

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 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).

The new IB World Schools department

The IB has created the new IB World Schools (IBWS) department to provide higher levels of service to schools. The IBWS department aims to understand each school better, resolve issues faster and communicate clearly.

IBWS blog—the IB's “information hub”

The IBWS blog serves as a hub of information about the new department as it becomes established. Find out why the department was created and what to expect, plus Q&As, biographies of the team, as well as videos from Adrian Kearney (Director of IB World Schools) and some members of the IB Board of Governors.

Who is your IB contact?

IB Answers will continue to be your first point of contact, providing support for all day-to-day questions. In addition, schools have been assigned a contact in the IBWS department to understand each school's specific needs and those of other schools with similar goals and challenges, locally and globally. The new department is committed to building knowledge of school needs at both a regional and global level, and the IBWS team look forward to working with the IB community.

Schools that are approaching a programme evaluation in 2018 may be contacted sooner by an IBWS representative to discuss how the IB might improve the self-study experience.

University application guides

For DP coordinators that have students applying to universities in Australia, Canada, Germany, Hong Kong, the Netherlands, UK or USA, please have a look at the “Country guides for international students” located in the IB recognition resource library at ibo.org/university-admission/ib-recognition-resources-and-document-library/.

These guides clearly explain the process for applying for universities in the countries listed above.

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It's the IB's 50th anniversary year!



Celebrate with us!

Five decades ago, in 1968, and inspired by a spirit of hope in the post-World War era, the IB pioneered a movement for international education. Our founders saw a need for an international approach to education that would bring young people together with the skills, values and knowledge necessary to build a more peaceful future.

2018 marks a truly significant milestone in our history as we celebrate 50 years of IB education and a worldwide community with a shared vision to foster open minds for all primary and secondary students, from 3–19 years.

Looking to the future, in a world where we face an unprecedented pace of change, the IB's mission to create a better world through education is more meaningful than ever.

Our community is full of remarkable people who make the IB mission come to life every day, both inside and outside the classroom. We will shine a light on our community during our 50th year, by sharing the wonderful stories of our schools, educators and students, and what they do to make an IB education so unique and so valuable.

Four ways to get involved

Visit the IB blog to find out more about the four ways below.

1. Let's tell the world about our inspiring educators—share an inspiring educator story.
2. Showcase your students' artwork—what will the IB learner profile look like in the next 50 years?
3. Theory of knowledge (TOK) is unique to the IB—tell your TOK tale.
4. Network and collaborate—attend a global conference in Singapore, San Diego or Vienna.

Follow us on Facebook and Twitter to see the latest updates and stay involved throughout 2018.

@IBorganization

#IB50

#IBthefuture

What is "My IB"?

We promised to make it easier for you to access your IB resources with one username and password, and we are delighted that **My IB** now enables you to do just that.

"My IB" is a gateway to applications such as the new programme communities and the programme resource centre.

Programme communities has replaced the forums on the online curriculum centre (OCC) and is the place for IB educators to connect, share, collaborate and network. The programme resource centre replaces the OCC as the place to go for all your IB teaching materials and resources.

Note: The OCC was phased out gradually to ensure that IB educators had sufficient time to register and start using "My IB".

Have your educators registered with "My IB"?

IB coordinators have been registered automatically with "My IB", but now it is ready for teachers, deputy heads, heads of programmes, librarians, counsellors and staff in other IB roles in your school to register themselves. Learn more.

Legalization of the Diploma Programme results

Instructions for 2018

Background

In some countries, the IB document *Diploma Programme Results* needs to be legalized in Geneva, Switzerland by the relevant chancellery, embassy and/or consulate to be valid for entrance to universities.

It is the responsibility of the DP coordinator to inform candidates of this requirement. The legalization of IB diplomas takes place at the IB Foundation Office in Geneva, Switzerland after each examination session.

Note: Two different IB documents exist.

- *IB Diploma Programme Results*: The IB always legalizes the *Diploma Programme Results* document showing the results that the candidate obtained.
- The *IB Diploma* document only shows the candidate's name, and is legalized only in exceptional circumstances when specifically required.

In some cases, certain universities in Argentina, Mexico, Egypt and Lebanon may require the legalization of the *IB Diploma* document itself, in addition to the *Diploma Programme Results* document.

Legalization requests

If legalization is requested through IBIS by the coordinator, the IB Global Centre in Cardiff, UK will send to the IB Foundation Office in Geneva, Switzerland the relevant *Diploma Programme Results* documents, showing the grades obtained by the candidates. The corresponding *IB Diploma* documents are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents to send together later to individual candidates.

Coordinators must provide the IB Foundation Office with the names and codes of those candidates who wish to have their *Diploma Programme Results* document legalized. This should be done by completing the *Legalization request form* on IBIS from the "Candidate/results/legalization" option and submitting it to the IB Foundation Office before 15 June (May session) or 15 December (November session). Coordinators are asked to submit the *Legalization request form* as early as possible to ensure timely processing of the request. After the deadline, school coordinators must contact legalization@ibo.org.

When completing the *Legalization request form*, the legalization request for the *Diploma Programme Results* document is automatically registered on IBIS.

The legalization of the *IB Diploma* document itself, which only displays the candidate's name, is usually not required. Should the candidate wish to have the *IB Diploma* document legalized as well, it must be specified on IBIS, changing the option "Legalize IB Course Results, if Diploma not awarded?" from "No" to "Yes". If the legalization of the *IB Diploma* document is required, an additional legalization fee is to be applied.

Legalization requests for retake candidates are not automatically registered from one exam session to another. Legalization requests for retake candidates must be submitted again for the examination session in which the candidate takes the retake examination.

When the IB coordinator enters a candidate's name on IBIS, it must be spelled in the same way as the name on the candidate's passport/ID card. If this is not the case, the consulates may refuse to legalize the *IB Diploma*.

The following countries demand photocopies of passports.

- Bolivia
- Burkina Faso
- Iran
- Italy
- Palestine
- Taiwan
- Saudi Arabia

Photocopies of passports/ID card should be submitted with the *Legalization request form* on IBIS via email to legalization@ibo.org and/or sent by courier to the following address.

IB Foundation Office, Legalization Service, 15 Route des Morillons, 1218 Grand-Saconnex, Geneva, Switzerland

The direct telephone number of the IB Legalization Service in Geneva is +41 22 309 2545.

On receipt of the *Legalization request form*, an acknowledgment will be sent to the school via email.

Diploma Programme Course Results, for candidates who do not obtain the IB diploma, will not be legalized unless this is specifically requested on IBIS.

