



IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER

Highs and lows of the May 2014 Assessment session

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May 2014 session statistics

- 136 countries
- 2211 schools
- 206 nationalities
- 6% growth in candidate registration from May 2013 to May 2014
- 135,060 candidates
- 807 separate examination papers / 1,684,210 copies
- 9168 examiners
- Over 1 million scripts eMarked



Highlights

- Visual arts upload went better for schools
- New internal assessment for mathematics SL and mathematics HL
- QIGing of physics paper 2, English and Spanish Literature paper 1, business and management paper 2, geography paper 2



E-marking with seeding

- IB provide data about components and candidates to RM Education for upload into RM Assessor™
- Scripts sent from schools to scanning centres
- Scripts scanned and made available to examiners in RM Assessor™
- Component senior team set-up practice, qualification and seed scripts
- Examiners 'qualify' to mark and are quality assured during marking
- Raw marks are final (unmoderated) marks in IBIS



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Benefits to candidates and schools of e-marking

- Wealth of data on candidate performance available
- Digital return of EURs
- Candidate's work is marked anonymously, removing risk of examiner bias
- Examiner work is constantly compared to the PE standard
- IB exam delivery can scale at the rate of IB growth
- Negligible risk of losing scripts



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Benefits to IB of e-marking

- Examiner marking is visible
- Underperforming examiners are coached or removed from the session
- Re-allocation is rapid – no script movements
- Less clerical checking – RM Assessor does the sums
- Examiners mark to the PE standard
- No frenzy of re-marking inconsistent examiners
- Standardisation and Grade Award meetings can be remote



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QIGing

- A QIG is a question item group - a part of an examination paper that can be marked separately.
- QIGing is the division of an examination paper into QIGs, parts that can be marked separately.
- Examiners can choose to mark some or all QIGs in an examination paper.
- Examiners can attempt to qualify for marking in as many or as few QIGs as they want.



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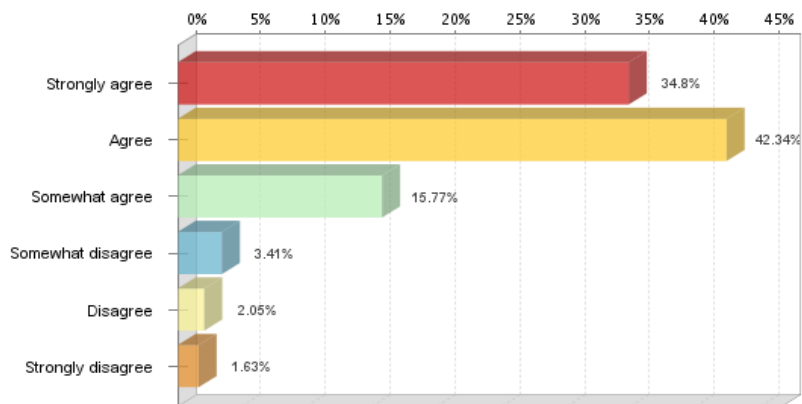
Benefits of QIGing

- By combining seeding and QIGing, the productive work of examiners who can mark some QIGs accurately but not others is retained
- Reduces problems caused by examiner shortages
- Examiners can concentrate on those questions which they are good at marking
- Increased accuracy of marking because the markscheme for an individual question can be held in the examiner's working memory

