

# Coordinator's notes

Information for Diploma Programme coordinators and teachers

## News

**As we strive towards more effective and concise communication with IB World Schools, we will be undertaking a review of the *Coordinator's notes* for all IB programmes over the coming months and will be contacting you shortly for your feedback.**

## Approaches to teaching and Approaches to learning in the Diploma Programme (DP)

Following the launch of the new International Baccalaureate (IB) DP model you will have seen the inclusion of the phrases "Approaches to teaching" and "Approaches to learning" (ATL). These refer to deliberate strategies, skills and attitudes which permeate approaches to IB teaching and learning. These approaches, intrinsically linked with the IB learner profile attributes, enhance student learning and assist student preparation for DP assessment and beyond.

Students' learning should encourage the development of research skills, communication skills, thinking skills, social skills, and self-management skills. The new approaches to teaching are a natural evolution in pedagogical leadership that should encourage teachers to approach teaching of the DP in a way which is inquiry based, conceptually focused, contextualized, collaborative, differentiated and informed by assessment.

Between September 2013 and March 2014 selected pilot schools will be asked to provide feedback on the draft version of the *Approaches to teaching and learning guide*. They will implement the draft guide in at least one DP subject, share any ATL-related material created by the school, and potentially help create a range of short videos exemplifying the approaches to teaching and learning in the DP.

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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](mailto:ibid@ibo.org) or contact IB Answers on the following numbers.

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### IB store, and sales and marketing

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

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

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**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.

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A summary of project developments is available for download on the online curriculum centre (OCC).

## Diploma Programme Committee (DPC): three regional school representatives needed

Interested heads or principals of schools and/or programme coordinators recommended by their heads of school from IB World Schools are invited to submit letters of application to act as the representative for the DPC of each of the three IB regions: IB Americas, IB Asia Pacific and IB Africa, Europe and the Middle East.

The purpose of the DPC is to support the development and implementation of the DP by providing differing perspectives and guidance on programme content and policy, in accordance with the IB mission and in the light of IB values and principles. By sharing knowledge, experience and expertise related to education in general, and to the DP in particular, the committee will strengthen the capacity of the IB to keep the DP at the forefront of international education.

The main functions of the DPC are to advise and make recommendations to the heads of the programme in the following areas:

- Strategic thinking and planning of the development of the programme
- Curriculum changes, including approaches to assessment
- Policies related to the authorization and evaluation of the programme
- IB initiatives to support the schools in the implementation of the programme, for example professional development
- Issues that impact the effective implementation of the programme in schools

The meetings take place once every year, in February in The Hague Global Centre. The IB will cover all reasonable travel and accommodation expenses, and contributors to the meeting will receive a daily attendance fee.

Please send your application in the form of a letter and accompanying CV to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org) by 31 October 2013. Please state which region you work in. The IB will select candidates based on a variety of criteria to ensure a range of perspectives is represented on the DPC.

## New online request for modified examination papers

The IB is pleased to announce the launch of an online tool for requesting modified examination papers (enlarged paper/fonts, Braille and/or colour). This replaces the current form "Candidates with special assessment needs" only for candidates requiring modified papers. **All** other assessment

arrangements (for example, extra time, word processor) for the above candidates must also be requested via this tool.

The "Request for modified papers" option, which must be used for submission of all future requests, is located under the "Candidate" tab on IBIS.

## The learner profile revised

The IB is pleased to announce that the first review of one of the IB's foundational documents, the IB learner profile, is now complete.

### What are the most important revisions to the learner profile?

The IB community has given overwhelmingly consistent feedback that the ten learner profile attributes are still largely fit for purpose. The most important revisions listed below include changes to the descriptors, a statement of intent and a new visual representation.

- The descriptors now use first-person plural pronouns ("we" and "our") to highlight the inclusive nature of the IB programmes, call attention to the importance of learning communities (students, families, teachers, school leaders and others), and reflect the IB's learner-centred, social-constructivist philosophy of education.
- The descriptors that clarify the attributes have been modified and are expressed in clearer and more accessible language. The changes reflect the IB community's continued development in understanding the learner profile.
- A statement of intent at the end of the document describes the learner profile's nature and purpose in the context of international education, bracketing the attributes and descriptors with the prologue. These essential statements frame the IB learner profile and provide the lens for interpretation and implementation in IB World Schools.
- An enhanced visual representation of the learner profile logo illustrates the dynamic dimension of the attributes.

### What are the implications for IB World Schools?

Based on extensive consultation with practitioners and other experts, the IB will now provide more flexibility in the implementation of the learner profile in order to help IB World Schools meet the needs of their communities. Schools will be able to:

- use the published IB learner profile including the title and the IB's copyright
- replace the attribute "Risk-taker" with "Courageous"
- include the word "spiritual" in the descriptor for the attribute "Balanced", as follows: "We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others."