Legalized *Diploma Programme Results* by courier

After legalization, legalized *Diploma Programme Results* documents will be mailed to the appropriate schools by courier service. The *Legalization request form* should therefore be completed with the school telephone number and mailing address (not a PO box number) for delivery. It will then be the responsibility of the coordinators to distribute the documents to their students. Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise; in which case any extra costs will be charged to the relevant school.

In the interest of the candidates requesting legalization, and given the strict deadlines to enroll in universities, the Legalization Service makes every effort to expedite the legalization process in a short timescale. However, this is largely dependent on the external stakeholders involved.

Payment of legalization fees 2018

1. The standard fee for the legalization of each single *IB Diploma* document will be as shown in the table below, which is listed among the scale of fees in the *Diploma Programme Assessment procedures*.
2. The legalization fee will be charged for each single *IB Diploma* documents or certificates requiring legalization: the *IB Diploma* document, the *Diploma Programme Results*, the *Diploma Programme Course Results* and/or the extra certificate (for example, if a UK student requires legalization of both the *IB Diploma* and the *Diploma Programme Results*, a fee of £196.00 (£98.00 × 2) will be charged).

Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it. The IB will send invoices for legalization fees to the schools concerned as soon as possible after the legalization process is completed. Payment should be made only on receipt of this invoice.

		USD	CHF	GBP	EUR	SGD
Legalization fee for legalization requests received before the deadline	Legalization of each <i>IB Diploma</i> documents and/or of each consulate country (request received before 15 June/15 December)	167.00	199.00	98.00	119.00	198.00
Legalization fee for legalization requests received after the deadline	Legalization of each <i>IB Diploma</i> documents and/or of each consulate country (request received after 15 June/15 December)	250.00	296.00	148.00	178.00	295.00

Notes

1. Legalization requests for one, two or more "apostille" countries, shown with an asterisk on the list of "Countries concerned" below, will be invoiced only once, as one Apostille Stamp covers all the mentioned countries.
2. Legalization requests for the "consulate countries" will be invoiced as many times as legalization requests for a single different country are made.
3. For all legalization requests registered after the deadline of 15 June/15 December, the "after the deadline" fee will be applied.

Countries concerned

The following is a list of countries for which legalization has been required in past years. Requirements may be imposed by other countries in the future.

Argentina*	Indonesia	Poland*
Armenia*	Iran	Portugal*
Bolivia	Israel*	Romania*
Bosnia and Herzegovina*	Italy*	Russia*
Brazil*	Jamaica	Saudi Arabia
Bulgaria*	Jordan	Serbia*
Burkina Faso	Kazakhstan*	Singapore
Chile*	Latvia*	Slovakia*
Colombia*	Lebanon	Slovenia*
Costa Rica*	Lithuania*	Spain*
Croatia*	Macedonia*	South Korea*
Cyprus*	Malta*	Sudan
Czech Republic*	Mexico*	Syria
Ecuador*	Montenegro*	Taiwan
Egypt	Nigeria	Thailand
El Salvador*	Pakistan	The Netherlands*
Estonia*	Palestine	Turkey*
Georgia*	Panama*	United Arab Emirates
Greece*	Paraguay*	Ukraine*
Guatemala*	Peru*	Uruguay*
	Philippines	Venezuela*

Special cases

Argentina: The *IB Diploma* is not accepted in all universities in Argentina. It is only accepted in some private universities. Before requesting legalization for this country, it is recommended for students who wish to enroll in Argentinian universities to contact the Argentinian Secretariat of Education of the Ministry of Education. The relevant email address is consultascyl@me.gov.arg. If registration with the *IB Diploma* at the Argentinian university is accepted, the legalization of both the *IB Diploma* and the *Diploma Programme Results* documents is required.

Burkina Faso: A photocopy of the candidate's passport is required.

Egypt: Some universities in Egypt may require legalization of both the *IB Diploma* and the *Diploma Programme Results* documents. It is the responsibility of the candidate to check with the university.

Iran: A photocopy of the candidate's passport is needed. All national candidates requiring legalization for Iran will need to fill in a form (in Persian) on the Iranian Embassy in Switzerland's public web page (iranembassy.ch). When completing the form, the candidate will automatically obtain a code to be sent to the consulate of Iran with a copy to legalization@ibo.org, consular@iranembassy.ch and secretariat@iranembassy.ch.

As soon as the candidate has filled in the form, the candidate must send the code obtained to the Legalization Service of the IB Foundation Office in Geneva (legalization@ibo.org) to be able to obtain the legalization for Iran.

Italy: For candidates coming from IB World Schools not registered on the list of schools kept by the Italian Ministry of Education, a photocopy of the candidate's passport is required for issuing the Italian Declaration of Value. The consulate of Italy in Geneva only issues the Italian Declaration of Value for candidates who have obtained the IB diploma. This consulate will not issue the above-mentioned document for *Diploma Programme Course Results*. Universities in Italy may require translation of the *Diploma Programme Results* document into Italian by a registered translator. It is the responsibility of the candidate to comply with this requirement.

Mexico: Some universities in Mexico may require legalization of both the *IB Diploma* and the *Diploma Programme Results*

documents. It is the responsibility of the candidate to check with the university.

Palestine: A photocopy of the candidate's passport is required.

Saudi Arabia: A photocopy of the candidate's passport is required.

Singapore: Not all the universities in Singapore require legalization of the *Diploma Programme Results* document. Students must check with the university.

South Korea: Not all the universities in South Korea require legalization of the *Diploma Programme Results* document. Students must check with the university.

Taiwan: A photocopy of the candidate's passport is required. Candidates obtaining the IB diploma in an IB World School in Switzerland must also provide a photocopy of their Swiss Legitimation Card.

The Netherlands: Not all the universities in the Netherlands require legalization of the *Diploma Programme Results* document. Students must check with the university.

Individual legalization requests throughout the year

At any time of the year, legalization requests from previous examination sessions can be requested from the IB Foundation Office in Geneva via legalization@ibo.org. These requests can be made by the IB coordinators of the schools and/or by individual candidates.

The IB Foundation Office in Geneva advises schools and/or individuals on the procedure to follow and on the fees to be paid for the legalization process. The "after the deadline" legalization fee is to be applied. The fees are published in this issue of the *DP Coordinator's notes*.

If the request comes directly from an IB World School, the IB Foundation Office in Geneva legalizes the *IB Diploma* documentation and sends it back to the school. The school is invoiced afterwards.

