

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 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, and 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 looks 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 Diploma Programme (DP) coordinators who have students applying to universities in Australia, Canada, Germany, Hong Kong, the Netherlands, the UK or the 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 to universities in the countries listed above.

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IB on the web

25 October is our 50th birthday



Thank you for taking part in 50th anniversary activities throughout 2018 so far and helping us to celebrate.

As we approach our IB birthday on 25 October, you are welcome to join celebrations once more by sharing events, photos and messages using #happybirthdayIB on Twitter. We'll show all messages and community celebrations on our website leading up to our birthday.

Here's a round-up of 50th anniversary activities so far this year that you can continue to enjoy.

- Read hundreds of uplifting #weareib messages from early in 2018 where hundreds of students and educators posted thank you messages to the educators who inspire them.
- Watch four beautiful films featuring IB alumni who graduated from the DP and went on to report from war zones, change the lives of refugees, create beautiful music and soar through space.
- Enjoy all the #generationIB projects on Twitter and Instagram posted by students between now and 21 September and showcased by us from 24 September 2018 showing the wonderful work of IB students of all ages in tackling global challenges, demonstrating their collaborative skills and innovative ideas and solutions with the world.
- Visit our 50th anniversary website to find out more.

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 in 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 teachers, deputy heads, heads of programmes, librarians, counsellors and staff in other IB roles in your school can register themselves. Learn more.

Legalization of the Diploma Programme results

Instructions for 2018

Background

In some countries, the IB document *IB 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: There are two different IB documents.

- *IB Diploma Programme Results*: The IB always legalizes the *IB Diploma Programme Results* document showing the results that the candidate obtained.
- The *Diploma of the International Baccalaureate (IB Diploma)* 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 *IB Diploma Programme Results* document.

Legalization requests

If legalization is requested through IBIS by the coordinator, the Assessment Division, IB Global Centre in Cardiff, UK, will send to the IB Foundation Office in Geneva, Switzerland, the relevant *IB 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 *IB 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 *IB 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 Diploma" 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 examination 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.

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

Photocopies of passport/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.

IB 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 *IB 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 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 enrol 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

- The standard fee for the legalization of each single *IB Diploma* document will be as shown in the table below, which is also listed among the scale of fees in the *Diploma Programme Assessment procedures*.
- The legalization fee will be charged for each single *IB Diploma* document or certificate requiring legalization: the *IB Diploma* document, the *IB 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 *IB Diploma Programme Results*, a fee of £196.00 [$£98.00 \times 2$] will be charged).

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

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.

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 each 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*	South Korea*
Croatia*	Macedonia*	Sudan
Cyprus*	Malta*	Syria
Czech Republic*	Mexico*	Taiwan
Ecuador*	Montenegro*	Thailand
Egypt	Nigeria	The Netherlands*
El Salvador*	Palestine	Turkey*
Estonia*	Panama*	United Arab Emirates
Georgia*	Paraguay*	Ukraine*
Greece*	Peru*	Uruguay*
Guatemala*	Philippines	Venezuela*

Special cases

Argentina: The *IB Diploma* is not accepted by all universities in Argentina. It is only accepted in some private universities. Before requesting legalization for this country, it is recommended that students who wish to enrol in Argentinian universities 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 an Argentinian university is accepted, the legalization of both the *IB Diploma* and the *IB 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 *IB 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 *IB 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 *IB 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 *IB Diploma Programme Results* document. Students must check with the university.

South Korea: Not all the universities in South Korea require legalization of the *IB 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 *IB 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.

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

Effective 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.

The *IB Diploma* is recognized for the purposes of university entry in Italy according to Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738.

This recognition has been further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164 requiring students to choose one of the following options with IB Diploma Programme subjects as indicated by the Italian Ministry of Education.

Option: Languages	Option: Sciences	Option: Classics	Option: Human sciences
First language	First language	First language	First language
Second language	Second language	Latin	Second language
History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or philosophy or psychology or anthropology	History or economy or geography or psychology or anthropology or sociology or pedagogy
Chemistry or physics or biology or computer science or environmental science	Chemistry or physics or biology	Chemistry or physics or biology or computer science or environmental science	Chemistry or physics or biology or computer science or environmental science
Mathematics or mathematical studies	Mathematics	Mathematics or mathematical studies	Mathematics or mathematical studies
Third language	Chemistry or biology or environmental science or computer science or Latin or arts	Greek	Philosophy or history or economics or geography or arts

In the context of the four options of study, the studied branches listed above should include three subjects at higher level and three subjects at standard level. One obligatory subject characteristic for the option should be studied at higher level as listed below:

- Option classics: Latin or Greek
- Option languages: first language
- Option sciences: mathematics
- Option social studies: anthropology or psychology or sociology or history or philosophy.

