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DP Curricular Updates in Groups 1 and 2

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Plan for the session

- Updates
 - *Group 1 policy on using PLT/PLA works (for 2015 exams)*
 - *Group 2 written assignments revised (for 2015 exams)*
 - *Classical languages curriculum review (first teaching 2014, first exams 2016)*
- Looking ahead to the next curriculum review of DP languages
 - *How can you participate in the next review?*
 - *What is your vision of the future for DP languages?*

Group 1 update

- Language A: literature HL/SL, Language A: language and literature HL/SL, Literature and performance SL
- First two cohorts of students (2013 and 2014 exams) – schools getting used to the new prescribed reading lists (PLT, PLA)
- **Beginning with 2015 exams** – *so, for students beginning their course in fall 2013* – schools must be using works and authors from the PLT and PLA, where required in the syllabus outline

Group 1 update

- **Beginning with 2015 exams**, a maximum mark for “knowledge and understanding of the text” will take effect when students use works/authors not on the PLT/PLA
- Example - English A: literature written assignment on Isabel Allende’s *The House of Spirits* (not on the PLT) would have a maximum mark of 3 (instead of 6) for Criterion B (Knowledge and understanding)

Group 1 update

- Updated group 1 guides will be published in September on the OCC
- For group 1 syllabi, please be sure that
 - Works in translation are selected directly from the PLT (don't assume they've been carried over from previous world literature lists)
 - Authors in the language A appear in the PLA, under the right genre

Group 1 update

- If there's a doubt about selecting a work for a group 1 syllabus, feel free to ask for help
 - IB Answers: <https://ibanswers.ibo.org/>
 - Or write to me directly (james.monk@ibo.org) and I or someone on my team in The Hague will provide an answer

Group 2 update

- Language B HL/SL and Language ab initio
- Written Assignment has been reviewed for **first teaching fall 2013, first exams May 2015**
- For exam sessions in Nov. 2013, May 2014, and Nov. 2014 the Written Assignment remains in its current format, as per instructions in the subject guides and the *Handbook of procedures for the Diploma Programme*

Group 2 update

Main changes to G2 written assignments for **first teaching fall 2013, first exams May 2015**

- 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

Group 2 update

Why make these changes?

- Streamlines the three versions (ab initio, B SL, and B HL) into one type of a student-driven assignment (common to group 1 and group 2 subjects)
- Allows the assignment to be student-driven but with the teacher, as supervisor, authenticating student work (same as TOK and EE)
- Also allows students to choose and create text types using new technologies – a different type of writing exercise than Paper 2

Group 2 update

- Just as with the group 1 guides, there will be updated group 2 guides published on the OCC in September

Classical languages update

- Latin HL/SL, Classical Greek HL/SL
- In the final stage of curriculum review for **first teaching fall 2014, first exams May 2016**
- New subject guide and TSM available on the OCC from January 2014
- Subject specific seminars in April 2014 in each of the three IB regions

Next review of DP languages

- Groups 1 and 2 are entering into the next curriculum review cycle
- School evaluation surveys on the OCC starting in the month of September – group 2 survey will be available first

Next review of DP languages

- Interested in participating? Write to us at DPgroup1and2@ibo.org by **Sept. 27, 2013**
- Send a current 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?*

Next review of DP languages

- Discussion: What do the DP languages staff need to be mindful of in the next review?
- Possible themes
 - Regional priorities (e.g., Common Core, university recognition)
 - Student needs and interests (e.g., heritage speaking students, online course offerings)
 - School needs (e.g., course implementation, alignment with MYP languages)

Thank you

Best wishes to you for a productive
and enjoyable summer!

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