

Coordinator's notes

Information for Diploma Programme coordinators and teachers

General

Bilingual diploma

This is a reminder to schools that from May 2013 assessment onwards, a bilingual diploma will be awarded to a successful student who fulfils one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the student's nominated group 1 language. The student must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

From May 2013 onwards, pilot subjects and transdisciplinary subjects can contribute to a bilingual diploma, provided the above criteria are met. Neither a school-based syllabus, nor a subject taken by a student in addition to the six subjects for the diploma can contribute to the award of a bilingual diploma.

International Baccalaureate (IB) World Student Conferences

In 2012, the International Baccalaureate Organization conducted the IB World Student Conferences: one in Segovia, Spain, and one in Vancouver (British Columbia), Canada. IE University in Segovia hosted the *Global Engagement through Social Entrepreneurship* conference from 2–6 July and the University of British Columbia (UBC) hosted *The New Sustainability: Making Things Better, Not Just "Less Bad"* from 23–27 July. Over 500 Diploma Programme (DP) students worldwide attended the conferences representing 49 countries: Argentina,

Continued on page 2

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.

UK: +44 29 2054 7740
Geneva: +41 22 309 2515
Singapore: +65 6579 5055
US: +1 301 202 3025
The Hague: +31 70 352 6055

IB store, and sales and marketing

Email: sales@ibo.org

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

In this issue:

General

Bilingual diploma
 International Baccalaureate (IB) World Student Conferences
 Global professional development (PD) catalogue and category 3 workshop
 Plans for PD: theory of knowledge (TOK)
 Examiner recruitment
 Examination papers: *Reply form: arrival of examination papers (Form G1)*
 IB research department
 New continuum document *What is an IB education?* now available on the OCC
 New publications from IB Publishing

Hexagon Core

World Studies Extended Essay (WSEE)
 Extended essays submitted for examination from May and November 2013
 Group 1 and group 2 extended essays
 TOK

Groups 1 and 2: Languages

New forms and revised sections of the *Handbook of procedures for the Diploma Programme (2013)*
 Changes to requirements for school-supported self-taught language A: literature
 Corrections to guides, prescribed lists of authors and prescribed literature in translation
 New teacher support material for group 1 courses
 Online workshop for supervisors of school-supported self-taught language A: literature
 Group 1 special request languages for anticipated students
 Language A: literature school-supported self-taught oral commentary questions (May and November 2014)
 Classical languages
 Chinese B
 Language B and language ab initio frequently asked questions
 Language B and language ab initio written assignment

Group 3: Individuals and societies

ITGS
 Psychology
 Philosophy
 Economics
 Social and cultural anthropology

Group 4: Experimental sciences

Group 4 curriculum review

The DP curriculum review schedule

Continued from page 1

Australia, Austria, Bangladesh, Bermuda, Bolivia, Brazil, Bulgaria, Canada, China, Colombia, Costa Rica, Ecuador, El Salvador, Finland, France, Georgia, Germany, Ghana, Greece, Hong Kong, India, Indonesia, Italy, Japan, Jordan, Kenya, Lithuania, Malaysia, Mauritius, Mexico, Montenegro, Nepal, Netherlands, New Zealand, Nigeria, Norway, Peru, Poland, Russian Federation, Singapore, Slovakia, Spain, Swaziland, Turkey, United Arab Emirates, United Kingdom, United States, and Venezuela. The IB World Student Conferences were truly global events.

The Conferences were able to secure over 40 scholarships for DP students. Generous donations for scholarships have come from members of the IB Board of Governors, IB staff, and the IB alumni network. IB World School Associations have also played a crucial role in securing scholarships. A total of 20 scholarships have been provided by the 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. Additional scholarship donations come from the Oxford Study Courses, Fairview International Schools, and the conference hosts, IE University, and UBC.

