

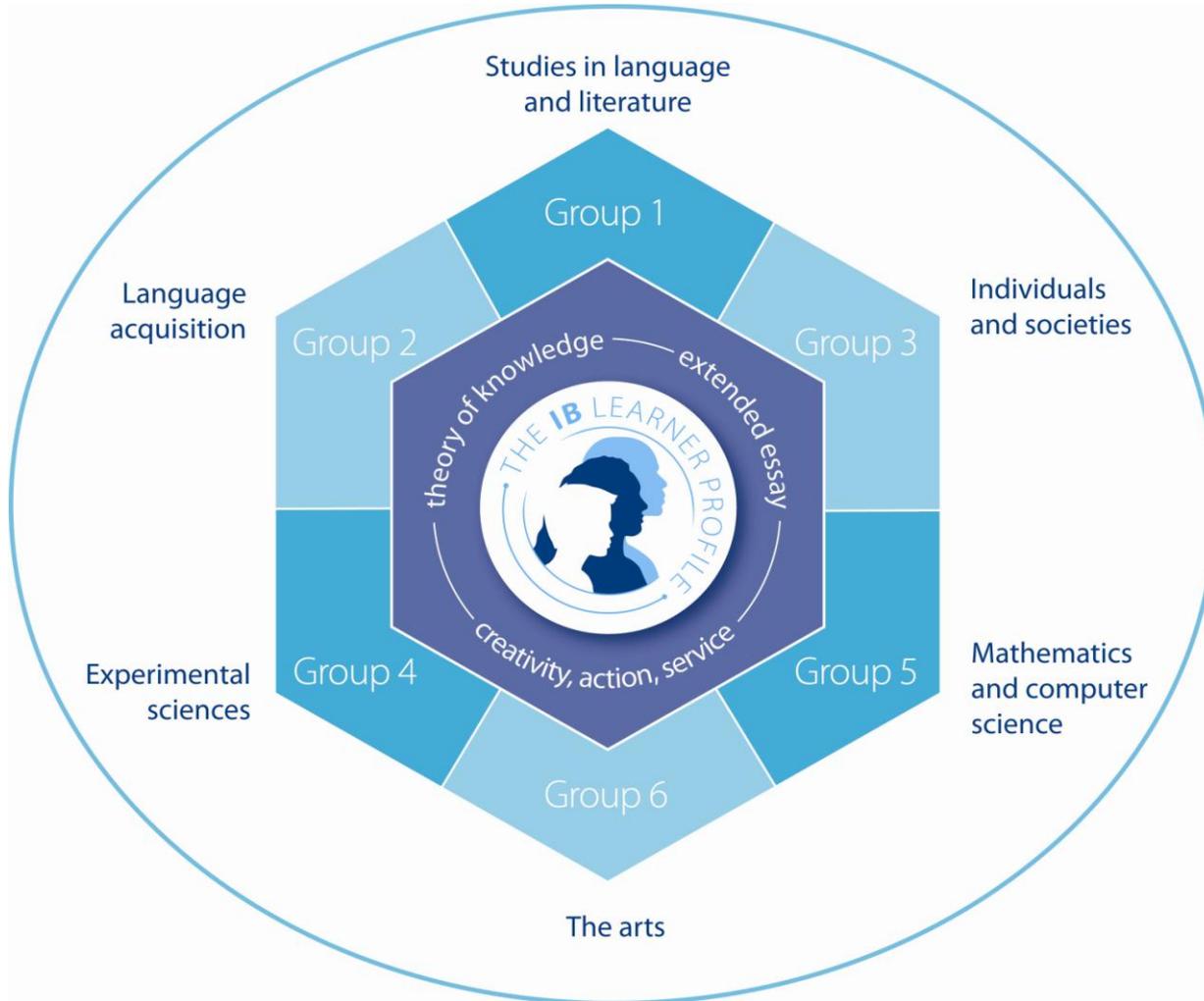


Developments in the Diploma Programme curriculum (DP update)

