



IB AFRICA, EUROPE & MIDDLE EAST
REGIONAL CONFERENCE 2013

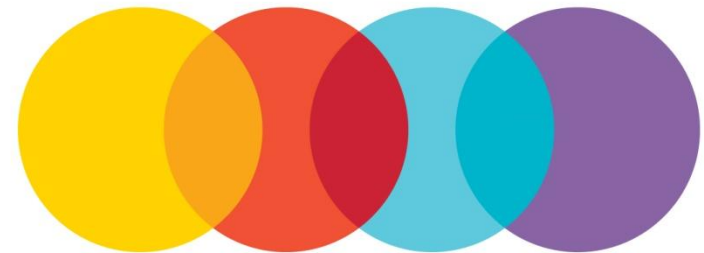
THE HAGUE 24TH - 27TH OCTOBER

Diploma Programme update and developments

DP Development team

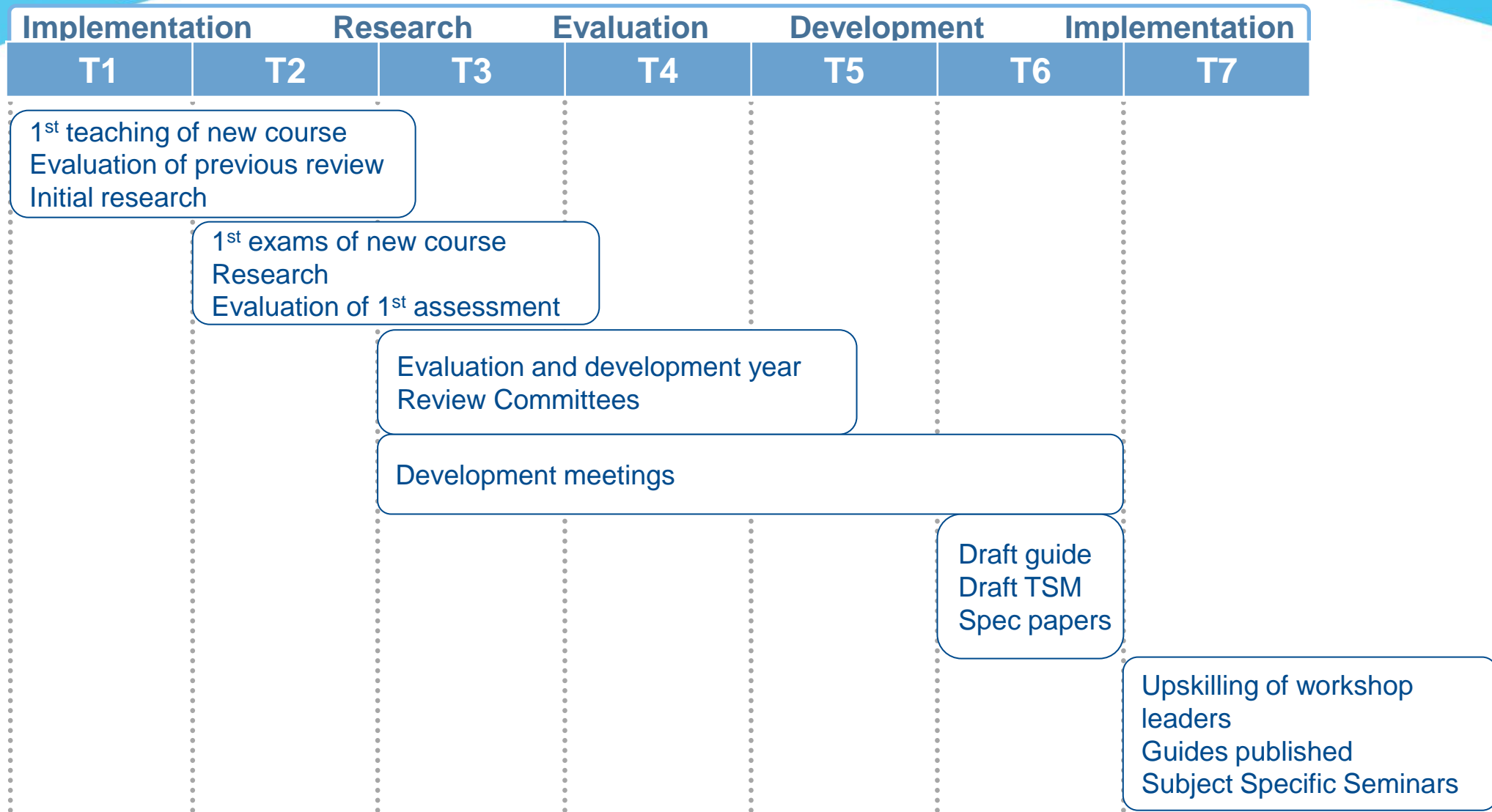
dpdevelopment@ibo.org

The IB continuum of international education



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

The DP Curriculum Review Cycle



Approaches to teaching and learning - DP

The **aim of the ATL project** is to introduce and develop a new dimension of the DP, aligned with PYP and MYP, to improve the quality of teaching and learning across the programme and support key values and principles of an IB education through developing and offering commercial and fee-covered deliverables for schools, teachers and students.

Approaches to learning skills

...can be learned and taught

The five categories of **IB Approaches to learning** skills are:

- ✓ Thinking skills
- ✓ Research skills
- ✓ Communications skills
- ✓ Social skills
- ✓ Self management skills

Approaches to teaching



Teaching in the DP should demonstrate a concurrency of learning and be approached in a way which is:

- ✓ Based on **inquiry**
- ✓ Focused on **conceptual understanding**
- ✓ Developed in local and global **contexts**
- ✓ Focused on effective communication and **collaboration**
- ✓ **Differentiated** to meet the needs of all learners
- ✓ Informed by **assessment** (formative and summative)

ATL project deliverables

- School survey responses (June 2012) revealed the most desired ‘deliverables’:
- *Approaches to teaching and learning in the DP* – guide
- Support videos for coordinators, teachers and heads/principals