Over the five days at both conferences, DP students celebrated a spirit of open-minded inquiry into significant global challenges, extending the IB's mission and developing the attributes of the IB learner profile and aiming to provide a framework which empowers students to become more knowledgeable, active, and caring. At the IE conference, University President Santiago Íñiguez de Onzoño brought greetings, and keynote speeches were given by social entrepreneurs, along with IB alumna Sarah Larsson. At the UBC conference, UBC Director of Admissions Andrew Arida brought greetings, and keynote speakers included activist Severn Cullis-Suzuki, and biologist Paul Nicklen. At both conferences, not only did the DP students go home with a creativity, action, service (CAS) plan in place, but also with stronger student leadership, higher level of professional understanding, and high-value relationships and friendships with other DP students. The 2012 IB World Student Conferences were truly successful and the IB wants to thank everyone who supported this new exciting initiative.

The 2013 IB World Student Conferences are currently in the planning process. University host sites will be announced soon. For any questions, please visit www.ibo.org/wsc/ or contact recognition@ibo.org.

Global professional development (PD) catalogue and category 3 workshop

All information regarding the range of category 1, 2 and 3 IB workshops can be found at <http://www.ibo.org/programmes/pd/>. An additional catalogue, which provides a full description for each of the new or recently developed category 3 workshops,

is available in pdf format at https://www.ibo.org/events/documents/IB_WorkshopCatalog_web.pdf. For anybody needing support in selecting the most appropriate category 1 or 2 workshops there is also information to help make that choice.

If you can't see a category 3 workshop that suits your needs global professional development is currently accepting proposals for new and innovative category 3 workshops. Please submit proposals using the part A proposal form available at <http://www.ibo.org/programmes/pd/>.

Plans for PD: theory of knowledge (TOK)

In 2013, professional development will offer a number of Subject-Specific Seminars (SSS) in each region to launch the new *theory of knowledge* guide.

During 2012 all TOK workshops will **only** focus on the current guide (for last examination November 2014). All 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 Online Curriculum Centre (OCC). These can be located under the tab 'Curriculum review' on the TOK subject page.

Schedule of events:

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

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

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
- Chinese A: Literature
- Economics

- English A: Literature
- Film
- German A: Literature
- History
- Human Rights Extended Essay
- Philosophy
- Psychology
- Theory of knowledge

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 "CnotesSept12". Please send any applications and inquiries to examrecruit@ibo.org.

Examination papers: Reply form: arrival of examination papers (Form G1)

Coordinators are reminded that it is mandatory to complete and submit the form on IBIS to advise the IB Assessment Centre that examination papers have been received. This form is located under the Subject tab and is referred to as *Reply form: arrival of examination papers (Form G1)*.

This form has several purposes:

- It confirms that examination papers for May/November have been received by the DP coordinator.
- It is used to advise the IB Assessment Centre of any papers that are missing, of any packets that have been opened in transit (potentially compromising the security of the examinations) and any other discrepancies.

The examination papers should arrive in schools by 25 April/25 October; please submit *Form G1* as soon as possible after receiving and checking the consignment. If examination papers for the May/November session have not arrived by this date, please inform IB Answers by email (ibid@ibo.org); do not use the reply form for this purpose.

Although the IB Assessment Centre sends examination papers by courier and is therefore able to track each consignment, this system does not confirm safe receipt or that the contents of a consignment are correct and secure.

IB research department

Jeff Thompson Research Award

We would very much like to congratulate the latest round of award winners:

Daniel Keller: Bilkent Laboratory and International School, Turkey for *International Education: Stakeholder Perceptions and Values*.

Richard Lineham: St. George's School, Switzerland for *The IB Mission Statement: Does it Permeate the Everyday Teaching and Learning of the International Baccalaureate Diploma Programme?*

Heather Mills: Elizabeth Hudson K-8 School, USA for *The Impact of US Educational Policy on the Implementation of the PYP: A Case Study of an Urban, Low-income Public School*.

More information on all past award winners can be found at: <http://www.ibo.org/research/resources/jeffthompson/jtwinners/index.cfm>. The next deadline for new applications is 31 October 2012. We are very pleased to be able to support the research of IB practitioners. You can find out more on the award and how to apply at <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

Programme development research

New literature review report

Curriculum Alignment, Articulation and the Formative Development of the Learner by Richard Watermeyer.