Andy Atkinson

AEM Regional Conference

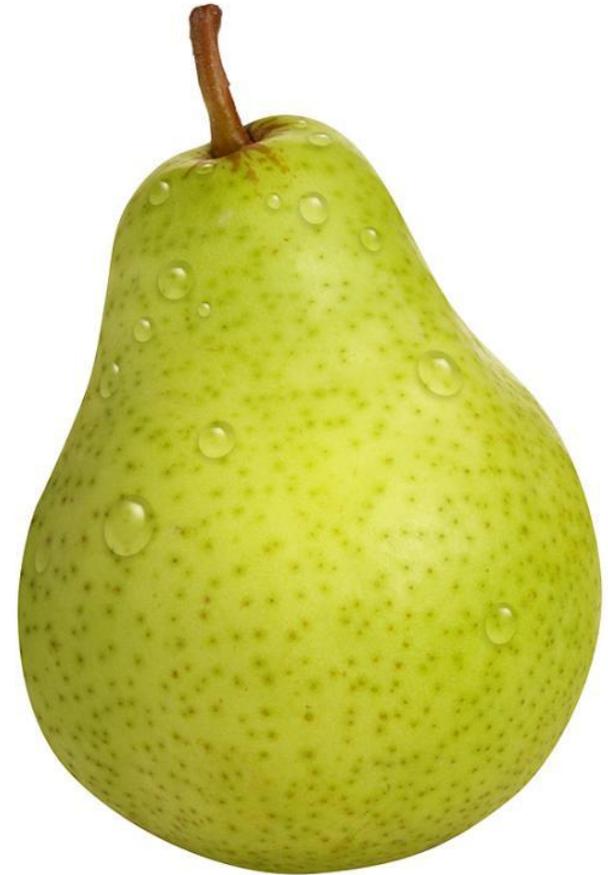
October 2011



How old is the hexagon?



**A new DP team
devoted to the
curriculum**

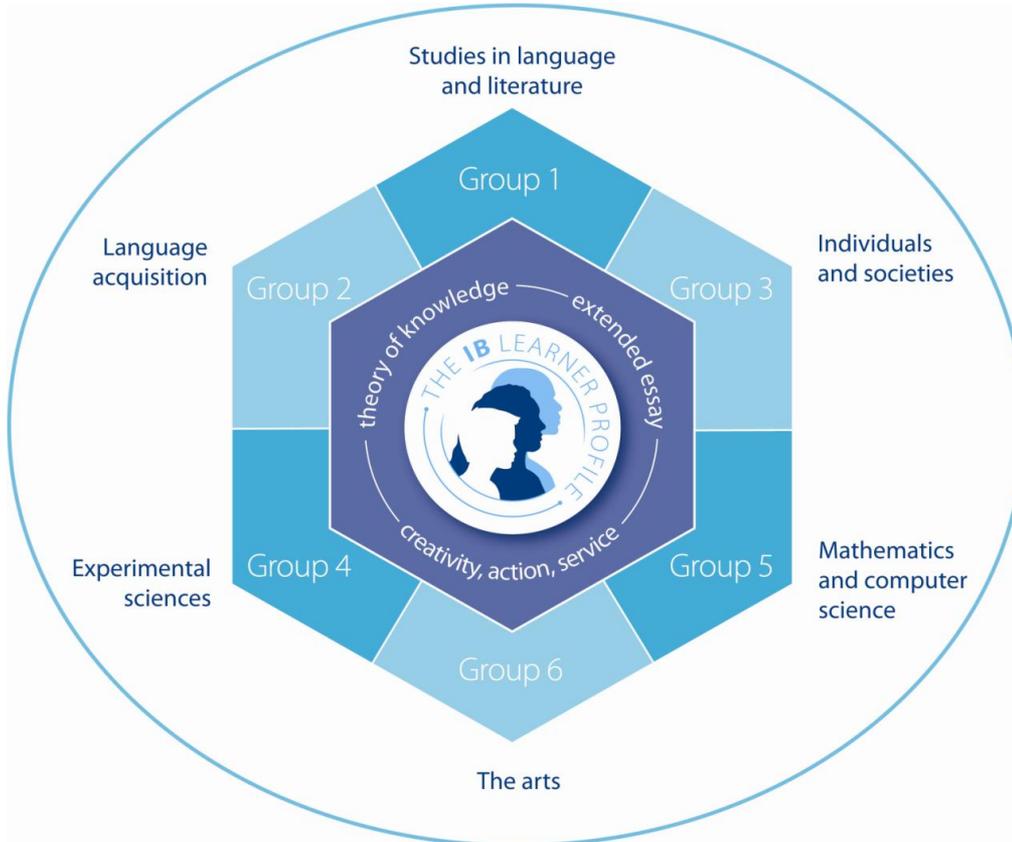


**THE IB DIPLOMA IS ONE CHOICE FROM OF OTHER
PRE-UNIVERSITY PROGRAMMES**



CONSISTENCY
INDEPENDENCE
COLLABORATION
BREADTH
BALANCE
CONTINUUM

INTERNATIONAL MINDEDNESS
UNIQUE CORE ELEMENTS
VALID ASSESSMENTS
INNOVATIVE WITHIN GROUPS
BILINGUAL DP
CONSULTATIVE



WHAT WOULD YOU CHANGE?

