

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

Coordinator's notes and newsletters

For general IB news and information—for example, research news, IB store updates and professional development (PD) opportunities—please refer to: *IB Global News*, a release of general news for the IB community, and *IB in Practice*, which focuses on IB teaching practice and provides current details on IB curriculum, assessment, programme news and the IB educator network (IBEN). Archived issues of both newsletters can be found on the public website here: www.ibo.org/newsletters/index.cfm. Coordinators will automatically receive these newsletters via email using the email address that they have entered into the IB Information System (IBIS).

Approaches to learning (ATL) pilot comes to an end

Over the last few months, more than 140 schools have been taking part in a pilot project looking at approaches to teaching and learning in the Diploma Programme (DP). These schools have been sending in feedback on the draft ATL document and example unit planner, as well as trying out ATL initiatives in their schools and sending in feedback on those initiatives. Members of the DP programme development team have also visited a number of schools to film some classrooms and interviews, creating a series of short videos that will form part of the final package of DP ATL resources. These resources will be launched in early 2015 and will be supported by a number of category 3 workshops focusing on ATL, so look out for them on the **Workshops and conferences** area of the IB website. The DP team would sincerely like to thank all of the schools that have been involved in the ATL pilot. Their feedback has been extremely useful, and their enthusiasm for the project hugely inspiring.

A revised version of *Diploma Programme: From principles into practice* will be published in April 2015 and will incorporate aspects of approaches to teaching and learning.

Student workload project

For a number of years the IB has been receiving anecdotal evidence concerning the workload required for the DP. IB Research is developing a large-scale global survey project on student workload, involving up to 50,000 students. The project will investigate to what extent students may find the programme too demanding, whether it causes stress levels in students that might endanger their health or well-being, and which students are most affected. The project will last two years and will involve three student surveys as well as a coordinator survey. In preparation, IB Research is planning to launch a pilot study in October 2014. The aim of this study is to test and refine the survey instruments as well as to gather initial evidence on the levels of students' well-being and workload. As with the main project, the pilot project will involve both student and coordinator surveys. Upon successful completion of the pilot study, the project will be officially launched globally, beginning in October 2016.

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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.

Calculator updates

Schools are reminded that current information on calculators is available on the online curriculum centre (OCC). Please make sure that all teachers and candidates are familiar with the information in the document *Use of calculators in examinations 2014*. Candidates should be reminded that any breach of the calculator regulations is likely to result in malpractice.

Changes to calculator requirements

The following news item was posted on the OCC in April 2011. Although it is mainly relevant to mathematics teachers, it affects all subjects that use calculators in examinations, from May 2014.

Calculators and statistical tables

As part of the mathematics curriculum review, it was agreed that the current information booklets, which contain both formulae and statistical tables, would be replaced by formula booklets. These formula booklets will not contain any statistical tables. Students will be expected to obtain statistical values from their graphical display calculators (GDCs). The minimum requirements for GDCs for use in examinations from May 2014 will be updated to reflect this. This means that some GDCs that are currently approved for use will no longer be suitable, as they will not provide the required statistical information. Schools are advised to ensure they are aware of this when planning for September 2014.

Calculator information posted on the calculator forum of the OCC will be updated annually to give further information on the GDCs allowed in examination sessions.

New online request for inclusive assessment arrangements

A new system for requesting inclusive assessment arrangements has been launched on IBIS. The **Request for inclusive assessment arrangements** option is located under the Candidate tab and will completely replace **Request for special assessment arrangements** (*Form D1*).

- Requests for candidates with assessment access requirements can now be made via the new online system and will be mandatory for the May 2015 session onwards.
- For candidates requiring access to modified papers, it is mandatory for coordinators to use the online system to request all inclusive assessment arrangements with immediate effect.

In conjunction with the online system, the IB has revised its policy and written a new document. The new document, *Candidates with assessment access requirements*, is on both IBIS and the OCC. The revised version includes new criteria and information about necessary supporting documents. Reading this new policy thoroughly will help you complete requests.

Core

Extended essay (EE)

Due to the 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.

Availability of EE exemplars on the OCC

There will be an increase in the availability of EE exemplars on the OCC after the May 2014 session, including sports, exercise and health science (SEHS) exemplars.

EE subject reports

As the nature of the EE task does not change, subject reports are not produced each session unless new problems arise, or new subjects are added. Where interim EE subject report updates are produced, these are to be read in conjunction with the last full subject report for the subject in question. The EE subject reports are next due to be refreshed in May 2015.

