

Coordinator's notes

Information for Diploma Programme coordinators and teachers

News

As we strive towards more effective and concise communication with IB World Schools, we have undertaken a review of the *Coordinator's notes* for all IB Programmes. The review results and information about the publication of the *Coordinator's notes* in 2014 will be communicated to IB World Schools in a separate mailing.

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

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

Students' learning in the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the DP encourages the development of ATL skills from five categories: research skills, communication skills, thinking skills, social skills, and self-management skills. The new approaches to teaching are a natural evolution in pedagogical leadership that should encourage teachers to approach teaching of the DP in a way which is inquiry based, conceptually focused, contextualized, collaborative, differentiated, and informed by assessment.

Between September 2013 and March 2014, 140 selected pilot schools are being asked to provide feedback on the draft version of the *Approaches to teaching and learning guide* in addition to four draft unit planning templates. They will implement the draft guide in at least one DP subject, share

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Diploma Programme *Coordinator's notes*

Published four times a year for Diploma Programme schools by the International Baccalaureate.

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

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any ATL-related material created by the school, and potentially help create a range of short videos exemplifying the approaches to teaching and learning in the DP.

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

New online request for modified examination papers

The IB is pleased to announce the launch of an online tool for requesting modified examination papers (enlarged paper/fonts, Braille and/or colour). This replaces the current form "Candidates with special assessment needs" only for candidates requiring modified papers. **All** other assessment arrangements (for example, extra time, word processor) for the above candidates must also be requested via this tool.

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

Teacher observers

IB DP teachers are invited to apply to attend the May 2014 grade award meetings as observers for one of the following subjects:

- Computer science
- Dance
- English A: Language and literature
- Extended essay
- Film
- Mathematics SL
- Mathematics HL
- Mathematical studies
- Sports, exercise and health science
- Theatre
- Theory of knowledge
- Visual arts

The meetings will be held at the IB Assessment Centre in Cardiff, Wales, during June 2014.

The intention of inviting teacher observers is to encourage a wider understanding of the processes involved in the award of grades. Teachers who attend will be required to submit a report on their observations to the Head of Marking.

Teachers who wish to attend a grade award meeting must obtain written permission from their head of school and then apply in writing to Richard Thomas, Assessment Associate (richard.thomas@ibo.org) at the IB Assessment Centre, Cardiff, giving brief personal details and information about their experience as an IB DP teacher, and stating the following:

- name
- subject of the grade award that interests them
- name and address of school
- school code.

Previously unsuccessful applicants are invited to reapply.

Only a few observers can be selected for each examination session. Preference will be given to applications from schools that do not send regular participants to grade award meetings and have not sent a teacher observer in any subject in the past five years. With the exception of language grade award meetings, applicants will need to have a good understanding of English. The closing date for applications is 15 February 2014. Applications will not be acknowledged unless they are successful. Successful applicants will be notified by the end of March.

The IB will meet the cost of all reasonable expenses for travel, accommodation and subsistence, but there will be no payment for attending the meetings.

Core

Extended essay (EE)

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

Extended essay assessment criteria

It has come to our attention that there has been an error in the translation of criterion A in the Spanish version of the guide. The current version of the guide in Spanish states that the research question must be in the introduction. However, it should read that the research question is stated in either the introduction or on the title page. Please note that the English and French versions of the guide are correct.

Criterion A should read as follows:

A: research question

(Objectives 1 and 2)

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

Achievement level	Descriptor
0	The research question is not stated in either the introduction or on the title page or does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.

Achievement level	Descriptor
1	The research question is stated in either the introduction or on the title page but is not clearly expressed or is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.

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

World studies extended essay (WSEE)

Changes to world studies registrations effective from May 2014

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

- Extended essay > World studies, Science, technology and society
- Extended essay > World studies, Culture, language and identity
- Extended essay > World studies, Conflict, peace and security
- Extended essay > World studies, Equality and inequality
- Extended essay > World studies, Health and development
- Extended essay > World studies, Environmental and/or economic sustainability.