RECENT DISCUSSIONS

- Place of Group 6 arts as an 'elective'?
- Point structure of the core?
- Faster review cycle?
- Blurring of the groups? ('tyranny of the hexagon'?)
- 'DP wide' supports and coherence
- Content overload/Assessment burden?
- More explicit international mindedness?
- The core to evolve as much as the subjects?
- Simplification of rules, regulations and procedures?
- WSEE the only EE?
- 'e-learning' impact from DP online

How: The DP Curriculum Review Cycle

SEVEN YEAR COLLABORATIVE REVIEW CYCLE FOR ALL DP SUBJECTS

	T1	T2	T3	T4	T5	T6	T7	T1
The schedule is based on teaching in schools	1 st teaching of new course	1 st exams of new course						
ideal review schedule	Implementation Year <i>Initial research Evaluation of previous review. Setting up Project management for next review</i>	Evaluation Year <i>Research & evaluation of 1st assessment</i>	Evaluation & Development Year <i>1st Devt. Meeting ERC meeting & IRC meeting(s) Joint rev: ERC before 1st Nov session Single subject ERC: could wait till March</i>	Development Year T4 <i>2nd & 3rd Devt. meetings</i>	Development Year T5 <i>4th & 5th Devt. meetings</i>	Development Year T6 <i>6th & 7th Devt. meetings</i>	Development & Training <i>8th & 9th Devt meeting & workshops</i>	Back to Implementation Year
current cycle	<i>In many cases the research phase has to be reduced, culminating in the CM report in T3 and the ERC meeting in early T4</i>							
thus: current cycle			<i>Research & evaluation</i>	<i>ERC meeting & IRC meetings 1st Devt. meeting</i>	<i>2nd & 3rd Devt. meetings</i>	<i>4th & 5th Devt. meetings</i>	<i>6th & 7th Devt. Meetings & workshops</i>	<i>1</i>

GENUINE

RESEARCH



SURVEYS



1ST EXAMS



MEETINGS



DEVELOPMENT



VARIETY OF

OUTCOMES

IB CONSULTS TEACHERS FROM ALL OVER THE WORLD



Diploma Review Committee

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graph TD; A[Diploma Review Committee] --> B[Diploma Programme Committee and Global Team]; B --> C[Senior Leadership Team]; C --> D[Education Committee/Board];
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Diploma Programme
Committee and Global Team

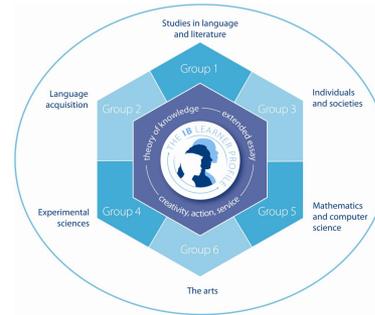
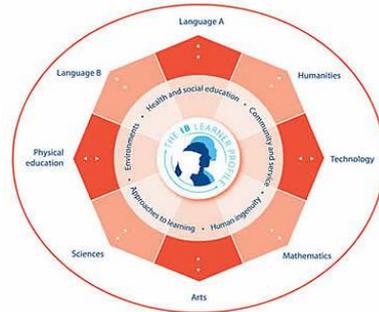
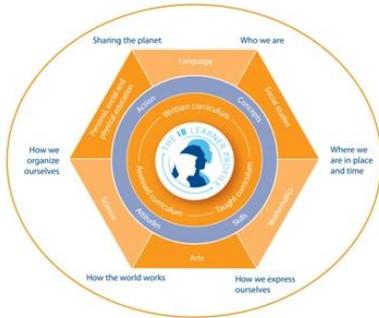
Senior Leadership Team

Education Committee/Board

Do schools feel sufficiently involved?

- Do teachers have time to feedback via the OCC surveys for subject changes?
- Do you encourage teachers to apply to be curriculum developers?
- How well are we communicating with you?
- How can we be more consultative?
- Should we work through other bodies than directly with nearly 3000 schools?
- How well are the changes to subjects received?

