



Information for Diploma Programme coordinators and teachers

General

Changes to Diploma Programme (DP) terminology from September 2011

The IB would like to communicate a number of changes and clarifications to important Diploma Programme (DP) terminology beginning in September 2011.

In many IB World Schools there are students who sit for one or more DP subjects but choose not to take the "full" DP (with six subjects and three core elements). The commonly used name for such a student has been a "certificate student" in schools or "certificate candidate" at point of registration with the IB. From courses starting in September 2011 (assessed in 2013) we would like IB World Schools to refer always to such subjects as Diploma Programme (DP) courses and the students as Diploma Programme (DP) course students. This becomes even more important in 2012–14 when the DP core elements (theory of knowledge (TOK); creativity, action, service (CAS); and extended essay) become available to all students as individual courses too. Further, it is the term used for students who take DP courses online.

The reason for removing the term "certificate student" from common usage is that this is not the actual award granted. A student successfully gaining the full IB diploma is awarded "The Diploma of the International Baccalaureate" (an item which students frame for posterity) and their "Diploma Programme (DP) results" (a document that lists their subjects and overall scores). In the case of a student who sits examinations for one or more DP courses but chooses not to take the full DP, or a student who has attempted a full diploma with partial success, receives the "Diploma Programme (DP) Courses Results". None of these awards are formally called a "certificate".

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Diploma Programme coordinator's notes

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From now on the only certificate available to 16- to 19-year-old students is the new "International Baccalaureate Career-related Certificate" (IBCC).

Some further changes in DP terminology should also be noted.

1. The definition of a bilingual diploma is changing in 2011–13 and will no longer include an extended essay in a second language. In group 1, 3 and 4 subjects taken in a second language, there will be a need to reach a satisfactory grade to attain the bilingual diploma (For further information, see the online curriculum centre (OCC).
2. Group 1 courses presently called "language A1" will now be known as "studies in language and literature" to describe the new range of three group 1 courses more accurately.
3. Group 2 courses presently called "second language" will now be more accurately described as "language acquisition".
4. Finally, subjects covering requirements for more than one group, presently called "transdisciplinary subjects" (environmental systems and societies in groups 3 and 4 and from 2011–13, literature and performance covering groups 1 and 6) will be more appropriately termed "interdisciplinary subjects".

We hope that over time, we will all get used to using the correct terms in the DP and we appreciate your efforts in adopting the new clearer and more accurate terminology. The new hexagon model can be downloaded from the IB website (<https://www.ibo.org/communications/schools/downloads/curriculummodels.cfm>).

German as a response language

Since 2004 the IB has offered German as a response language in biology HL and SL, history SL and HL (Aspects of the History of Europe and the Middle East), extended essays in biology and history and TOK to a limited number of schools as a closed pilot.

As of the 2013 examinations, it will be possible for all schools to register candidates in German for these subjects without prior permission from the IB.

Approaches to learning in the DP

The DP development team, based in our new global centre in The Hague, are formally starting a new curriculum project "Approaches to learning in the DP" which was backed last year by the programme committees after initial proposals. To improve alignments across the three IB programmes and begin to view how teachers and students should most effectively approach the challenges of the DP in its entirety over two years, we wish to give schools greater support, advice and dynamic materials to meet the need for such an integrated, holistic view

of learning. Since announcing this initiative DP schools have already been sharing their own projects in this area with us and the curriculum development team will be looking to capture more schools' expertise. To this end, we invite applicants from experienced IB schools with an interest in developing this project with us to apply. Those interested in participating virtually and in face-to-face meetings should send a CV and write a letter outlining their experience, saying how they would contribute to the initiative. Send your application to the Head of Diploma Programme Development, Mr. Andrew Atkinson, at the IB in The Hague or by email (andrew.atkinson@ibo.org). The deadline for applications is 10 October 2011.

DP courses online

Schools are reminded that students and schools have new online learning opportunities through the addition of film SL, philosophy SL, and Mandarin ab initio. Courses revised to meet new subject guides for September 2011 include economics SL, economics HL, and Spanish ab initio. Students may also register for maths HL, ITGS SL and HL, and psychology SL. All courses are approved by the IB and have been developed in collaboration with Pamoja Education.

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.

New publication: language and learning in IB programmes

Combining earlier publications (*Learning in a language other than a mother tongue; Guidelines to developing a school language policy*) with recent developments in the field of language and learning, this new document proposes that multilingualism is a fact, a right, and a resource in IB schools. The evolution of the concept of multilingualism is explained as well as the implications for pedagogy and whole school professional development through the implementation of a school language policy. We hope this concise paper will be of use to DP staff in all subjects.

