

# Coordinator's notes

Information for Diploma Programme coordinators and teachers

## News

For general International Baccalaureate (IB) news and information—for example, research news and professional development (PD) opportunities—please refer to *IB Global News*, which provides 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 at <http://www.ibo.org/en/news/newsletter-from-the-ib/>. Coordinators will automatically receive these newsletters via email using the email address that they have entered into the IB Information System (IBIS).

### **Changes to Diploma Programme *Coordinator's notes* publication dates**

The Diploma Programme (DP) *Coordinator's notes* were recently reviewed, and a decision was made to reduce the number of editions from four to three editions per year. Therefore, there will no longer be an issue published in November. The new publication schedule will be February, May and September. These months were selected in order to provide important updates at the beginning of the academic year for all schools to cover the May and November examination sessions.

### ***Handbook of procedures for the Diploma Programme 2017***

The 2017 edition of the *Handbook of procedures for the Diploma Programme*, published in August 2016, features a reorganized scheme of contents.

A new feature for this year is a range of icons, indicating new content, amended content and calendar updates. These are now indicated visually to help handbook users identify this content quickly and easily.

The content of the handbook has been reorganized to reflect a more logical progression from registration to results. The new sections are as follows.

A0 Introduction

A1 Introducing the IB Diploma Programme

A2 Essential information

A3 Before registration

A4 Registration and entries

A5 Coursework assessment

A6 Examinations

A7 Results and certificates

A8 Summary calendar of key dates

The subject-specific sections within section B remain the same as in previous years.

## In this issue:

**News**

**Core**

**Languages**

**Individuals and societies**

**Sciences**

**Mathematics**

**The arts**

**DP curriculum development and review cycles**

**IB on the web**

These changes are part of a programme of improvements to the handbooks, which will be continued in the 2018 editions, available in August 2017.

## Restriction on the support for film, social and cultural anthropology and music in French

In accordance with annex 2 of the IB Language Policy ([www.ibo.org/language-policy](http://www.ibo.org/language-policy)), the language policy committee of the IB has considered its assessment offering in the IB working languages for a series of Diploma Programme courses that have curriculum reviews finishing in 2017 and 2018. To reach its decision, the committee reviewed the candidacy number in each response language over an extended period to determine whether the offer was viable and sustainable.

As a result of this analysis, the committee agreed that assessment of the new course for the following subjects will only be offered in French as a special request:

- film (for first examinations in 2019)
- social and cultural anthropology (for first examinations in 2019)
- music (for first examinations in 2020).

Therefore, no curriculum material will be produced in French for these subjects for the duration of the curriculum review cycle. Should interest in these subjects change significantly, the IB will revisit its decision.

## Diploma Programme student workload research

The IB is carrying out research on student workload during the DP starting in October 2016. Heads and DP coordinators of randomly selected DP schools in countries across the world have been contacted to request their help in gathering the required data.

This research will allow us all to fully understand the anecdotal evidence concerning the workload and to what extent students find the programme demanding, the effect of this on their well-being, as well as which students are most affected. The research will involve three student surveys: one at the beginning of their first year of the DP, one at the end of the first year, and finally a survey at the end of the second year. Schools will also complete a survey.

If you have any questions about the project, do not hesitate to email: [dp.student.workload@ibo.org](mailto:dp.student.workload@ibo.org).

## Digital publications

There are now four websites available on the OCC for different areas of the DP.

- Approaches to teaching and learning in the Diploma Programme

- Environmental systems and societies subject website (first assessment 2017)
- Global politics subject website (first assessment 2017)
- Extended essay website (first assessment 2018)

Each website contains a variety of teacher resources including guides, teacher support materials (TSMs), case studies, practical guidance and videos, and assessment support material, where appropriate. More materials will be added over the coming months, and teachers are encouraged to visit the websites regularly.

## Classical languages curriculum review

The curriculum review for the new classical languages course, scheduled for first teaching in 2020, is in its initial stages. As part of the IB's ongoing commitment to collaboration and consultation, the IB is looking for classical languages teachers who would like to become involved in the curriculum review process.

Teachers interested in taking part in meetings from 2017 onwards are invited to submit their curriculum vitae (CV) and a short expression of interest. In addition to highlighting the applicant's experience with the DP classical languages course, the expression of interest should also identify and provide a brief justification for one element of the course the applicant feels should be retained in the review and one element that should be changed, removed or added.

This expression of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). The deadline for submissions has been extended to **31 October 2016**.

## Theatre curriculum review

The curriculum review for theatre is now in the initial stages of developing an updated course, for which teaching will begin in 2021. As part of our ongoing commitment to collaboration and consultation, the IB is looking for theatre teachers who would like to become involved in the curriculum review process.

In November 2016, the cycle of review and development meetings will start, some of which are face-to-face and some of which are virtual. For these meetings the IB is looking for theatre teachers who have a good subject knowledge and experience with or enthusiasm for curriculum development in the arts. Teachers interested in participating in the development of the subject are invited to write a letter outlining their experience and explaining why they wish to be involved and how they could contribute to the review. Letters, together with CVs, should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). The deadline for applications has been extended to **31 October 2016**.

## Sciences curriculum review

The curriculum review and development for DP biology, chemistry and physics has started with research and

evaluation by the academic and assessment divisions. This review is adopting a cross-programme approach, which will ensure continuity of inquiry and action within the science curricular strand.

As part of our ongoing commitment to collaboration and consultation, the IB wishes to invite teachers of biology, chemistry or physics to become involved in the review process of examining the existing course and looking for opportunities for further development. The development meetings will commence in early 2017.

Teachers interested in taking part in the curriculum review process are invited to submit the following.

