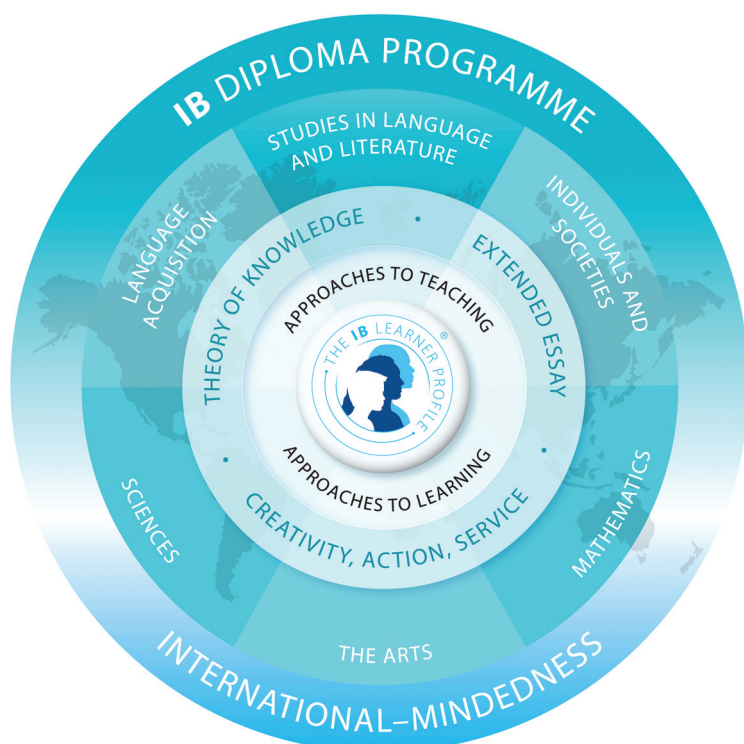
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General

The Diploma Programme (DP) Model

A new DP model was launched in September 2012.



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Diploma Programme Coordinator's notes

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

IB Answers team

Please email any questions to ibid@ibo.org or contact IB Answers on the following numbers.

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IB store, and sales and marketing

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Available on IBIS (<http://ibis.ibo.org>) and on the online curriculum centre (<http://occ.ibo.org>).

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The new DP model is the same size and shape as the other three programmes, however the model identifies the unique content of the DP.

The old programme model (the hexagon) should no longer be used, or referred to, in any International Baccalaureate (IB) internal or external communication or by any external audiences.

Teacher observers

IB DP teachers are invited to apply to attend the May 2013 grade award meetings as observers. The meetings will be held at the IB Assessment Centre in Cardiff, Wales, during June 2013.

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

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

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

Previously unsuccessful applicants are invited to reapply.

Only a few observers can be selected for each examination session. Preference will be given to applications from schools that do not send regular participants to grade award meetings and have not sent a teacher observer in any subject in the past five years. With the exception of language grade award meetings, applicants will need to have a good understanding of English. The closing date for applications is 15 February 2013. 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.

Important notice: In May 2013, the IB will be running a pilot for teachers to attend and observe standardization meetings during which senior examiners refine the mark scheme in light of candidate responses and definitively mark scripts that are used for the quality assurance of examiners' marking.

IB DP teachers interested in applying to observe a standardization meeting for one of the following subjects should apply in writing to Richard Thomas, Assessment Coordinator (richard.thomas@ibo.org) at the IB Assessment Centre:

- French ab initio
- Music

The process for applying is the same as for grade award meetings (outlined above), except that the closing date for applications is 15 January 2013.

As with grade award meetings, teacher observer places are limited, with preference being 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.

Applications will not be acknowledged unless they are successful. Successful applicants will be notified by the end of February.

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.

IB Open World Schools pilot project begins

The IB Online Learning Development department is pleased to announce that the Open World Schools Pilot Project is officially underway. Under the guidance of the pilot, four authorized IB World Schools are able to enrol non-IB students for DP courses online through Pamoja Education. Open World Schools are working closely with their Link school partners in creating new avenues of access to an IB education. For more information about the pilot, please contact the DP mailbox at: dp.online@ibo.org.