Form G2: teacher comments on examinations

Many thanks to those IB coordinators and teachers who raised the profile of the new style *Form G2: teacher's comments on examinations form* for this May's session. We have seen a substantial increase in the number of forms returned which ensured that grade awarding was carried out in full confidence that the views of teachers had been taken into account. Please can coordinators at schools taking part in this November's session maintain this impetus and encourage all teachers to complete forms for their subjects. The new forms are quicker for teachers to complete as there is only one form per subject rather than one form per examination paper.

Examiner recruitment

We would like to thank all coordinators for their support in encouraging colleagues to apply to become an examiner for the IB prior to the May 2011 examination period.

We are currently recruiting examiners in preparation for the May 2012 examination session. All applications currently on file will continue to be processed. However, as the candidature levels for the DP continue to grow we are actively looking to recruit examiners for all DP subjects. We are particularly interested in receiving applications for the subjects listed below.

- Economics
- English A1
- History
- Philosophy
- Psychology
- Theory of knowledge
- Visual arts

We are especially keen to receive applications from applicants who are able to examine in Spanish or French.

Successful applicants will receive **invaluable training in a mentored online environment** to prepare them for their new role. All applicants must have access to email and the internet in an environment that is suitable for marking examination material.

More information on the requirements to become an examiner can be found in the examiner recruitment policy on the IB public website (<http://www.ibo.org/examiners>). The application form can also be found on the site.

Completed application forms should be submitted to the Online Examiner Training and Recruitment department, quoting the reference "Cnotes Sept11". Any inquiries should be directed via email to examrecruit@ibo.org.

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: PYP exhibitions, MYP community and service projects, CAS activities, other 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 your 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. New curriculum planning documents will be keyed to international days featured on the IB "Global Engage" calendar (available in late 2011).
- 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).

IB Publishing are currently developing 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 on the IB store:

http://store.ibo.org/pages.php?page=ai_globalexchangecalendar

Professional development

New subject seminars (NSS) to support new DP courses

NSS are unique category 1 workshops designed to launch a new mainstream subject that has only previously been on offer as a pilot course. It is equally relevant to educators who are as new to teaching an IB course in an existing IB World School, as those from a school preparing

for authorization to become an IB World School. More specifically the goals are:

- to provide an understanding of the philosophy of the IB
- to explore the IB standards and practices appropriate to the role of a subject teacher
- to provide an understanding of the significance of the DP hexagon
- to discuss subject-specific course requirements, including internal and external assessment
- to develop a course outline that supports IB pedagogy.

In 2012 there will be new subject seminars for the following subject:

- Sports, exercise and health science

The new subject guides are for first teaching September 2012, first examinations May 2014. They will be published in December 2011 on the OCC at <http://occ.ibo.org/ibis/occ/guest/home.cfm>. NSS will be available from February 2012 onwards at IB regional workshops.

Please go to IB workshops and conferences at <http://www.ibo.org/events/workshops.cfm> to find suitable dates and locations.

Research update

The IB research team is pleased to announce new studies on the post-secondary achievement of IB students released thus far in 2011. While the studies looked at university and college performance in the US and UK, the students themselves come from IB schools around the world. Findings indicate very encouraging patterns of higher education enrolment, performance, and graduation, as well as post-university achievement. These studies join a growing body of evidence supporting the DP.

SRI International, an independent research institute, looked at the college enrolment, performance and graduation rates of DP students, and found that the majority of them enrol directly in a "somewhat selective" or "more selective" 4-year institution, and generally graduate at higher rates than institutional and the US national averages. The UK's Higher Education Statistics Agency (HESA) produced a report on IB students studying at Higher Education Institutions (HEIs) in the UK. The report compares IB students with those holding A-levels and similar qualifications. Findings indicate that IB students were more likely to be enrolled at a top 20 HEI, achieve first-class honors and to leave with an award in most subject areas, go onto further study after university, and be employed in graduate level jobs and in higher-paid occupations. The Consortium of Chicago School Research at the University of Chicago has recently provided the IB with a study which examines the DP's role in providing better academic pathways for minority and low-income students in the Chicago public school (CPS) system. Findings suggest that

of the CPS graduates with the academic background needed for access to the DP, IB students are still more likely to persist two years in a four-year college, even when controlling for demographic and socio-economic characteristics and prior academic achievement.