- *DP From principles into practice* – including ATL
- DP unit planners – a range of recommended samples
- DP ATL Student handbook (commercial publication)
- Category 3 workshops
- Resources for Category 1 and 2 workshop leaders

Progress so far

- Extensive research carried out
- Approaches to teaching and learning in the DP guide written
- Sample unit planners devised
- Piloting from September 2013 to March 2014 in 140 DP schools

Piloting in 140 DP schools



Number of programmes

Africa Europe Middle East **768**

Asia Pacific **400**

Americas **1282**



Important dates

- The *Approaches to teaching and learning in the DP* guide shared with the pilot schools in **September 2013**
- Project piloting from **September 2013** to **March 2014**
- Filming at selected schools in all three IB regions will be taking place between **November 2013** and **April 2014**
- All relevant documents (from the guide to support videos) will be reviewed, quality assured and produced between **March 2014** and **December 2014**
- The planned publication date for all ATL documents is **January 2015**
- First official use by schools is envisioned in **September 2015**

How will schools be impacted?

- The development of DP ATL supports schools in meeting a number of IB programme standards and practices (2010), such as:
- B.3 The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
- C.3.4 The curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
- C.2 Teaching and learning engages students as inquirers and thinkers.
- C.3.5 Teaching and learning supports students to become actively responsible for their own learning.
- C.3.16 Teaching and learning develops the IB learner profile attributes.