TRYING TO THINK MORE BROADLY



BEFORE

**It's not just
all about
what
happens
here!**

AFTER

BEFORE

International-mindedness

Who? Why? What? How?



**One major *DP wide* development 2011-15:
Approaches to teaching and learning**



ATTL in the DP

'Recommended' pedagogy

- Constructivist learning
- Subject specific 'conceptual learning'
- Contextualised authentic learning
- Differentiated learning
- Inquiry and critical thinking
- Independent, lifelong learning
- Stimulating learning environments
- Study skills (Learning to learn)
common to all subjects
- E-learning/technology component



ATTL in the DP



- **2011-14** with next version of **DP principles into practice**
- **Student skills & attitudes** to plan for and approach the whole diploma
- Pull together **common themes of each group guides** section on ‘approaches to teaching and learning’
- It will provide greater guidance on **professional learning communities** of DP teachers **collaboratively planning**
- It will **re-look at how TOK connects** with the group subjects
- It will **backward plan from our assessment models**
- It will embed **good learning practices** for lifelong learning/university careers
- It will connect with **IBCC and MYP’s present ATL models**
- It will underpin the **standard C3** of the programme S&Ps

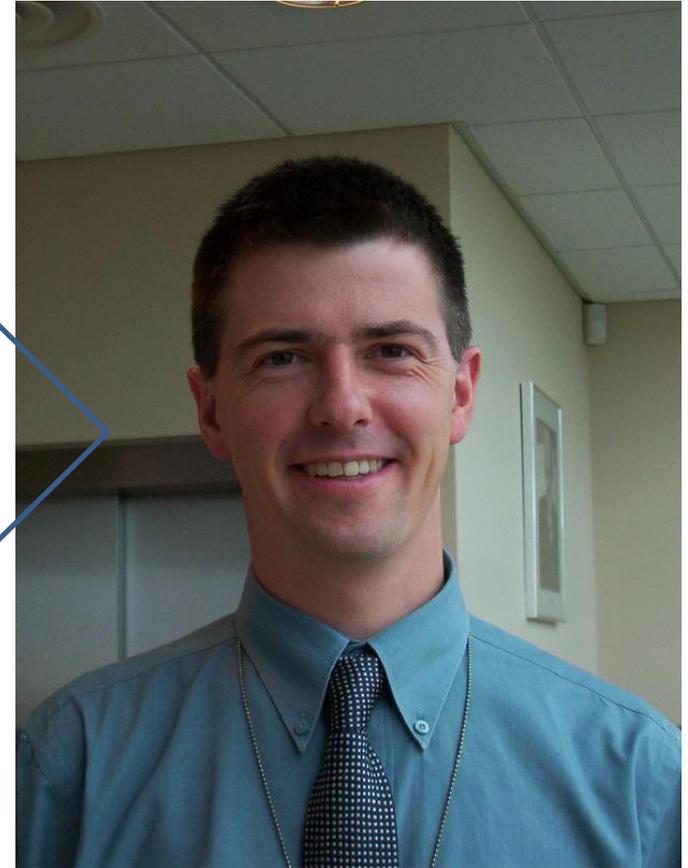
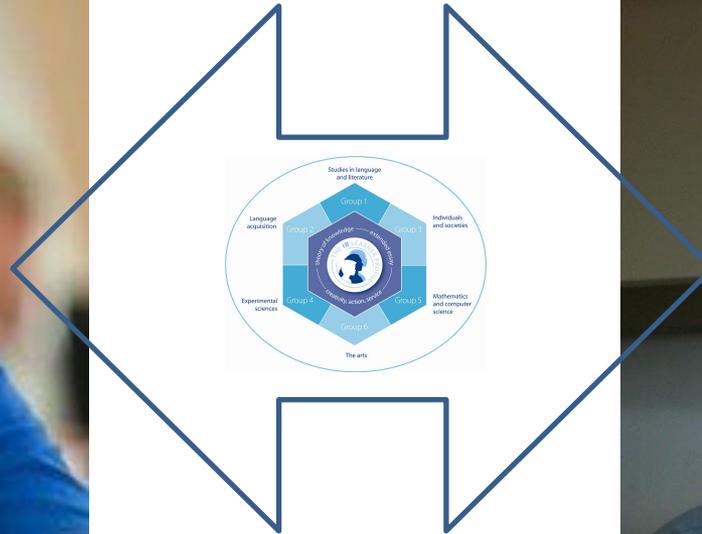
FIRST EXTERNAL MEETING DECEMBER 2011

DP programme development (The Hague)

DP assessment (Cardiff)



**Programme changes
and new courses**



**'Live' courses
and exam sessions**

IB DP assessment burden?