DP online courses

Mandarin ab initio is the latest addition to the course offerings through Pamoja Education which include:

- Economics SL/HL
- ITGS SL/HL
- Psychology SL
- Maths HL
- Philosophy SL
- Business and management SL
- Spanish ab initio
- Film SL.

Future plans include the development of Spanish B SL/HL, Psychology HL and additional courses of languages. Three courses (Economics SL/HL and Psychology SL) will be available for registration in February 2013 for examination in November 2014. Interested schools are encouraged to contact Pamoja Education at admissions@pamojaeducation.com.

IB World Student Conferences

In July 2012, two IB World Student Conferences (WBCs) took place in Segovia, Spain, and Vancouver, Canada. From 2–6 July, IE University in Segovia hosted the conference on *Global Engagement through Social Entrepreneurship*, while

the University of British Columbia conference in Vancouver, Canada hosted *The New Sustainability: Making Things Better, Not Just "Less Bad"* from 23–27 July. Overall, both conferences were considered successful by student participants, host universities, chaperones, Global Action Team leaders, adult observers, and the internal IB WSC team. A total of 561 IB students from 50 different countries attended the WSCs: 247 students from 32 countries attended the IE conference and 314 students from 33 countries attended the UBC conference.

Over 40 scholarships were available to students in order to provide the great opportunity to participate in these amazing conferences. The International Baccalaureate Organization is lucky to have so many IB World School Associations (Atlantic Canadian Association of IB World Schools; Florida League of International Baccalaureate Schools, Inc. (FLIBS); International Baccalaureate Schools and Colleges Association of the UK and Ireland (IBSCA); Minnesota Association of International Baccalaureate Schools (MNIB); Ohio Association of IB World Schools (OAIB); and the Texas IB Schools (TIBS) association) who believe in the mission strongly enough to help secure 20 of the scholarships provided. Other scholarship donors came from the Oxford Study Courses; Fairview International Schools; the IB Board of Governors; IB staff; the IB alumni network; and the conference hosts, IE University, and UBC.

The IB WBC participants went home with more than a CAS plan; they left the conference with better leadership skills, a bigger sense of compassion for the issues in the world today, a larger global understanding, and international relationships with other IB DP students from around the globe. Read more about the IB WBCs on official IB WBC blogs:

- IE University: <http://blogs.ibo.org/worldstudentconferences-segovia/>.
- University of British Columbia: <http://blogs.ibo.org/worldstudentconferences-vancouver/>.
- The IB Global Recognition team is currently planning for the 2013 IB WBCs. For more information, please email us at recognition@ibo.org or visit the website www.ibo.org/wsc/.

New programme evaluation process

The revised *Programme evaluation guide and self-study questionnaire: Diploma Programme*, published in November 2010, is the document to be used by all schools that go through evaluation as from 2012.

The new evaluation process for IB World Schools is based on practices that have been developed across the IB community in recent years. The same reporting template for evaluation will be used globally, adheres closely to the *Programme standards and practices* (October 2010) and is aligned across the three IB programmes where applicable. The common template ensures that the interpretation of the practices is consistent for all schools and that matters to be addressed are standardized across the regions.

Even though the evaluation process is similar to that which has been carried out by schools up until now, it includes a number of new features that will better guide them in successfully accomplishing the evaluation process. One of the features is that requirements for professional development have 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, theory of knowledge (TOK) teachers, creativity, action, service (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/TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course has been reviewed 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 from 2014, that is, schools submitting their self-study questionnaire in 2014 will need to demonstrate that this requirement is met.

Primary Years Programme (PYP) Programme Review

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

For 15 years, the PYP has been serving students between the ages of 3–12 years and it is now offered in over 900 IB World Schools. In August 2012, the IB started conducting research to evaluate how PYP schools in several regions around the world understand and define the success of the IB PYP.

Between August and the beginning of October, case study interviews and focus group studies have been conducted world-wide. In addition, between mid October and late November of this year, over 900 surveys will be distributed amongst all authorized PYP schools that have completed their first evaluation. The results of these surveys will allow the IB to understand better the relationship between the implementation of the PYP and learning outcomes, pedagogical support and strategies available in schools.