Furthermore, IB diplomas must be legalized at the Italian Consulate in Geneva, after which students can register directly at the university. Please contact the IB Legalization Service at legalization@ibo.org for more detailed information.

Students taking the DP at schools recognized by the Italian Ministry of Education enjoy the same rights granted to holders of the Italian Maturità, such as, university recognition, the right to postpone military service or apply for appointment to the Italian civil service. For inclusion on the list, schools must apply on an individual basis to the Ministry of Education, providing documents which prove their competence to award the IB diploma. The IB regional office for Africa, Europe, Middle East will provide support and supply necessary documentation to schools wishing to be included on this list.

How to proceed

In order to start the above application process, specific documents need to be provided to the Italian Ministry of Education. These documents can be downloaded below.

1. Template letter to the Italian Ministry of Education, which lists the required supporting documents and an English translation for your reference.
2. The English translation of the Decree. To see the full original text of this policy in Italian, please consult the MIUR's page.
3. List of subjects "Elenco delle Materie"; please print and indicate the subjects provided by your school.

In addition to these documents, the IB will need to provide schools with the signed attestation required by the Italian Ministry, as stated in the template letter above. Please fill in this attestation letter with the school's name and school's address and send it back to the IB in Word format via email. Once the attestation has been signed by our Director General, it will be posted to you via regular mail. Once you have received the signed attestation, send it to the Italian Ministry of Education together with the other documents listed in the template letter.

For further details, please contact us.

Ministero dell'istruzione, dell'università e della ricerca (MIUR)
Direzione Generale per gli Affari Internazionali Ufficio I
Viale Trastevere, 76/a
00153 ROMA
Italia

www.istruzione.it

Diploma Programme Assessment procedures

Diploma Programme *Assessment procedures* was published in August 2018. 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)**.

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

Changes to the DP/CP November 2018 results issue date

Please note that the DP/CP November 2018 results issue date has changed. Details as follows.

- Schools and universities will receive access to candidate results in IBIS between 7am and 12 noon in their local time zone on 3 January 2019. The exact access time for your school is specified in the **IBIS Candidate>Candidate results** tab. Please note the date and time in IBIS will be shown as Greenwich Mean Time (GMT).
- Candidates will receive access to their results via the candidates.ibo.org portal six hours after their school receives access.
- Enquiries upon results (EuRs) will be able to be requested immediately after results are issued on 3 January 2019 as per the existing process.
- Please note that these changes only apply to the DP/CP November session. There will be no change to the May session results issue date at this time.
- A results issue date for the 2019 DP/CP November session will be communicated in late January 2019.

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 numbers 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 assessment in 2019)
- Social and cultural anthropology (for first assessment in 2019)
- Music (for first assessment 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 subject 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 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 must 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.

November 2017 examination 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 **November 2017 examination 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 examination 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 examination session.
- Download, unzip, and it is ready to use!

USB or CD format

You can also order examination and markscheme packs on USB or CD. The examination 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 examination packs on the Follett IB Store: bit.ly/nov17exams

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

Note: Follett and the IB have worked together to disclose all examinations omitted from publication for copyright reasons. View the list of omissions at bit.ly/ExamNov2017_Omissions



Questionbank updates

New subjects for Questionbank: Economics and business management

IB Questionbank, the online examination preparation subscription platform, now offers two new DP subjects: economics and business management. The subscriptions for these two new subjects are offered separately as well as combined in a package deal. The subscriptions include access to hundreds of examinations and markschemes applicable to the current curriculums. All questions are tagged and aligned with the most recent economics and business management syllabuses. Questionbank is continuously updated with the most recent authentic IB examination questions and can help teachers create customized mock tests to prepare students for examinations.

Chemistry, biology and physics now combined in one science pack

Last year the Questionbank introduced chemistry, biology and physics subscriptions. Since many IB schools are teaching all three subjects, the Questionbank platform now offers a science pack that includes access to all three online databases, offered as a package deal at an attractive rate.

With a Questionbank subscription you can:

- search for questions using a powerful filtering system
- automate question numbering and mark calculation
- customize markschemes
- edit custom examinations and save to a personalized library
- export to PDF.

Want to see how the Questionbank works? Check out this video demo (available in English only).

All subscriptions are valid for one year. Order your subscriptions now at titlewave.com/go/subscriptions or follettibstore.com/main/subscriptions.