Suitability of research questions and registration areas

Please note that the IB will not advise on the registration areas for proposed research questions or on the suitability of the research question, as it is an assessed element of the EE. For peer guidance, the EE forum on the OCC should be consulted.

Reflections on planning and progress form

In July 2014 a *Reflections on planning and progress* form will be made available to all schools in order to support the EE supervision process. More information will be made available via the OCC in due course for schools that may wish to begin using this form for internal purposes earlier than 2018.

EE 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).

This 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 EE subject, it is clear that there are dominant global themes that 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:

- science, technology and society
- culture, language and identity
- conflict, peace and security
- equality and inequality
- health and development
- environmental and/or economic sustainability.

Schools should note that the requirements of the world studies extended essay have not changed since the publication of the *Extended essay guide*, which informs candidates of how to go about their studies. The introduction of the themes is linked to the registration process, so that the essays are accurately allocated. The breadth of world studies requires this logistical amendment to our registration processes. Schools and candidates are required only to

choose the theme that is most closely aligned to the study that they have undertaken; regardless of theme, all essays are assessed in the same way, against the requirements outlined in the *Extended essay guide*.

Identification of subjects in a world studies extended essay

Schools, supervisors and candidates are reminded that in addition to identifying the theme under which the essay is being submitted, candidates **must** state clearly at the beginning of their essay which DP subjects they are utilizing to explore the theme chosen. The choice of theme does not make explicit the subjects used and this must be stated so that examiners are able to make an appropriate assessment of the essay.

Please do make use of the WSEE forum on the OCC should you have any questions.

Change in schedule for the electronic upload of extended essays

Coordinators should be aware that the IB is working towards making it a requirement to submit all candidates' coursework (including extended essays, written assignments and sample work for internal assessment) in electronic format. An announcement will be made when it is confirmed from which examination session extended essays must be uploaded.

Links to external resources within an EE

Irrespective of the subject, the EE should be modelled on an academic journal/research paper that can exist and be understood on its own, without the need to access external links or accompanying material such as DVDs. There is no requirement for the examiner to refer to any material that is not included in the EE itself when assessing an essay.

As with appendices, if information central to the argument is included or confirmed in the external link, it would be treated as though the point has not been made, and as such could affect various criteria subject to the quality of other analyses—such as, for example, criterion F (“application of analytical and evaluative skills appropriate to the subject”)—if the evaluation and analysis is contained only in the external link and not within the body of the EE. This is the guidance shared with examiners.

Referencing within the EE

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, the 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 using 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.

Group 1 extended essays

Please note that, as expanded upon in the group 1 chapter of the *Extended essay guide*, the category 3 option should read (on page 29 of the *Extended essay guide*):

Category 3: Studies in language based on a text(s) originally produced in the language in which the essay is presented.

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 EE 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) 	<ul style="list-style-type: none"> • 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 (eg riots) • social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc) • towns or regions ("travel guide" extended essays) • (minority) ethnic groups • media trends • styles of music • sports • traditions • institutions (school systems, political parties, etc)
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Group 3: Individuals and societies—global politics

The new global politics course will be a mainstream subject for first teaching in 2015 and first assessment in 2017. Due to the timing of this subject's release and the current review of the EE, there will not be the provision for an EE in global politics until the new *Extended essay guide* is released in 2016 for first assessment in 2018. Students interested in undertaking an EE in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* to see where their topic may be best placed.

Theory of knowledge (TOK)

Reminders

Coordinators are respectfully reminded that a new set of six TOK prescribed titles is published for each examination session. All candidates (including retake 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 coversheet contains all the candidate information required by the examiner. Candidates must not 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).

May 2015 onwards

The new *Assessment instrument (global impression marking) and presentation form (TK/PPD)* will come into effect for the May 2015 examination session. The TK/PPM form for 2014 can be found in the *Handbook of procedures for the Diploma Programme* (2014), however, the TK/PPD form for 2015 is located on the OCC under the assessment section and will be included in the 2015 *Handbook of procedures for the Diploma Programme*. Schools completing the 2015 TK/PPD form early are reminded that it is their responsibility to store the student work safely prior to upload in March 2015. From 2015 all schools will be required to upload TK/PPD forms electronically.