If the request comes from candidates, the IB Foundation Office informs them of the procedure to follow and that legalization fees need to be paid by bank transfer to the IB bank account. The *IB Diploma* documentation is only legalized and sent back to the student after the IB Foundation Office has received proof of payment.

The legalized documents are mailed by courier service to the schools or candidates if they agree to pay for this service. Otherwise, the documents are returned by registered airmail.

For further information, please contact the IB Legalization Service at legalization@ibo.org.

Improved DP recognition in Germany

KMK officially recognizes school-supported self-taught language A: literature courses

In March 2017, the *Kultusministerkonferenz* (KMK), the German ministry that represents the 16 German state education authorities, unanimously agreed to accept the IB's official request to grant equivalency to the school-supported self-taught language A courses to the taught courses in the studies in language and literature languages group.

The IB is delighted to share this success with the IB community as the improved recognition within Germany will support schools and students that regard Germany as an attractive university destination. The change supports schools to consider school-supported self-taught courses to cater for diverse student language needs.

Why is this a great improvement?

The KMK agreement for the recognition of the IB diploma, which has been in place since 1986, did not, until March 2017, recognize school-supported self-taught language A courses as part of a student's IB diploma. From now on, students can pursue their best language irrespective of whether the language is a taught or school-supported self-taught course.

The IB developed the school-supported self-taught option in the languages of the DP based on its commitment to language development, including a student's best language. Given the diverse language profiles of IB students, an IB World School offering the DP cannot always support all best languages of its student community with taught courses, so the school-supported self-taught course is a vital option to honour the IB community's commitment to language development. The recognition of school-supported self-taught courses by an attractive university destination, such as Germany, strengthens schools that are committed to providing language offerings in the DP that meet diverse student needs. Therefore, it is a great success that, from March 2017, the KMK agreement explicitly states that school-supported self-taught courses are recognized as part of the IB diploma.

Who benefits?

- Students and IB World Schools in Germany

Until March 2017, some students would not study their best language as a school-supported self-taught language A as part of their DP studies since their diploma would not meet the requirements for recognition to attend a German university. Now they can.

- German students at IB World Schools outside Germany, that do not offer German in the studies in language and literature group

Until March 2017, students whose best language was German were discouraged to take German as a school-supported self-taught course because it was not

recognized by the KMK. At the same time, a German B course was not appropriate for them. Often, German would not be included in their DP subject choices. They had to take an additional language proficiency test administered by the universities if they wanted to study in Germany. Now they can take German in the studies in language and literature group as part of their DP studies.

- Any student in any IB World School outside Germany that offers school-supported self-taught courses
- The improved recognition now lifts a restriction for students who have diverse language profiles and a best language not taught at the IB World School they attend. This may encourage schools to offer more school-supported self-taught courses.

The German version of the updated agreement can be found on the official KMK website.

Italian recognition update—for schools who have students wishing to study in Italy

With effect from 1 November 2017, students coming from IB World Schools included in the list of recognized IB World Schools kept by the Italian Minister of Education will no longer require the *Attestazione*. The legalization of the signature of the Director General and the Apostille Stamp, obtained by the Legalization Service of the IB Foundation Office in Geneva, will suffice. For those schools not registered with the Ministry of Education, the *Dichiarazione di Valore* is still mandatory for students who wish to continue their studies in public Italian universities.

Schools are encouraged to take the necessary steps for inclusion in the Italian list of recognized schools, kept by the Italian Minister of Education, to enable their students to integrate into the Italian public education system more smoothly. Please contact aemdevelopment@ibo.org to receive the necessary instructions concerning this process.

Diploma Programme Assessment procedures

Diploma Programme *Assessment procedures* was published in August 2017. This is the new name for the *Handbook of procedures for the Diploma Programme*, and it reflects the move from a document-based format to a web-based resource.

Diploma Programme *Assessment procedures* has many new features for school coordinators and their colleagues, including an interactive and searchable calendar, links to other IB resources and other new web features.

The change in title reflects the focus on assessment procedures, and the content has been rewritten and reorganized to follow a more logical pattern.

Diploma Programme *Assessment procedures* is fully searchable and contains a quick reference guide. Each section, and the whole publication, can be saved as a PDF.

Diploma Programme *Assessment procedures* is now available on the programme resource centre. The link is identified as follows: **Diploma Programme Assessment procedures (formerly Handbook of procedures for the Diploma Programme)**.

There are also versions of *Assessment procedures* for the Middle Years Programme (MYP) and the Career-related Programme (CP).

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

In accordance with annex 2 of the IB language policy (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 DP 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 2022)

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.

School recruitment for nature of science SL pilot

The nature of science (NOS) pilot phase has been extended to allow for further developments. The IB is now interested in involving more schools in the pilot. The pilot course is in English and is offered for the May examination session only. Please note that, at this stage, only schools authorized to take part in the pilot may offer the course. To request more information and an application form, please write to dpdevelopment@ibo.org.

Digital publications

There are now four new websites available on the programme resource centre for different areas of the DP.

- Film (first assessment 2019)
- Geography (first assessment 2019)

- Psychology (first assessment 2019)
- Social and cultural anthropology (first assessment 2019)

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.

Declarations of authenticity

As the IB moves towards receiving more candidate coursework (both internally and externally assessed) electronically, it is trying to eliminate many of the forms that were submitted to examiners with the coursework 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.

IB examiner recruitment

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 body of students use different methods to approach the assessment tasks within their subjects.

All teachers are welcome to become examiners for the IB. **We accept applications for all subjects; however, we are particularly interested in recruiting examiners in the following subjects.**

- Biology (bilingual English–German)
- Business management (Spanish)
- Computer science (bilingual English–Spanish)

- Film
- Geography (bilingual English–Spanish)
- History (bilingual English–German)
- ITGS (Spanish)
- Sports, exercise and health science (bilingual English–Spanish)
- Visual arts

More information on the role, the IB examiner recruitment policy and an online application form can be found on the IB website at ibo.org/examiners.

The May 2017 exam papers and markschemes are now available for sale!

Help your students prepare for the DP exams: the *IB Examination paper and markscheme pack* for the **May 2017 exam session** is now available for purchase. The pack includes markschemes for all six DP subject groups, presented in their original format.

Digital download now available

You can order the IB exam and markscheme packs in a downloadable zip format.

- Order the digital download version and within 72 hours you will receive an email with a link to download the full exam session.
- Download, unzip and it is ready to use!