The research team would also like to alert you to a number of new position papers and research articles on, TOK, and global citizenship now available on the OCC. The deadline for the next round of Jeff Thompson Research Award applications is 31 October.

To read more on these studies and others, please visit the brand new IB Research Programme Validation Studies pages: <http://www.ibo.org/research/policy/programmevalidation/>. For more information on, or questions about, IB research, please contact: research@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. You might want to sign up for a new product alert on the IB store so we can email you when it is available.
- 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.

Journeys in Implementation: Proven Strategies from IB World Schools

UK£24.99/US\$39.54

Edited by Isabel Machinandiarena

This is an excellent resource for schools that are considering any of the IB programmes or are going through the implementation process.

Overview:

An assortment of IB World Schools share their journeys in implementing the IB programmes, documenting their strategies for dealing with various challenges, including:

- getting internal and external stakeholders on board
- integrating the IB and national standards
- funding the programmes.

Each story includes inspiring photos and testimonials from the school community that illustrate a range of ideas and insights for "making the IB happen".

Coming soon:**IB Prepared series***History*— March 2012*Extended Essay Writing (Spanish)*—March 2012*Geography SL and HL*—March 2012*Psychology SL and HL*— April 2012

For a full list of the *IB Prepared* series, please visit the IB store (<http://store.ibo.org>).

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*.

Did you know...?

- You can follow our news and reviews on Twitter@ibstore
- You can post feedback, complete surveys or simply read news and reviews on the IB store news blog (<http://blogs.ibo.org/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.
- You can send ideas for new publications to: publishing.proposals@ibo.org.

Contact us: Phone: +44 (0) 20 2054 7746

Email: sales@ibo.org

Please note: All prices and publication dates are accurate as of June 2011 but are subject to change. Please visit the IB store for the latest information.

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 the following dates.

- 30 September 2011
- 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**Groups 1 and 2: completion of curriculum review**

Schools are reminded that the review of the groups 1 and 2 languages courses is complete. The first year of teaching for the new courses is September 2011 (May session schools) or 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 finishes its pilot stage and becomes available to all schools as literature and performance from September 2011. This course will be 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.

Newly available languages for language A: literature

We are pleased to announce 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 the May 2013 examination session:

Albanian	Belarusian	Bengali
Estonian	Icelandic	Romanian
Ukrainian	Urdu	Vietnamese

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 in August/September 2011, 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	Tajik	Tamil
Telugu	Tibetan	Zulu

Early session candidates

Schools are reminded that where a candidate's choice of group 1 or 2 language subject is not automatically available or is a special request subject for their school's designated examination session, the candidate must be registered for the examination six months prior to the school's designated main session. In such cases, all assessment components must be completed in that session, including the written examinations.

This means that any candidate taking a group 1 or 2 language subject in November 2012 because the language is not available or a special request in May 2013, must be taught and assessed for the appropriate current course of study (last examinations November 2012). For specific queries regarding early session candidates, please contact ibid@ibo.org.

E-coursework

It is intended that from the November 2011 examination session onwards schools will have the option to upload audio files for the groups 1 and 2 internally assessed oral work. It will also continue to be an option to send groups 1 and 2 internally assessed oral work on CD. In 2012 the IB intends to extend the option to upload audio and rich-media files to include group 6 subjects, and from 2013 onwards it is intended that most externally and internally assessed oral, rich-media-based and written coursework will be submitted as e-coursework. These innovations in e-coursework demonstrate the IB's aim to harness the new technologies and to be a leader in the use of technology in assessments. Further information on e-coursework will be sent to schools in the coming months.

School-supported self-taught languages A: literature

Alternative assessment procedures: updated guide

The document, *School-supported self-taught alternative assessment procedures* (for first examinations 2013), which supplements the relevant sections of the language A: literature guide is now available on the OCC. Coordinators should ensure that all self-taught language A candidates for the May 2013 examination session onwards are made familiar with the procedures.

Questions for the formal oral commentary: 2013 examination session

Please note that this set of questions is available on the OCC and is specifically for the 2013 examination sessions (May and November). Students for the 2012 examination session 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

Curriculum review

Curriculum review meetings for classical languages will begin in the latter part of 2011. Schools wishing to participate in the curriculum review process are advised to notify teachers of this approaching opportunity for involvement.

Prescribed authors and genres for first examinations 2010

It appears that the information on the prescribed authors and genres reading list needs some clarification. This information is available on the OCC under: **Classical languages>General documents>Prescribed authors and genres for first examinations 2010**.