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

Change in schedule for electronic upload of extended essays

Coordinators should be aware that the IB is working towards making it a requirement to submit all candidates' coursework (including extended essays, written assignments and sample

work for internal assessment) in electronic format. However, in the May 2014 examination session no new requirement for uploading work will be introduced. For May 2014 upload will therefore be confined to audio files for group 1 and group 2 internal assessment, visual arts and theory of knowledge essays. The decision not to introduce anything new for May 2014 is in response to feedback from schools about visual arts upload. Instead of introducing a new assessment component for upload, the IB will be devoting more resources towards improving the user experience for visual arts. The provisional schedule for e-uploading EEs will be updated when further information is available, and shared via the DP *Coordinator's notes* and the OCC.

Languages (group 1 and group 2) extended essays

Students submitting group 1 and 2 extended essays should add the category (cat) in which they are submitting the essay in the subject box on the extended essay coversheet. For example:

For group 1: English A, Cat: 2; German A, Cat: 3; Spanish A, Cat: 1

For group 2: French B, Cat: 1; or German B, Cat: 2 (a); Spanish B, Cat: 3.

Clarification of group 2, category 2 "cultural artifacts"

The following text clarifies category 2: culture and society (b), "essays of a general cultural nature based on specific cultural artifacts". Cultural artifacts include anything concrete or tangible that helps to give insight into the target culture and language. Some examples are given below.

Written documents	Spoken documents
<ul style="list-style-type: none"> • Newspapers • Magazines • News headlines • Articles • Books (other than literary) • Cartoons • Adverts • Leaflets, brochures or manifestos • Laws or policies • Historical documents or records 	<ul style="list-style-type: none"> • Screenplays • Radio or television programmes • Song lyrics • Interviews <p>Visual documents</p> <ul style="list-style-type: none"> • Works of fine art • Architecture (buildings, monuments, etc.) • Films • Stamps

continued

<p>Cultural icons</p> <ul style="list-style-type: none"> • Fashion items and accessories (as a manifestation of culture) • Food items, dishes (as a manifestation of culture) • Brands (as a manifestation of culture) 	<p>The following do not qualify as “cultural artifacts”:</p> <ul style="list-style-type: none"> • Political events (elections, referendums) • Historical events • Social movements (e.g. riots) • Social issues (unemployment, immigration, racism, school violence, the role of women in X country, etc.) • Towns or regions (“travel guide” extended essays) • (Minority) ethnic groups • Media trends • Styles of music • Sports • Traditions • Institutions (school systems, political parties, etc.)
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Referencing within the extended essay

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

Acknowledging the ideas or work of another person

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

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

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff members in

the candidates' school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

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

Theory of knowledge (TOK)

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

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

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

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

Creativity, action, service (CAS)

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

Group 1 and 2: Languages

DP languages curriculum review

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

Applications to participate in the curriculum review are being received on an ongoing basis. Any member of the IB community (teachers, coordinators, examiners, workshop leaders, etc.) who would like to participate in the review of any of the group 1 or 2 subjects is invited to express interest by writing to DPgroup1and2@ibo.org. It is requested that interested parties submit a current *curriculum vitae* (CV) and a brief reply to two questions:

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

Updates to group 1 guides

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

- Language A: literature, Paper 2 (SL and HL), Criterion A
- Language A: literature, Written assignment (SL and HL), Criterion B
- Language A: literature, Individual oral commentary (SL), Criterion A
- Language A: literature, Individual oral commentary and discussion (HL), Criteria A and D
- Language A: language and literature, Individual oral commentary (SL and HL), Criterion A
- Literature and performance, Written coursework, Criterion B

Schools are strongly encouraged to consult the updated guides for further information, and are reminded that the maximum marks indicated in the updated guides will take effect from first examinations in 2015.

Language B and language ab initio written assignment

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

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

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

Classical languages prescribed authors and genres

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

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

Group 3: Individuals and societies

Information technology in a global society (ITGS)

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

Philosophy

Teachers and candidates should be aware that it is possible for section A of SL/HL P1 to feature two passages of text or two images and it is not mandatory that this section features one passage of text and one image.