- adopt the published IB learner profile and add one or more attributes (with explanatory descriptors) that are aligned with the IB's mission. The resulting document should be titled "[Name of school] Learner Profile (based on the IB learner profile © International Baccalaureate Organization 2013)".

The full report of the review, including guidelines for schools, and an executive summary are available on the OCC at [http://occ.ibo.org/ibis/documents/general/g\\_0\\_iboxx\\_amo\\_1307\\_1\\_e.pdf](http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_1307_1_e.pdf) and [http://occ.ibo.org/ibis/documents/general/g\\_0\\_iboxx\\_amo\\_1307\\_1a\\_e.pdf](http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_1307_1a_e.pdf).

## “Special education needs” terminology changes

The use of the term “special education needs” (SEN) has been amended. The IB has new terminology that indicates and reflects the IB's commitment to inclusive approaches to education. The new terms are:

- **inclusive assessment arrangements** (previously, special assessment arrangements)
- **candidates with assessment access requirements** (previously, special assessment needs)
- **candidates with learning support requirements** (previously, candidates with special educational needs)
- **inclusive education** (previously, special education).

To bridge the gap between subject reviews you will find that some of the terms are in a transitional phase:

- The *SEN policy* is being referred to as the **Inclusion/SEN policy** in new documents
- The document *Special educational needs within the IB programmes* is called **Learning diversity within the IB programmes: special educational needs within the IB programmes**
- The document *Candidates with special assessment needs* will become **Candidates with assessment access requirements**
- The “Special educational needs” drop down on the OCC will become **“Special education/inclusive education”**.

## Core

### Extended essay (EE)

Due to trialling of a proposed new assessment model, the new *Extended essay guide* will be published in 2016 for first teaching in 2016 and for first assessment in 2018.

#### Extended essay assessment criteria

It has come to our attention that there has been an error in the translation of Criterion A in the Spanish version of the guide. The current version of the guide in Spanish states that the research question must be in the introduction. However,

it should read that the research question is stated in either the introduction or on the title page. Please note that the English and French versions of the guide are correct.

Criterion A should read as follows:

A: research question

(Objectives 1 and 2)

The criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.

| Achievement level | Descriptor   |
|-------------------|--|
| 0                 | The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered. |
| 1                 | The research question is stated in either the introduction or on the title page but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.                   |
| 2                 | The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.                               |

Please be assured that examiners of the EE in Spanish are aware of this and will apply the criterion as indicated by the descriptor outlined here and not as stated in the Spanish version of the guide.

### World studies extended essay (WSEE)

#### Changes to world studies registrations effective from May 2014

As a result of examining the patterns in candidate choices during the trial of this extended essay subject, it is clear that there are dominant global themes under which candidates are researching. In order to facilitate the most appropriate allocation of essays to examiners marking world studies extended essays, the decision has been made to organize essays under six global themes. From May 2014 onwards, world studies extended essay themes will be part of the registration process. Coordinators will be invited to register candidates for the following options:

- Extended essay > World studies, Science, technology and society
- Extended essay > World studies, Culture, language and identity

- Extended essay > World studies, Conflict, peace and security
- Extended essay > World studies, Equality and inequality
- Extended essay > World studies, Health and development
- Extended essay > World studies, Environmental and/or economic sustainability.

However, development work to enable the registration of world studies extended essays on IBIS in this way is still being undertaken. When the development work is completed a further announcement will be made on IBIS to inform coordinators that extended essays can be registered for this extended essay subject.

### Change in schedule for electronic upload of extended essays

From May 2014 (previously November 2013) the IB will begin to support electronic submission of extended essays by schools for a small group of subjects. 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 candidates 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 that 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 May 2014 session can be found on the OCC extended essay home page.