Studies in language and literature

- **Beginning with 2015 exams**, a maximum mark for “knowledge and understanding of the text” criteria will take effect when students use works/authors not on the PLA/PLT
- Guides updated to reflect the maximum mark policy (Lang A: Lit, Lang A: Lang and Lit, Lit and Performance)

Language acquisition

- Lang B and Lang ab initio **written assignments** reviewed and changed for **first exams May 2015**
- Guides updated to reflect the WA changes
- Main changes
 - Word processed in the target language
 - Carried out in the student's own time with guidance from the teacher
 - Not timed
 - Submitted electronically and will be e-marked

DP Languages curriculum reviews

- Classical languages review is now complete; new subject guide and TSM will be available on the OCC from January 2014
- Next curriculum review of courses in the modern languages will focus on alignment between MYP and DP, ATL and international-mindedness
- Lang B, Lang ab initio: first teaching 2018, first exams 2020
- Lang A: Lit, Lang A: Lang and Lit, Lit and Performance: first teaching 2019, first exams 2021

Science Updates

- ❑ New courses in phys, chem, bio and design Tech – first teaching in 2014
- ❑ First assessment in 2016



- ❑ New IA criteria
- ❑ Nature of science pilot course from Sept 2015. Applications from schools due in end of year

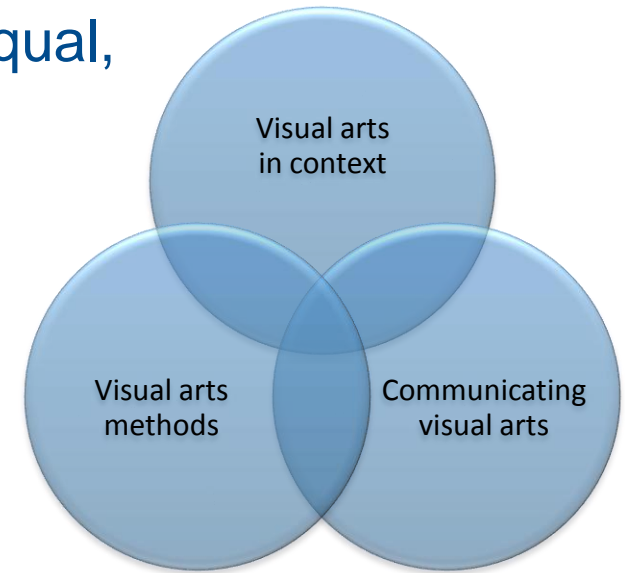
Mathematics review

- New review
- Challenges
- Opportunities

Visual arts – first teaching 2014

The new visual arts syllabus consists of three equal, interrelated areas:

- Visual arts in context
- Visual arts methods
- Communicating visual arts



These areas are fully integrated into the core syllabus and the final assessment tasks.



CORE SYLLABUS	
Theoretical practice	
Art-making practice	
Curatorial practice	



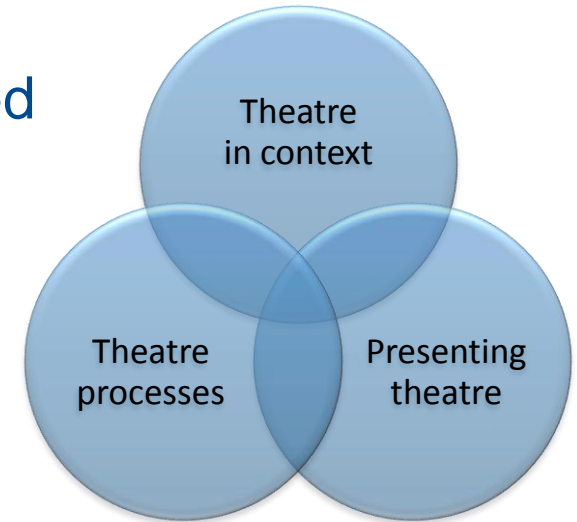
ASSESSMENT TASKS	
1	Comparative study
2	Process portfolio
3	Exhibition



Theatre - first teaching 2014

Similar to the visual arts course, the new theatre course also consists of three equal, interrelated areas:

- Theatre in context
- Theatre processes
- Presenting theatre



These areas also fully integrate into the core syllabus and the final assessment tasks.