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

Middle Years Programme (MYP): The next chapter

The IB has reviewed the design of the MYP, with the aim of providing a structure that more clearly enables students to be successful in further IB studies, while also facilitating schools in combining the MYP with the requirements of national/state systems. The new design creates an innovative, concept-based and appropriately assessed programme for 11 to 16-year-olds that fully reflects the IB principles of teaching and learning.

A detailed report on all aspects of the project was published on the "MYP coordinators" page in the "MYP: The next chapter" section of the Online Curriculum Centre (OCC) in October 2012. The report covers curriculum and assessment; school services; and professional development, including transitioning information.

The transition for schools to the revised MYP will be a gradual one. Since the revision will build upon the current strengths of the programme, many requirements will remain identical. With regard to the curriculum planning process for schools, new elements such as key and related concepts were introduced into professional development from September 2012 in order to enable a smooth transition for schools to the new process. Thus, continued participation in professional development will support schools in starting to implement some of the changes and preparing for 2014.

Where possible changes could significantly affect current requirements for schools, the IB will regard these requirements as pending during the interim period. Information has been sent to all MYP candidates and IB World Schools outlining the proposed changes and specifying which requirements schools will be expected to meet at the time of authorization or evaluation in the interim period, and which will be pending until the new requirements have been finalized. The document has been posted on the OCC in the "MYP: The next chapter" section, and also gives guidance on how to focus the development of the programme at the school in the interim period, ensuring that the work done at the school will be useful towards meeting the new requirements.

Once the new requirements are published in 2014, schools will again be given a transition period to meet the new requirements.

News about DP resources

IB store

IB Journal of Teaching Practice

Many thanks to all those people who have either applied to serve as peer reviewers for the *IB Journal of Teaching Practice* or who have submitted research. We are looking forward to publishing the first issue in February 2013. If you would like to find out how to submit your research or have any queries about the journal, visit the dedicated journal site <http://ibpublishing.ibo.org/journal>.

The IB Questionbank series

We are publishing three new IB *Questionbanks* in 2013 in an online subscription format for geography; history route 2; history route 2 (Spanish).

The new online format will have all the great features of the existing *Questionbanks* on CD-ROM plus many more. There will also be no need for shipping costs and they will be compatible with all operating systems.

IB Prepared: Approach your exams the IB Way

We're adding Environmental systems and societies (ESS) to the *IB Prepared* series of student study guides as well as publishing a new edition of the theory of knowledge (TOK) book in line with changes to this DP core requirement.

Inside IB classrooms

Take a look inside a variety of IB classrooms with this new online library of video clips showing IB teachers in action. Due for release in January 2013 you will have the option to purchase full school access (full annual subscription for access to all videos and material on the site), individual access or access to individual videos, priced accordingly.

Core requirements posters

We are updating the set of core requirements posters so that the TOK poster reflects the changes to this core requirement. We are also planning to make the posters available to buy individually so that if you already own a set, you will only need to buy the updated TOK poster to ensure your current set is up to date.

Creating Lifelong Learners (2nd edition): book and e-book

The first edition of *Creating Lifelong Learners* has been so popular that the authors, Gerard Murphy and Ian Andain, are currently writing the second edition which we will publish in 2013. You can find out about the second edition at http://store.ibo.org/pages.php?page=ai_cll_2nd_ed and the authors here at <http://blogs.ibo.org/ibstore/our-authors/>.

Individual e-chapters now available in the *Journeys* series

You can now select which chapters you are interested in from the two books in the *Journeys* series: *Journeys in Learning Across Frontiers: Stories, strategies and inspiration from the IB Community* and *Journeys in Implementation: Proven Strategies from IB World Schools*. Click on specific areas of interest in the chapter list (http://store.ibo.org/product_info.php?products_id=1738).

✉ Sign up for a new publication alert for the publications that you are interested in.

Handy features on the IB store

- Author area: find out about their IB experience and how their publication can help you.
- Bulk order discounts are available on many products (perfect for class sets).