New release and functionality improvements

The IB, being fully committed to striving for excellence in programme support and the services provided to the IB community, is delighted to announce a new release of the Questionbank platform. The following improvements, that have been designed to significantly improve your user experience and minimize operational issues, are included in this release.

- Users can create a demo account prior to buying a subscription. The demo account expires automatically after 7 days.
- A new video tutorial has been added (available in English only).
- Improvements to connections between the syllabus and examination questions have been made.

- The UX has been improved for users when downloading PDF or DOCX. In previous releases it was unclear if the download process has started, however there is now a progress bar which indicates the start of the process.
- The expiry notice message has been updated.
- Exporting of DOCX is now improved.

Learn more at titlewave.com/go/subscriptions or follettibstore.com/main/subscriptions.



Curriculum review

Creativity, activity, service

The curriculum review for the next version of the creativity, activity, service (CAS) programme, scheduled for first teaching in 2022, is in its initial stages.

Face-to-face meetings began in October 2017, and we continue to seek a broad range of educators' views through an ongoing online discussion group.

You can make your opinions known through programme communities or by contacting dpdevelopment@ibo.org.

Global politics curriculum review

The curriculum review for the new global politics course, scheduled for first teaching in 2023, is in its research and development stage. An update on the review process will be published online in early 2019.

The IB is looking for global politics 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.

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.

The updated course will be named "digital society" and explore the relationship between individuals, societies and the digital technologies that they use. Rooted in the perspectives and methods of social science and the humanities, this course

will appeal to a broad range of DP educators and teachers. An update of the review process will be published online in 2018.

As part of the review, the IB is looking for teachers with an interest in the teaching of digital culture, media and society to become involved in the curriculum review process. This call for participation is open to current ITGS teachers as well as all IB educators working and teaching in the areas outlined above.

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.

World religions curriculum review

The curriculum review for the next iteration of the world religions course, scheduled for first teaching in 2023, is in its development stage.

The IB is looking for world religions 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

Schools are reminded that the *Extended essay guide* and TSM are available through a dedicated website, which can be accessed via the "Extended essay" page of the programme resource centre. Please note that this microsite provides all the guidance and support materials for both disciplinary extended essays (EEs) and the world studies EE.

The curriculum review for the next iteration of the extended essay, scheduled for first teaching in 2023, is soon to begin its development stage. Consequently, the IB is looking

for extended essay coordinators, supervisors, examiners or workshop leaders to become directly involved in the curriculum review process.

Teachers interested in taking part in an 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.

Communicating guide updates to coordinators

Guide-related updates will be made via news items on the programme resource centre or via 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 the “Subject-specific guidance” section of the *Extended essay guide*.

The Reflection on planning and progress form

Schools are reminded that as per the information contained in the *Extended essay guide*, protocols for completing and submitting the *Reflections on planning and progress form* (RPPF) must be submitted for assessment in the language of EE registration (the same language as the essay). This is in keeping with article 10.3 of the *General regulations*, requiring all assessments for a component to be submitted in the same language of registration. RPPFs submitted in a language other than that of registration will be awarded a mark of 0 for criterion E.

Only the first 500 words of the student reflections are considered for assessment by the examiner.

Students retaking the EE from May 2018

As stated in the “Extended essay” section of the Diploma Programme *Assessment procedures*, all retakes in May 2018 need to be written to the new EE criteria (first assessment May 2018). Exceptions will not be made. Non-submission of the 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.

Note on the document *The responsibilities of IB World Schools for uploaded and submitted student work*

An early version of the document *The responsibilities of IB World Schools for uploaded and submitted student work*, published in February 2018, contained an example on page 1 that referred erroneously to the “abstract” of an extended essay. Coordinators will be aware that the current iteration of the extended essay does not include an abstract. The document has been corrected and schools are advised to download the latest version, but coordinators' attention is drawn to this error to avoid confusion.

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. In the guide see “Interpreting the EE assessment criteria” in the “Economics: Subject-specific guidance” section of “Individuals and societies”.

Reflections on planning and progress form exemplars

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 the section “Guiding student reflection” found within **Pedagogical support for the EE>Reflection and the EE** in the *Extended essay teacher support material*. Authentic exemplars sourced from the May 2018 examination session will become available later this year.

The templates for the RPPF 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.

Edits to the EE website—December 2017

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.