Creativity, action, service (CAS)

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

The new *CAS guide* and *CAS teacher support material*, effective from September 2015, will be published in March 2015.

Please note that creativity, action, service will become creativity, activity, service as of September 2015. Coordinators are encouraged to read the new CAS documents upon issue.

School-based syllabus (SBS) subjects

Changes to SBS group 4 guides

Guides for the two group 4 school-based syllabus subjects, astronomy and marine science, are being updated to ensure consistency with the new science guides and group 4 project. The aim was for both of these guides to be ready for first teaching in September 2014; however, work is still being done on the *Astronomy guide*, and this will now be ready in the first part of May 2015, for first teaching in September 2015 and first examinations in 2017. To pre-register for a copy of the new

Astronomy guide or *Marine Science guide*, or to receive a copy of the current guide, please contact IB Answers. Currently, these two subject guides are only available in English.

Please note that, like all SBS subjects, these are only available at standard level, and that schools need to apply for authorization to offer them.

Languages

DP languages curriculum review

A decision has been taken to stagger the review of group 1 and group 2 courses. This will facilitate a high-quality review of each group and, in the case of group 1, it will provide time to conduct more research before starting with the curriculum review meetings. Thus, the review of language B and language ab initio will continue on the current review cycle, for first teaching 2018 and first examinations 2020, and the review of language A: literature, language A: language and literature, and literature and performance will be completed on a review cycle for first teaching 2019 and first examinations 2021.

Updates to Language A guides

The *Language A: literature guide*, *Language A: language and literature guide*, and *Literature and performance guide* were updated in August 2013 to include information regarding the use of works not chosen from the prescribed literature in translation (PLT) list or the prescribed list of authors (PLA) for language A, where this is required in the syllabus. From first examinations in 2015, a maximum mark will take effect for specific criteria in the following assessment components when candidates use works which do not appear on the PLT, or authors which do not appear on the PLA, as required in the guide:

- language A: literature, paper 2 (SL and HL), criterion A
- language A: literature, written assignment (SL and HL), criterion B
- language A: literature, individual oral commentary (SL), criterion A
- language A: literature, individual oral commentary and discussion (HL), criteria A and D
- language A: language and literature, individual oral commentary (SL and HL), criterion A
- literature and performance, written coursework, criterion B.

For further information, schools are strongly encouraged to consult the updated guides as well as the *Summary of changes for first exams 2015* document available on the OCC. Schools are reminded that the maximum marks indicated in the updated guides will take effect from first examinations in 2015.

Corrections to group 1 reading lists

Teachers are advised that the prescribed literature in translation (PLT) list has been updated to correct a few factual

errors that had been reported. Teachers who identify further errors in the PLT or the prescribed list of authors (PLA) of the language(s) they teach are encouraged to report these to the DP languages curriculum staff via IB Answers. Queries received through IB Answers will be investigated and further corrections will be made if warranted. Teachers are advised that no titles will be added to, or deleted from, the PLT, and no authors will be added to, or deleted from, any of the PLAs for the review cycle of the current guides in group 1 (last assessment 2020).

Language A: literature—special request languages

Applications for special request languages for language A: literature as anticipated subjects for May 2015, whether school-supported, self-taught (SL only) or taught, must be made no later than 7 October 2014. No applications received after this date will be considered. Schools should also be aware that special request languages for language A: literature can only be approved as anticipated subjects for those languages that have previously been requested and authorized for the May 2015 session.

The special request languages in language A: literature that have been requested and authorized for the May 2015 examination session are:

Armenian A: literature (SL)	Kinyarwanda A: literature (SL)	Setswana A: literature (SL)
Azerbaijani A: literature (SL and HL)	Kurdish (Sorani) A: literature (SL)	Shona A: literature (SL)
Bemba A: literature (SL)	Lao A: literature (SL and HL)	Somali A: literature (SL)
Burmese A: literature (SL and HL)	Marathi A: literature (SL)	Tajik A: literature (SL)
Chichewa A: literature (SL)	Mongolian A: literature (SL)	Tamil A: literature (SL)
Dzongkha A: literature (SL)	Ndebele A: literature (SL)	Telugu A: literature (SL)
Georgian A: literature (HL)	Oromo A: literature (SL)	Tibetan A: literature (SL)
Greenlandic A: literature (SL)	Oshindonga A: literature (SL)	Tigrinya A: literature (SL)
Khmer A: literature (SL and HL)	Punjabi A: literature (SL)	

Coordinators must use the form *Special request language A: literature* available on IBIS under the Subject tab for their application, checking the box labelled "Anticipated". Schools

cannot create their own courses of study for anticipated special request languages in language A: literature, but must adopt a previously authorized book list 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 for language A: literature. When the IB Assessment Centre receives the form *Special request language A: literature*, an approved book list will be sent to the coordinator.