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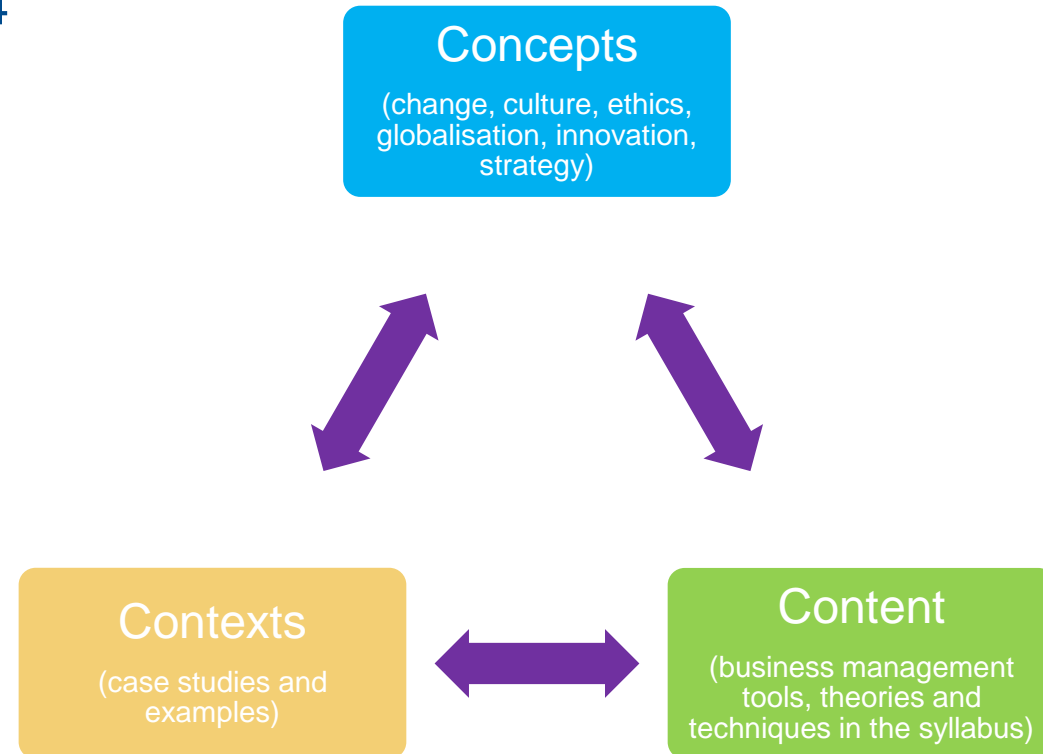
CORE SYLLABUS	
Creating theatre based on theory	
Working with play texts	
Examining world theatre traditions	
Collaboratively creating theatre	

→

ASSESSMENT TASKS	
1	HL only research task
2	Director's notebook
3	World theatre presentation
4	Collaborative project

Business management update

- ✓ New course for first teaching in 2014 and first assessment in 2016
- ✓ Evolution rather than revolution: similar syllabus structure and assessment tasks
- ✓ Introduces ATL skills: a triangular model where
 - business tools, techniques and theories are rooted in case studies and examples
 - ‘big picture’ understanding of business problems is aimed at through six key concepts
- ✓ New essay task that brings together all the elements of the triangle



Philosophy

- First teaching 2014, first assessment 2016
- Core theme retained but updated, and renamed “Being Human”
- New optional themes: “philosophy of science” and “philosophy and contemporary society”
- Set text list revised to include texts by philosophers such as Hume and Martha Nussbaum



Global politics pilot

- ✓ Pilot course from 2012
- ✓ Open offer from 2015
- ✓ Explicitly focused on concepts such as power, liberty, sustainability and conflict
- ✓ Four core units:
 - Power, sovereignty and international relations
 - Human rights
 - Development
 - Peace and conflict



- ✓ IA: engagement activity– e.g. Model UN, internship at an NGO, gaming – followed by a written report on a political issue embedded in the activity
- ✓ HL extension: oral presentation of 2 detailed case studies on global political challenges

Interdisciplinary future?