- A CV to include experience of teaching IB Middle Years Programme (MYP) and/or DP science(s) as well as any other experience of teaching the sciences in different national systems
- A paragraph highlighting one area in the current DP science courses that they would like to change or that would benefit from further development
- This expression of interest should be submitted by email to [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). The deadline for applications has been extended to **31 October 2016**.

## Declarations of authenticity

As the IB moves towards receiving more candidate (internally and externally assessed) coursework electronically, it is trying to eliminate many of the forms that were mailed to examiners with the work in order to reduce the amount of administrative work for schools.

However, one administrative task that is essential is the need to obtain candidates' confirmation of authenticity of the work they submit for assessment.

The IB coursework upload system allows IB coordinators or school administrators to upload work on behalf of candidates. The system requires the teacher or coordinator uploading on behalf of candidates to confirm that they have received signed declarations of authenticity from each candidate for every item of coursework submitted.

It is the responsibility of the school to ensure that these declarations have been properly made, recorded and stored, and that they are available to the IB if the authenticity of the work is called into question during the assessment process.

Schools must ensure that the authentication from a candidate is for the work submitted for assessment. No replacement work will be accepted by the IB after the authenticity of a piece of work is called into question or the deadline for submission has passed.

It is a regrettable fact that, each session, the IB has to disqualify a number of students for plagiarism or collusion who claim that the work submitted was, in fact, an early draft and that the school made an error in the upload. Such students sometimes seek legal redress from their schools.

## Changes to moderation of internal assessment

Schools are already electronically submitting samples of some internal assessments to the IB. By November 2016, the IB wants to receive almost all internal assessment samples electronically. Receiving work in this way gives the IB the opportunity to quality assure examiners' moderation standards in the same way that marking standards are assured for script components.

Beginning with internally assessed theory of knowledge (TOK) presentation forms and information technology in a global society (ITGS) internal assessments in November 2015, the IB began to use a new and improved system for the moderation of internal assessments called "dynamic sampling".

Teachers will enter student marks for internally assessed coursework onto IBIS as they do now. After these marks have been entered, a moderation sample will be requested by IBIS, just as it is now. Rather than mailing the sample to an examiner, the sample will instead be uploaded to IBIS.

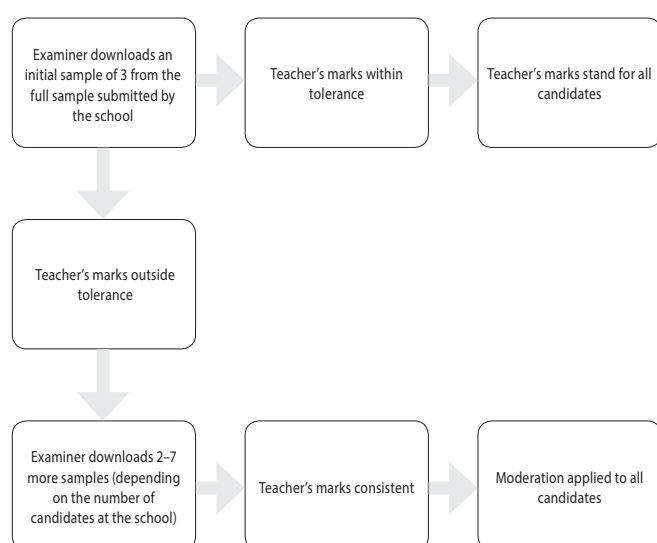
The deadlines for submission of the moderation sample will continue to be 20 April for the May examination session and 20 October for the November examination session. The work of the same number of candidates will be required for the samples.

- Where there are fewer than 6 candidates for a subject, all the work will be requested by IBIS.
- Where there are 6–20 candidates, 5 samples will be requested.
- Where there are 21–40 candidates, 8 samples will be requested.
- Where there are more than 40 candidates, 10 samples will be requested.

Examiners will view and mark samples of candidates' work on screen. The quality of examiners' moderation will be assured by practice, qualification and seeding, in the same way that examiners' marking is already quality assured for examination scripts and some externally assessed coursework. Examiners will have to mark examples of work definitively marked by the principal examiner to the same standard as the principal examiner (within a margin of tolerance) in order to qualify to mark candidate work. Further examples of work definitively marked by the principal examiner will be interspersed with work each examiner receives for moderation. As long as an examiner begins and continues to mark work to the same standard as the principal examiner (within a margin of tolerance), he or she can continue to mark candidate samples. If an examiner does not consistently apply the same standard as the principal examiner, the examiner is prevented from moderating further samples by the electronic marking software until his or her application of the assessment criteria is realigned by discussion with a senior examiner.

Just as a margin of tolerance will be applied to examiners' moderation, a margin of tolerance will also be applied to teachers' marking. If teachers apply the assessment criteria in the same way as the principal examiner and his or her team, their total marks for each candidate will not be adjusted. Where a teacher's marks lie outside the margin of tolerance, a statistical adjustment will be applied to the marks awarded to all candidates in their school. Where more than one teacher is involved in marking the same type of internally assessed work in a school, such as the TOK presentation, it is essential that teachers within the school carefully standardize their marking. In this way, any moderation adjustment made on the basis of the sample is fair to candidates whose work is not included in the sample.

The "dynamic sampling" moderation process is described in the following diagram.



Because examiners will be applying the same standard as that of the principal examiner, they can give more accurate and useful feedback to schools about their moderation samples. The IB intends to provide very similar training for moderators and teachers in order to give teachers the best prospect of marking to the global standard and having their marks upheld in the moderation process.

## IB examiner recruitment

We welcome all IB teachers to become an examiner for the IB.

Examining for the IB provides a unique professional development opportunity. IB examiners learn about the assessment process and how it is applied in their subjects. Furthermore, they can see how our international mix of students approach the assessment tasks within their subject.