Part 2 of the document on genre study states that the first list will be used for the first three years of the course, 2008, 2009, and 2010. The second list will be used for the next three years of the course, 2011, 2012 and 2013.

Schools, therefore, need to keep the following in mind:

May session schools

List 1 is used by students commencing a two-year Latin or classical Greek course in 2008 (examination 2010), 2009 (examination 2011) and 2010 (examination 2012), keeping in mind that the course starts two years before the exam.

List 2 is to be used by students commencing a two-year Latin or classical Greek course in 2011 (examination 2013), 2012 (examination 2014) and 2013 (examination 2015), keeping in mind that the course starts two years before the exam.

List 1	
Course starts	Examination
2008	2010
2009	2011
2010	2012

List 2	
Course starts	Examination
2011	2013
2012	2014
2013	2015

November session schools

List 1 is used by students commencing a two-year Latin or classical Greek course in 2009 (examination 2010), 2010 (examination 2011) and 2011 (examination 2012), keeping in mind that the course starts two years before the exam.

List 2 is to be used by students commencing a two-year Latin or classical Greek course in 2012, 2013 and 2014 (for examinations in 2013, 2014 and 2015, keeping in mind that the course starts two years before the exam).

List 1	
Course starts	Examination
2009	2010
2010	2011
2011	2012

List 2	
Course starts	Examination
2012	2013
2013	2014
2014	2015

Group 3: Individuals and societies

History: 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 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 papers 1 from May 2011

The internal rubric for paper 1 section A currently reads:

- 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 will be amended to read:

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

These amendments have altered the wording in order to clarify their application 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 will be 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.

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.

Group 5: Mathematics and computer science

Mathematics

Feedback from examinations

Examiners have expressed concern about certain aspects of final answers to examination questions. In particular, it is felt

that issues to do with accuracy and simplification of answers need some clarification.

Accuracy

The rubrics instruct candidates to give all numerical answers exactly, or correct to three significant figures (sf).

Candidates should be instructed to follow this rubric, as giving final answers to fewer than three sf is likely to lead to incorrect values in any subsequent parts, and they are likely to be penalised. In addition, examiners may be instructed in certain questions to penalise final answers given to more than three sf. Candidates should also be made aware of the rounding rules used by the IB, as rounding errors may also lead to incorrect answers.

Rounding rules

If an answer to 3 sf is required, the fourth sf should be considered and values from 0 to 4 should be rounded down, values from 5 to 9 should be rounded up, eg 5.645 becomes 5.65; 15.645 becomes 15.6; 5645.47 becomes 5650.

Simplification of final answers

There has been some discussion on the OCC about this, which highlighted the difficulty of giving an easy response to the question "how far should you simplify?". Senior examiners have discussed the issue, and have agreed the following guidance for schools.

Candidates should be advised to give final answers using good mathematical form. In general, arithmetic should be completed, and any values which lead to integers should be simplified, eg $\sqrt{\frac{25}{4}}$ should be written as $\frac{5}{2}$. An exception to this is simplifying fractions, where the lowest form is not required (unless it is an integer), eg $\frac{10}{4}$ may be left in this form or written as $\frac{5}{2}$ (though it is generally advisable to simplify), but $\frac{10}{5}$ should be written as 2.

Algebraic expressions should be simplified by completing any operations such as addition and multiplication, eg $4e^{2x} \times e^{3x}$ should be simplified to $4e^{5x}$; and $4e^{2x} \times e^{3x} - e^{4x} \times e^x$ should be simplified to $3e^{5x}$. Unless specified in the question, expressions do not need to be factorised, nor do factorised expressions need to be expanded, so $x(x + 1)$ and $x^2 + x$ are acceptable.

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.

Should there be any questions please do not hesitate to contact the Subject Area Manager, Richard Taylor (richard.taylor@ibo.org).

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.

Hexagon core

Extended essay publications

Schools and supervisors are reminded that a new edition of the *Extended essay guide* was published in December 2010 for first examinations in 2013. This added an additional extended essay option in group 1 called "studies in language" which fits in with changes to the languages programme. The guide also added two new subject options: world studies and literature and performance.

In addition, a new document has been published which applies to extended essays written in all subjects from examinations in 2013. It is entitled *Ethical guidelines for extended essay research and fieldwork* and is available on the extended essay page of the OCC. This document should be used in conjunction with any additional ethical guidance offered in the corresponding subject guides (for instance in psychology and social and cultural anthropology). These extended essay guidelines must be followed by students submitting all extended essays from 2013 examinations onwards but schools and supervisors are encouraged to follow them with their students before this examination date.