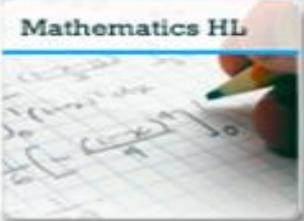
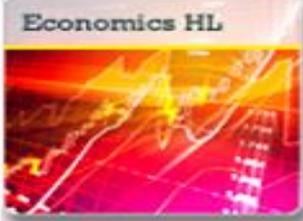
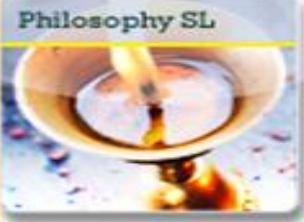
‘the six hours at night we re-learn the lesson’ (*student today*)

- Mean number of hours of written exams = 22
- Mean number of coursework pieces = 12.6
- Mean word count expected from all coursework = 17,030

These averages have been calculated using figures ***solely for the top 5 diploma combinations*** in this project. They include the assessment of the Extended Essay and Theory of Knowledge core components.

DP Courses Online (Quality assurance)

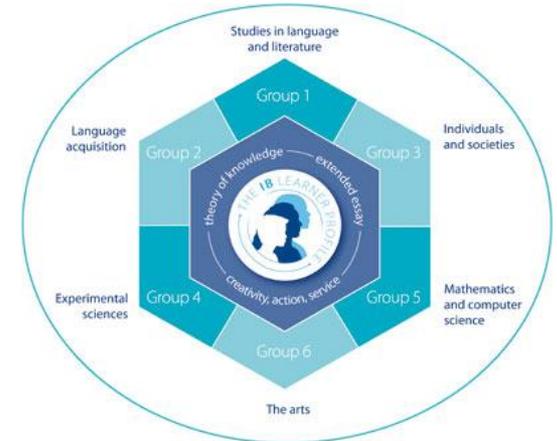
Increase access and educational opportunities – inform our own curriculum review

Group 2	Group 3	Group 5	Group 6	
<p>Spanish <i>ab initio</i></p> 	<p>Information Technology in a Global Society HL</p> 	<p>Information Technology in a Global Society SL</p> 	<p>Mathematics HL</p> 	<p>Film SL</p> 
	<p>Economics SL</p> 	<p>Economics HL</p> 		
	<p>Psychology SL</p> 	<p>Business and Management SL</p> 		
	<p>Philosophy SL</p> 			