### Languages (group 1 and group 2) extended essays

Students submitting group 1 and 2 extended essays should add the category (cat) 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><b>Written documents</b></p> <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Magazines</li> <li>• News headlines</li> <li>• Articles</li> <li>• Books (other than literary)</li> <li>• Cartoons</li> <li>• Adverts</li> <li>• Leaflets, brochures or manifestos</li> <li>• Laws or policies</li> <li>• Historical documents or records</li> </ul> | <p><b>Spoken documents</b></p> <ul style="list-style-type: none"> <li>• Screenplays</li> <li>• Radio or television programmes</li> <li>• Song lyrics</li> <li>• Interviews</li> </ul> <p><b>Visual documents</b></p> <ul style="list-style-type: none"> <li>• Works of fine art</li> <li>• Architecture (buildings, monuments, etc.)</li> <li>• Films</li> <li>• Stamps</li> </ul>  |
| <p><b>Cultural icons</b></p> <ul style="list-style-type: none"> <li>• Fashion items and accessories (as a manifestation of culture)</li> <li>• Food items, dishes (as a manifestation of culture)</li> <li>• Brands (as a manifestation of culture)</li> </ul>  | <p><b>The following do not qualify as "cultural artifacts":</b></p> <ul style="list-style-type: none"> <li>• Political events (elections, referendums)</li> <li>• Historical events</li> <li>• Social movements (e.g. riots)</li> <li>• Social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc.)</li> <li>• Towns or regions ("travel guide" extended essays)</li> <li>• (Minority) ethnic groups</li> <li>• Media trends</li> <li>• Styles of music</li> <li>• Sports</li> <li>• Traditions</li> <li>• Institutions (school systems, political parties, etc.)</li> </ul> |

## Referencing within the extended essay

Coordinators are reminded to refer supervisors and candidates to the information below, previously included in *Coordinator's notes* regarding a clarification on acknowledging the ideas or work of another person. The section is supplementary to the formal requirements of the extended essay as outlined in the most recent guide.

## Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates **must** acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

DP candidates submit work for assessment in a variety of media that may include audio/visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, they must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff members in the candidates' school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text a candidate must clearly distinguish between their words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio/visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

## Theory of knowledge (TOK)

**Reminder:** Teaching of the new TOK course begins in September 2013 for northern hemisphere schools and early in 2014 for southern hemisphere schools. First assessment will be in 2015. The new subject guide and the teacher support material are now available on the OCC.

Coordinators are respectfully reminded that a new set of six TOK prescribed titles is published for each examination session. All candidates (including re-sit candidates) must write their essays in response to a title for the appropriate examination session. Prescribed titles are published on the OCC on 1 September for the following May and 1 March for November of the same year.

Schools are advised that the electronic cover sheet contains all the candidate information required by the examiner. It is not necessary for candidates to use headers or footers to add their names, candidate numbers or school name/logo to each page of their TOK essay. Candidates may submit their essays in any of the following TOK response languages: English, Spanish, French, German, Chinese (simplified) or Chinese (traditional).

The new assessment instrument (global impression marking) and presentation form (TK/PPD) will come into effect for the May 2015 examination session.

## Creativity, action, service (CAS)

A new document *Creativity, action, service: Additional guidance* has been uploaded to the OCC under CAS. This document is designed to help answer frequently asked questions on the current *CAS guide*.

## Group 1 and 2: Languages

### Announcement of the next DP languages curriculum review

Now that the first examination session of the new courses is complete, schools are informed that the next curriculum review of DP languages will formally begin in December 2013 with a meeting of external participants representing groups 1 and 2, and a variety of languages, schools, countries and cultural perspectives. This first review meeting for groups 1 and 2, to be held in the IB Africa, Europe and Middle East Global Centre in The Hague, will aim to establish a shared approach and direction to take on a few broad issues that affect both groups. The meeting will be followed by a series of review meetings for a particular group or course(s) over the next two to three years; these will focus on more specific issues of curriculum and assessment design.

Any member of the IB community (teachers, coordinators, examiners, workshop leaders, etc.) who would like to participate in the December 2013 meeting for groups 1 and 2, or otherwise in the next curriculum review, is invited to

express interest by writing to DPgroup1and2@ibo.org **no later than 27 September 2013**. It is requested that interested parties submit a current CV and a brief reply to two questions:

1. Which course(s) or group(s) would interest you most as a potential curriculum review participant?
2. For the course(s) or group(s) which you identified, what is your vision for the future?

## Schools evaluation surveys

Teachers of the current course in groups 1 and 2 (first teaching 2011; first examinations 2013) are invited to share their views on the courses and various related issues that will affect the future direction of DP languages. The schools evaluation surveys will be available on the OCC at the end of 2013 for teachers to complete. The surveys are an important tool for providing feedback to inform the next curriculum review; it is hoped that they will generate a significant number of responses from teachers representing a broad range of IB World Schools.