Language A: literature school-supported self-taught oral commentary questions

The language A: literature school-supported self-taught oral commentary questions for the 2016 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2016 examination sessions. Students registered for the 2015 examination sessions must use the questions published on the OCC for that year.

The formal oral commentary is a close literary analysis of the passage or poem. In preparing for each of the 10 questions for the 2 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.

Language B and language ab initio written assignment

The written assignment component in language B and language ab initio has been reviewed and the following versions of the subject guides are now available on the OCC:

- *Language B guide* (first examinations 2013), to be used for the November 2014 examination session
- *Language B guide* (first examinations 2015), to be used for examination sessions from May 2015
- *Language ab initio guide* (first examinations 2013), to be used for the November 2014 examination session
- *Language ab initio guide* (first examinations 2015), to be used for examination sessions from May 2015

Therefore, for the November 2014 examination session, the written assignment in language B and language ab initio will be administered and assessed as per the description of the task in the subject guide (for examinations 2013) and the submission procedure outlined in the current *Handbook of procedures for the Diploma Programme* (2014).

Classical languages prescribed authors and genres

Teachers are reminded that for the November 2014 examination session they should be using list 2 of authors and genres for Latin and Classical Greek. 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.*

Classical languages curriculum review

The curriculum review of classical languages has now been concluded and materials related to the new course (subject guide, TSM, specimen papers) are available on the OCC for first teaching in September 2014 (May session schools) and January 2015 (November session schools). First examinations of the new course will be in 2016.

Individuals and societies

New guides

The individuals and societies guides, TSMs and specimen papers for the new courses for first teaching in September 2014 (business management and philosophy) are now available on the OCC. In each subject the new TSM contains advice for teachers in teaching the new course, as well as exemplars for both external and internal assessment tasks. These exemplars will be in both marked and unmarked formats, with detailed moderator comments. Teachers are urged to treat the TSM as an essential resource for the delivery of the programme.

All workshop leaders have undergone online training on the new courses, and face-to-face subject-specific seminars (workshops) on the new courses are currently taking place globally (see www.ibo.org/events/ for details).

History (routes 1 and 2)

For paper 1 from **November 2014** there will be a small adjustment to the provenances (the short captions used to inform candidates of the origins and nature of a source) given on the exam paper, and coordinators are asked to inform the history staff at their school or college of this development.

The content of the provenances has been amended to enable candidates to focus more clearly on the key factors relevant to the questions. Furthermore, to allow the authors of paper 1 to fully cite the origins of the sources, additional details will be included in a new "Acknowledgments" section at the end of the paper.

Candidates are to **use only the information in the sources and provenances to support their answers** and they must **ignore the acknowledgments**. Any extra information drawn from the acknowledgments is irrelevant to the set questions and candidates cannot gain marks from using it.

Examples of these adjusted provenances and acknowledgments sections are available on the OCC.

Please note that this development will have no impact on what the candidates are required to do for this paper; it is merely to simplify the provenances while still fully crediting the origins of the sources.

Global politics

The new global politics course will be a mainstream subject for first teaching in 2015 and first assessment in 2017. Due to the timing of this subject's release and the current review of the extended essay, there will not be provision for an extended essay in global politics until the new *Extended essay guide* is released in 2016 for first assessment in 2018. Students interested in undertaking an EE in one of the areas of the global politics course, such as issues around human rights or peace and conflict, are advised to look at the current subjects available in the *Extended essay guide* to see where their topic may be best placed.

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* (2014). Please note there will be **no uploading** of projects in 2014.

Philosophy

The new subject guide for first teaching 2014 and first assessment May 2016 is now available on the OCC.

For the May 2014, November 2014 and May 2015 examination sessions, teachers and candidates should be aware that it is possible for section A of SL/HL paper 1 to feature two passages of text or two images and it is not mandatory that this section feature one passage of text and one image.