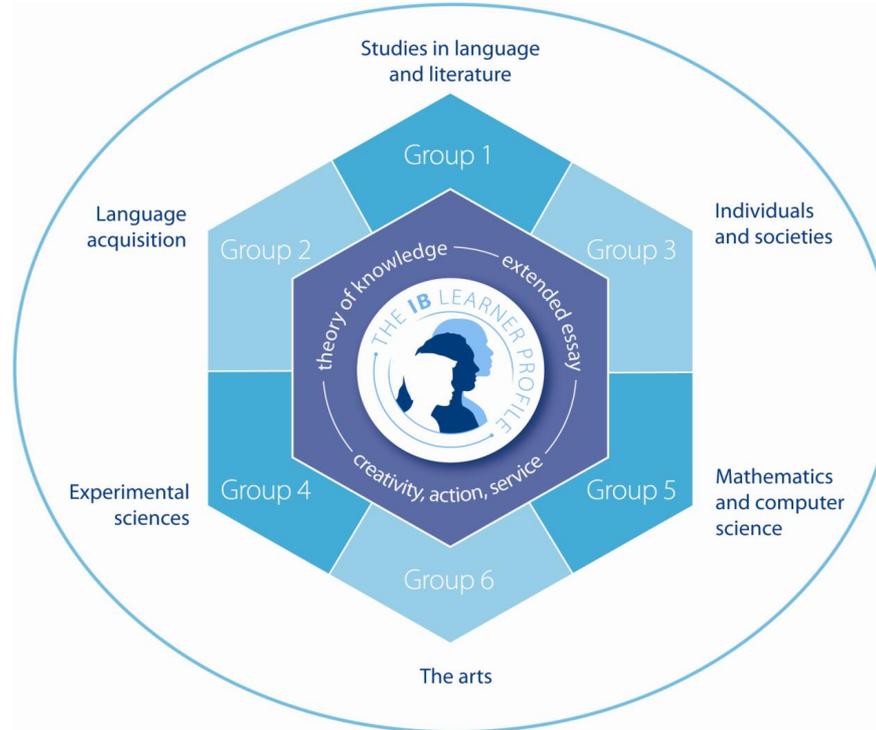


New Courses: Diploma Programme

- **World Studies Extended Essay**
 - ✓ Interdisciplinary; optional from 2011
- **Literature & Performance**
 - ✓ Interdisciplinary synthesis of Lang. A & Theatre
 - ✓ 2011 – 13 goes mainstream from pilot
- **World Religion (SL): mainstream in 2011**
 - ✓ Study of nine main world religions
 - ✓ Promotes awareness of religious issues in contemporary world
- **Global Politics HL/SL: 2012 – 14 pilot, 2015-17 mainstream.**
 - ✓ Four core units for both; two (of six) optional units at HL.
- **Sports, Health & Exercise Science (SL): 2012-14**
 - ✓ Innovative; scientific background to success in sport
 - ✓ Pilot to mainstream
- **Dance (HL & SL)**
 - ✓ Mainstream from pilot 2011 - 13



Group Level Developments



Groups 1 to 6 & the core

DP Core



ACCESS: OPENING UP THE CORE

2012/14

The Diploma Programme core as courses



The IB is pleased to announce that the core elements of the Diploma Programme - theory of knowledge (TOK), extended essay (EE), and creativity, action, service (CAS) - will be available as individually recognized stand-alone offerings for first teaching in 2012 (applied to first examination session 2014).

Presently, students are able to take individual courses from the six groups of the Diploma Programme hexagon. Therefore, currently, it is only those students who take the entire diploma who benefit from and experience the unique elements at the core of the programme.

The decision to allow Diploma Programme (DP) course students to experience these core elements of the diploma supports the IB's continued dedication to its access agenda and is fully supported by the academic committees of the IB.

If you teach or are a coordinator at an IB World School, please talk to future students about their study options as of 2012. Schools who are presently limited to certain options due to national curricula will be able to tailor a wider group of Diploma Programme courses that fit their needs. For the 'Diploma of the International Baccalaureate' award, however, the same broad and balanced combination of courses will still apply.



The extended essay

The extended essay is an opportunity for DP course students to engage in independent research through an in-depth study of a question relating to one of the subjects they're studying. The new world studies extended essay option is also available.

Theory of knowledge

The theory of knowledge course is designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one separately.

Diploma core: *World Studies Extended Essay*

- New EE option 2011/13
- Interdisciplinary
- Harvard Project Zero
- Global issue with a local context
- Emphasis on reflective research space
- Challenging for schools and students.



Essential Features (summarised)

- essays must address a topic of **global significance**
- have a clearly framed research question that addresses a **global issue through a “local” example(s)**
- draw on **disciplinary expertise** rigorously and selectively
- Integrate **2 or more IB disciplines** productively
- show the development of **global consciousness** in a **researcher’s reflection space**

WSEE: Concept of 'Global Consciousness'

Furthermore, in line with the IB's mission, the world studies extended essay seeks to advance students' **global consciousness**. Global consciousness encompasses:

global sensitivity—a sensitivity to local phenomena and experiences as manifestations of broader developments on the planet

global understanding—the capacity to think in flexible and informed ways about issues of global significance

global self—a developing perception of self as a global actor and member of humanity, capable of making a positive contribution to the world.

Explicitly underpinning international mindedness

Diploma core – *Theory of knowledge*

- A report posted on the OCC for consideration 2011
- Relationship between TOK and international mindedness being strengthened
- More direction for (new) teachers
- ‘Areas of knowledge’ and ‘ways of knowing’ broadened
- Personal knowledge and group/collective knowledge
- A full TSM being developed for guidance
- Knowledge issues become knowledge questions
- Knowledge framework to examine AOKs
- An adapted assessment model: Essay and presentation. Global impression judgements. Title specific marking notes.
- New Guide 2013/15

Diploma core: *Creativity, action and service*

- First external curriculum review meeting in November this year
- A greater emphasis on service learning & advice on global service projects
- Redefining 'action' and creativity
- Greater alignment to and connections with the other elements of the core.

Group One and Two



Diploma: group 1 Literature and performance

- pilot to mainstream 2011/13

- Pilot course 'Text and Performance'
- Teaching began in September 2011
- An interdisciplinary synthesis of language A and theatre.
- Essential elements of literature and performance
- A tremendous opportunity for all schools to broaden their offer.