## Reading requirements for group 1 courses

With regard to language A: literature, an internal research project based on the *Advance notice of works* forms received for the May 2013 examination session has identified works that are frequently selected for part 1 (Works in translation) of the language A: literature syllabus, yet which do not appear on the *Prescribed literature in translation* (PLT) list. Teachers of language A: literature are reminded to make selections for part 1 only from the PLT. Some examples of works recently selected for part 1 yet not appearing on the PLT are the following:

- Isabel Allende: *The House of Spirits*
- Laura Esquivel: *Like Water for Chocolate*
- F. Scott Fitzgerald: *The Great Gatsby*
- Federico García Lorca: *The House of Bernarda Alba*
- William Golding: *The Lord of the Flies*
- Ernest Hemingway: *The Old Man and the Sea*
- Herman Hesse: *Siddhartha*
- George Orwell: *1984*
- John Steinbeck: *Of Mice and Men*

## Corrections to guides, teacher support materials, *Prescribed literature in translation* and *Prescribed lists of authors*

The group 1 guides, teacher support materials, *Prescribed literature in translation* list and the *Prescribed lists of authors* will be edited through September 2013 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.

## Language A: literature special request languages

Applications for special request languages A: literature as anticipated subjects for May 2014, whether school-supported, self-taught (SL only) or taught, must be made **no later than 7 October 2013**. 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 2014 session.

The special request languages A: literature that have been requested and authorized for the May 2014 examination session are:

|  |  |                                |
|--|--|--------------------------------|
| Armenian A:<br>literature (SL)           | Georgian A:<br>literature (SL and HL)  | Ndebele A:<br>literature (SL)  |
| Azerbaijani A:<br>literature (SL and HL) | Khmer A:<br>literature (SL and HL)     | Punjabi A:<br>literature (SL)  |
| Bemba A:<br>literature (SL)              | Kinyarwanda A:<br>literature (SL)      | Shona A:<br>literature (SL)    |
| Burmese A:<br>literature (SL)            | Kurdish A:<br>literature (SL and HL)   | Tamil A:<br>literature (SL)    |
| Chichewa A:<br>literature (SL)           | Laotian A:<br>literature (SL and HL)   | Tibetan A:<br>literature (SL)  |
| Dhivehi A:<br>literature (SL)            | Marathi A:<br>literature (SL)          | Tigrinya A:<br>literature (SL) |
| Dzongkha A:<br>literature (SL)           | Mongolian A:<br>literature (SL and HL) | Zulu A:<br>literature (SL)     |

Coordinators must use the form *Special request language A: literature* available on IBIS under the Subject tab (Subject>Advance notice requirements>Available forms) 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 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 form *Special request language A: literature*, an approved booklist will be sent to the coordinator.

## Classical languages prescribed authors and genres

Teachers are reminded that for the November 2013 and May 2014 examination sessions they should be using list 2 of authors and genres for Classical Greek and Latin. This information is available in the general documents section of the classical languages page on the OCC in the following documents.

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

## Language B and language ab initio written assignment

The written assignment component in language B and language ab initio has been reviewed and new editions of the guides will be published in September 2013. Teachers are reminded that the updated guides will apply to first teaching in 2013 (first examinations in 2015). For examination sessions in 2013 and 2014, the written assignment in language B and language ab initio will be administered and assessed as per the description of the task in the current guide and the submission procedure outlined in the current *Handbook of procedures for the Diploma Programme* (2013).

## Group 3: Individuals and societies

### Information technology in a global society (ITGS)

From the May 2013 session all ITGS candidates have been required to submit a screencast of the product functioning in their ITGS SL and HL project. Further information about the method of submission is available in the *Handbook of procedures for the Diploma Programme* (2013).

### Philosophy

Teachers and candidates should be aware that it is possible for section A of SL/HL P1 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 P1 criterion B and criterion C, and HL P3 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 have been used from May 2013.

The internal rubrics for all question papers have also been amended in order to make the tasks clearer for students. These new rubrics have been used from May 2013 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.*

#### SL/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 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. 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. The amendments have been made to the copy of the guide, which is available on the OCC.

## Psychology

### SL/HL paper 2

Teachers should be aware that questions on SL/HL paper 2 may use command terms associated with any of the assessment objectives, such as “describe” (assessment objective 1: knowledge and comprehension), “analyse” (assessment objective 2: application and analysis), and/or “discuss” (assessment objective 3: synthesis and evaluation).

Also, command terms from assessment objective 2 could be used in order to elicit the full evidence of critical thinking assessed by criterion B.

Examples of how candidates may show evidence of critical thinking on questions using the assessment objective 2 command terms could include:

- analysis of the methodology and/or ethical considerations
- application of empirical support in relation to a given problem or issue
- using evidence from studies that support or disconfirm a theory, model or concept
- synthesis of concepts from different levels of analysis
- analysis of the interaction between biological, cognitive and cultural factors

- addressing the issue of universality versus cultural differences
- questioning the direction of cause and effect.

## Group 4: Sciences

### School recruitment for new science course pilot

A new science SL pilot course is under development for first teaching in September 2015. Pilot courses are open to a select number of schools only.