Amendments have been made to the assessment criteria for SL/HL P1 criterion B and criterion C, and HL P3 criterion B and criterion D. These amendments should not affect students and are meant to clarify the task of marking for examiners. The new assessment criteria are available in an updated version of the guide on the OCC. These criteria have been used from May 2013.

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

SL/HL P1:

In your answers you are expected to:

- *argue in an organized way using clear, precise language, which is appropriate to philosophy*
- *demonstrate knowledge and understanding of appropriate philosophical issues*
- *analyse, develop and critically evaluate relevant ideas and arguments*
- *present appropriate examples providing support for your overall argument*
- *identify and analyse counter-arguments*
- *provide relevant supporting material, illustrations and/or examples*
- *offer a clear and philosophically relevant personal response to the examination question.*

Write a response (of approximately 800 words) in which you:

- *identify a central philosophical concept or philosophical issue in this passage that addresses the question, "what is a human being?"*
- *investigate two different philosophical approaches to the philosophical concept or philosophical issue you identified*
- *explain and evaluate the philosophical concept or philosophical issue you identified.*

SL/HL P2:

In your answer you are expected to:

- *argue in an organized way using clear, precise language, which is appropriate to philosophy, and demonstrate an understanding of the author's specific terminology*

- *show an understanding of the specific demands of the question*
- *give references to the ideas and arguments presented in the text*
- *present appropriate examples providing support for your overall argument*
- *identify and analyse counter-arguments*
- *provide relevant supporting material, illustrations and/or examples*
- *develop a critical evaluation of the ideas and arguments of the text*
- *offer a clear and philosophically relevant personal response to the position expressed by the author.*

SL/HL P3:

In your response you are expected to:

- *develop a response in an organized way using clear, precise language, which is appropriate to philosophy*
- *identify pertinent issues regarding the philosophical activity raised in the text*
- *take an independent position about the nature of philosophical activity in relation to the ideas developed in the text*
- *draw upon, and show a holistic appreciation of, the skills, material and ideas developed throughout the course.*

Unseen text—exploring philosophical activity

Read the text below then write a response to it (of approximately 800 words). Your response is worth 30 marks. In your response include:

- *a concise description of philosophical activity as presented in the text*
- *an exploration of the pertinent issues regarding philosophical activity raised in the text, relating this to your experience of doing philosophy throughout the whole course*
- *appropriate references to the text that illustrate your understanding of philosophical activity*
- *your personal evaluation of the issues regarding philosophical activity raised in the text.*

Economics

A number of amendments have been made to the learning outcomes in the guide. The amendments, which should not overly affect teaching but may impact on questions or types of questions that could be asked in examinations, will apply from May 2014. The amendments have been made to the copy of the guide, which is available on the OCC.

Group 4: Sciences

School recruitment for new science course pilot

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

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

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

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

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

aspect of the course is not working. Such changes will be kept to a minimum during the two-year course of any particular cohort of students

- understand that individual candidates are not allowed to offer two pilot subjects, or a pilot subject together with a school-based syllabus subject
- be aware that there is an exclusion with SL and HL physics, chemistry and biology, i.e. students cannot undertake the science course together with the separate sciences physics, chemistry or biology.

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

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

Group 5: Mathematics

Mathematics SL and HL—reminder

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

Non-compliant portfolios

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

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

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

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

Use of old tasks before 2012–2013

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

In 2013, the only IB-published tasks that can be used are the ones in the document Portfolio tasks for 2012 and 2013. Any

other IB-published task will be subject to the 10-mark penalty, including old ones which have been amended.

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

Group 6: The arts

Academic honesty

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

Visual arts

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

Article 3: Candidates and their legal guardian(s)

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

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

Film

Prescribed films for assessment

The choice of films prescribed for the presentation component for the May and November 2014 examination sessions is given below.

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

Full details of procedures and deadlines are provided in the *Handbook of procedures for the Diploma Programme* (2014): Film, section B6d.