Edits to the EE website—February 2018

To clarify several questions raised by stakeholders, it has been necessary to make some minor edits to the EE website. These edits relate to:

- a minor amendment to the wording describing when the *viva voce* should be conducted, which now reads: "The *viva voce* is conducted once students have submitted the final version of their extended essay."
- a minor amendment to the wording of the explanation of "the spirit of intercultural understanding" in the subject-specific guidance for film EEs, which now reads: "In the spirit of intercultural understanding, students are encouraged to explore film in an international context."
- removing reference in the guide to the document "Guiding student reflection". All such guidance may be found in the TSM.
- adding detail to the guidance regarding the use of footnotes to the effect that "One appropriate use of footnotes is to note a direct original translation."

Edits to the EE website—May 2018

In order to clarify the intention of a number of items, some minor edits have been made to the EE website. These edits relate to:

- the use of a translated text originally written in another language for category 3 language and literature EEs
- the intention of the overview of the subject-specific guidance for mathematics
- interpretation of criterion A for theatre EEs
- the subject-specific interpretation of criterion D in all subjects (example), in terms of word length and citation and referencing. Further detail in the guide, "Unpacking the criteria, criterion D"
- the *RPPF*: "Initialling and dating" by the EE supervisor, rather than "signing and dating". This appears at various places in the guide, including in "Supporting the extended essay"; clarification of the consequences of submitting an *RPPF* in a language other than that of the essay
- the steps in the flow chart outlining the protocol for completing and submitting the *RPPF*
- the word count, in relation to footnotes when these are used for anything other than referencing, and also in relation to the use of headers
- inclusion of the suggestion that students may wish to use the header function for their research question, so that it appears on each page
- the placement of the terms "selection" and "application" in assessment of criterion A and criterion B
- elucidation of criterion E in terms of the number of assessable words in an *RPPF*, and also the wording of the level 0 descriptor

- elucidation of "Unpacking the criteria": criterion A (the title), and criterion D (formal requirements)
- explanation of "research question" in interpreting criterion A for a language and literature EE, and also a language acquisition EE
- replacement of the heading "Inappropriate topics" with: "Topics contravening safety protocols or IB policies" in the subject-specific guidance for biology
- elucidation of the distinction between the terms "topic", "title" and "research question"
- La traducción al español del criterio A, niveles 1–2 y 3–4: en "Las fuentes y/o los métodos para usar", "para usar" ha sido reemplazado por "que se utilizarán".

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 website: **Extended essay>Assessment>Assessed student work.**

Predicting grades for 2018 and beyond

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.

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 along with 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

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, Chile and the Pacific Basin, 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. (Please note that Chile and the Pacific Basin is not available on the programme resource centre.)

Languages

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.

Language provision in group 2 of the Diploma Programme (language acquisition)

Between July and December 2017 there was a major review of language provision in group 2 of the Diploma Programme (language acquisition).

Outcomes

- Language provision in group 2 will now be reviewed twice a year, in January and July.
- Language provision will no longer be linked to the curriculum review process and tied to the seven-year lifespan of the guide.
- The procedures for requesting a new language provision will be more transparent but will also require greater collaboration between networks of schools and IBWS.
- New languages will be introduced for an initial period of five years to allow the establishment of a cohort. Status will be reviewed following the first registration deadline of the third cohort.
- The minimum entry requirements for language provision will be more transparent.
- Languages failing to meet minimum entry requirements will be placed on "at risk" status and enter a consultation period, which could lead to the withdrawal of provision.

Please liaise with your school's IBWS relationship manager for further details and support regarding this matter.

Group 2 language statuses (January 2018)

Language B	Current status	2020		2021		2022		2023		2024		2025		2026	
		M	N	M	N	M	N	M	N	M	N	M	N	M	N
Arabic SL/HL	Secure	√		√		√		√		√		√		√	
Chinese SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Danish SL/HL	Secure	√		√		√		√		√		√		√	
Dutch SL/HL	Secure	√		√		√		√		√		√		√	
English SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Finnish SL/HL	At risk	√		√		√									
French SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
German SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Hebrew SL only	At risk	√		√		√									
Hindi SL/HL	Secure	√		√		√		√		√		√		√	
Indonesian SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Italian SL/HL	May only	√		√		√		√		√		√		√	
Japanese SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Korean SL/HL	At risk	√		√		√									
Malay SL only	Secure		√		√		√		√		√		√		√
Norwegian SL/HL	Secure	√		√		√		√		√		√		√	
Portuguese SL/HL	May only	√		√		√		√		√		√		√	
Russian SL/HL	Secure	√		√		√		√		√		√		√	
Spanish SL/HL	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Swahili SL/HL	Secure	√		√		√		√		√		√		√	
Swedish SL/HL	Secure	√		√		√		√		√		√		√	
Tamil SL only	At risk		√		√		√								