World studies extended essay

Schools with students interested in writing an extended essay in world studies should note that there is now a dedicated OCC page for world studies that can be accessed under: **DP>DP requirements>World studies extended essay**. This includes a teachers' forum and a variety of resources including comprehensive teacher support material.

Extended essay curriculum review

The extended essay curriculum review is being extended for one calendar year in order to complete extensive research and development. The new extended essay programme is now scheduled for first teaching in September 2015 and first examinations in 2017.

Extended essay subject reports

Full subject reports were published after the first session of the current extended essay programme in May and November 2009. These are available on the subject pages of the OCC.

In addition, a general report, which outlines common strengths and weaknesses in all extended essays, was published for the November 2010 session. This is available on the OCC extended essay page.

All the above reports offer advice that applies to all sessions of the current programme.

Updates for subject reports are written only if additional guidance is needed.

Practical work for extended essays

The IB does not recommend that students base their essays on practical work carried out at a university or other research institution. However, if such work (under the guidance of an external adviser) is undertaken, it must be accompanied by a covering letter included with the candidate's extended essay, outlining the nature of the assistance given and the level of guidance provided. The extent of support given must comply with the requirement that the essay is an individual, independently written task.

The role of the school supervisor remains unchanged and it is particularly important in these cases that they are able to verify (in the supervisor's report and declaration) that the essay is the student's own work.

This type of work is most commonly carried out in the science subjects but supervisors should note that these guidelines apply to all extended essay subjects.

CAS status of students

Schools are reminded that the deadline for completing the CAS status of students on IBIS is 1 June/1 December. If a student has not completed the CAS requirement, he/she has **one** year only to complete it. Once the CAS requirement has

been completed to the satisfaction of the school, it is the responsibility of the IBDP coordinator to change the student's status on IBIS. This extension expires on 1 June/1 December the following year.

CAS curriculum review

The curriculum review process for CAS has begun and, as part of our ongoing commitment to consultation, we wish to invite teachers to become involved in the review process.

This consultation will involve an initial questionnaire being sent to schools and, later this year, the cycle of review and development meetings will start, some of which will be face-to-face and some will be virtual.

If you are interested in participating in these meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter to the assessment and curriculum coordinator for the hexagon core, Fabrizia Flynn, at IB Cardiff, by post, by fax or by attaching it to an email (fabrizia.flynn@ibo.org).

The deadline for applications is 10 October 2011.

Please note that a new publication *CAS Illustrated* is currently being developed by IB Publishing featuring expert advice

on how the theory of CAS can be put into practice with real examples from schools across the three regions. Find out more at the IB store (<http://store.ibo.org/>).

TOK essays

Coordinators are reminded that TOK candidates must write their essays in response to one of the prescribed titles set for the examination session in which they are participating. Failure to use the correct set of prescribed titles will severely disadvantage candidates.

School-based syllabuses (SBS): available subjects

The following is a list of the available school-based syllabuses currently authorized by the IB.

Please note: These are restricted entry subjects, and schools **must** apply for authorization to offer any one of them—authorization may not be granted retrospectively. Please refer to the school-based syllabuses section of the *Handbook of Procedures for the Diploma Programme*, for further details. To request subject guides, or to apply for authorization to offer one of these subjects, contact IB Answers on IBID@ibo.org.

School-based syllabus	Language	Group
Art history	English	3
Astronomy	English	4
Beginners' Hindi *	Hindi	2
Beginners' Nynorsk *	Nynorsk	2
Beginners' Siswati *	Siswati	2
Chile and the Pacific Basin	Spanish	3
Chinese studies	English	3
Classical Greek & Roman studies	English	3
Brazilian social studies	Portuguese	3
Human rights †	English	3
Marine science	English	4
Peace and conflict studies †	English	3
Political thought	English, Spanish	3
Science, technology and society **	English	3 or 4
Turkey in the 20th century (formerly <i>Turkish Social Studies</i>)	Turkish	3
World arts and cultures	English	3
World politics and international relations †	English	3

* No new group 2 SBS subjects will be authorized, unless in exceptional circumstances.

**No new authorizations are being accepted for this subject because a new group 3 science course is currently in development.

† With the development of the Global Politics pilot subject, it is unlikely that new authorizations to offer these subjects will be granted after September 2013.

The Diploma Programme 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

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.