List of prescribed films for assessment in 2014

The Story of the Last Chrysanthemum (Director: Kenji Mizoguchi, 1939)

The Grapes of Wrath (Director: John Ford, 1940)

The Night of the Hunter (Director: Charles Laughton, 1955)

Closely Observed Trains (Director: Jirí Menzel, 1966)

The Godfather (Director: Francis Ford Coppola, 1972)

Jean de Florette (Director: Claude Berri, 1986)

Toy Story 2 (Director: John Lasseter, 1999)

The Wind That Shakes the Barley (Director: Ken Loach, 2006)

La Mujer Sin Cabeza (The Headless Woman) (Director: Lucrecia Martel, 2008)

A Separation (Director: Asghar Farhadi, 2011)

Music

Music curriculum review

The curriculum review and development for music has started with research and evaluation by the academic and assessment divisions. As part of our ongoing commitment to consultation and collaboration, we wish to invite teachers to become involved in the review process of examining the existing course and looking for opportunities for further development.

In 2014, the cycle of review and development meetings will start, some of which are face to face and some of which are virtual. For these meetings we are looking for teachers who have a good subject knowledge and experience of and/or enthusiasm for curriculum development in music.

If you are interested in participating in the meetings, please write a letter outlining your experience and explaining why you wish to be involved and how you could contribute to the review. Send your letter, together with your CV, to dpdevelopment@ibo.org. The deadline for applications is 15 December 2013.

Music listening paper: prescribed works for 2015 and 2016

The two prescribed works for the May and November sessions in 2015 and 2016 are the *Petite Messe Solennelle* by Rossini and *An American in Paris* by Gershwin.

The full score for *An American in Paris* (<http://www.alfred.com/Products/An-American-in-Paris--00-MO0001.aspx>) should be ordered directly from music retailers. The full score for the *Petite Messe Solennelle* is widely available. If using a free online version, schools must ensure they obey copyright laws in their country.

Prescribed works for 2013 and 2014

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

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

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

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

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

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

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

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

appropriately and to state at the beginning of their answer that they have done so.

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

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

Theatre

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

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

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

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

Stimulus 3 Japanese Proverbs: *The mouth is the cause of calamity*

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

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

DP curriculum development and review cycles

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
Group 1—Studies in language and literature			
<i>Language A1</i>	N/A	Nov 2012	N/A
<i>Language A: literature</i>	2011/12	Nov 2012	May 2013
<i>Language A: language and literature</i>	2011/12	Nov 2012	May 2013
Group 2—Language acquisition			
<i>Languages A2</i>	N/A	Nov 2012	N/A
<i>Language B</i>	2011/12	Nov 2012	May 2013
<i>Language ab initio</i>	2011/12	Nov 2012	May 2013
<i>Classical languages</i>	2014/15	Nov 2015	May 2016

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
Group 3—Individuals and societies			
<i>Business management</i>	2014/15	Nov 2015	May 2016
<i>Economics</i>	2018/19	Nov 2019	May 2020
<i>Geography</i>	2016/17	Nov 2017	May 2018
<i>History</i>	2015/16	Nov 2016	May 2017
<i>ITGS</i>	2018/19	Nov 2019	May 2020
<i>Philosophy</i>	2014/15	Nov 2015	May 2016
<i>Psychology</i>	2017/18	Nov 2018	May 2019
<i>Social and cultural anthropology</i>	2016/17	Nov 2017	May 2018
<i>World religions</i>	2018/19	Nov 2019	May 2020
Group 4—Sciences			
<i>Biology</i>	2014/15	Nov 2015	May 2016
<i>Chemistry</i>	2014/15	Nov 2015	May 2016
<i>Design technology</i>	2014/15	Nov 2015	May 2016
<i>Physics</i>	2014/15	Nov 2015	May 2016
<i>Sports, health and exercise science</i>	2012/13	Nov 2013	May 2014
<i>Computer science</i>	2012/13	Nov 2013	May 2014
Group 5—Mathematics			
<i>Further mathematics SL</i>	N/A	May 2013	N/A
<i>Further mathematics HL</i>	2012/13	N/A	May 2014
<i>Mathematical studies SL</i>	2012/13	Nov 2013	May 2014
<i>Mathematics SL</i>	2012/13	Nov 2013	May 2014
<i>Mathematics HL</i>	2012/13	Nov 2013	May 2014
Group 6—The arts			
<i>Dance</i>	2019/20	Nov 2020	May 2021