Language ab initio	Current status	2020		2021		2022		2023		2024		2025		2026	
		M	N	M	N	M	N	M	N	M	N	M	N	M	N
Arabic	Secure	√		√		√		√		√		√		√	
Danish	New	√		√		√		√		√					
English	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
French	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
German	Secure	√		√		√		√		√		√		√	
Indonesian	Secure		√		√		√		√		√		√		√
Italian	Secure	√		√		√		√		√		√		√	
Japanese	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Malay	At risk	√		√											
Mandarin	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Russian	Secure	√		√		√		√		√		√		√	
Spanish	Secure	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Swahili	Secure	√		√		√		√		√		√		√	
Swedish	New	√		√		√		√		√					

Protocol for requesting provision of an additional group 2 language

Introduction

Language acquisition requires candidates to follow a course of study in either a modern foreign language or a classical language. This section relates to the provision of courses in modern foreign languages.

There are currently two courses on offer.

Language B (offered at standard level and higher level) is suitable for candidates with prior knowledge of the language.

Language ab initio (offered at standard level only) is suitable for candidates with no, or very little, prior knowledge of the language to be studied.

Please note: Neither of these courses are suitable for native or near-native speakers of a language and these candidates should be guided to group 1 (studies in language and literature) courses.

The language B and language ab initio courses are generic courses and are designed to be applied to any language. The list of languages currently available as a language B and/or a language ab initio course can be found in the *Assessment procedures* publication.

IB requirements for provision of a language acquisition language

The IB recognizes that the demand for language acquisition assessment in IB World Schools is fluid and dependent on local market needs.

In order to guarantee and maintain the quality of assessment, the following criteria will be used to ascertain the viability of any requests received.

- **Validity:** Is the request responding to a recognized demand and appropriate to the target entry profile of language acquisition candidates?
- **Sustainability:** Is the demand and forecast entry likely to be maintained for at least five years?
- **Manageability:** Is there an available pool of suitably qualified examiners and authors?

Please note: There is no special request service in language acquisition and requests for assessment for individual candidates in a language cannot be considered.

Completing the request form

Schools are encouraged to work collaboratively with their own network of local/national/international IB World Schools in order to establish the level of the demand for the requested

language. For a language acquisition course, this should amount to a minimum of 5 schools and a potential 75–100 candidates per session for a forecast period of 3–5 years.

One school should agree to act as the lead school for the request.

The lead school should be entered in the first row of the table. The school numbers of all other schools supporting the request and a named contact in each school (usually the DP coordinator) should be entered in the additional rows along with an estimated number of candidates the school plans to enter for this particular subject. This is unlikely to be the total number of DP candidates in each school.

The lead school should then complete the justification for the request and forward the application to their IBWS relationship manager.

The approval process

The request will be verified by IBWS and presented to a panel for approval.

The panel will meet twice a year in January and July.

The approval process will be fluid and no longer linked to the seven-year curriculum review cycle, but a certain delay is necessary to recruit and train new examiners and to author and prepare the assessment. Therefore, a language approved in July 2018 would have first assessment in May 2021.

Languages added to the approved subject list will be added initially for a period of 5 years to allow them to establish a cohort. Approval for continuation after the initial five years will be made after the second cycle of assessments.

<u>Application form for provision of a Group 2 Language</u>							
Language							
Level	B	Ab initio					
Session	May	November					
Proposed year of first assessment							
	Number	Contact person	Forecast Entry				
			Year 1	Year 2	Year 3	Year 4	Year 5
Lead School							
School 2							
School 3							
School 4							
School 5							
School 6							
School 7							
School 8							
School 9							
School 10							
Please Note: A minimum commitment of 5 schools and 75 – 100 candidates is needed before the application will be considered.							
Background and Justification (to be completed by lead school)							
Verification and Sustainability (to be completed by Schools Division)							
Curriculum Support (to be completed by Academic)							
Manageability and viability (to be completed by Assessment)							

Protocol for the withdrawal of an established group 2 language

Introduction

In order to ensure that the assessments offered by the IB reflect changes in market demands, it may occasionally be necessary to withdraw the provision of an established group 2 language acquisition language. This section relates to the decision-making process for the withdrawal of a language provision.

A language may be considered for withdrawal under the following circumstances.

- The demand for candidate registrations has declined or stagnated over a period of 5 sessions.
- The number of candidates registered makes the provision financially unviable.
- The recruitment and retention of suitably qualified examiners and assessment authors poses a serious threat to assessment quality.
- The entry profile of the majority of candidates violates the appropriate target market for a language acquisition course.