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

SL/HL paper 1:

In your answers you are expected to:

- argue in an organized way using clear, precise language that 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 paper 2:

In your answer you are expected to:

- argue in an organized way using clear, precise language that 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 paper 3:

In your response you are expected to:

- develop a response in an organized way using clear, precise language that 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, materials and ideas developed throughout the course.

Unseen text—exploring philosophical activity

Read the text below, and 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.

Sciences

New guides

The sciences guides for the new courses in physics, chemistry, biology and design technology were published in February 2014. Specimen papers and teacher support material (TSM) in each subject will be published before the first teaching of the new courses in August/September 2014. In each subject, the TSM will contain a new section on supporting teachers in teaching the course as well as exemplars of the new internal assessment. These exemplars will be in both marked and unmarked formats, with detailed moderator comments. Teachers are urged to treat the TSM as an essential resource for delivery of the programme.

New science SL pilot course

Pilot schools for the new science SL course have been selected. This four-year pilot will begin in September 2015.

Environmental systems and societies

The new guide is due to be published in December 2014 in readiness for first teaching in August/September 2015. A new internal assessment has been developed that has a clear interdisciplinary focus, and the assessment criteria for this have been trialled.

Sports, exercise and health science (SEHS)

Responses to the schools survey regarding demand for SEHS at HL have shown a significant demand for the course, and as a result the creation of new material will continue. For more information on recent progress, please refer to the curriculum review report from the April 2014 meeting posted on the OCC. The first teaching of SEHS at HL is anticipated for September 2016.

Computer science

November examination session schools are reminded that May 2014 saw the first assessment of the new curriculum in computer science. The assessment model has changed for this new curriculum, and schools are reminded of the following points.

1. Standard and higher level paper 2 examines the option studied by the candidate. All four potential options are on the same examination paper; the candidates will only answer one full option. Candidates should be reminded to read the rubrics on the cover page.
2. There is a new examination paper for higher level candidates only: higher level paper 3.
3. The new internal assessment (IA) has identical criteria for standard and higher level candidates, and should therefore be marked to a common standard.

Please note that there will be **no uploading** of the computer science IA solution in 2014.

Mathematics

New curriculum

Schools are reminded that May 2014 saw the first assessment of the new curriculums in mathematics SL, mathematical studies SL and mathematics HL, as well as the replacement of further mathematics SL with the new further mathematics HL course.

In particular, we draw November examination session schools' attention to the fact that the internal assessment has been completely changed in mathematics SL and mathematics HL with the replacement of the portfolio by the exploration. Teachers should ensure they are familiar with these developments and the implications for assessment. Detailed information on the changes is contained in the new guides and TSM on the OCC. Some further information is included below.

We would also draw your attention to the fact that statistical tables will no longer be supplied and that candidates are expected to use their GDCs to obtain such statistical data.

Formula booklet for mathematics HL and further mathematics HL

A minor amendment was made to this booklet to include the formulae for the mean and variance from a probability-generating function. This is in section 7.1 and only affects candidates studying the statistics and probability option or the further mathematics course. However, all teachers should ensure that the most recent version of the formula booklet is issued to candidates for the examinations in November 2014.

The following news items were posted on the OCC in 2013, and are included here as reminders.

Mathematics SL updates

Internal assessment

1. Schools are reminded that from May 2014, the IA is an exploration not a portfolio. Teachers are advised to read all the available information about the exploration; in particular, they should note this section in the guide: "as part of the learning process, teachers can give advice to students on a first draft of the exploration. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one."
2. Retake candidates are allowed to carry forward their IA marks from 2013 to 2014, but if they choose not to carry forward the marks, they must do an exploration.

Syllabus

1. Under "further guidance" in section 2.7, it says "solutions may be referred to as roots of equations or zeros of functions". Teachers should be aware that this means that students need to be familiar with **both** these terms, and they can be used on the examination papers.
2. Under "content" in section 6.4, it says "integration by inspection, or substitution". Students could be asked to use substitution, so teachers are advised to teach both methods.

Mathematics HL updates

Internal assessment

1. Schools are reminded that from May 2014, the IA is an exploration not a portfolio. Teachers are advised to read all the available information about the exploration; in particular, they should note this section in the guide: "as part of the learning process, teachers can give advice to students on a first draft of the exploration. This advice should be in terms of the way the work could be improved, but this first draft must not be heavily annotated or edited by the teacher. The next version handed to the teacher after the first draft must be the final one."
2. Retake candidates are allowed to carry forward their IA marks from 2013 to 2014, but if they choose not to carry forward the marks, they must do an exploration.