Subject	First teaching of new syllabus September/January	Last assessments of old course	First assessments of new course
<i>Film</i>	2017/18	Nov 2018	May 2019
<i>Music</i>	2018/19	Nov 2019	May 2020
<i>Theatre</i>	2014/15	Nov 2015	May 2016
<i>Visual arts</i>	2014/15	Nov 2015	May 2016
Core			
<i>Creativity, action, service</i>	2015/16	Nov 2016	May 2017
<i>Extended essay</i>	2016/17	Nov 2017	May 2018
<i>Theory of knowledge</i>	2013/14	Nov 2014	May 2015
Interdisciplinary subjects			
<i>Environmental systems and societies</i>	2015/16	Nov 2016	May 2017
<i>Literature and performance</i>	2011/12	Nov 2012	May 2013

DP courses online

As of February 2014 all DP courses online will be available for November exam sessions in addition to May session exams.

Current offerings include:

- Group 1:
 - Spanish B
- Group 2:
 - Mandarin ab initio
 - Spanish ab initio
- Group 3:
 - Business management SL/HL
 - Economics SL/HL
 - ITGS SL/HL
 - Philosophy SL
 - Psychology SL/HL
- Group 5:
 - Mathematics HL
- Group 6:
 - Film SL

For more information, contact admissions@pamojaeducation.com or dp.online@ibo.org.

Professional development (PD)

The Global PD catalogue

The professional development (PD) catalogue, with descriptions of workshops, is available at <http://www.ibo.org/programmes/pd/>.

Subject-specific seminars during 2014

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

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

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

All workshop leaders for these subjects will be trained in the changes and their implications before leading workshops in 2014. In the meantime teachers, IB coordinators, and heads of schools can access the latest curriculum review reports on the OCC. These can be located under the curriculum review tab on each subject page.

Schedule of events

Towards the end of 2013	Online training for workshop leaders
December 2013	Pre-publication of the new subject guides (for first teaching September 2014) on the OCC
February–May 2014	Category 3 subject-specific seminars for experienced IB educators on new subject courses with first teaching in September 2014; please see the PD section on the IB website for more details
March 2014	The final version of the new subject guides uploaded on the OCC
March 2014 onwards	All category 1 and 2 workshops will focus on the new guides whether they are provided through IB regions or external providers
September 2014	First teaching of the new guides

If you have any queries about the professional development provision, please direct your questions to the global professional development team at diploma.pd@ibo.org.

IB Global Research department's updates

Programme impact

The IB has recently released a new Programme impact study related to the DP. The new study, "International Baccalaureate Diploma Programme: Study of North and South American students' civic-mindedness", examines the impact of participation in the CAS component of the DP. The project samples students from several South American countries, Canada and the United States to identify students' motivation for engaging in service, moral-political awareness, development of an ethic of service and civic-mindedness. RMC Research conducted this study in two phases: exploratory and investigative. The exploratory phase was qualitative in nature, and primarily based on interviews and focus groups that probed a range of possible responses. The second phase was generally quantitative, involving a large sample of IB CAS coordinators, students and alumni who were asked to complete a survey that emerged from the exploratory phase. This study, as well as all other IB research on the impact of the IB DP, can be found at <http://www.ibo.org/research/policy/programmevalidation/diploma/>.

Jeff Thompson Research Award

We are very happy to be able to support the independent research of IB practitioners. The next deadline for applications is 31 March 2014. You can learn more about the research award and download the application at <http://www.ibo.org/research/resources/jeffthompson/index.cfm>.

For further information and news in other IB programmes, please subscribe to the IB newsletters: www.ibo.org/newsletter.