Entry trends and assessment quality will be monitored each session and recommendations will be made in January and July each year.

The withdrawal process

Complete withdrawal of a language

A language under threat of withdrawal will be placed on "at risk" status and notification will be sent to all schools that have registered candidates for this language in the previous three sessions.

It is recognized that preparation for a language acquisition course is a long-term investment for schools, particularly when preparing language B candidates. Therefore, assessments for language B subjects will be guaranteed for a further five years, and for a further four years in the case of language ab initio subjects.

The withdrawal process will be fluid and no longer linked to the seven-year curriculum review cycle. A notification of "at risk" status issued in July 2018 would mean the potential final assessment of a language B subject in May 2023 or the potential final assessment of a language ab initio subject in May 2022.

Consolidation of provision

When a language is offered in both the May and November sessions, the IB reserves the right to consolidate provision to a single session in order to maintain both financial viability of the subject and also assessment standards.

In cases where a consolidation of provision is considered appropriate, schools entering candidates in the session to

be discontinued will be given three years' notification of final assessments. A notification issued in July 2018 for the withdrawal of a May session subject will indicate final May assessment in 2021. A notification issued in January 2019 for the withdrawal of a November session subject will indicate final November assessment in November 2021.

Studies in language and literature

The final document on the curriculum review for studies in language and literature (first assessment 2021), *Language A: literature curriculum review and Language A: language and literature curriculum review: Final report to teachers* (December 2017), has been completed. The report can be found on the programme resource centre.

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 2020 examination sessions (May and November) are available on the programme resource centre. Please note that this set of questions is specific to the 2020 examination sessions. Students registered for the 2018 and 2019 examination sessions must use the questions published on the programme resource centre for those years.

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.

Language B and language ab initio: Language acquisition webinars

Over 500 participants attended the webinar entitled *DP language B and language ab initio curriculum review: Overview and Q&A with the curriculum manager* that took place in May and June. This webinar was offered in English, French and Spanish.

The webinar built on materials available on the programme resource centre and focused on:

- elaborating the changes to the language ab initio and language B curriculums
- explaining the rationale behind the changes
- identifying available resources and future publications
- responding to questions from participants
- gathering feedback from participants.

For those who were unable to attend the webinar, the recordings can be accessed at the links below.

English <https://ibo-events.webex.com/ibo-events/onstage/playback.php?RCID=1b7ebbea9f33793db7a46e69bab1cbef>

French <https://ibo-events.webex.com/ibo-events/onstage/playback.php?RCID=69680f5c4eee07993e01635474ac437a>

Spanish <https://ibo-events.webex.com/ibo-events/onstage/playback.php?RCID=770293bebf31899a4057f955cc9e70ad>

Language ab initio: Language-specific syllabuses for new courses

The language-specific syllabuses (LSS) for Danish ab initio and Swedish ab initio are available on the programme resource centre. The LSS can be accessed by downloading the *Language ab initio teacher support material* (first assessment 2020). On the last page of the document are links to all language ab initio LSS.

German B and German language ab initio: Revised guides (first assessment 2020)

New versions of the German B and German ab initio guides will shortly be available on the programme resource centre. Please use these revised guides and disregard any earlier versions of the German B and German ab initio guides that you may have downloaded as the previous versions of these guides contained translation inconsistencies.

Mandarin language ab initio: Corrections and revised language-specific syllabus

The Mandarin ab initio guide and TSM (first assessment 2020) have been revised to correct an error in the character counts for paper 1: productive skills—writing. For each of the two required tasks (task A and task B), candidates are to write 84–180 characters.

The Mandarin ab initio LSS has been revised and the new document is now available on the programme resource centre. Please use this new LSS and discard the earlier version that you may have downloaded as it contains an error in the grammatical syllabus.

French B and French language ab initio: Corrections to guides (first assessment 2020)

The French B and French ab initio guides (first assessment 2020) have been revised.

The note for paper 1, criterion C has been revised to read as follows.

Remarque : une réponse qui ignore le contexte, le but et le destinataire peut ne recevoir aucun point pour les critères B et C, même si elle a reçu un nombre de points élevé pour le critère A.

Classical languages

Amendments to the *Classical languages guide* (first assessment 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

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 examination 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–**746**
- 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

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 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.

Economics

The latest curriculum review summary to teachers report (published November 2017) is now available on the programme resource centre. Economics teachers are encouraged to look through this to be updated on the latest developments in the subject, coming up for first teaching in 2020.