The arts

New guides

The guides for the new courses for first teaching in September 2014 in theatre and visual arts were published in early 2014. TSM and student exemplars in each subject are now available on the OCC. In each subject, the new TSM contains a section on supporting the teaching of the new course as well as exemplars of both internal and external assessments, along with examiner comments. Teachers are urged to treat the TSM

as an essential resource for the delivery of the programme, even though in the case of visual arts it must be noted that the exemplar portfolios are fabricated materials and represent neither the full range of marks nor the variety of possible approaches a candidate could opt for when creating the process portfolios or the comparative study. Authentic samples will be provided as soon as the course goes live.

Academic honesty

A document entitled *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* state:

Article 3: Candidates and their legal guardian(s)

3.2 Candidates, whether for the diploma or for the 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.

Visual arts materials for submission: audio/video interview or 1,000-word written commentary

In response to the May 2013 visual arts questionnaire, many requests were received from schools to reconsider the interview element of the visual arts upload.

In line with the feedback received from schools, it has been decided that, commencing in the May 2014 examination session, candidates have the choice to submit either a 15-minute audio/video interview or a 1,000-word statement. It is important that the 1,000-word statement doesn't get confused with the 300-word candidate statement. The 1,000-word document is a commentary and must be submitted in the same upload section as the interview as it is an alternative to it. The 300-word statement is the candidate's statement and should describe the candidate's artistic development throughout the course.

Whether candidates choose to provide a recorded audio or video interview or a written commentary, this is the opportunity for them to ensure that evidence of each of the markband descriptors has been submitted and to provide comments that address aspects that they might have neglected in work selected for assessment. Sample prompts are available on pages five to seven of the *Visual arts e-submission teacher guidance material* available on both the OCC and IBIS.

In their interviews/commentary, candidates should pay attention to and talk only about studio pieces that were included in the IBIS submission. It is important that the candidate always clearly indicates which studio work (for an HLA/SLA candidate) or which investigation workbook page (for an HLB/SLB candidate) is being referred to. In both video and audio interviews the teacher should not lead the conversation with closed prompts or questions. Video interviews should avoid showing the candidate or the teacher in shot.

Enquiry upon results (EUR) category 2

Schools have expressed concerns about the material returned as enquiry upon results category 2 for visual arts. The examiner comments provided as a result of this EUR process were originally written to inform the moderation procedure, and are often not useful feedback to schools. We will therefore withdraw this service for visual arts from the May 2014 examination session for the life of the current course (final examination November 2015).

Upload

To reduce the time devoted to uploading materials for assessment, coordinators are reminded that there is no need to stay logged into IBIS once the upload button has been clicked and the process has been launched, as the upload window doesn't time out.

Coordinators are kindly reminded that when the option for schools to allow candidates to upload their visual arts e-coursework is introduced, they will still be required to authenticate the candidate's work before submission.

Marks carried forward

Coordinators are respectfully reminded that, given the completely different structure of the assessment model in the new visual arts course, candidates will not be able to carry forward their marks when the new course is first assessed in the May 2016 examination session. Candidates retaking the exam will have to submit their work, complying with the requirements of the new guide.

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* (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.

Theatre

The choice of stimuli prescribed for the practical performance proposal component for the May and November 2014 examination sessions is given below. **Any version of the stated stimulus is acceptable.**

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2014), section "B6c Theatre".

Stimulus 1 *Map of the Underworld* (a map of classical mythology showing the descent into the underworld by Odysseus and Aeneas)

Stimulus 2 *African Sanctus* by David Fanshawe (Music)

Stimulus 3 *The mouth is the cause of calamity* (Japanese proverbs)

Stimulus 4 *The Image of the Lost Soul* by Saki

Stimulus 5 The Totem Pole situated in Windsor Great Park, United Kingdom

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 A: literature</i>	2019/20	Nov 2020	May 2021
<i>Language A: language and literature</i>	2019/20	Nov 2020	May 2021
Group 2—Language acquisition			
<i>Language B</i>	2018/19	Nov 2019	May 2020
<i>Language ab initio</i>	2018/19	Nov 2019	May 2020
<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
<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
Group 4—Sciences			
<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, exercise and health science</i>	2012/13	Nov 2013	May 2014
<i>Computer science</i>	2012/13	Nov 2013	May 2014
Group 5—Mathematics			
<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