- Sample pages and flyers are available to download.
- Job vacancies: search for a job at an IB World School or advertise a position at your school.
- Follow news and reviews on Twitter (@ibstore) and the IB store news blog (<http://blogs.ibo.org/ibstore/>).
- 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/pages.php?page=launch_notify&group_name=New+publication+alert+%2F+eNewsletter+sign-up).

Contact us

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

Email: sales@ibo.org

Please note that all prices are accurate as of September 2012 but are subject to change. Please visit the IB store for latest prices.

Core

TOK

Coordinators are respectfully reminded that the TOK essay pages should be anonymous. The electronic cover sheet provides examiners with all relevant information.

Extended essay

Extended essays submitted for examination from May and November 2013

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

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

Group 1 and group 2 extended essays

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

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

Clarification of group 2, category 2 "cultural artifacts"

The following text clarifies category 2: culture and society (b), "essays of a general cultural nature based on specific cultural

artifacts". Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.

<p>Written documents</p> <ul style="list-style-type: none"> • Newspapers • Magazines • News headlines • Articles • Books (other than literary) • Cartoons • Adverts • Leaflets, brochures or manifestos • Laws or policies • Historical documents or records 	<p>Spoken documents</p> <ul style="list-style-type: none"> • Screenplays • Radio or television programmes • Song lyrics • Interviews <p>Visual documents</p> <ul style="list-style-type: none"> • Works of fine art • Architecture (buildings, monuments, etc.) • Films • Stamps
<p>Cultural icons</p> <ul style="list-style-type: none"> • Fashion items and accessories (as a manifestation of culture) • Food items, dishes (as a manifestation of culture) • Brands (as a manifestation of culture) 	<p>The following do not qualify as "cultural artifacts".</p> <ul style="list-style-type: none"> • Political events (elections, referendums) • Historical events • Social movements (e.g. riots) • Social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc.) • Towns or regions ("travel guide" extended essays) • (Minority) ethnic groups • Media trends • Styles of music • Sports • Traditions • Institutions (school systems, political parties, etc.)

Electronic upload for the extended essays

From November 2013 the IB will begin to support electronic submission of extended essays by schools for a small group

of subjects. Electronic submission of further selected subjects will be available in May 2014. From November 2014 onward it is planned that all extended essays will be submitted for assessment via school electronic upload. This change in the mode of submission does not influence the nature of the task in any way as the vast majority of extended essays are already word processed. Those essays that are hand written or include hand-drawn figures can be scanned for upload. The file size limit will allow for high-quality colour images to be uploaded.

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

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

Further details regarding the subjects to be uploaded for the November 2013 and May 2014 sessions can be found on the OCC extended essay home page.

World Studies extended essays

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

Groups 1 and 2: Languages

New forms and revised sections of the *Handbook of procedures for the Diploma Programme (2013)*

Teachers are reminded to use the new forms for external and internal assessment of groups 1 and 2 subjects; these are available on IBIS. Also, teachers are reminded to consult the revised sections of the *Handbook of procedures for the Diploma Programme (2013)* for new procedures pertaining to groups 1 and 2 subjects. The handbook is available on IBIS and the OCC.

Some languages are not automatically available for assessment in language A: literature, and some languages are not available at all for assessment in the other groups 1 and 2 courses. Therefore, it is critical for schools to verify in

the *Handbook* that the languages, subjects, and levels that are required for assessment will be available in the desired examination session.

Changes to requirements for school-supported self-taught language A: literature

The exception to the school supported self-taught syllabus requirements (see page 21 of the *Language A: literature guide (2011)*) has been withdrawn. Effective from August 2012 (students taking examinations from May 2014 onwards), school-supported self-taught students will be able to choose their part 4 authors in any combination, from any part of the *Prescribed list of authors (PLA)* for the language A studied.

The information explaining the differences between part 4 of the language A: literature course for taught and self-taught students will now read as follows:

"Self-taught students may study language A: literature at SL only. They will be expected to meet the same syllabus requirements as for taught SL students, but with the following exception:

- In part 4, students must select works by authors from the PLA."