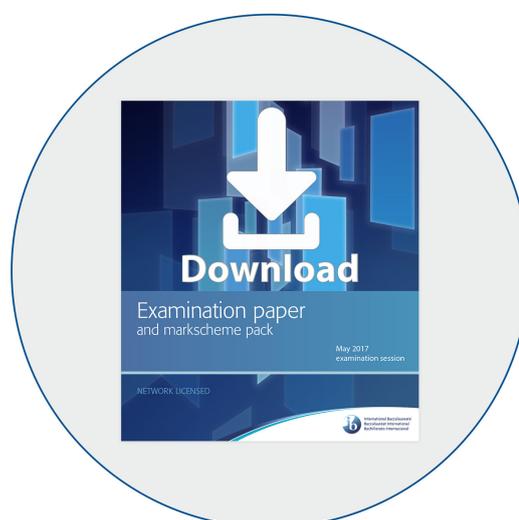
USB or CD format

You can also order exam and markscheme packs on a USB or CD. The exam papers and markschemes are presented in their original format and are clearly indexed. Features include:

- examination papers, available in multiple languages
- easily accessible navigation system (in English only)
- a network licence—only one copy per school required.

You can order exam packs on the Follett IB Store.

File size is approximately 300–600 Mb. Download speed examples: 100 minutes @ 14.4 Kbps; 9 minutes @ 10 Mbps.



IB Questionbank now includes May and November 2016 questions

The questions from the May and November 2016 examination sessions have been added to the IB Questionbank. You can, therefore, include these latest questions when creating your own tests for the following subjects.

- Biology
- Chemistry
- Geography
- Mathematics
- Physics
- Psychology

Furthermore, several improvements related to user feedback received on exporting and filtering tests have been incorporated.



Curriculum review

Information technology in a global society curriculum review

The curriculum review for the new information technology in a global society (ITGS) course, scheduled for first teaching in 2021, is in its development stage. An update on the review process will be published online in early 2018.

As part of the review, the IB is looking for teachers with an interest in the teaching of digital culture and society to become involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV, along with a short expression of interest.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org.

Visual arts curriculum review

The curriculum review for the next iteration of the visual arts course, scheduled for first teaching in 2022, is in its development stage.

The IB is looking for visual arts teachers to become directly involved in the curriculum review process.

Teachers interested in taking part in the online review forum or in face-to-face meetings are invited to submit their CV, along with a short expression of interest.

CVs and expressions of interest should be submitted by email to dpdevelopment@ibo.org.

Core

Extended essay

The new iteration of the extended essay (EE) began in 2016 for first assessment in 2018. The guide and TSMs are available through a dedicated EE website, which can be accessed via the "Extended essay" and "World studies extended essay" pages of the programme resource centre. Please note that the new microsite provides all the guidance and support materials for both disciplinary EEs and the world studies EE.

Communicating guide updates to coordinators

Guide-related updates will be made via news items on the programme resource centre or by the "Read all news" link that appears at the bottom of the EE website home page. Coordinators should ensure that they access the "Extended essay" page regularly and communicate updates to supervisors and students as necessary. Recent news items are reproduced below. It should also be noted that in December 2016 some minor edits were made to the guidance provided on the dedicated EE website for some criteria in some subjects. For details of these updates, visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=7&chapter=1.

Students retaking the EE in May 2018

As stated in the "Extended essay" section of the Diploma Programme *Assessment Procedures* document, all retakes in May 2018 need to be written to the new EE criteria. Exceptions will not be made. Non-submission of the *Reflections on planning and progress form (RPPF)* will result in an award of 0 for criterion E.

In these instances, the reflection sessions will need to be completed to the best of the student's and supervisor's ability. It is the school's decision whether to support a complete shift in EE registration and, as with the previous assessment iteration, they need to ensure that due diligence occurs. Previously, a six-month retake student would have

to have been supported in exactly the same way, with time spent with the supervisor and comments noted accordingly. For May 2018, we ask that those comments are formalized on the *RPPF*. To permit a six-month retake in a completely different subject, the school must be sure that the process can be followed correctly, and not to the detriment of the student. Changes in registration are permitted, but are left to the school's discretion as to whether they should be supported or not.

EE titles

A contradiction has been brought to our attention about the nature of the title in the "History", "Business management" and "Mathematics" chapters of the *Extended essay guide*. A title is required for all EEs, and the generic guidance on developing a title should be followed by all students as a way of succinctly summarizing their research. The title should not be in question form. This is best practice for all students and, where possible, students should be given the opportunity to revisit their essay to amend it accordingly. The contradictory text on the EE website in the subject-specific guidance for these subjects has been removed.

In general, supervisors are advised to ensure that their students understand that an EE should have both a title (not expressed as a question) and a specific research question (expressed as a question).

Reference to the researcher's reflection space

In consideration of the detailed description of the researcher's reflection space (RRS) on the EE website (accessible at https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=5), which emphasizes the significance of this process across all subjects in which an EE may be researched and written, a paragraph referring specifically to the RRS in the subject-specific guidance for interpreting criterion D in world studies has been deleted. For an explanation of the RRS, refer to the link provided above.

Important note on the use of film in studies in language and literature, and language acquisition essays

Additional advice regarding the use of film in studies in language and literature, and language acquisition essays has been included in the relevant sections of the EE website (first assessment 2018).

For language and literature essays, refer to: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=8&chapter=1§ion=2.

For language acquisition essays, refer to: https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=9&chapter=2§ion=2.

Subject-specific guidance for economics—update for criterion C

An error has been noted in the advice for criterion C in the subject-specific guidance for economics. The maximum mark

in this criterion for an essay that fails to follow the five-year rule was incorrectly stated as 6 marks. This has been changed to a maximum of 3 marks, as originally determined during the curriculum review process. See https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=10&chapter=3§ion=4.

Reflections on planning and progress form exemplars

The *Reflections on planning and progress form (RPPF)* exemplars available in the *Extended essay teacher support material* have been updated in the appropriate format and further exemplars have been added. Supervisors are advised to consider these exemplars for guidance only, not as "templates" to follow. Each candidate's *RPPF* will necessarily be a personalized document. To see the updated *RPPF* exemplars, please visit https://ibpublishing.ibo.org/extendedessay/apps/dpapp/tsm.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=3§ion=10.

The templates for the *RPPFs* are located on the home page of the EE website at https://ibpublishing.ibo.org/extendedessay/apps/dpapp/rppf.html?doc=d_0_eeyyy_gui_1602_1_e.

Role of an external mentor

To clarify the role of an external mentor when there is no internal member of staff who can engage with the target language of an EE, information has been added to the "Important note on the role of external mentors" section of the EE website at https://ibpublishing.ibo.org/extendedessay/apps/dpapp/guide.html?doc=d_0_eeyyy_gui_1602_1_e&part=3&chapter=4.