For the vast majority of DP students the group 4 course they take may be their last experience of science education so the current single subject courses may not serve them well. What may be more relevant is a general education in science that will allow them to understand and make judgments on critical societal issues affecting their lives arising from developments in science and technology. The philosophy of this new course is to bring forth through student-centred activities, the wonder of science, its power to change the world for good or bad and its concomitant limitations. The aim is to explore the nature of science illustrating in the process some big scientific ideas, to discuss the implications for society and how these affect the student's place within it. After taking this course students will be better able to apply their understanding of the nature of science to make informed judgments of scientific claims.

The science SL pilot will begin teaching in September 2015 and will last four years. The pilot will be in English only and for the May examination session only. Applications to be involved in the pilot are required by 20 December 2013. To request an application form, please write to [DPgroup4and5@ibo.org](mailto:DPgroup4and5@ibo.org).

The schools chosen to pilot the new science course will be selected on a number of criteria. The school should:

- be an authorized IB school who has offered the DP for at least two years and have a strong IB tradition and ethos
- have a teacher responsible for the pilot who ideally has at least two years' DP experience and has a group 4 background
- ensure the teacher can attend a special subject seminar workshop to prepare for the pilot course in the first quarter of 2015
- agree to teach the pilot course over the four years with viable class sizes throughout that time (three student cohorts of two years each and 3 May examination sessions). There can be no anticipated entries at standard level
- indicate a willingness to share resources and participate in professional development
- indicate a willingness to respond to questionnaires and other communications and take an active part in the OCC forums



- accept that changes can be made at any time, including changes to the syllabus content and assessment methods, if feedback from participating schools suggests some aspect of the course is not working. Such changes will be kept to a minimum during the two-year course of any particular cohort of students
- understand that individual candidates are not allowed to offer two pilot subjects, or a pilot subject together with a school-based syllabus subject.
- be aware that there is an exclusion with SL and HL physics, chemistry and biology, i.e. students cannot undertake the science course together with the separate sciences physics, chemistry or biology.

The overall selection will ensure a reasonable distribution by demographics and school type.

Approval to join the pilot will be given in writing by the chief academic officer. No other schools may enter candidates for examinations during the pilot phase.

## Group 5: Mathematics

### Mathematics SL and HL—reminder

The following was initially published in the DP *Coordinator's notes* in March 2010. Teachers are reminded about this change in marking portfolios.

#### Non-compliant portfolios

Please note the following information on how to deal with portfolios that do not contain one task of each type. This will be applied in the November 2013 examination sessions.

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

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

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

#### Use of old tasks before 2012–2013

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

In 2013, the only IB-published tasks that can be used are the ones in the document *Portfolio tasks for 2012 and 2013*. Any other IB-published task will be subject to the 10-mark penalty, including old ones which have been amended.

The document *Portfolio tasks for 2011 and 2012* has been kept on the OCC as reference. Teachers need to be aware that this is no longer valid for 2013.

## Group 6: The arts

### Academic honesty

A document titled *Academic honesty in Diploma Programme arts* has been published on each arts subject page on the OCC. This document explains how to maintain academic honesty in each of the subjects and teachers are asked to give careful consideration to the information in this document when preparing and submitting assessment work for future sessions.

### Visual arts

Schools are reminded that work submitted for assessment in visual arts must have been undertaken during the period of the course. The *General regulations: Diploma Programme* say:

#### Article 3: Candidates and their legal guardian(s)

3.2 Candidates, whether for the diploma or for certificate(s), must complete all requirements for the Diploma Programme within the two-year period of the programme.

Should candidates submit work that falls outside of this period it will not be considered during the assessment process.

### 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.

#### Prescribed works for 2013 and 2014

Thank you to those teachers who have highlighted that there are issues with the scores of the prescribed works for 2013 and 2014: Prokofiev's *Classical Symphony* and the *Yellow River Piano Concerto* by Xian. The subject manager has consulted with the principal examiner for the paper 1 component and the following is his advice:

"Teachers could usefully instruct students to state at the beginning of their answer the score edition and the system of counting used. For example: '*I am using the Ernst Eulenburg score and I will refer to the bar/measure numbers in the score*', or '*For this answer I am using the Dover edition and have corrected the bar/measure numbers*'.

The Ernst Eulenburg no. 8111 score of the Xian *Yellow River Piano Concerto* has been noted to have the following errors:

Movement I *Yellow River Boatman's Song*: bar/measure 16: the piano's last note should be a B and not a G. The same applies to bar/measures 19, 21 and 23. This destroys the argument of the pentatonic scale D-E-F#-A-B used in this section. Please ask students to correct scores.