Corrections to guides, prescribed lists of authors and prescribed literature in translation

The group 1 guides and the *Prescribed lists of authors* will be edited through December 2012 to correct errors. The corrections will be listed in a news item on the OCC. Schools will be given time to adjust course outlines as necessary after the errors are corrected. However, it is anticipated that schools will find in most cases that the corrections will have no impact on course content or teaching procedures.

New teacher support material for group 1 courses

A new teacher support publication intended to help teachers select works in translation for their group 1 courses is available on the OCC. The publication, entitled *Prescribed literature in translation: Additional guidance*, consists of critical summaries of selected works from the *Prescribed literature in translation* list.

Language A: literature school-supported self-taught oral commentary questions (May and November 2014)

The language A: literature school-supported self-taught oral commentary questions for the 2014 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2014 examination

sessions. Students registered for the 2013 examination sessions must use the questions published on the OCC for that particular 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 way in which literary features such as language, style, tone and voice create particular effects.

Classical languages

Teachers are reminded that for the May 2013 examination session they should be using list 2 of authors for Classical Greek and Latin. This information and an additional clarification document are available in the general documents section of the classical languages page on the OCC. For more information regarding list 1 and 2, consult the following documents:

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

Chinese B

From the May 2013 examination session onwards, the group 2 Mandarin B and Cantonese B courses will be renamed as follows:

- Chinese B—Mandarin
- Chinese B—Cantonese

Language B and language ab initio frequently asked questions

The frequently asked questions documents for language B and language ab initio (found in the teacher support material on the OCC) have been updated. Teachers are encouraged to refer to these documents which supplement the published guides.

Language B and language ab initio written assignment

Teachers are reminded to refer to the *Handbook of procedures for the Diploma Programme* (2013) and to use the relevant forms available on IBIS when administering and submitting the written assignment for language B and language ab initio. Please note that for both subjects, this component is currently undergoing a thorough review; the outcome of the review would affect examinations from 2015 onwards. Teachers will be informed of any changes to the component well in advance via the DP coordinator's notes and the OCC.

Mandarin ab initio language-specific syllabus

The Mandarin ab initio language-specific syllabus (already existing in simplified characters) has been produced in

traditional characters. Both versions of the syllabus are available on the OCC.

Group 3: Individuals and societies

Global politics

An exciting new course in global politics is now available as a pilot course in group 3. Please note that at this stage **only** schools that have been authorised to take part in the pilot may offer the course. For more information please see the new global politics subject page on the OCC.

ITGS

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

Philosophy

Teachers and students 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.

Amendments have been made to the assessment criteria for SL/HL paper 1, criterion B and criterion C; and HL, paper 3, criterion B and criterion D. These amendments should not affect students and are meant to clarify the task of marking for examiners. The new assessment criteria are available in an updated version of the guide on the OCC. These criteria will be used from May 2013 onwards.

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

Higher Level Paper 1

In your answers you are expected to:

- argue in an organized way using clear, precise language, which is appropriate to philosophy
- demonstrate knowledge and understanding of appropriate philosophical issues
- analyse, develop and critically evaluate relevant ideas and arguments
- present appropriate examples providing support for your overall argument
- identify and analyse counter-arguments
- provide relevant supporting material, illustrations and/or examples
- offer a clear and philosophically relevant personal response to the examination question.

Write a response (of approximately 800 words) in which you:

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

Higher Level Paper 2

In your answers you are expected to:

- argue in an organized way using clear, precise language, which is appropriate to philosophy, and demonstrate an understanding of the author's specific terminology
- show an understanding of the specific demands of the question
- give references to the ideas and arguments presented in the text
- present appropriate examples providing support for your overall argument
- identify and analyse counter-arguments
- provide relevant supporting material, illustrations and/or examples
- develop a critical evaluation of the ideas and arguments of the text
- offer a clear and philosophically relevant personal response to the position expressed by the author.

Higher Level Paper 3

In your answers you are expected to:

- develop a response in an organized way using clear, precise language, which is appropriate to philosophy
- identify pertinent issues regarding the philosophical activity raised in the text
- take an independent position about the nature of philosophical activity in relation to the ideas developed in the text
- draw upon, and show a holistic appreciation of, the skills, material and ideas developed throughout the course.