Edits to the EE website—August 2017

In order to clarify a number of questions raised by stakeholders, it has been necessary to make some minor edits to the EE website. These edits relate to:

- the *RPPF* (additional detail regarding authenticity, clarification of questions surrounding word count, language of submission)
- file size of the EE upload
- TSM advice on the choice of subjects for world studies EEs
- clarification of an external mentor.

Edits to the EE website—December 2017

In order to clarify a number of questions raised by stakeholders, it has been necessary to make some minor edits to the EE website. These edits relate to:

- the choice of subjects for a world studies EE
- possible secondary sources for a film EE
- "Unpacking the criteria"—criterion A
- advice on editing the *RPPF*
- theatre EEs—interpreting criterion A.

The relevant links may be found within the news item itself on the programme resource centre.

Availability of EE exemplars and subject reports on the programme resource centre

Coordinators are advised to make use of the EE exemplars available on the programme resource centre. 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 a programme resource centre page, some exemplars can be found under "Diploma Programme core" on the "Extended essay" page.

As the nature of the EE task does not change, subject reports are not produced during each session unless new problems arise or new subjects are added. Subject reports will next be refreshed after the May 2018 examination session.

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

After the first May session for the new guide in 2018, subject reports will be refreshed, and authentic student exemplars will be added to the **EE website>Assessment>Assessed student work**.

Predicting grades for 2018

The EE is externally assessed, so supervisors are not expected to mark the essays or arrive at a number to translate into a grade. Predicted grades for all subjects should be based on the qualitative grade descriptors for the subject in question, which are available on the EE website. These descriptors are used by senior examiners to set the grade boundaries for the EE in May 2018. Schools are advised to use them in the same way for May 2018 predicting purposes.

EEs and other assessment components

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

It is the responsibility of the student to ensure that his or her EE 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 EE 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.

EEs 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; students should ensure that they have read and understood the relevant subject section of the *Extended essay guide*.

Students who submit an EE 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.

Clarification of word counts for EEs

Coordinators are informed that for word count conversions for the purposes of EEs, they should follow the same conversions established for the course of the same language.

Clarification of word counts in Chinese for EEs

When typing in Chinese, word-processing software 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.

Clarification of word counts in Korean for EEs

It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

The IB would like to confirm that the official Korean word count will be based on **number of words**, not characters, and the rate of **1 word = 1 Korean word, counted by spaces** (that is, as words would be counted by a word-processing programme) should be used.

Please be advised that the IB is undertaking a systematic review of the word/character count conversions throughout the programmes. Schools will be notified of any changes resulting from this project as the review progresses.

School-based syllabuses

Call for articles

In order to raise awareness of the availability of school-based syllabuses (SBSs), and to encourage other schools to consider offering one or more of these DP subjects, we would like to ask teachers involved with any SBS to write a short article (approximately 500 words) about the role of a particular SBS in the life of the school, in particular, how the teaching and learning of the syllabus benefits students. Any articles submitted will be considered for publication on the IB Community Blog. Please email any contributions to dpdevelopment@ibo.org.

Current SBSs, which can be found in the DP area of the programme resource centre, include art history, Brazilian social studies, classical Greek and Roman studies, political thought, modern history of Kazakhstan, Turkey in the 20th century, world arts and cultures, astronomy, marine science, and food science and technology.

SBS art history workshop

The host school for SBS art history is organizing a workshop for teachers, to take place in Rome from Friday 6 April to Saturday 7 April 2018. The workshop is aimed at teachers currently teaching IB art history, or those interested in doing so in the future. The emphasis will be on implementing the new IB art history syllabus and sharing best practice, and will be tailored to the needs of participants. The workshop will be held in the Cultural Centre of St Stephen's School in Rome, and at sites around the city. To make an inquiry, contact: secretary@stgeorge.school.it.

Languages

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

When typing in Chinese, word-processing software 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.

Clarification of word counts in Korean for studies in language and literature, and language acquisition courses

It has come to our attention that there is currently a discrepancy in the word/character count used by individual schools for written work in Korean for the DP courses.

The IB would like to confirm that the official Korean word count will be based on **number of words**, not characters, and the rate of **1 word** (as published in the guides) = **1 Korean word, counted by spaces** (that is, as words would be counted by a word-processing programme) should be used.

This conversion rate is applicable to all DP courses and assessments completed in Korean, including EEs, and will be enforced from the **May 2018 examination session**, with any word count penalties specified in the subject guides being applied accordingly. Relevant examination paper rubrics will also be amended to reflect this conversion rate.

Studies in language and literature

The document on the progress of the curriculum review for studies in language and literature, *Literature and performance*

curriculum review: Second report to teachers, has been completed. The report can be found on the programme resource centre.

The production of the report for DP literature and performance will be followed by a joint report for DP literature and DP language and literature.

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

Schools are no longer 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 school-supported self-taught

The document *Language A: literature school-supported self-taught alternative oral assessment procedures* (updated September 2015) outlines alternative oral assessment procedures for school-supported self-taught students. It is available on the programme resource centre.

The language A: literature school-supported self-taught oral commentary questions for the 2019 examination sessions (May and November) are available on the programme resource centre. Please note that this set of questions is specific to the 2019 examination sessions. Students registered for the 2018 examination sessions must use the questions published on the programme resource centre 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.

Classical languages guide

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

Coordinators and teachers are asked to note the following changes to the *Classical languages guide*. The changes described below, as well as those outlined in previous issues of the DP *Coordinator's notes*, are reflected in an amended version of the guide, which is available in PDF and HTML formats on the programme resource centre.

Change in timeline of curriculum review and use of current guide

In order to provide adequate resources to the curriculum development process for the DP classical languages course,

the IB will continue to use the current DP *Classical languages guide* up to and including the November 2022 exam session.

Exams in May and November 2022 will be assessed using the prescribed passages in list 2.

Change in prescribed passages

The following changes have been made to the prescribed passages for DP Latin, option G, list 2. The change has been made with the intent to better align the texts with the title of the option ("*Villains*"). Revisions to the list are noted in **bold**.

Option G, list 2 for SL and HL students

- Vergil, *Aeneid*, 10.689–**744**
- Livy, *Ab urbe condita*, 1.57–60
- Sallust, *Bellum Catilinae*, **1–2, 5–9**

The text to be read by HL students only (Livy, *Ab urbe condita*, 3.44–48) remains unchanged.

Individuals and societies

Rescheduling of the timelines for first teaching and assessment

The IB has decided on a modification to the timeline for three subjects under review and development in individuals and societies (group 3).