Classical Languages

- First review meeting October
- Issues of text numbers and choices – poetry/prose
- TOK and classical languages
- **Contemporary relevance and connections to modern languages**
- MYP influence
- Confined to Greek and Latin?
- No major changes to the course

Group Three



Diploma: group 3 – *World Religions SL*

- Mainstream subject since September 2011
- Study of the nine main religions of the world
- Seeks to promote an awareness of religious issues in the contemporary world
- Students acquire a sense of what it is like to belong to a particular religion
- Introductory unit: exploring five of the nine living world religions
- In-depth study of two religions chosen from six world religions.



Diploma: group 3 – new pilot course: *Global Politics HL/SL*

- Pilot for 2012/14
- Four (HL/SL) core units:
 - power, sovereignty and international relations
 - human rights
 - development
 - peace and conflict
- HL students also choose two (of six) options (e.g. international security).
- Its move into mainstream is scheduled for 1st teaching September 2015.
- 12 pilot schools. Draft guide early 2012
- Conceptual based course
- Innovative assessments – engagement activities, oratory and case study approach



Diploma: group 3 – *Philosophy*

- Optional themes and prescribed texts in **Philosophy** are being updated
- Studying **non-Western philosophy** is also more greatly encouraged
- Reports and questionnaires are available on the OCC subject page

Diploma group 3 - *History*

- In its 1st year of development September 2011: **History**
- Academic opinion has been sought from IB teachers and senior examiners, and university consultants.
- A (first) questionnaire was on the OCC subject page.
- First Meeting held:
 - Merging of route one and two
 - Wider scope of history – medieval and modern
 - Conceptual ideas as broad themes
 - Continues to provide huge choice
 - Revisiting the IA

Diploma: group 3 – *Business and Management*

- Business and management to be re-titled ‘business management’.
- The report and questionnaire are available on the OCC subject page.
- Four (HL/SL) core units:
 - business organization and environment
 - management of human resources
 - finance and accounts
 - marketing.
- HL students also study operations management.
- Business strategy will no longer be a stand alone topic for HL students but be embedded throughout the new curriculum for all students.
- Appreciation of ethical concerns will be another important thread.
- International mindedness embedded throughout

Group Four



Diploma: group 4 new subject

Sports, Health and Exercise Science SL



- 2012/14 mainstream
- Innovative course: scientific background to success in sport
- In tune with the ethos of the IB moral, ethical, social, economic and environmental implications
- Provide opportunities for scientific study and creativity within a global context.

G4 Review recommendations

- For all courses:
 - Introduce strong **scientific literacy** element - NOS
 - **Reduce content** overall but maintain depth and rigour
 - Reduce **assessment burden** particularly at SL
 - Reconsidering the Options
- For Internal Assessment:
 - Experimental design could be tested through examination papers
 - New style of IA is necessary. One deep exploration task.
 - Could incorporate a broader range of skills than current structure allows

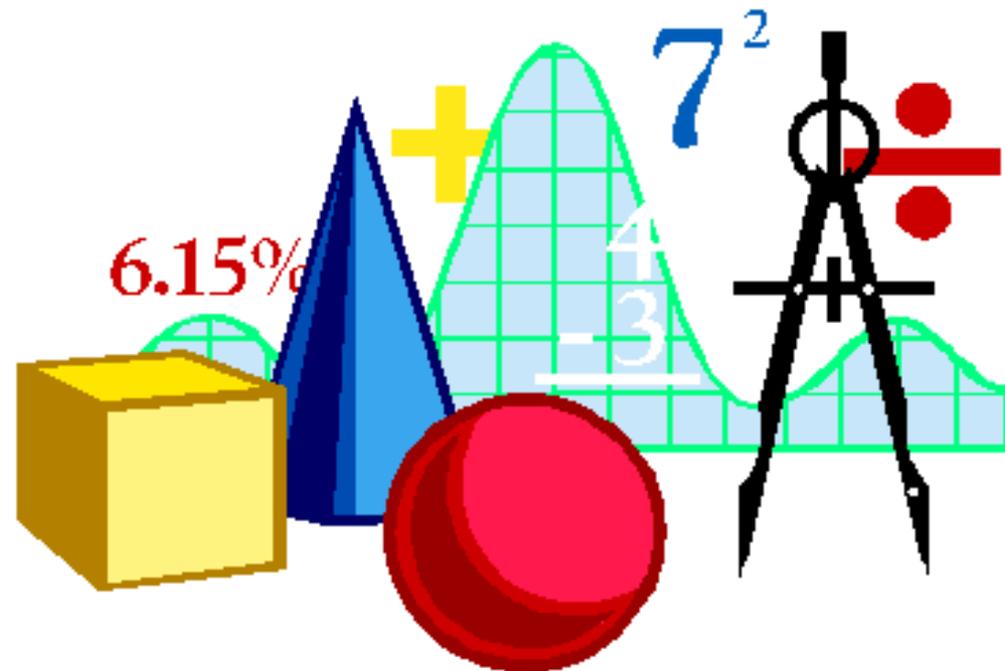
Diploma: Group 4 – a new ‘interdisciplinary’ science SL course