IB examiners are recruited for the vast majority of subjects throughout the year. However, we would encourage applications as soon as possible. The IB looks to allocate work to examiners by the end of February. Therefore, applying

sooner increases the likelihood that new examiners will receive marking in the following May session.

More information on the role, the IB examiner recruitment policy and online application form can be found on the IB website: [www.ibo.org/examiners](http://www.ibo.org/examiners).

## Core

### Extended essay

The new iteration of the extended essay begins in 2016 for first assessment in 2018. The guide and teacher support material are presented through a dedicated EE website, which can be accessed via the "Extended essay" and "World studies extended essay" pages of the OCC. Please note that the new microsite provides all the guidance and support material for both disciplinary extended essays and the world studies extended essay.

### Addendum to the diploma points matrix as published in the current *Extended essay guide*

An addendum to the *Extended essay guide* (first examinations 2013) is now available on the "Extended essay" page of the OCC. This is applicable to the whole DP and is communicated in full in the document entitled *IB Diploma Programme: Simplifying the diploma requirements and failing conditions*, effective from May 2015.

### Electronic upload of extended essays

With effect from the November 2016 examination session, schools will be required to upload all extended essays. There will not be an option to send hard copies directly to examiners. Information on the upload procedure is available in section B7.6.1 of the *Handbook of procedures for the Diploma Programme 2016* and in the eCoursework user guides in the IBIS library.

Please be advised that there is an error in the *Handbook of procedures for the Diploma Programme 2016*, section B7.6. It currently states:

"With the shift of mode of assessment to e-marking in November 2016, data captured on the coversheet will be input at the point of upload."

Instead, it should state that a writeable PDF version of the current coversheet will be made available in the document entitled *Forms and coversheets* for the session in question. This coversheet must be submitted along with the extended essay for each candidate and includes the supervisory comment. Supervisors/coordinators will also be required to attest to authenticity and state the number of supervisor hours spent with the candidate at the point of submission.

## Availability of extended essay exemplars and subject reports on the OCC

Coordinators are advised to make use of the extended essay exemplars available on the OCC. These can be found on the respective course page of the relevant subject and by scrolling down to the section entitled "Extended essay". For those subjects that do not have an OCC page, some exemplars can be found under "Diploma Programme core" on the "Extended essay" page. A selection of student-friendly annotated exemplars is available on the "Extended essay" page of the OCC in the box entitled "Student advisory exemplars – Extended Essays". These exemplars are annotated in a student-friendly way that includes best-practice tips as well as common omissions or errors. Exemplars will next be refreshed after the May 2018 examination session.

As the nature of the extended essay task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Where interim extended essay subject report updates are produced, they are to be read in conjunction with the last full subject report for the subject in question. The extended essay subject reports were fully refreshed in May 2015 for the last time for this iteration of the extended essay assessment model. Subject reports will next be refreshed after the May 2018 examination session.

A general extended essay report was produced for the May 2015 session and is available on the "Extended essay" page of the OCC. This report outlines common issues across all extended essay submissions and extended essay queries. Coordinators should share the general extended essay report as well as the subject-specific extended essay reports with supervisors to help the preparation of future cohorts.

### Extended essays and other assessment components

An extended essay is not an extension of the internal assessment task or any other assessed component of a subject, and students must ensure that they understand the clear distinction between the extended essay and other assessment tasks. While there is inevitably some overlap in the skills being developed, there are clear differences, and the extended essay must not be based on the same data collected for another assessment component or share significant secondary sources used.

It is the responsibility of the student to ensure that his or her extended essay does not overlap with any other work he or she is preparing for assessment in other components. Supervisors play an important role in guiding students on this matter by ensuring that students understand the different requirements of the task, including:

- the presentation of material; the extended essay is modelled on an academic piece of writing
- the different assessment criteria for the tasks
- the different recommendations with regard to the use of both existing sources of information and their own data collection.

Extended essays should, where appropriate to the subject and according to the guidance given, include some evidence of consultation with secondary sources in order to establish the context and worthiness of the topic under study. The balance between the use of existing sources and data collected by the student will depend on the subject, and students should ensure that they have read and understood the relevant subject section of the *Extended essay guide*.

Students who submit an extended essay using the work of another assessment component, such as an internal assessment task, risk failing their diploma as this is considered a case of academic malpractice.

## 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 itself, as it is an assessed element of the extended essay. For peer guidance, consult the extended essay forum on the OCC.

### Reflections on planning and progress form

In July 2014, a form entitled *Reflections on planning and progress* (RPPF) was made available to all schools to support the extended essay supervision process. The form is available on the OCC for schools that wish to begin using this form for internal purposes before its mandatory introduction in September 2016 for first assessment in May 2018. More information on the RPPF and reflection process can be found on the extended essay guide website for May 2018 assessment.

### Extended essay assessment criteria

The IB was made aware that there was an error in the translation of criterion A in the Spanish version of the *Extended essay 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 extended essay in Spanish are aware of this correction and will apply the criterion as indicated by the descriptor outlined here and not as stated in the Spanish version of the guide.

### Links to external resources within an extended essay

Irrespective of the subject, the extended essay should be modelled on an academic journal or 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 extended essay itself when assessing an essay.

As with appendices, if information central to the argument is included or confirmed in the external link, it is treated as though the point has not been made. This could affect, 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 extended essay. This guidance has been shared with examiners.

### Group 1 extended essays

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

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

### Clarification of word counts in Chinese for extended essays

Word processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

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

Students submitting groups 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.