Initial investigations into future interdisciplinary courses or options:

- Big History
- Sustainability
- Global media
- Musical technology
- Role of SBSs?

TOK points to note 1

- The new TOK course began teaching in 2013, for first assessment in 2015 – guide and TSM available on the OCC
- Option to study new ways of knowing (intuition, imagination, faith and memory) in addition to the old four (reason, emotion, perception and language)
- Option to study new areas of knowledge (religious knowledge systems and indigenous knowledge systems) in addition to the old six (the arts, ethics, history, natural sciences, maths and human sciences)
- Emphasis on exploring ways of knowing in the context of areas of knowledge, rather than in isolation

TOK points to note 2

- The marking of the assessment tasks (the presentation and essay) has changed. In response to concerns about reliability of TOK marking IB has adopted a "global impression marking" approach with the award of an overall mark out of 10 rather than separate marks for a number of different criteria. Trials showed an encouraging improvement in agreement between examiners.
- More detailed guidance for teachers in the guide and teacher support material, including videos of presentations

TOK points to note 3

- More explicit and detailed suggestions on making links to TOK in new DP course guides, to help non-TOK teachers engage with TOK in their DP subjects for example in the new science guides for first teaching in 2014.
- The course should not be a technical philosophical investigation into the nature of knowledge, it should be rooted in the students own experience in their other DP subjects.

Extended Essay Update

- New iteration of the guide now due in 2016 not 2015.
- World Studies Extended Essay is now mainstream.



EE points to note 1

- Major review of the assessment criteria, from current 11 criteria to 5. More holistic approach to assessment with a greater focus on critical thinking skills. Inclusion of an assessment criterion on 'engagement', assessing students reflections of the process of undertaking an EE. A separate pro-forma for this which will be completed as part of the supervision process. Three mandatory supervision sessions which will need to be reflected on by the student, and signed-off by the supervisor.

EE points to note 2

- New assessment criteria - undergone first phase of a trial which included 56 examiners across 14 subjects. The second phase of the trial is taking place later this year and will involve 72 examiners. This trial will be in English, French and Spanish.
- Greater clarification of the expectations for supervision – with increased teacher support material.
- More support material on research methods.

EE points to note 3

- World Studies Extended Essay must be registered in one of the following broad global themes:
 1. Language, culture and identity
 2. Science, technology and society
 3. Equality and inequality
 4. Conflict, peace and security
 5. Economic and/or environmental sustainability
 6. Health and development