Global politics

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 SL and HL 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 subject website for global politics is available via the "Global politics" page on the programme resource centre, where teachers can find the guide and TSM, including substantial 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 Diploma Programme Development team at dpdevelopment@ibo.org. The IB is also looking for global politics 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 by email to dpdevelopment@ibo.org.

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 from 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 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 can 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.

Amendments to the *History guide*, for first teaching in 2018

In response to suggestions from teachers and examiners, a number of amendments were made to the *History guide*, which was published in January 2015 for first examination in May 2017. The amended guide was published on the programme resource centre in June 2018 and is available under **DP resources>History>Guide**, along with an easy-to-navigate list that allows teachers to see at a glance where changes have been made.

The amended guide is for first teaching from the start of the 2018–2019 academic year, with first examinations taking place in May 2020.

Please ensure that history teachers in your school are made aware of the upcoming changes and are using the amended guide for teaching **students taking examinations in May 2020 and in later sessions** from the start of the 2018–19 academic year. Students taking examinations in May 2018, November 2018, May 2019 and November 2019 should continue to be taught using the current *History guide*.

Please forward any questions or concerns to:
dpdevelopment@ibo.org

Information technology in a global society

Information technology in a global society SL paper 1 and HL paper 1

Examinations from May 2018

From the May 2018 examination session onwards, section B of HL paper 1 will consist of three questions from which candidates must answer one.

This will mean that in “Assessment outline—HL” of the *Information technology in a global society guide*, the text for section B should read as follows.

- Students answer **one** of three structured questions based on the HL extension topics.

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.

As of 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 clearly with candidates.

Please note that the philosophy course will be reviewed for first teaching in 2022 and first assessment in 2024. At this point, the IB is looking for philosophy teachers 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.

Psychology

Psychology for first assessment in 2019: Clarification for teachers

Teachers should be aware of a notification of clarification that was published in January 2018 with regard to examination questions for the new course of study. This relates to whether questions will be based on the headings (for example, “models of memory”) and/or the specific content that appears under the headings (for example, The Working Memory Model). In order to clarify this issue, a statement was issued as follows.

The first examination session for the revised psychology course is May 2019. In response to the publication of the new guide and the specimen examination papers, teachers have raised queries about the focus of questions in paper 1, which is based on the core (the approaches to understanding behaviour). This announcement is to avoid any doubt over this issue.

For each core topic, the *Psychology guide* indicates content and guidance. Questions in paper 1 for May and November 2019 will only be based on the topic or the content headings. For example, for the topic on cognitive processing a question may be based generally on models of memory, but not on the specific models of memory listed below the content heading. A candidate's response to a question about models of memory will be eligible for the full range of marks if it refers to the two stated in the guide, or any other valid model of memory. No question will name a specific model of memory or be based on material listed in the guidance column.

The full text of the notification can be found here: [Clarification for teachers](#).

Social and cultural anthropology

New FAQ document published

As part of the on-going curriculum review process, teachers were invited to submit “burning questions” regarding the new social and cultural anthropology course (first assessment in 2019). Responses to the questions submitted have now been shared with the community and can be found on the social and cultural anthropology communities page on My IB.

The social and cultural anthropology FAQ document can also be found here.

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 examination 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 examination 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: 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 range of marks

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 level descriptors for paper 1 and paper 2.

As a result of collaboration with senior examiners and other subject experts, the following changes were implemented starting with 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 level descriptors are now condensed to five levels (A–E) instead of six levels (A–F). Level 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 level descriptors 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) level descriptors

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.

Marks	Level descriptor
5–6	<p>The demands of the question are met. The response contains a well-developed explanation, which is effectively supported by appropriate and relevant examples.</p> <p>The use of relevant terminology is accurate throughout the response.</p>

Revised paper 2 level descriptors

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

Marks	Level descriptor
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>
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

From the May 2019 session, the uploading on IBIS of the sciences individual candidate coversheet (4/ICCS) will no longer be required. However, similarly to the 4/PSOW forms, they must be retained by the school. These may be requested during the five-year school evaluation process.

Chemistry and physics

After feedback from schools and teachers, the decision was taken to reduce the number of marks in the chemistry and physics higher level paper 2 examinations from 95 to 90 marks from the May 2019 session onward. This will allow more time for candidates to complete the examination. The reduction will not impact teaching or the style of the paper. The amended "Assessment in the Diploma Programme" section in the guides and specimen papers will be published on the programme resource centre in October.

Design technology

Amendments to the *Design technology guide*, for first teaching in 2018

In response to suggestions from teachers and examiners, a number of amendments were made to the *Design technology guide*, which was published in January 2014 for first examination in May 2016. The amended guide was published on the programme resource centre in June 2018 and is available under **DP resources>Design technology>Guide**, along with an easy-to-navigate list that allows teachers to see at a glance where changes have been made.