- *A new SL ‘science (and technology)’ course.*
- *Students will need to understand scientific issues arising in their lives upon which they need to make reasoned judgments.*
- *For students needing an education in science and scientific literacy*
- *As rigorous as any other science SL*
- *Conceptual and transferable understandings in science*
- *Theme of the ‘nature of science’*

The 6 big conceptual ideas are:

- The universe
- Atomic Theory
- Evolution
- Earth Systems
- Radiation (?)
- Medicine

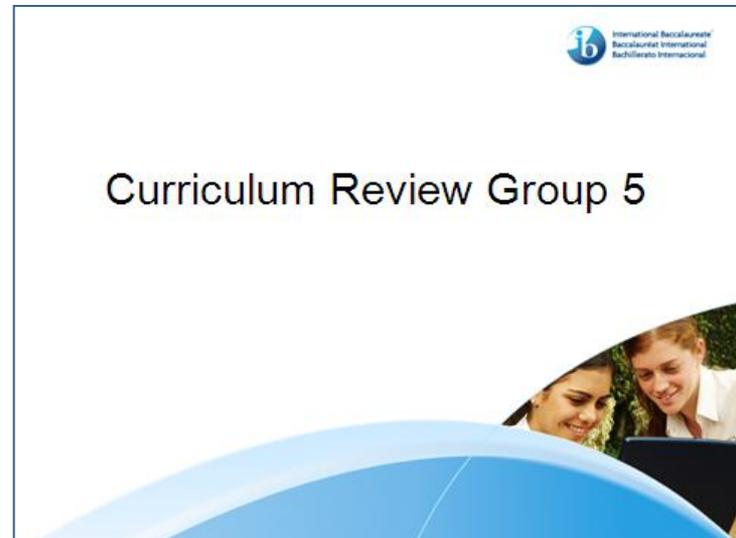
Group Five



Diploma: group 5

Mathematics and Computer Science ready!

- Draft guides published December 2011 on OCC
- Subject specific seminars early 2012
- New TSM material available May 2012
- Specimen papers available early 2012
- Computer science new course – **2012/14 group 4**



The Mathematical Exploration

- The mathematical exploration is a written submission
- The intended audience is their mathematics class.
- The emphasis is on communication by means of mathematical forms (e.g. formulae, diagrams, graphs etc) with accompanying commentary.
- A list of optional stimuli will be provided in the TSM.

Criteria for the maths exploration

- Communication
 - Mathematical presentation
 - Personal engagement
 - Reflection
 - Use of mathematics
-
- For more details see Report on SL and HL April 2011 on the OCC. Also the presentations here in The Hague. Screencasts coming

Group Six



Diploma: group 6 – *Dance HL and SL*

Mainstream 2011/13



**Pilot School of
Dance:
Guangya School,
China**



Diploma: group 6 – *Theatre review*

(after two meetings)

- Three (HL/SL) components:
 - making theatre: the acquisition of skills
 - presenting theatre: the application of skills
 - theatre in the world.
- Students submit:
 - research investigation
 - practical performance proposal
 - independent project.
- HL students will present additional work/skills within these.
- ***Performance element is the major change***

Diploma: group 6 – *Visual Arts review* (*after two meetings*)

- Three (HL/SL) components:
 - visual inquiry: exploration and experimentation
 - **informed individual response: contextual and comparative study**
 - visual arts practice: selection of resolved works.
- Students show evidence of:
 - investigative skills, problem solving, technical experimentation, analytic competence
 - knowledge and understanding of artworks in (to the student) familiar and unfamiliar artistic traditions
 - visual thinking, problem solving, technical competencies.
- HL students will present additional work/skills within these
- New ideas for assessment – video/slide uploads

Ideas and feedback?



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