Written documents	The following do not qualify as "cultural artifacts".
<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>	<ul style="list-style-type: none"> <li>• Political events (elections, referendums)</li> <li>• Historical events</li> <li>• Social movements (for example, riots)</li> <li>• Social issues (unemployment, immigration, racism, school violence, the role of women in X country, and so on)</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, and so on)</li> </ul>

<b>Spoken documents</b>	
<ul style="list-style-type: none"> <li>• Screenplays</li> <li>• Radio or television programmes</li> <li>• Song lyrics</li> <li>• Interviews</li> </ul>	
<b>Visual documents</b>	
<ul style="list-style-type: none"> <li>• Works of fine art</li> <li>• Architecture (buildings, monuments, and so on)</li> <li>• Films</li> <li>• Stamps</li> </ul>	
<b>Cultural icons</b>	
<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>	

### Group 3 extended essays—global politics

The new global politics course has become 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 the 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 extended essay in one of the areas of the global politics course are advised to look at the current subjects available in the *Extended essay guide* (particularly politics, human rights, and peace and conflict studies) to see where their topic may be best placed.

## Theory of knowledge

### Assessment

#### Theory of knowledge essay

Coordinators are reminded that a new set of six prescribed titles for theory of knowledge (TOK) is published for each 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. The prescribed titles are also available in the IBIS library.

Essays not written on one of the prescribed titles for that session will automatically be awarded zero marks.

#### Theory of knowledge: Planning and progress form (TK/PPF)

The completion and submission of the planning and progress form (TK/PPF) is mandatory for all TOK candidates in all schools. Failure to submit this form may result in no grade being issued. Forms must be completed by the candidates and the teachers and then submitted by the coordinator. The deadline for the submission of the form is the same as the deadline for the essay: 15 March (May session) and 15 September (November session). The coordinator must upload the form using the eCoursework option on IBIS.

#### Theory of knowledge: Presentation planning document (TK/PPD)

The TK/PPD is located in the "Assessment" section of the "Theory of knowledge" page on the OCC and is also available in the IBIS library.

In response to feedback from schools, an improved version of TK/PPD is now available for **first assessment from May 2017**. The improved version includes fields to indicate the duration of the presentation and the number of candidates presenting. It also provides clearer guidance to candidates and teachers on how to complete their sections, and the space for each section has been extended slightly. Please note that all IB forms, including the TK/PPD, now have a set font size, so please ignore the requirement stated in the subject guide for the use of standard 12 font size.

#### On IBIS

Once the teacher or coordinator has entered all the candidates' presentation marks on IBIS, they are required to electronically upload (through the eCoursework option) **only** the presentation planning documents (TK/PPDs) indicated in the sample generated by IBIS. They must ensure that the document uploaded for each candidate in the sample corresponds to the mark that they were awarded as their internal assessment mark on IBIS.

If more than one candidate selected in the sample has completed the same group presentation, where possible, the coordinator or teacher must use the "Change" button to add a candidate with the same or similar marks that has completed a different presentation.

There is also a requirement to enter the marks out of 10 for each candidate in the sample and an option to provide any additional comments. For TOK, no comments on the marking are required because these are already included on the presentation planning document (TK/PPD).

#### Assessment samples available on the OCC

Samples of candidates' essays and presentation planning documents (TK/PPD), including examiner comments, have been added to the TSM published on the OCC. Samples of the planning and progress form (TK/PPF) have also been added in the "Sample student essay" section.

## Predicted grades

In order to predict grades, teachers must use the grade descriptors published on the "Theory of knowledge" page of the OCC under "Assessment" entitled *Grade descriptors* (for use from September 2014/January 2015). Teachers must refrain from trying to calculate equivalencies between the assessment instrument and the A–E grades. Grade boundaries are not fixed in TOK; they are reviewed every session at the grade award meeting and therefore subject to change.

## Creativity, activity, service

The new guide and TSM for creativity, activity, service (CAS) have been in effect since September 2015.

Please note that "creativity, action, service" became "creativity, activity, service" as of September 2015. Coordinators are encouraged to read the new CAS documents.

The procedure for approving CAS programmes has been incorporated into the new global school authorization processes. CAS implementation will be evaluated every five years. The *Creativity, activity, service guide* (for students graduating in 2017 and thereafter) details the self-study process as well as evaluation procedures and is supported by the *Self-study questionnaire: Diploma Programme* document on the OCC.

## Languages

### Clarification of word counts in Chinese for studies in language and literature and language acquisition DP courses

Word processing software when typing in Chinese is likely to include the number of characters and punctuation. Teachers and students are asked not to include punctuation in the word count for assessed work. The word count should only take into account the number of characters typed.

### Studies in language and literature

The document, *Studies in language and literature curriculum review: First report to teachers*, has been completed on the progress of the curriculum review for studies in language and literature. The report can be found on the OCC.

### Language A: literature/literature and performance—notice of works studied form

From May 2016, schools will no longer be required to submit the form *Language A: literature/literature and performance—notice of works studied* for the language A: literature and literature and performance courses. Only students taking the language A: literature school supported self-taught course

need to submit the *Language A: literature—notice of works studied (part 2 genres)* form on IBIS.

### Language A: literature written assignment

Schools are advised that the language A: literature written assignment will be treated as a common component for SL and HL from May 2016 for assessment purposes.

### Language A: language and literature paper 1

The language A: language and literature paper 1 will be produced in full colour where necessary from May 2016.

### Language A: literature school supported self-taught

The document *Language A: literature school supported self-taught alternative oral assessment procedures* (updated September 2015) was modified to include further changes in the alternative oral assessment procedures.

The language A: literature school supported self-taught oral commentary questions for the 2017 examination sessions (May and November) are available on the OCC. Please note that this set of questions is specific to the 2017 examination sessions. Students registered for the 2016 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 two works studied, it is expected that students will pay attention to the ways in which literary features such as language, style, tone and voice create particular effects.