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
<i>Mathematics SL</i>	2012/13	Nov 2013	May 2014
<i>Mathematics HL</i>	2012/13	Nov 2013	May 2014
Group 6—The arts			
<i>Dance</i>	2019/20	Nov 2020	May 2021
<i>Film</i>	2017/18	Nov 2018	May 2019
<i>Music</i>	2018/19	Nov 2019	May 2020
<i>Theatre</i>	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014/15	Nov 2015	May 2016
Core			
<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
Interdisciplinary subjects			
<i>Environmental systems and societies</i>	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2019/20	Nov 2020	May 2021

IB on the web

For inquiries regarding DP curriculum development, email dpdevelopment@ibo.org.

Ask your peers:

 <http://occ.ibo.org>

 @ibdp
#ibdp

More information:

 ibid@ibo.org

For all queries about programme implementation/authorization.

IB store

sales@ibo.org

The IB store contains a wide variety of books, posters, merchandise and other resources for the IB community. Most recent DP resources include:



IB Prepared series now available as iBooks

Several of our most popular books in the *IB Prepared* series are now available as iBooks. This series of revision guides provides practical support to help students prepare for their Diploma Programme exams and assessments.

Search on iTunes for the following titles.

- *IB Prepared: Chemistry SL*
- *IB Prepared: Chemistry HL*
- *IB Prepared: Extended essay*
- *IB Prepared: Physics SL*
- *IB Prepared: Physics HL*

The popular *Questionbank* series in an online format



The following subjects in the *Questionbank* series are now available—Mathematics, Psychology, Geography, History Route 2 and Historia del PD (Itinerario 2). This series allows the user to create customized tests, examination papers and mark entry spreadsheets in minutes using hundreds of authentic DP examination questions, markschemes and subject reports. Accessible using all operating systems.

Search on the IB store for the following titles.

- *IB Questionbank Online: Mathematics*
- *IB Questionbank Online: Psychology*

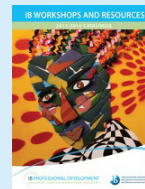
- *IB Questionbank Online: Geography*
- *IB Questionbank Online: Route 2 History (in English)*
- *IB Questionbank Online: Route 2 History (in Spanish)*

Find out what other DP resources are available for students and teachers by visiting the IB store at <http://store.ibo.org>.

IB workshops catalogue

<http://ecatalogue.ibo.org/t/35963>

A catalogue of IB workshops and resources 2013–2014.



PD online workshops



<http://ibo.org/programmes/pd/online>

An online workshops calendar.



IB e-newsletters

Stay up to date with the most accurate, timely communications. Look for DP news in the IB's web-based e-newsletters which recipients receive via email.

IB in Practice—Tailored to the IB's community of educators, teachers, coordinators and examiners. It is published bi-monthly, alternating with IB Global News (with the exception of December and July). This newsletter focuses on news and information related to IB teaching practice and provides current details on IB curriculum, assessment, programme news, professional development (PD) opportunities and the IB educators' network (IBEN). It is intended as a tool to support those individuals most heavily involved in IB teaching and learning. These are sent to the email addresses registered for coordinators in IBIS and are also available to read on this page: <http://www.ibo.org/newsletters/>.

IB Global News—Provides an array of IB news, research and information for a broader audience that includes teachers, coordinators, counsellors and heads, parents, educators at prospective IB World Schools, donors, related organizations and colleagues at universities. It is published bi-monthly, alternating with IB in Practice (with the exception of December and July). This publication may be shared with anyone interested in the IB; subscriptions are available on an opt-in basis. Find the link to subscribe on this page: <http://www.ibo.org/newsletters/>.

IB News Update—Exclusively developed for IB heads of school and sent to the email addresses that they have registered in IBIS. Published three times a year.

Digital Toolkit

<http://ibo.org/myib/digitaltoolkit>

This digital toolkit contains a wide range of free communications materials.



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Continuum

The most recent IB continuum publications are:

Programme standards and practices
(for use from January 2014)

Education for sustainability: Students lead the way

Learning story: Three programmes or one continuum?

Learning story: How a school used their natural environment and collaborative practices to enhance learning

Learning story: Developing policies, procedures and practices to meet student learning diversity

Learning story: "An International Baccalaureate education for all"

Learning story: A learning story about the role of the mathematics teacher as a language teacher