This review examines various definitions of curriculum alignment and articulation, as well as:

- analyzing possible impacts of credentialism, assessment and marketization of education on the development of the curriculum
- exploring initiatives and approaches of articulating and aligning the curriculum in international contexts
- drawing implications for the development of an IB education.

You can find the complete document in the Cross-Programme Publications section of the OCC.

New position paper

Concept-based Teaching and Learning by H. Lynn Erickson.

This paper examines the characteristics of concept-based curriculum and instruction, and discusses:

- the three-dimensional model of concept-based curriculum and instruction
- how the IB programmes are concept based and benefit student learning
- required pedagogical shifts towards concept-based teaching and learning
- challenges and rewards in developing and implementing such an approach.

You can read the full paper on the IB position papers blog: <http://blogs.ibo.org/positionpapers/>.

Making resources available

The research department makes a concerted effort to both produce quality research on the IB programmes, and to make the fruits of this labour more easily accessible to the IB

community. As part of this effort, there are a number of new resources available. We are pleased to provide:

- a compilation of available research on the IB released in 2011. We identified over 70 pieces of research published last year, which span all three programmes across all three regions and cover a range of topics. The references can be found on our research resources page: <http://www.ibo.org/research/resources/>
- an information sheet of findings from studies on the impact of IB programmes in the Asia–Pacific region: <http://www.ibo.org/ibap/documents/ib-research-ap-findings-3.pdf>
- an information sheet of findings from studies on the impact of IB programmes in the Americas region: http://www.ibo.org/iba/documents/research_americas.pdf
- a research brief on IB World Schools in the US with Title I status: http://www.ibo.org/iba/documents/ib_global_research.pdf.

New continuum document *What is an IB education?* now available on the OCC

What distinguishes the IB's programmes from the world's many excellent educational opportunities? *What is an IB Education?* is a new document that articulates the IB's philosophy of education and provides an overview of the IB continuum of international education.

The aim of *What is an IB Education?* is to communicate clearly what lies at the heart of an IB education. For educators, supporters, students and their families, this statement describes the ideals that underpin all IB programmes. By describing the IB's educational philosophy, *What is an IB Education?* offers support for schools on their IB journey through programme authorization and ongoing implementation.

This document identifies the central elements of an IB education and provides an overview of current IB programmes. The document aims to be informative, not definitive; it invites conversation and regular review. A draft version of the document is now available on the OCC in English, French and Spanish. Following the conclusion of the IB learner profile review in April 2013 the final version of *What is an IB education?* will be available by mid-2013.

New publications from IB Publishing

Academic honesty poster

UK£7.00/US\$11.00

Illustrated in the style of a 'retro' computer game, this poster will help students understand academic honesty, its issues, how to avoid them and how to develop themselves and their skills by fully understanding this key area of the DP.

Available in English, French and Spanish. For more information, visit the IB store at http://store.ibo.org/advanced_search_result.php?keywords=GD265.

10 monografías excelentes

UK£19.00/US\$30.27

This downloadable HTML file brings together a collection of essays in Spanish submitted as part of the IB DP. The chosen essays all fulfil the requirements for an excellent grade for the current syllabus and are selected to show the different approaches that students can adopt for achieving a good mark in the extended essay (EE). This product includes essays for visual arts, philosophy, physics, history, and environmental systems and societies.

For more information, visit the IB store at http://store.ibo.org/product_info.php?products_id=1716.

Journeys in Learning Across Frontiers: Stories, Strategies and Inspiration from the IB Community

UK£24.66/US\$38.67

How can teachers and school leaders devise powerful, internationally minded learning experiences for their students? How do these IB learning experiences transform students and educators alike? How do they use their learning to cross frontiers and transform the world?