### Withdrawal of coversheets for language B and language ab initio written assignments

From November 2015, candidates are no longer required to submit a coversheet to accompany their written assignments for language B or language ab initio.

### Classical languages guide

#### Amendments to the *Classical languages guide* (first examinations: May 2016)

Coordinators and teachers are reminded of the amendments made to the *Classical languages guide* listed in previous issues of the DP *Coordinator's notes*. The amended version is available in PDF and HTML formats on the OCC.

#### Clarification of the word count for HL paper 2 section B

The *Classical languages guide* does not mention any word limit for the HL paper 2 section B and clearly describes the two criteria according to which answers are assessed. Some



teachers are rightly concerned by the prescriptive way that the question has been formulated in the specimen papers. This wording has been rectified, and future papers will bear the instruction: "Give a written response of **indicatively** no more than 300 words." This should be taken as a hint and a helpful suggestion so that students do not spend too much time writing overambitious answers.

### Clarification of the use of sources for the individual study research dossier

Schools are advised to consider the following quotation from the *Classical languages teacher support material*, under the heading "Individual study", which clarifies both the definition of a primary source and how students may incorporate secondary source material into their dossiers.

"Primary sources refer to those which are the product of classical antiquity, either textual or material. For example, quotations from a classical text, architectural plans of a Roman temple, inscriptions from tombs or photographs of Greek vases are all primary sources. A Renaissance painting of a scene from classical mythology is **not** a primary source. However, students may still use Renaissance interpretations of classical material in their annotations as they would use secondary literature, to support their analysis."

### Updated paper format—Revised specimen papers

The *Specimen examination papers and markschemes* (first examinations 2016) for Latin and Classical Greek have been updated to reflect the following changes and improvements to the formatting of the examinations from May 2016 onwards.

- Rubrics have been reformulated to bring them closer to those in other languages and to make them easier for candidates to follow.
- To help distinguish letters that look identical in the typeface Arial, all Latin text on paper 1 and paper 2 (including in the text of questions) will be set in Minion Pro.
- The translation text on paper 1 will include additional space between lines, so that candidates can annotate the passage more easily.
- Paper 1 no longer contains a "momentum translation"; candidates must translate the entire text presented on the examination. (This change, while reflected in the specimen papers, was omitted from the final curriculum review report.)
- The instructions for HL paper 2 section B have been modified as described above.

The IB wishes to thank all who contributed the feedback on the new course that informed these changes.

## Individuals and societies

### Business management

Coordinators and teachers of business management should refer to the February 2016 edition of DP *Coordinator's notes* for additional guidance on the new course of study for business management, which was first assessed in the May 2016 examination session. The latest version of the subject guide is dated November 2015 and is available on the OCC.

Coordinators are reminded that schools should continue to provide each candidate with a clean copy of the formulae sheet for SL and HL paper 1 and paper 2 examinations. Candidates do not require a copy of the discount table that appears in the appendices of the guide. If the discount table is required in order to answer a question, a copy will be provided in the examination paper. Similarly, candidates must not be given an example of how to present a balance sheet/profit and loss account for the examination. Candidates must be familiar with the presentation prior to the examination. Teachers are also reminded that there is a different case study for each examination session. The case study is published on the OCC about three months before the written examinations in May.

### Global politics

Following a successful three-year pilot with 30 DP schools, global politics is an exciting new addition to the individuals and societies subject group. The course offers students an opportunity to explore fundamental political concepts such as power, liberty and equality in a range of contexts and at a variety of levels.

The global politics course became available at both HL and SL as a mainstream subject for first teaching in September 2015 and first assessment in May 2017. Global politics will also be available in November sessions at both levels, as of November 2017.

**Note:** Global politics will be available by special request in both French and Spanish in a May session and, also by special request, in Spanish in a November session. Where a school intends to register candidates for global politics in French or Spanish as a response language, the DP coordinator must make a registration request on IBIS at least 18 months before the written examinations.

A website for global politics is available via the "Global politics" page on the OCC, where teachers can find the guide and substantial TSM. Face-to-face and online workshops for global politics are also now being offered. The online directory of workshops is available at [www.ibo.org/professional-development/](http://www.ibo.org/professional-development/).

For further questions on global politics, please contact the IB Diploma Development team at [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org). Based on the experiences of the pilot, the IB looks forward to seeing an enthusiastic response to this new subject from DP schools.

## History

### New course

The new *History guide* and *History teacher support material* (for first assessment in 2017) are now available on the OCC. Coordinators should ensure that their history teachers are aware of the significant changes in the new guide and should particularly take note that in the new course there is **no longer** a distinction between route 1 and route 2 history. Instead, there is a single DP history course offering a wider variety of different topics and options.

Please also note that since the initial publication of the history specimen examination papers at the end of 2015, there have been some refinements to the layout of paper 1. The paper has been redesigned to make it easier for candidates to use in the examination; however, neither the content nor the expectations of the examination have changed, only the way in which it is presented to candidates. As such, it is very important that candidates have the opportunity to familiarize themselves with the layout prior to the examination. This new version of paper 1 can be found on the OCC.

## Information technology in a global society

### SL paper 1 and HL paper 1

The following changes to SL paper 1 and HL paper 1 are in effect from the May 2016 examination session.

- ITGS SL paper 1 has changed from 1 hour 45 minutes to 1 hour 30 minutes in length and requires candidates to answer any two questions out of four questions. The nature of the questions has not changed.
- ITGS HL paper 1 remains at 2 hours 15 minutes. Candidates are required to answer three questions; two from section A (no change) and one from section B (which was created by merging sections B and C).