The philosophy course will be reviewed for first teaching in 2022, first assessment in 2024.

The global politics course will be reviewed for first teaching in 2023, first assessment in 2025.

The history course will be reviewed for first teaching in 2024, first assessment in 2026.

Business management

Coordinators and teachers should note that some minor edits have been made to the *Business management guide* (for first assessment 2016). The copyright page of this document states "Updated May 2017". Please note that the changes in this guide that took effect from **September 2017 will affect the May 2019 examinations onwards**. The addendum showing the relevant amendments and the updated guide are now available on the programme resource centre. Coordinators are reminded that schools should continue to provide each candidate with a clean copy of the formulas 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; these are published on the programme resource centre about three months before the written examinations in May and November respectively.

All student samples in the TSM have been replaced with new samples (available from April 2017). Student sample answers and corresponding marks and comments from senior examiners are available for the following business management assessment components for both SL and HL.

- Papers 1 and 2 (answers are written in response to the May 2016 examination paper questions)
- Internal assessment

Economics

From 2017, there is a new form to accompany the economics internal assessment, named *3/CSE*. This form replaces both the *Commentary coversheet* and the *Summary portfolio coversheet* that were previously required. An online copy of the *3/CSE* form is available in *Assessment forms* in Diploma Programme *Assessment procedures* on the programme resource centre. Whereas the requirement in the past was for each candidate to submit one *Summary portfolio coversheet* and three *Commentary coversheets* (four forms in total), the requirement from May 2017 onwards is for each candidate to submit only one *3/CSE* form to accompany their portfolio.

Global politics

Following a successful three-year pilot with 30 schools offering the DP, 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 has also been available in November sessions, at both levels, since November 2017. The global politics course will be reviewed for first teaching in 2023, first assessment in 2025.

Note: Global politics is available by special request in both French and Spanish for May sessions and, also by special request, in Spanish for November sessions. 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 programme resource centre, where teachers can find the guide and substantial TSMs, including

updated student samples with examiners' marks and comments. Face-to-face and online workshops for global politics are also available. The online directory of workshops is available at ibo.org/professional-development/.

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

History

Examinations from May 2017

The first examinations for the new history course took place in May 2017. This course incorporates a number of changes compared to the previous course of which teachers and coordinators should now be aware. Coordinators 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. When registering candidates for the examinations for this new course, it is no longer necessary to identify the prescribed subject for paper 1. The only information that is required is as follows.

- SL history
- HL history of Africa and the Middle East
- HL history of the Americas
- HL history of Asia and Oceania
- HL history of Europe

Finally, 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. It is, therefore, very important that candidates have the opportunity to familiarize themselves with the layout prior to the examination. A new specimen version of paper 1, with its markscheme and source booklet, can be found on the programme resource centre. Please note that updated student samples with examiners' marks and comments are also published here, as part of the extensive TSM, and teachers' attention should be drawn to these.

Please note that the history course will next be reviewed for first teaching in 2024, first assessment in 2026.

Information technology in a global society (ITGS) SL paper 1 and HL paper 1

The following changes to SL paper 1 and HL paper 1 came into 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 programme resource centre.

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.

Please note that the philosophy course will be reviewed for first teaching in 2022, first assessment in 2024.

Social and cultural anthropology

Notification of a clarification to the *Social and cultural anthropology guide (first examinations 2019)*

Paper 2—section A (SL and HL)

This question is compulsory for all students and requires them to make connections between a given key concept, an area of inquiry and a real-world issue. The current wording of the guide states that the real-world issues will vary in each exam session. To help teachers make appropriate choices in applying an anthropological lens to real-world issues, the following eight broad themes have been identified—with five chosen in each exam session to form part of the question.

The following eight real-world themes will remain the same for the life of the course.

- Environment
- Globalization
- Human rights
- Inequality
- Poverty
- Sustainability
- Technology
- Violence

An update to the "External assessment" sections of the guide has been published.

World religions

Updates to the *World religions guide* now published

The changes to the mark structure and assessment bands that came into effect in the May 2017 session, and that are detailed below, have now been updated in the *World religions guide* (May 2011; updated May 2017).

In addition to the changes detailed below, the updated guide includes corrections to some transliterations of terms from non-Roman alphabets and, in Buddhism, all terms have been included in both Pali and Sanskrit.

The updated guide can be accessed on the programme resource centre.

Amendments to paper 1 and paper 2 overall mark structure and markbands

In response to the concerns of teachers over whether the current assessment structure allows candidates to meet the higher levels of achievement, as well as concerns about the reliability of marking, changes have been introduced to the mark structure and markband descriptors for paper 1 and paper 2.

As a result of collaboration with senior examiners and other subject experts, the following changes were implemented with effect from the May 2017 examination session.

- **Paper 1 part (b):** This part is assessed out of a total of 6 marks instead of 7 marks. This makes the distribution of marks even across each band. Therefore, the total mark for the component is now 45 marks instead of 50 marks.
- **Paper 1 part (b):** "Explain" is the only command term used in the questions. This allows candidates to achieve the higher marks.
- **Paper 2:** Descriptors in the markbands are now condensed to five levels (A–E) instead of six levels (A–F). Markband descriptors were revised with more clear descriptors that include specific indicators. The five levels are now equally distributed into a total of 15 marks per essay question. Therefore, the total mark for the component is now 30 marks instead of 40 marks.
- **Internal assessment:** The internal assessment component has not undergone any changes.

The weightings for each component will remain the same (30% for paper 1, 45% for paper 2 and 25% for the internal assessment task).

These changes are **only** for clarification and simplification purposes; they **do not** constitute a change of the curriculum, and they **should not** affect how teachers deliver the course.

The amended markbands can be found in the document *World religions: May 2017 onwards*, published on the "World religions" page of the programme resource centre, and are also detailed below.

Teachers and coordinators are asked to contact IB Answers with any queries or concerns.

Revised paper 1 part (b) markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response displays little understanding of the demands of the question. The response is descriptive in nature and, where examples are referred to, they are factually incorrect, irrelevant or vague. Terminology used is incorrect or inaccurate.
3–4	The response displays an understanding of the demands of the question, but these are only partially addressed. There is some explanation, but this is not fully developed. Examples used are generally appropriate and relevant but do not always support the explanation. The use of relevant terminology is mostly accurate, with some inconsistencies.
5–6	The demands of the question are met. The response contains a well-developed explanation, which is effectively supported by appropriate and relevant examples. The use of relevant terminology is accurate throughout the response.