Journeys in Learning Across Frontiers answers these questions by collecting real, colourful stories of IB learning experiences that have forged connections across political, social, economic and cultural boundaries. Stories cover topics such as:

- encouraging intercultural connections through conferences, exchanges and technology
- teaching and learning in different cultural contexts
- crossing frontiers to engage in service learning
- embracing new teaching approaches
- pursuing extended inquiries and careers into new frontiers.

For more information, visit the IB store at http://store.ibo.org/product_info.php?products_id=1717.

Journeys in Implementation: Proven Strategies from IB World Schools—individual e-chapters now available to purchase

UK£24.66/US\$38.67

An excellent resource for teachers and schools going through the authorization process. You can now purchase the individual chapters that are most relevant to you.

Hear from an assortment of IB World Schools who 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.

For more information, visit the IB store at http://store.ibo.org/advanced_search_result.php?keywords=gd233.

Also available for the DP

- *CAS Illustrated*—book and accompanying website UK£30/US\$48.10
- *Developing Skills for Text Types: A Guide for Students of Spanish* UK£9.95/US\$15.85

Coming soon

- *Opening Classroom Doors* videos—delayed to December 2012/January 2013
- *Creating Lifelong Learners (2nd edition)*—January 2013
- *IB Prepared: Environmental Systems and Societies*—March 2013

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/pages.php?page=launch_notify&group_name=New+publication+alert+%2F+eNewsletter+sign-up).

Hexagon Core

World Studies Extended Essay (WSEE)

The WSEE went mainstream in 2011 with first assessment in 2013. This is an exciting new offering in the extended essay and allows students to engage in research of a globally significant issue explored through a local example. Schools and students should be encouraged to consider the WSEE option. It is interdisciplinary in nature and encourages students to undertake research of an issue of contemporary significance.

For further information please refer to the world studies section in the current *Extended essay guide*. There is also a separate world studies extended essay OCC page, with a very active forum and teacher support material offering guidance to teachers and students undertaking this new research 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:

1. There is a new edition of the current programme *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.
2. All extended essays must follow the ethical guidance outlined in the following document: *Ethical guidelines for extended essays research and fieldwork* (May and November 2013 examinations session 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 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

	<ul style="list-style-type: none"> • Sports • Traditions • Institutions (school systems, political parties, etc.)
--	--

Extended essay in sports, exercise and health science (SEHS)

A new course in group 4 called sports, exercise and health science will be available for mainstream teaching this August/September with the first examinations in 2014. Students are also able to complete an extended essay in this subject. The extended essay chapter for SEHS is available on the OCC from August. Please note that this is published as a separate document. If students in your school are interested in completing an extended essay in SEHS, please visit the OCC pages for the extended essay for further details. The chapter follows the same format as other extended essay chapters giving guidance on subject choice, research questions and interpretation of the assessment criteria. The first submission of extended essays in SEHS is 2014.

Oxford University Press (OUP) will be publishing a book to support this new course in September 2012; this is published in collaboration with the IB: <http://ukcatalogue.oup.com/product/education/international/ibdiploma/9780199129690.do#T-M9NxtjEU>.

Electronic upload for the extended essay

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 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, 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.

TOK

Coordinators are respectfully reminded that TOK essays for the November session must be uploaded by 15 September 2012.

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 in September 2012. 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 in September 2012.

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 lists 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 groups 1 and 2 guides and the *Prescribed lists of authors* will be edited 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.

Online workshop for supervisors of school-supported self-taught language A: literature

A category 3 online workshop for supervisors of school-supported self-taught language A: literature is available from September 2012. Detailed information will be posted on the public website (www.ibo.org) workshop and conferences pages.

Group 1 special request languages for anticipated students

Schools are reminded that applications for special request languages A: literature as anticipated subjects for May 2013, whether school-supported self-taught (SL only) or taught, must be made no later than **7 October 2012**. No applications received after this date will be considered. Schools should also be aware that special request languages A: literature can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May 2013 session.