Specimen papers with this new format are available on the OCC.

## Philosophy

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 features one passage of text and one image.

With effect from May 2016, and as can be seen in the philosophy specimen papers, the paper 2 requirement is that candidates respond to one question that comprises a part a) and a part b) question. Please note that candidates who

overlook the rubric requirements and provide one integrated response that is not presented as a part a) response and a part b) response will risk self-penalizing. Each question part assesses distinct skills that will only be rewarded against the appropriate question part. The advice to schools, therefore, is to ensure that in preparing for paper 2, this consideration is taken into account and shared explicitly with candidates.

## Sciences

### Sports, exercise and health science

Sports, exercise and health science will be available as an HL course for first teaching from September 2016. At the same time, the internal assessment requirements for both SL and HL will be changed so that there will be alignment with other group 4 science subjects. Full details of these changes are published in the new *Sports, exercise and health science guide* (first assessment 2018), available on the OCC. This guide will be supported by an extensive TSM, specimen papers for the HL examinations and a wide range of exemplar materials for the new internal assessment.

## Mathematics

### November 2016 internal assessment upload

In the November 2016 examination session the internal assessment sample for group 5 subjects will, for the first time, be uploaded rather than sent by post. The internal assessment will be electronically uploaded and marks entered on IBIS. The sample projects/explorations must be those identified by IBIS. From November 2016 the forms (*5/PJCS* and *5/EXCS*) for mathematics internal assessment will no longer be required to be completed by teachers and included in the sample. It is important that relevant background information and comments regarding each criterion are included with the sample. It is recommended that this be incorporated on the work itself and in the comments box on IBIS.

For more information on uploading internal assessment samples in November 2016: the *November 2016 Diploma and Career-related Programme eCoursework newsletter*, available on IBIS as a news item

- the user guide, for using the eCoursework system, available in the user guides section of the IBIS library.

### Changes to mathematics HL

From May 2017, the number of questions on all HL mathematics papers will be reduced by approximately 20%. The IB has taken this action in response to evidence from schools, feedback from students, and analysis of results that

suggest that candidates struggle to reach their full potential in these papers.

The number of marks will be reduced to reflect the number of questions on the paper. Papers 1 and 2 will be marked out of 100 and paper 3 will have a maximum mark of 50.

The IB expects the same quality of mathematics and believes that giving students more time to reflect on the questions will enable them to demonstrate more fully their mathematical knowledge, skills and understanding.

No further action is required by schools at this stage. The IB will publish new specimen examination materials in October 2016, based on the November 2014 papers. The IB will continue to provide reminders about this change nearer to the May 2017 examination session.

Please send queries to Matthew Glanville, Head of Assessment Principles and Practice, at [matthew.glanville@ibo.org](mailto:matthew.glanville@ibo.org).

## The arts

### Arts subjects: the authentication of coursework

#### The planning and progress form for theatre and visual arts has been reviewed

With effect from the May 2016 examination session, there is a requirement for schools to submit a completed planning and progress form for each theatre and visual arts candidate whose work comprises the sample for internal assessment. The mandatory completion of this form for every candidate is intended to strengthen the quality of their coursework, but primarily to assist in confirming the authenticity of each phase of their work. In response to feedback from schools, however, the form is being revised to ensure that the process of authentication more strongly aligns with the delivery of practical arts subjects.

#### Arts subjects: Revised process for May 2017 onwards

A new form, referred to as the *Coursework authentication form* (CAF), will be introduced gradually for all DP art subjects, starting with theatre and visual arts.

- For assessment in May and November 2017, **either** the current planning and progress form **or** the new CAF will be accepted for both theatre and visual arts.

For assessment from May 2018 onwards, only the CAF will be accepted. Therefore, theatre and visual arts teachers must use the CAF with cohorts who commence first teaching from September 2016. Like the current planning and progress form, the CAF must be used to record three interactions with each candidate at various stages during the creation of their coursework.

One key difference with the CAF, however, is that the teacher completes the authentication form, rather than the student.

The authentication of work by candidates is completed on the eCoursework system when submitting the materials for assessment.

The second key difference with the CAF is that it will not be necessary for teachers to authenticate the coursework for every assessment task on the CAF as, by the very practical nature of arts subjects, the creation and progress of candidate's work for some of the tasks is continually witnessed by teachers. Therefore, not all components will appear on the form. However, it is expected that the teacher will continue to scrutinize the ongoing work of each candidate and seek assurance that every element of the work is authentic. The authentication of all candidate's work is required on the eCoursework system when submitting the final materials for assessment.

With effect from May 2019 the completion of a CAF will be mandatory for all DP arts subjects. Therefore, all teachers of DP arts subjects must use the CAF with cohorts who commence first teaching from September 2017.

Furthermore, from May 2019 this form must be submitted for every arts candidate, not just those candidates whose work comprises the sample for internal assessment. Details will appear in the 2018 edition of the *Handbook of procedures for the Diploma Programme*.

#### Approaching the interactions

The CAF will be structured to enable teachers to meet with each candidates at three decisive points during the creation of each piece of coursework, one meeting for each stage of inquiry, action and reflection (see *What is an IB education?* 2013: 5). The interactions, which might feasibly be formal meetings or informal discussions in the studio, could be structured as follows.

- Inquiry stage:** Students outline the nature of their work, proposing the methods to be followed or the choices to be made in the early stages of developing the work. Through discussion teachers may support students in revising or reshaping their plans to best fit their desired intentions. Teachers summarize this discussion and any guidance given on the CAF.
- Action stage:** This is a mid-point meeting to check in on the development of the work being undertaken, to review the direction of travel, scrutinize any materials produced so far and to support students in making decisions about their "next steps". This might also be an opportunity for students to consider the scope and nature of any "end product". Teachers summarize this discussion and any guidance given on the CAF.
- Reflection stage:** Teachers review the work completed to date and provide their formal comments on the "one draft" of the work, before each student finalizes their work for submission. Teachers summarize this discussion and any guidance given on the CAF.