Revised paper 2 markbands

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	The response demonstrates minimal knowledge and understanding in relation to the demands of the question. There is little use of relevant terminology. The response is descriptive in nature. Any conclusions presented are superficial, anecdotal or common sense.

Marks	Level descriptor
4–6	<p>The response demonstrates some relevant knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is some use of relevant terminology.</p> <p>The argument is limited and the analysis is only partially consistent with the knowledge and understanding demonstrated. There is some use of examples, but these are generally vague and do not support the argument. There is a limited conclusion(s), but this is not supported by the evidence presented or examples.</p>
7–9	<p>The response demonstrates mostly relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion in relation to the demands of the question. There is use of relevant terminology, but this is not always consistent.</p> <p>There is an argument, which is generally supported by the analysis; connections between beliefs/concepts/practices/teachings are identified but not developed. The argument at times lacks clarity and coherence but this does not hinder understanding. There is a conclusion(s) but this is only partially supported by the evidence presented and the examples used.</p>
10–12	<p>The response demonstrates relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>The argument is structured and coherent and supported by the analysis; connections between beliefs/concepts/practices/teachings are identified and developed. There is a conclusion(s) supported by the evidence presented, with relevant examples. There is a partially developed evaluation.</p>

Marks	Level descriptor
13–15	<p>The response demonstrates detailed, relevant and appropriate knowledge and understanding of the beliefs/concepts/practices/teachings of the specified religion, and this is demonstrated throughout the essay. There is consistent use of relevant terminology.</p> <p>A reasoned argument(s) is well structured and coherent and supported by the analysis with connections between beliefs/concepts/practices/teachings clearly identified and effectively developed. There is a conclusion(s) supported by the evidence presented, and effective use of examples. There is a developed evaluation; any minor inconsistencies do not detract from the strength of the overall argument.</p>

Sciences

Physics

A revised version of the *Physics data booklet* was released in mid-November 2016 for use in first examinations from May 2017 (English, French and Spanish versions only). The only change is the addition of formulas for circles and spheres relevant to the teaching and assessment of physics.

Mathematics

Mathematics HL papers

From May 2017 onwards, mathematics HL papers 1 and 2 have a maximum mark of 100 and paper 3 has a maximum mark of 50. The IB published new specimen examination materials in September 2016, based on the November 2014 papers, which are available on the programme resource centre.

The document on the progress of the curriculum review for mathematics, *DP Mathematics: Curriculum Review—Summary report to teachers—April 2017* has been completed and is available under the “Curriculum review” section on the programme resource centre.

The arts

Arts subjects: The authentication of coursework

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 arts subjects, starting with 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 candidates' 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 candidates' 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 Diploma Programme *Assessment procedures*.

Approaching the interactions

The CAF will be structured to enable teachers to meet with each candidate 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, updated in June 2015). 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.

Locating the CAF

The new CAF can be found in the IBIS library (coordinator access only) and on the programme resource centre in **Diploma Programme Assessment procedures>Assessment forms** (coordinators and teachers).

Dance

Rescheduling of the timelines for first teaching and assessment

The IB has decided on a modification to the timeline for two subjects under review and development in the arts.

The music course will now be rescheduled for first teaching in 2020, first assessment in 2022, in order to allow for further trialling of the proposed curriculum and assessment models. Proposals for the dance course will also benefit from trials and further consideration; dance has, therefore, been rescheduled to begin first teaching in 2021.

There will be further communication on any implications for assessment procedures in the extended period of teaching of the present courses, especially regarding the prescribed works for music.

Film

Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2018 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 names 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 section C6b of the "Film" section of Diploma Programme *Assessment procedures*.

List of prescribed films for assessment in 2018

- *I am a Fugitive From a Chain Gang* [Director: Mervyn LeRoy] 1932, USA
- *Johnny Guitar* [Director: Nicholas Ray] 1954, USA
- *The Killing* [Director: Stanley Kubrick] 1956, USA
- *L'Année dernière à Marienbad* (Last Year at Marienbad) [Director: Alain Resnais] 1961, France
- *La Battaglia di Algeri* (The Battle of Algiers) [Director: Gillo Pontecorvo] 1966, Italy
- *Raging Bull* [Director: Martin Scorsese] 1980, USA
- *Twin Peaks*—season 1 episode 1 pilot: "Northwest Passage"* [Director: David Lynch] and episode 2: "Traces to Nowhere" [Director: Duwayne Dunham] 1990, USA
- *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] 2001, Brazil
- *Låt den rätte komma in* (*Let The Right One In*) [Director: Tomas Alfredson] 2008, Sweden
- *The Social Network* [Director: David Fincher] 2010, USA

* Refers to the edit with a duration of 94 minutes.

Note: Where the assessment criteria refer to "awareness of the extract to the film as a whole", for *Twin Peaks* this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

The choice of films prescribed for the textual analysis component for the May and November 2019 examination sessions is given below. Teachers select three to five film texts from the prescribed list for each DP film class they teach. Teachers must ensure that the films they select are not studied in class at any point during the two-year course, so it is advised that teachers familiarize themselves with the list and make any necessary adjustments to their planning. Teachers share the titles of the three to five selected film texts with their students four weeks before the task is due to be submitted to the teacher. While the selected film texts cannot be studied in depth in class, a collective screening of the selected films is considered an appropriate way of ensuring that students have access to the films and to enable them to make their final choices. Each student chooses one film text from those selected by the teacher before undertaking the process for assessment outlined in the guide. The chosen film text must not have been previously studied by the student

and, once selected, the chosen film text cannot be used by the student in any other assessment task for the DP film course or the EE. Full details of procedures and deadlines are provided in section C6b of the "Film" section of Diploma Programme *Assessment procedures*.

List of prescribed films for assessment in 2019

- *Gun Crazy* [Director: Joseph H Lewis] 1950, USA
- *Il Conformista* [Director: Bernardo Bertolucci] 1970, Italy
- *Days of Heaven* [Director: Terrence Malick] 1978, USA
- *Akira* [Director: Katsuhiro Otomo] 1988, Japan
- *Do the Right Thing* [Director: Spike Lee] 1989, USA
- *La Haine* [Director: Mathieu Kassovitz] 1995, France
- *Amélie* [Director: Jean-Pierre Jeunet] 2001, France
- *Water* [Director: Deepa Mehta] 2005, India
- *Ida* [Director: Pawel Pawlikowski] 2013, Poland
- *Stranger Things*—season 1 episode 1: "The Vanishing of Will Byers" and episode 2: "The Weirdo on Maple Street" [Director: The Duffer Brothers] 2016, USA

Note: Where the assessment criteria refer to "the chosen film as a whole", for *Stranger Things* this refers to the two episodes as a single unit. Students are not expected to reference beyond these two episodes.