Movement II *Ode to the Yellow River*: contrary to standard practice, the score begins its counting of bars/measures in the first partial bar/measure. If another edition uses the traditional way of counting there may be a discrepancy between the Ernst Eulenburg edition and others. Please ensure students are aware of this situation when they locate events in the examinations.

Movement III *Wrath of the Yellow River*: The issue with bars/measures is also an issue in this movement. Also please note that the Eulenburg edition does not count the initial cadenza-like passages of the Chinese flute and piano.

Movement IV *Defend the Yellow River*: The issue with bars/measures is also an issue in this movement.

The Dover edition of the Prokofiev *Classical Symphony* publishes bar/measure numbers every ten bars/measures at the bottom of the score. Unfortunately in the first movement bar/measure number 110 was missed and as a result the score jumps straight from bar/measure number 100 to number 120. Students should be advised to alter the measure numbers appropriately and to state at the beginning of their answer that they have done so.

There are various free versions of the score for this work available where bar/measure numbers will be correct.

Examiners will be instructed that they should take account of these issues when marking.

## DP curriculum development and review cycles

| Subject                                    | First teaching of new syllabus September/January | Last assessments of old course | First assessments of new course |
|--|--|--------------------------------|---------------------------------|
| Group 1—Studies in language and literature |  |                                |                                 |
| <i>Language A1</i>                         | N/A  | Nov 2012                       | N/A                             |
| <i>Language A: literature</i>              | 2011/12  | Nov 2012                       | May 2013                        |
| <i>Language A: language and literature</i> | 2011/12  | Nov 2012                       | May 2013                        |
| Group 2—Language acquisition               |  |                                |                                 |
| <i>Languages A2</i>                        | N/A  | Nov 2012                       | N/A                             |
| <i>Language B</i>                          | 2011/12  | Nov 2012                       | May 2013                        |
| <i>Language ab initio</i>                  | 2011/12  | Nov 2012                       | May 2013                        |
| <i>Classical languages</i>                 | 2014/15  | Nov 2015                       | May 2016                        |
| Group 3—Individuals and societies          |  |                                |                                 |
| <i>Business management</i>                 | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Economics</i>                           | 2018/19  | Nov 2019                       | May 2020                        |
| <i>Geography</i>                           | 2016/17  | Nov 2017                       | May 2018                        |
| <i>History</i>                             | 2015/16  | Nov 2016                       | May 2017                        |
| <i>ITGS</i>                                | 2018/19  | Nov 2019                       | May 2020                        |

| Subject                                    | First teaching of new syllabus September/January | Last assessments of old course | First assessments of new course |
|--|--|--------------------------------|---------------------------------|
| <i>Philosophy</i>                          | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Psychology</i>                          | 2017/18  | Nov 2018                       | May 2019                        |
| <i>Social and cultural anthropology</i>    | 2016/17  | Nov 2017                       | May 2018                        |
| <i>World religions</i>                     | 2018/19  | Nov 2019                       | May 2020                        |
| <b>Group 4—Sciences</b>                    |  |                                |                                 |
| <i>Biology</i>                             | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Chemistry</i>                           | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Design technology</i>                   | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Physics</i>                             | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Sports, health and exercise science</i> | 2012/13  | Nov 2013                       | May 2014                        |
| <i>Computer science</i>                    | 2012/13  | Nov 2013                       | May 2014                        |
| <b>Group 5—Mathematics</b>                 |  |                                |                                 |
| <i>Further mathematics SL</i>              | N/A  | May 2013                       | N/A                             |
| <i>Further mathematics HL</i>              | 2012/13  | N/A                            | May 2014                        |
| <i>Mathematical studies SL</i>             | 2012/13  | Nov 2013                       | May 2014                        |
| <i>Mathematics SL</i>                      | 2012/13  | Nov 2013                       | May 2014                        |
| <i>Mathematics HL</i>                      | 2012/13  | Nov 2013                       | May 2014                        |
| <b>Group 6—The arts</b>                    |  |                                |                                 |
| <i>Dance</i>                               | 2019/20  | Nov 2020                       | May 2021                        |
| <i>Film</i>                                | 2017/18  | Nov 2018                       | May 2019                        |
| <i>Music</i>                               | 2017/18  | Nov 2018                       | May 2019                        |
| <i>Theatre</i>                             | 2014/15  | Nov 2015                       | May 2016                        |
| <i>Visual arts</i>                         | 2014/15  | Nov 2015                       | May 2016                        |
| <b>Core</b>                                |  |                                |                                 |
| <i>Creativity, action, service</i>         | 2015/16  | Nov 2016                       | May 2017                        |
| <i>Extended essay</i>                      | 2016/17  | Nov 2017                       | May 2018                        |
| <i>Theory of knowledge</i>                 | 2013/14  | Nov 2014                       | May 2015                        |
| <b>Interdisciplinary subjects</b>          |  |                                |                                 |
| <i>Environmental systems and societies</i> | 2015/16  | Nov 2016                       | May 2017                        |
| <i>Literature and performance</i>          | 2011/12  | Nov 2012                       | May 2013                        |

## DP courses online

As of February 2014 all DP courses online will be available for November exam sessions.