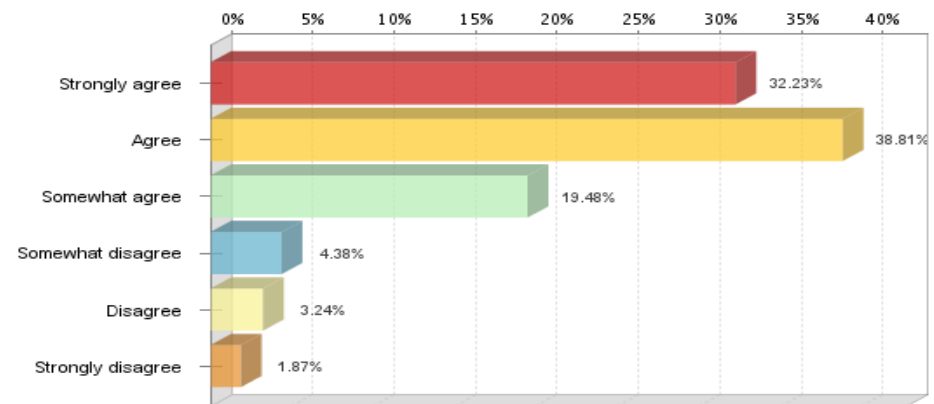


2014 examiner survey

I found RM Assessor easy to use.



I found marking for the IB a rewarding experience.



Some examiner comments:

- “Big improvement from paper marking, especially the flexibility to mark more or fewer papers than originally agreed, and to transfer papers between examiners. It also helps contact between examiners”.
- “RM Assessor is great! I wish the written task had been on RM Assessor. I like that it continually checks for accuracy and consistency”.



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Low points

- Written assignment performance and marking quality
- Visual arts eCoursework upload
- Academic misconduct
- Examination paper errors in Latin SL paper 2, Italian *ab initio* paper 1, Chinese B SL paper 1, History paper 2 in German





Other issues raised by schools

- Computer science
- IA moderation particularly group 4
- Extended essay marking quality