Film clarification document

Please note that a supplementary document called *Film assessment clarification* is now available on the programme resource centre for the current film course, the last assessment of which will be in 2018. This document provides film teachers with further clarifications on each of the assessment components.

Film guide (first assessment 2019 onwards)

Please note that the new film subject website (guide and TSM) has been updated for first teaching in September 2017 (accessed via the "Film" page on the programme resource centre). The guide now includes the HL collaborative film project criteria, as well as some other small refinements. Teachers should visit the site and download the updated versions of the guide and TSM as these are the definitive documents.

Music

Rescheduling of the timelines for first teaching and assessment

The IB has decided on a modification to the timeline for two subjects under review and development in the arts.

The music course will now be rescheduled for first teaching in 2020, first assessment in 2022, in order to allow for further

trialling of the proposed curriculum and assessment models. Proposals for the dance course will also benefit from trials and further consideration; dance has, therefore, been rescheduled to begin first teaching in 2021.

There will be further communication on any implications for assessment procedures in the extended period of teaching of the present courses, especially regarding the prescribed works for music.

Music listening paper: Prescribed works

The two prescribed works for May and November examination sessions in 2018 and 2019 are as follows.

- Johann Sebastian Bach's *Brandenburg Concerto, No. 2 in F major* (BWV 1047)
- Zoltán Kodály's *Dances of Galánta*.

The two prescribed works for May and November examination sessions in 2020 and 2021 are as follows.

- Joseph Haydn's *Symphony No. 94 in G major* (Hob. 1:94) "The Surprise"
- Sergei Rachmaninoff's *Rhapsody on a Theme of Paganini*, Op. 43

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 the *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 was published in February 2017, will affect all theatre assessments **from May 2017 onwards**. Please note that assessment work that has already been completed by candidates will not require any modification as a result of these updates.

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 *Coordinator's notes*.

Visual arts

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

Following the first assessment of the visual arts course in May 2016, adjustments were 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, updated guide is available on the programme resource centre and will affect all visual arts assessments **from May 2017 onwards**. Change documents, highlighting key clarifications and guidance included in the updated guide, are available via **programme communities > visual arts community**. It is important for visual arts teachers to review these adjustments and to share updated criteria language with candidates.

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 *Coordinator's notes*.

Marks carried over

Marks awarded using the current visual arts assessment model (first assessment May 2016) can be carried over by candidates who wish to retake visual arts: given that there are no examination components in the visual arts course, this applies to the marks of one single component or to the marks of any two out of the three visual arts components.

Please note that if a candidate wishes to resubmit work for a non-examination component, the candidate must have attended classes at the school where he or she is registered for the retake session. This is because the subject teacher must provide academic guidance, mark work for internal assessment and confirm that all work is authentic.

Retake candidates will not be able to carry over their marks if these were awarded using the old visual arts assessment model (last examination November 2015). This is because of the completely different structure of the assessment model in the new visual arts course (first assessment 2016). 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 programme resource centre. Coordinators must ensure that teachers are aware of the new requirements.

Academic honesty

Understanding and practising academic honesty is important in ensuring a candidate's success in the visual arts course.

Teachers must remind candidates that referencing and acknowledging the ideas and work of others (text or images) is an academic honesty requirement.

Teachers should offer guidance to candidates on referencing. Please also share with teachers and candidates the publication available on the programme resource centre titled *Effective citing and referencing*. It is important to remember the following points.

- 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 comparative study or process portfolio texts. 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
Studies in language and literature			
Language A: literature	2019/20	November 2020	May 2021
Language A: language and literature	2019/20	November 2020	May 2021
Language acquisition			
Language B	2018/19	November 2019	May 2020
Language ab initio	2018/19	November 2019	May 2020
Classical languages	2021/22	November 2022	May 2023
Individuals and societies			
Business management	2021/22	November 2022	May 2023
Economics	2020/21	November 2021	May 2022
Geography	2017/18	November 2018	May 2019
Global politics	2023/24	November 2024	May 2025
History	2024/25	November 2025	May 2026
ITGS	2021/22	November 2022	May 2023
Philosophy	2022/23	November 2023	May 2024
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
Sciences			
Biology	2021/22	November 2022	May 2023
Chemistry	2021/22	November 2022	May 2023
Computer science	2021/22	November 2022	May 2023
Design technology	2022/23	November 2023	May 2024
Physics	2021/22	November 2022	May 2023
Sports, exercise and health science	2016/17	November 2017	May 2018
Mathematics			
Further mathematics HL		May 2020	
Mathematical studies SL		November 2020	

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
Mathematics HL		November 2020	
Mathematics SL		November 2020	
Mathematics: Analysis and approaches	2019/20		May 2021
Mathematics: Applications and interpretation	2019/20		May 2021
The arts			
Dance	2021/22	November 2022	May 2023
Film	2017/18	November 2018	May 2019
Music	2020/21	November 2021	May 2022
Theatre	2021/22	November 2022	May 2023
Visual arts	2022/23	November 2023	May 2024
Core			
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
Interdisciplinary subjects			
Environmental systems and societies	2022/23	November 2023	May 2024
Literature and performance	2019/20	November 2020	May 2021

IB on the web

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

Ask your peers

 resources.ibo.org

 DP Communities

 IB Diploma Programme coordinators

 @IB_DP
#ibdp

IB Answers

For all queries about programme implementation/ authorization.

 ibid@ibo.org

IB workshops catalogue

A catalogue of IB workshops and resources for 2018.

ecatalogue.ibo.org/t/35963-ib-workshops-and-resources



PD online workshops

An online workshops calendar.

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/

IB newsletters

IB Global News—Subscribe to receive the latest news and developments from the IB in this monthly newsletter. Read about IB programme development, latest research, professional development opportunities, conferences, IB community stories, and much more. Do you have a story to tell about your students, teachers or school? Do you want to write about the latest trends in international education? Please send stories and ideas to communications@ibo.org.

IB in Practice—We send this newsletter five times each year to IB coordinators, members of the IB Educator Network (IBEN) and examiners. The content focuses on IB teaching practice and provides current details on

IB curriculum, assessment and programme news. We 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.

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

Heads Up—We send this newsletter three times each year exclusively to IB heads of school, using their contact information from the "My School" system.

The IB store has moved

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/ for more information.

IB Education

The most recent IB Education publication on the programme resource centre is:

Reviewing Programme standards and practices: Research and design activities (October 2017)