Current offerings include:

- Group 2:
  - Mandarin ab initio
  - Spanish ab initio
- Group 3:
  - Business management SL/HL
  - Economics SL/HL
  - ITGS SL/HL
  - Philosophy SL
  - Psychology SL/HL
- Group 5:
  - Mathematics HL
- Group 6:
  - Film SL

For more information, contact [admissions@pamojaeducation.com](mailto:admissions@pamojaeducation.com) or [dp.online@ibo.org](mailto:dp.online@ibo.org).

## Professional Development (PD)

### The Global PD catalogue

The Global PD team collects feedback from a range of sources to determine the types of new workshops to develop each year. The new professional development (PD) catalogue, with descriptions of these workshops, is now available at <http://www.ibo.org/programmes/pd/> and includes, among many others, such category 3 offerings as:

- Concepts and inquiry in the DP
  - Pedagogical leadership in the DP
  - Evaluating your DP
  - Maths SL and HL: A focus on internal assessment (IA)
  - Understanding the Diploma Programme (DP)
  - Visual arts: From easel to screen, assessment for a digital age
  - Academic honesty in practice
  - Core assessment: Roadmap for improving student performance in TOK, CAS and EE (<http://ecatalogue.ibo.org/i/103807>)
  - Teaching career-related studies and the IBCC
- and continuum offerings such as:
- Common sense: IB and the Common Core (<http://ecatalogue.ibo.org/i/103807>)

- Power of language to transform school culture: Developing a school language policy (<http://ecatalogue.ibo.org/i/103807>)

### Subject-specific seminars during 2014

The IB publishes new subject guides at the beginning of the calendar year, and then offers subject-specific seminars to help educators understand and implement the changes. Subject-specific seminars offer an important opportunity for **experienced IB teachers** to acquaint themselves fully with changes to a particular subject area. They explain and exemplify the teaching and learning framework, the guidelines and requirements for implementation, the objectives and criteria, and the assessment tools and task types. Academic staff from the programme development team and/or a member of the curriculum review team will be on hand throughout the workshop to answer questions and participate in discussion. Subject-specific seminars will be held at face-to-face events within the first three months of publication of the new guide. All workshops held after the subject-specific seminars (online and face-to-face) will work to the new guide; any workshops held before the subject-specific seminars will still work to the current guide.

In 2014 there will be a number of category 3 subject-specific seminars for **experienced IB educators** in:

- Biology
- Business management (new name for the revised course)
- Chemistry
- Classical languages
- Design technology
- Philosophy
- Physics
- Theatre
- Visual arts.

During 2013, any category 1 or 2 workshops in the above list of subjects will focus **only** on the current guides (final examination sessions in 2015). All workshop leaders for these subjects will be trained in the changes and their implications before leading workshops in 2014. In the meantime teachers, IB coordinators, and heads of schools can access the latest curriculum review reports on the OCC. These can be located under the curriculum review tab on each subject page.

### Schedule of events

|                         |  |
|-------------------------|--|
| Towards the end of 2013 | Online training for workshop leaders   |
| December 2013           | Pre-publication of the new subject guides (for first teaching September 2014) on the OCC |
| February–May 2014       | Category 3 subject-specific seminars for <b>experienced IB</b>                           |

|                    |   |
|--------------------|---|
|                    | <b>educators</b> on new subject courses with first teaching in September 2014; please see the PD section on the IB website for more details |
| March 2014         | The final version of the new subject guides uploaded on the OCC   |
| March 2014 onwards | All category 1 and 2 workshops will focus on the new guides whether they are provided through IB regions or external providers              |
| September 2014     | First teaching of the new guides  |

If you have any queries about the professional development provision, please direct your questions to the Global Professional Development team at [diploma.pd@ibo.org](mailto:diploma.pd@ibo.org).