The special request languages A: literature that have been requested and authorized for the May 2013 examination session are as follows:

Armenian A: literature (SL)	Georgian A: literature (HL+SL)	Rumantsch A: literature (SL)
Azerbaijani A: literature (HL+SL)	Khmer A: literature (HL+SL)	Shona A: literature (SL)
Burmese A: literature (SL)	Kinyarwanda A: literature (SL)	Tibetan A: literature (SL)
Chichewa: literature A (SL)	Lao A: literature (HL+SL)	Tigrinya A: literature (SL)
Dhivehi: literature A (SL)	Marathi A: literature (SL)	
Dzongkha A: literature (SL)	Mongolian A: literature (HL+SL)	

Coordinators must use the *Special request language A: literature* form available on IBIS for their application, checking the box "Anticipated". Schools cannot create their own courses of study for anticipated special request languages A: literature, but must adopt an already authorized booklist that will be provided by the IB Assessment Centre, subject to the approval of the anticipated special request language. The only section of the *Special request language A: literature* form that needs to be completed is that containing the justification of the

student's need to undertake a special request *language A: literature*. When the IB Assessment Centre receives the *Special request language A: literature* form an approved booklist will be sent to the coordinator.

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

The language A: literature school-supported self-taught individual oral commentary questions for the 2014 examination sessions (May and November) are now 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 individual 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. For the November 2012 examination session, list 1 should be used. 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

Classical languages curriculum review update:

The curriculum review report is available on the OCC. The final report will be available in late 2012.

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 from September 2012, when administering and submitting the written assignment for language B and language ab initio. Please note that for both subjects, this component will undergo a thorough review in October 2012; 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.

Group 3: Individuals and societies

ITGS

For the November 2012 examination session, schools will be able to upload their ITGS SL and HL projects on IBIS. This can be done as an alternative to sending the CD-ROMs to the moderator.

Schools intending to upload their ITGS SL and HL projects to IBIS should inform the Subject Manager (richard.taylor@ibo.org).

From the May 2013 session onwards all ITGS students will be required to submit a screencast 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).

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 students submit non-experimental work, teachers should award zero marks for the "Method" assessment criteria (criteria 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 sample, it should be included in the sample 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.

Psychology resource: *IB Prepared: Psychology* is a student study guide available at the IB store.

Philosophy

Teachers and students should be aware that it is possible for section A of SL/HLP1 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/HLP1 criterion B and criterion C, and HLP3 criterion B. These amendments should not affect students and are merely meant to clarify the task of marking for examiners. The new assessment criteria, which was released in August, is 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. The new rubrics, designed to make the tasks clearer for students, will be used from May 2013 onwards and can be seen below.

SL/HL P1:

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.*

SL/HL P2:

In your answer 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.

HL P3:

In your response 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 studying 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.

Philosophy resource: *IB Questionbank: Philosophy* is now available at the IB store.

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.

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 latest review meetings in biology, chemistry, physics and design technology will be available shortly on the OCC. These reports include details of the new IA scheme. Further meetings are scheduled 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.

Curriculum review reports will also be available for environmental systems and societies and the new science SL course that is being developed.

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.

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				
Biology	2014	2014/15	Nov 2015	May 2016
Chemistry	2014	2014/15	Nov 2015	May 2016
Design technology	2014	2014/15	Nov 2015	May 2016
Physics	2014	2014/15	Nov 2015	May 2016
Sports, health and exercise science	2012	2012/13	Nov 2013	May 2014
Group 5				
Computer science	2012	2012/13	Nov 2013	May 2014
Further mathematics SL	N/A	N/A	May 2013	N/A
Further mathematics HL	2012	2012/13	N/A	May 2014
Mathematical studies SL	2012	2012/13	Nov 2013	May 2014
Mathematics SL	2012	2012/13	Nov 2013	May 2014
Mathematics HL	2012	2012/13	Nov 2013	May 2014
Group 6				
Dance	2011	2011/12	Nov 2012	May 2013
Film	2016	2016/17	Nov 2017	May 2018
Music	2017	2017/18	Nov 2018	May 2019
Theatre	2014	2014/15	Nov 2015	May 2016
Visual arts	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