The amended guide is for first teaching from the start of the 2018–2019 academic year, with first examinations taking place in May 2020.

Please ensure that design technology teachers in your school are made aware of the upcoming changes and are using the amended guide for teaching **students taking examinations in May 2020 and in later sessions** from the start of the 2018–2019 academic year. Students taking examinations in November 2018, May 2019 and November 2019 should continue to be taught using the current *Design technology guide*.

Please forward any questions or concerns to:
dpdevelopment@ibo.org

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.

Mathematics curriculum review

The final report to schools for the curriculum review for mathematics, *DP Mathematics: Curriculum Review—Final report to schools—May 2018* is available under the “Curriculum review” section on the programme resource centre. The report gives the syllabus outline, the assessment outline and detail of the content for the new mathematics courses which begin first teaching in 2019. This report should be read in conjunction with the April 2017 *Summary report to teachers*.

The arts

Arts subjects: Uploading and submitting student work

Arts subjects: Responsibilities for uploaded and submitted student work

Given the predominance of coursework in the arts subjects, teachers and coordinators are reminded to refer to the new document *The responsibilities of IB World Schools for uploaded and submitted student work* available on My IB and to always thoroughly check that the upload of candidate work is completed without mistakes.

Arts subjects: The authentication of coursework

Arts subjects: Revised process for May 2019 onwards

A new form, referred to as the *Coursework authentication form (CAF)*, has been introduced for all DP arts subjects, starting with theatre and visual arts in May 2017. 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 appear in the 2018 edition of the *Diploma Programme Assessment procedures*.

The purpose of this form is the authentication of student coursework. The *CAF* must be used to record three interactions with each candidate at various stages during the creation of their coursework.

The teacher completes the authentication form on the eCoursework system when submitting the materials for assessment. It is not 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 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.

As previously communicated, effective May 2019, the completion of a *CAF* is mandatory for all DP arts subjects.

Coordinators are reminded of the importance of complying with academic honesty requirements and arts teachers should be vigilant and offer guidance on this matter to students.

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?*

August 2013: 5, updated May 2017). 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 midpoint 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, to allow for further trials 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 textual analysis component for the May and November 2020 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 extended essay. 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 2020

- *Gun Crazy* [Director: Joseph H Lewis] 1950, USA
- *In Cold Blood* [Director: Richard Brooks] 1967, USA
- *Akira* [Director: Katsuhiro Otomo] 1988, Japan
- *La Haine* [Director: Mathieu Kassovitz] 1995, France
- *Xi Zao (Shower)* [Director: Yang Zhang] 1999, China
- *Amélie* [Director: Jean-Pierre Jeunet] 2001, France
- *Across the Universe* [Director: Julie Taymor] 2007, UK
- *Ida* [Director: Pawel Pawlikowski] 2013, Poland
- *Moonlight* [Director: Barry Jenkins] 2016, USA
- *The Handmaid's Tale* – season 1 episode 1: "Offred" and episode 2: "Birth Day" [Director: Reed Morano] 2017, USA

Note: Where the assessment criteria refer to "the chosen film as a whole", for *The Handmaid's Tale* 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, to allow for further trials 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 the May and November examination sessions in 2018 and 2019 are:

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

The two prescribed works for the May and November examination sessions in 2020 and 2021 are:

- 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

Following the first assessment of the theatre course, some adjustments were made to the *Theatre guide* for first use in May 2017 to improve the effectiveness of the assessment process. These updates included:

- 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, affects all theatre assessments **from May 2017 onwards**.

Teachers are reminded to use the updated version of the guide and to familiarize their students with the updated assessment criteria.

Visual arts

Following the first assessment of the visual arts course, some adjustments were made to the *Visual arts guide* for first use in May 2017 to improve the effectiveness of the assessment process. These updates included:

- amendments to the wording of assessment criteria
- minor updates to the assessment task instructions (including academic honesty: please note that a list of sources for the process portfolio is now mandatory)
- additions to the art-making forms table to broaden the possible choices.

The updated guide is available on the programme resource centre. Teachers are reminded to use the updated version of the guide and to familiarize their students with the updated assessment criteria.

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 (as digital society)	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

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
Mathematics			
Further mathematics HL		May 2020	
Mathematical studies SL		November 2020	
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	2021/22	November 2022	May 2023


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:

Curriculum review summary—Reviewing Programme standards and practices: Research and design activities (2014–2017)