## IB Global Research department's updates

### Programme impact

The IB has recently released three studies investigating the impact of the DP. The first, "Student perceptions of the value of the International Baccalaureate Extended Essay in preparing for University Studies", conducted by David Wray of the University of Warwick aimed to explore the learning benefits and outcomes attributable to the IB DP extended essay (EE) in terms of knowledge, skills, abilities, engagement, and other aspects that might prepare students for university studies. Themes of analysis centred around overall reactions, learning experiences, criticisms, and impact of the students' EE and A-level experiences. The findings of this project suggest that most of the aims of the EE had been met, that former DP students had enjoyed and valued their EE experience, and that it had taught them a lot, especially in terms of being critical and independent. This follows on the release of a study conducted by researchers at the University of Virginia (UVA) detailing the impact of the extended essay on DP students' attitudes and experiences related to research at the tertiary level. A third study on the impact of the extended essay will be released later this year.

The second recently released study, "The International Baccalaureate Diploma Programme in Mexico as Preparation for Higher Education", investigates the relationship between Mexican students enrolled in the IB DP and their subsequent college preparedness at Mexican universities. The study, conducted by Anna Rosefsky Saavedra of RAND Education involved four case study schools and finds that IB students, teachers and administrators in the sample indicated that they believe that the DP prepares students for the challenge of college course work.

Finally, the third study, "Research on the Implementation of the Diploma Programme in Ecuador's State Schools", examines the implementation and impact of the IB DP in Ecuador with a focus on school change and student outcomes. Researchers from the United States and Ecuador, led by Elisabeth Barnett of Teachers College, Columbia University, employed a mixed-methods research design to address the research questions, collecting data through observations, interviews, surveys and existing databases. While the DP appears to be having a profound impact on state education in Ecuador, the report details important implications and offers recommendations to inform large scale implementation efforts.

These studies, as well as all other IB research on the impact of the IB DP can be found at <http://www.ibo.org/research/policy/programmevalidation/diploma/>.

### Jeff Thompson Research Award

We are very happy to be able to support the independent research of IB practitioners. The next deadline for applications is 31 October 2013. You can learn more about the research award and download the application here at <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

## IB Publishing

### Learning diversity publication update

The document *Teaching students with particular special educational and learning needs—a resource for schools* (2004) has been updated and replaced. A new document entitled *Meeting student learning diversity in the classroom* (March 2013) is now available on the OCC.

This publication identifies specific learning needs and discusses them in alphabetical order. A summary of the learning need is given under the heading of each section, followed by information about possible challenges, suggested teaching strategies and ideas for resources.

This information is for use during planning sessions and workshops when educators are collaborating to meet individual learning needs and to develop inclusive practices. The information is not provided for diagnostic purposes nor is it designed to ensure compliance by schools with any local requirements, legislation or policies regarding educating students with special needs.

### Updated IB document: *What is an IB education?*

What distinguishes the IB's programmes from the world's many excellent educational opportunities? *What is an IB education?* is a 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, the document offers support for schools on their IB journey through programme authorization and ongoing implementation.

*What is an IB education?* 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. Following the conclusion of the IB learner profile review in April 2013, the final version of *What is an IB education?* is now available on the OCC in English, French and Spanish.

### **Continuum learning stories**

Found on the OCC in the cross-programme publications section on the DP pages, learning stories share examples of good practice from IB World Schools in order to promote inquiry, action and reflection by educators and school learning communities. School samples in this series represent a range of development and application of IB programme standards and practices. The learning stories focus on four key areas supported by the continuum development team: inclusion, language and learning, multiple programme schools and global engagement.

Each learning story represents the unique implementation of one or more IB programmes in a specific local context. Stories are presented in a consistent format that presents background information, cultural contexts and additional

resources. The first global learning stories feature: the International School Manila, the site of the 2012 Global Issues Network conference sponsored by East Asia Regional Council of Schools (EARCOS); the role of librarians; schools' approaches to language; learning and the development of school language policies at the International School of Belgrade. Look for more stories throughout the year, as well as suggestions for how to use them for personal and whole-school professional development.

### **Global Engage teacher briefs**

IB World Schools now have access through the OCC to a complete series of teacher briefs that support learning about important global challenges that can be difficult to approach. The guides focus on teaching and learning about conflict, rights, cooperation and governance, development, and the environment.

Each brief contains an easy-to-read introduction that provides context and background information in just a couple of pages ("What it's about"). Other sections explore "What's up for debate?" (an overview of big ideas and important thinkers); "Where on earth?" (useful information, interesting organizations and multiple perspectives); "Quick connect" (fast wins and easy introductions to the subject); "Built in" (disciplinary applications for language and literature, mathematics/science/technology, humanities and the arts, and business/management/economics); DIY (additional resources for conducting your own inquiry); Global engagements (ideas for student action and service learning); and "Find out more" (approachable journals and books).