Unseen text—exploring philosophical activity

Read the text below then write a response to it (of approximately 800 words). Your response is worth 30 marks. In your response include:

- a concise description of philosophical activity as presented in the text
- an exploration of the pertinent issues regarding philosophical activity raised in the text, relating this to your experience of doing philosophy throughout the whole course

- appropriate references to the text that illustrate your understanding of philosophical activity
- your personal evaluation of the issues regarding philosophical activity raised in the text.

Economics

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

Psychology

HL paper 3 from May 2013

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

The internal rubric for paper 3 currently reads:

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

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

*“Answer **all** of the following three questions, referring to the stimulus material in your answers. Marks will be awarded for demonstration of knowledge and understanding of **qualitative** research methodology.”*

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

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

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

Additional psychology resource: *IB Prepared: Approach your exams the IB Way—psychology* is now available from IB Publishing at the IB store and *IB Questionbank Online: Psychology* is planned for later in 2013.

Social and cultural anthropology

HL paper 3 rubric

From the May 2012 session the rubric for HL paper 3 has been 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.

Additional guidance document

Additional guidance has been published to be used in conjunction with part 4: Theoretical perspectives in anthropology (HL only) (*Social and cultural anthropology guide*, updated November 2010). This document is available in the general documents section of Social and cultural anthropology on the OCC.

Group 4: Experimental sciences

Group 4 curriculum review

Curriculum review reports on the March 2012 review meetings in biology, chemistry, physics and design technology are available on the OCC subject home pages under the heading "Curriculum Review". These reports include details of the new IA scheme. Further meetings took place in September 2012. Specimen papers and teacher support material will be developed in due course and draft subject guides will appear on the OCC at the end of 2013 and early 2014. Teaching of these new courses will begin in September 2014.

A curriculum review report is also available on the OCC for environmental systems and societies. A report on the proposed new science course will be produced after the September meeting.

Group 6: The arts

Film

Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2013 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* (2013): section "B6d.8 Film".

List of prescribed films for assessment in 2013

- Bringing up Baby* (Director: Howard Hawks, 1938)
- The Grapes of Wrath* (Director: John Ford, 1940)
- The Night of the Hunter* (Director: Charles Laughton, 1955)
- The Graduate* (Director: Mike Nichols, 1967)
- The Godfather* (Director: Francis Ford Coppola, 1972)
- 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)
- Dil Se* (Director: Mani Ratnam, 1998)
- The Wind That Shakes the Barley* (Director: Ken Loach, 2006)
- A Separation* (Director: Asghar Farhadi, 2011)

Theatre

The choice of stimuli prescribed for the practical performance proposal component for the May and November 2013 examination sessions is given below. Any version of the stated stimulus is acceptable.

Possible downloadable sources have not been provided due to the possibility of the links becoming inactive after the time of publication of this news item.

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2013), group 6, section B6c.

Stimulus 1	The DNA of human beings
Stimulus 2	(Music) Pink Floyd's <i>See Emily Play</i>
Stimulus 3	<i>A Very Old Man with Enormous Wings</i> (Spanish: <i>Un seño muy viejo con unas alas enormes</i>) is a fictional short story by author Gabriel García Márquez
Stimulus 4	<i>Teachings of the Seven Grandfathers</i> (Anishinaabeg teachings)
Stimulus 5	<i>For the Love of God</i> by Damien Hirst

Music

Music listening paper: prescribed works for 2015 and 2016

The two prescribed works for the May and November sessions in 2015 and 2016 are the *Petite Messe Solennelle* by Rossini and *An American in Paris* by Gershwin.

The full score for *An American in Paris* (<http://www.alfred.com/Products/An-American-in-Paris--00-MO0001.aspx>) should be ordered directly from music retailers. The full score for the *Petite Messe Solennelle* is widely available. If using a free online version, schools must ensure they obey copyright laws in their country.

Visual arts

Schools are no longer required to submit *Form 6/VAEP* (Visual arts examiner proposal). As announced to schools early in 2011 by Carolyn Adams, the Chief Assessment Officer, visual arts will be assessed without a visiting examiner from the May 2013 examination session.

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
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