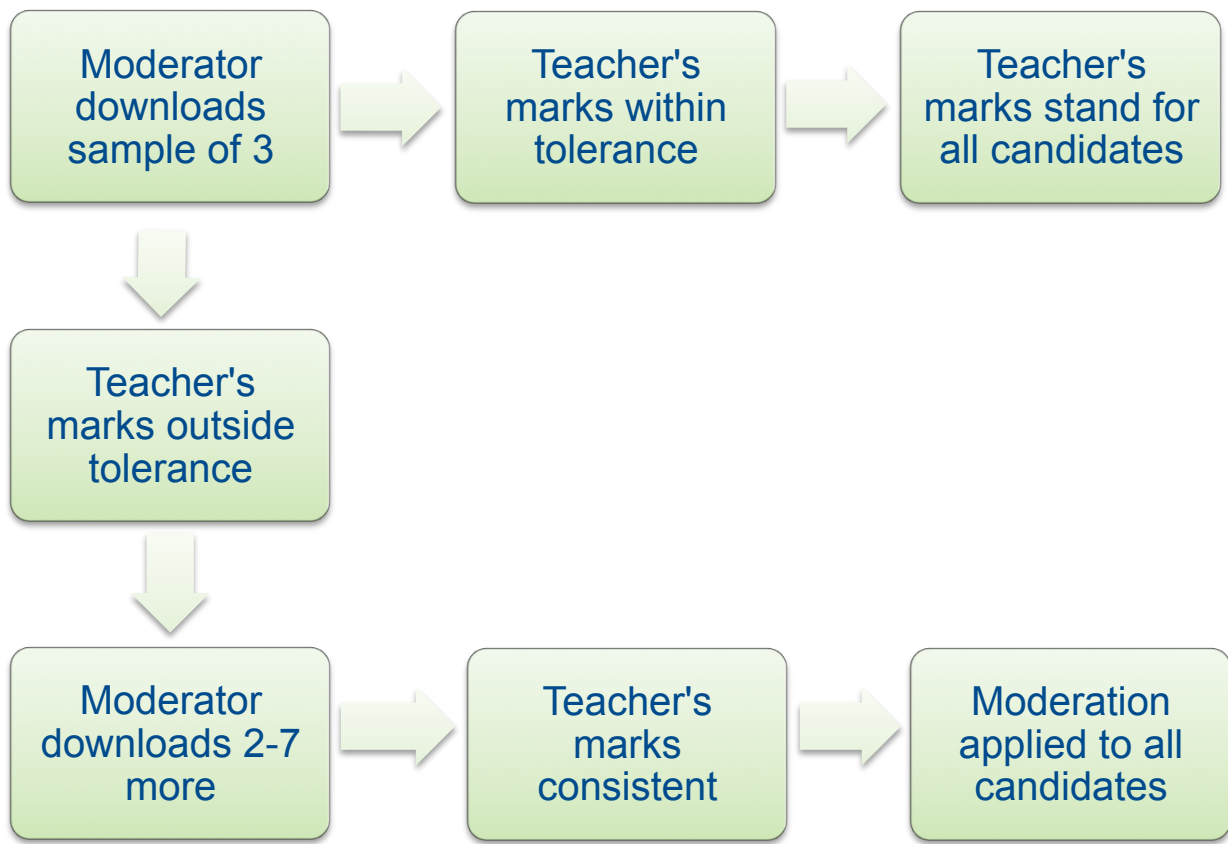


Benefits of E-coursework upload

- All script / material movements are digital
 - No postage costs
 - Nothing gets lost in the post
 - Nothing gets stuck at customs
- Ease of academic honesty checks, for school and IB
- Errors in submission can be corrected by candidate and school before submission
- Upload process requires authentication of candidate work
- Dovetails with e-marking
- Multi-media upload provides new possibilities for assessment tasks to curriculum review teams



Dynamic Sampling™ for IA e-marking





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Diploma Programme

Core

- New ToK 2013/2015
- Reflection planning and progress forms for ToK and EE

Group 1 and 2

- New review

Group 3

- New Business management 2014/2016

Group 4

- SL Science pilot
- New science courses 2014/2016

Group 5

- New maths courses 2012/2014

Group 6

- New visual arts 2014/2016



Category 1 EUR grade changes

	No. Of EURs completed	No. of grade changes	Grade change %	Grade change up %	Grade change down %
May-14	15533	3882	24.99	24.39	0.60
May-13	12610	3344	26.52	25.92	0.60



Grade change rate

Below average:

ToK, Chemistry, Mathematics SL, HL & studies, Physics, Music, Des tech

Average (25%):

Biology, Economics, Business and management, Philosophy

Above average:

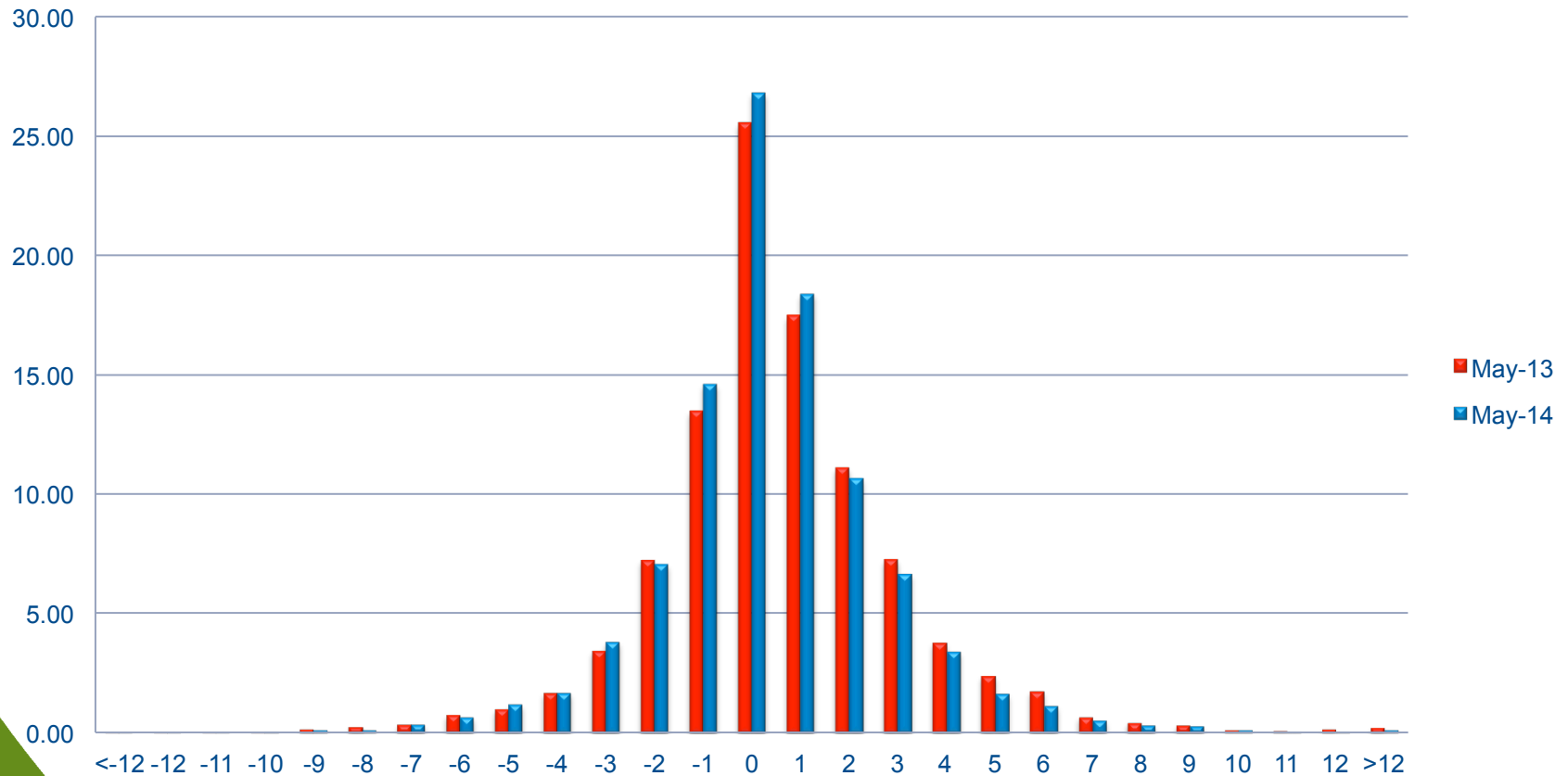
EEs, English literature, English language and literature, History, Geography, Psychology, French B, English B Visual arts, Spanish B, Spanish *ab initio*



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Category 1 EUR mark changes

% of total scaled mark changes





Adaptive comparative judgement

A: What factors enabled Japan's development and imposition as an international power by 1905?

Japan's development and imposition as global power cannot be acclaimed to a single event or factor: it was a steady road that led from one success to the other. Through militarism, more particularly its victory over Russia, Japan showed its force and was brought to the international recognition it deserved. A strong army, however, was only the consequence of a rich nation. With an industrialized Japan, able to mobilize and sustain a nation, the Imperial forces were equipped with modern armaments. None of this would have been possible without reforms paving the way for a centralized Japan, which in turn created the capital and ideological drive necessary to pursue its ambitions.

B: Why did Kashmir not accede to the dominion of Pakistan in 1947?

Geographically, demographically and economically speaking acceding to Pakistan would have been beneficial for the people. The reason this did not happen was due to the raiders that poured through the Pakistani border and threatened the security of Kashmir, leaving the Maharaja with no other option but to sign over the accession to India in return for military support.



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Adaptive comparative judgement

C: To what extent was the work of British Intelligence a major contributor to the outcome of WW2?

One simply can't just win wars from deception alone. A nation has to win the physical fighting and the Second World War was no exception. Particularly, one has to emphasize the involvement of the Red Army, the Bombing campaign and the general Allied overwhelming of the Germans. However, I would say that deception did, in some cases, play a pivotal role in winning crucial battles, namely Operation Husky (Sicily) and Operation Overlord (Normandy landings of France). These battles were key to the outcome of the Second World War and deception had played a crucial part in making them successful.

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Making time for creativity: Why does it matter?



Get involved!

- Submit a film demonstrating creativity at your school
- Apply to be a speaker at the symposium



Find out more at: <http://blogs.ibo.org>

Twitter: #IBPAS2015