#### 4. Locating the CAF

The new CAF can be found in the IBIS library (coordinator access only) and on the OCC under theatre and visual arts (coordinators and teachers).

## Film

### Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2017 examination sessions is given below.

Teachers must choose three films from this list. These films must not be studied in class. Students must be provided with the name of the chosen films four weeks in advance of the presentation. They will select one film from the three and prepare the presentation within this four-week period.

Full details of procedures and deadlines are provided in the Film section B6d of the *Handbook of procedures for the Diploma Programme*.

#### List of prescribed films for assessment in 2017

- *I am a Fugitive From a Chain Gang* [Director: Mervyn LeRoy] 1932 USA
- *The Third Man* [Director: Carol Reed] 1949 UK
- *The Killing* [Director: Stanley Kubrick] 1956 USA
- *La Battaglia di Algeri (The Battle of Algiers)* [Director: Gillo Pontecorvo] 1966 Italy
- *Cabaret* [Director: Bob Fosse] 1972 USA
- *The Mission* [Director: Roland Joffé] 1986 UK/France
- *Faa yeung nin wa (In the Mood for Love)* [Director: Kar-Wai Wong] 2000 Hong Kong
- *Sen to Chihiro no kamikakushi (Spirited Away)* [Director: Hayao Miyazaki] 2001 Japan
- *Abril Despedaçado (Behind the Sun)* [Director: Walter Salles] Brazil 2001
- *Das Leben der Anderen (The Lives of Others)* [Director: Florian Henckel von Donnersmarck] 2006 Germany
- *Efter brylluppet (After the Wedding)* [Director: Susanne Bier] 2006 Denmark
- *The Social Network* [Director: David Fincher] 2010 USA

### Film clarification document

Please note that a supplementary document called *Film assessment clarification* is now available on the OCC. This document provides film teachers with further clarifications on each of the assessment components.

## Music

### Music listening paper: Prescribed works for 2017, 2018 and 2019

The two prescribed works for May and November examination sessions in 2017, 2018 and 2019 are Johann Sebastian Bach's

*Brandenburg Concerto, No. 2 in F Major* (BWV 1047) and Zoltán Kodály's *Dances of Galánta*.

There are various suitable scores for the *Brandenburg Concerto*, such as Edition Eulenburg, Bärenreiter Urtext and Dover Publications Sheet Music. A study score and audio package is also available from Eulenburg.

The score for *Dances of Galánta* is available from Universal Edition (UE34121).

Coordinators are reminded that candidates require a clean copy of the score for each prescribed work during the examination for the music listening paper.

## Theatre

### Changes to *Theatre guide* from May 2017 onwards

Following the first assessment of the theatre course some adjustments have been made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- Amendments to the wording of assessment criteria
- Minor updates to the assessment task instructions (including academic honesty, authentication and reinforcing the necessary processes for creating work)
- Clarification of subject specific terminology

The new guide, which will be published on the OCC in February 2017, will affect all theatre assessments **from May 2017 onwards**. To enable teachers to begin using the updated criteria as soon as possible, a pre-publication draft of the criteria updates for all four of the assessment tasks will be published on the OCC in September 2016.

Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

For the **November 2016** assessment session teachers must continue to follow the current guide and use the existing criteria found in the April 2014 version of the *Theatre guide*.

There is a new requirement for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

## Visual arts

### Changes to *Visual arts guide* from May 2017 onwards

Following the first assessment of the visual arts course some adjustments have been made to the guide in order to improve the effectiveness of the assessment process. These updates include:

- Amendments to the wording of assessment criteria
- Minor updates to the assessment task instructions (including academic honesty and authentication)
- Additions to the art-making forms table to broaden the possible choices

The new guide, which will be published on the OCC in February 2017, will affect all visual arts assessments **from May 2017 onwards**. To enable teachers to begin using the updated criteria as soon as possible, a pre-publication draft of the criteria updates for all three assessment tasks will be published on the OCC in September 2016.

Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

For the **November 2016** assessment session teachers must continue to follow the current guide and use the existing criteria found in the March 2014 version of the *Visual arts guide*.

### New visual arts course

Coordinators are reminded that visual arts teachers should be using the *Visual arts guide* (first examinations 2016) available on the OCC.

Due to a publishing error in an earlier iteration of the guide, teachers are asked to ensure that the DP *Visual arts guide* being used to deliver the new course (first examinations 2016) is marked as "**Published March 2014**" on the copyright page of the guide. Previous iterations should be replaced with the guide currently available on the "Visual arts" page of the OCC. Should any further amendments be made to the guide, these will be promptly communicated to schools and a new edition of the guide will be published on the OCC.

Details about the eSubmission for the new course (first examinations 2016) can be found in the *Handbook of procedures for the Diploma Programme 2016*.

The following points must be noted.

- The two exhibition photographs are mandatory.
- The two additional photographs for each artwork are optional.
- The process portfolio is not the investigation workbook.
- There is a new requirement for the authentication of arts subjects' coursework. Please refer to the information at the beginning of "The arts" section of these notes.

### Marks carried forward

Given the completely different structure of the assessment model in the new visual arts course (first examinations 2016), retake candidates will not be able to carry forward their marks if these were awarded using the old assessment model. Candidates retaking the examination will be able to use the same work but will have to submit it to comply with the requirements of the new guide. The new *Visual arts guide* and the TSM for the new course are available on the OCC. Information about the eSubmissions of visual arts is also available in section B6a of the *Handbook of procedures for the Diploma Programme 2016*. Coordinators must ensure that teachers are aware of the new requirements. Marks awarded in the May 2016 examination session using the current assessment model can be carried forward.