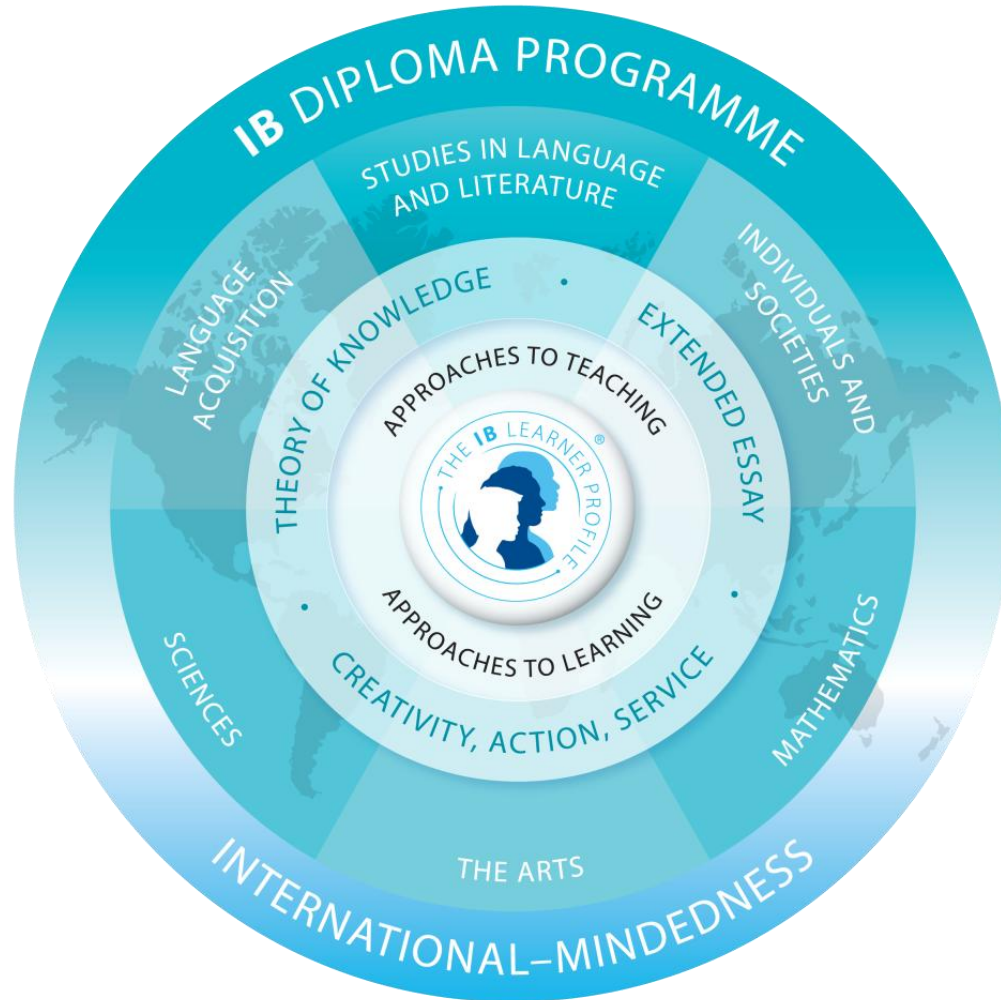
CAS changes for first teaching 2015

- **CAS renamed Creativity, Activity, Service**
- **Learning outcomes reviewed, reduced to 7 and rewritten**
- **Emphasis on ‘think global, act local’**
- **Introduction of a ‘CAS cycle’ for CAS planning**
- **A minimum of one Project during the CAS programme**
- **A project addresses one or more of the CAS strands: Creativity, Activity or Service**
- **Development of CAS Teacher Support Material**

Academic honesty competition

- In November 2012 the IB launched the *Academic honesty film competition*. For the first time the organization reached to IB students in the Diploma Programme and invited them to produce a short film that would spread the message of “*why is important to uphold the principle of academic honesty in the IB community.*”
- The project is now finished; the winning entry was announced on the IB website on 15 September 2013 (<http://www.ibo.org/announcements/2013/academichonestywinner.cfm>). Bettina Campomanes from The Beacon Academy in the Philippines was selected as the winner of the competition. Her film (*Reluctance*) was the most reflective and creative film on the topic, appropriate to the target audience and showed great technical quality.

Questions and Comments?



New DP Resources – Available on the IB store

Questionbank



NEW ONLINE Questionbanks!

- Searchable database
- Actual IB exam questions
- Create your own tests
- Generate markschemes
- Access online with yearly subscription

Now available:

- Geography
- History Route 2*
- Mathematics
- Psychology

*Available in English or Spanish

NEW



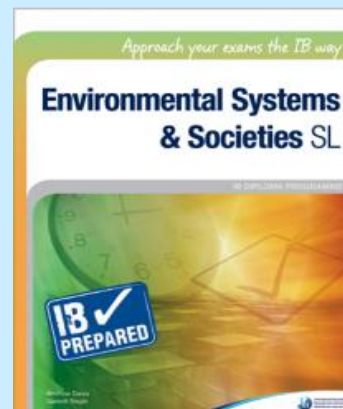
<https://store.ibo.org>

POSTER:

Core Requirements

- TOK poster revised for 2013 syllabus
- Buy individually or as 3-poster set (with CAS/Extended Essay)

IB Prepared – Revision guide series



- Help prepare students for exams
- Features commentary on actual student answers to exam questions

New for 2013: ESS

NEW