### Predicted grades

To grade the candidates' work, teachers must refer to the grade descriptors document available on the OCC. The grade boundaries for each component at HL and SL will be set during the grade award meetings for each examination session.

### Academic honesty

Compliance with the academic honesty requirements is still an area of concern in the visual arts course, and teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers need to be reminded of the following points and offer guidance to candidates on referencing. Please also share with teachers and candidates the publication available on the OCC entitled *Effective citing and referencing*.

- Overall, there should be clarity for the reader/examiner when they are reading or viewing the ideas of the student rather than those of others.
- In the visual arts candidates' materials submitted for assessment, both images and texts should be properly referenced at the point of use, in addition to their inclusion in the required list of sources for the comparative study.
- Candidates should include clear captions for images that include the artist, dates, title and materials, as well as the source of all the images.
- All candidates' artwork that refers to other artworks must include reference to the original source in the exhibition text or in the comparative study or process portfolio texts.
- When another person's work, ideas or images have influenced the candidate's piece(s), the source must be included as a bibliographic reference within the exhibition text or in the process portfolio or comparative study text. Any image taken from the internet and used as inspiration by candidates when creating their work must be appropriately referenced.
- Where students are deliberately appropriating another artist's image, the exhibition text or the text accompanying the candidate's work in other components must acknowledge the appropriation process, referencing the original artwork as well as the source of the image.
- Failing to appropriately acknowledge sources could potentially lead to an investigation for breach of regulation, which could have serious consequences for candidates.

## DP curriculum development and review cycles

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
<b>Group 1—Studies in language and literature</b>			
Language A: literature	2019/20	November 2020	May 2021
Language A: language and literature	2019/20	November 2020	May 2021
<b>Group 2—Language acquisition</b>			
Language B	2018/19	November 2019	May 2020
Language ab initio	2018/19	November 2019	May 2020
Classical languages	2014/15	November 2015	May 2016
<b>Group 3—Individuals and societies</b>			
Business management	2014/15	November 2015	May 2016
Economics	2018/19	November 2019	May 2020
Geography	2017/18	November 2018	May 2019
Global politics	2015/16	N/A	May 2017
History	2015/16	November 2016	May 2017
ITGS	2020/21	November 2021	May 2022
Philosophy	2014/15	November 2015	May 2016
Psychology	2017/18	November 2018	May 2019
Social and cultural anthropology	2017/18	November 2018	May 2019
World religions	2023/24	November 2024	May 2025
<b>Group 4—Sciences</b>			
Biology	2014/15	November 2015	May 2016
Chemistry	2014/15	November 2015	May 2016
Design technology	2014/15	November 2015	May 2016
Physics	2014/15	November 2015	May 2016
Sports, exercise and health science	2016/17	November 2017	May 2018
Computer science	2020/21	November 2021	May 2022

Subject	First teaching of new syllabus September/ January	Last assessments of old course	First assessments of new course
<b>Group 5—Mathematics</b>			
Further mathematics HL	2019/20	May 2020	May 2021
Mathematical studies SL	2019/20	November 2020	May 2021
Mathematics SL	2019/20	November 2020	May 2021
Mathematics HL	2019/20	November 2020	May 2021
<b>Group 6—The arts</b>			
Dance	2019/20	November 2020	May 2021
Film	2017/18	November 2018	May 2019
Music	2018/19	November 2019	May 2020
Theatre	2014/15	November 2015	May 2016
Visual arts	2014/15	November 2015	May 2016
<b>Core</b>			
Creativity, activity, service	2015/16	November 2016	May 2017
Extended essay	2016/17	November 2017	May 2018
Theory of knowledge	2020/21	November 2021	May 2022
<b>Interdisciplinary subjects</b>			
Environmental systems and societies	2015/16	November 2016	May 2017
Literature and performance	2019/20	November 2020	May 2021

## IB on the web

For inquiries regarding DP curriculum development, email [dpdevelopment@ibo.org](mailto:dpdevelopment@ibo.org).

### Ask your peers

 [occ.ibo.org](http://occ.ibo.org)

 [IB Diploma Programme coordinators](#)

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### IB Answers

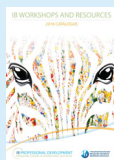
For all queries about programme implementation/authorization.

 [ibid@ibo.org](mailto:ibid@ibo.org)

### IB workshops catalogue

A catalogue of IB workshops and resources for 2016.

[ecatalogue.ibo.org/t/35963](http://ecatalogue.ibo.org/t/35963)



### PD online workshops

An online workshops calendar.

[ibo.org/en/professional-development/find-events-and-workshops/](http://ibo.org/en/professional-development/find-events-and-workshops/)



### Digital toolkit

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

[ibo.org/en/digital-toolkit/](http://ibo.org/en/digital-toolkit/)

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send this newsletter using contact information from three sources:

1. profiles built in the IB's My School system\*
2. the latest list of examiners from our Assessment Division
3. the latest list of IBEN members from our regional IBEN teams

IB educators whose contact details are not stored in the three points above can subscribe by emailing [communications@ibo.org](mailto:communications@ibo.org).

\*Each My School profile is built and maintained by the individual profile holder.

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

Visitors to the IB store are redirected to a new store—the Follett IB Store. The IB community will find all IB publications, programme and curriculum support materials, exam papers, digital resources, posters and merchandise at the new online store.

Check [ibo.org/new-store/](http://ibo.org/new-store/) for more information.