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Diploma Programme update

James Monk
Alicia D'Urbano
Jennifer Baker



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The DP numbers

As of June 2016



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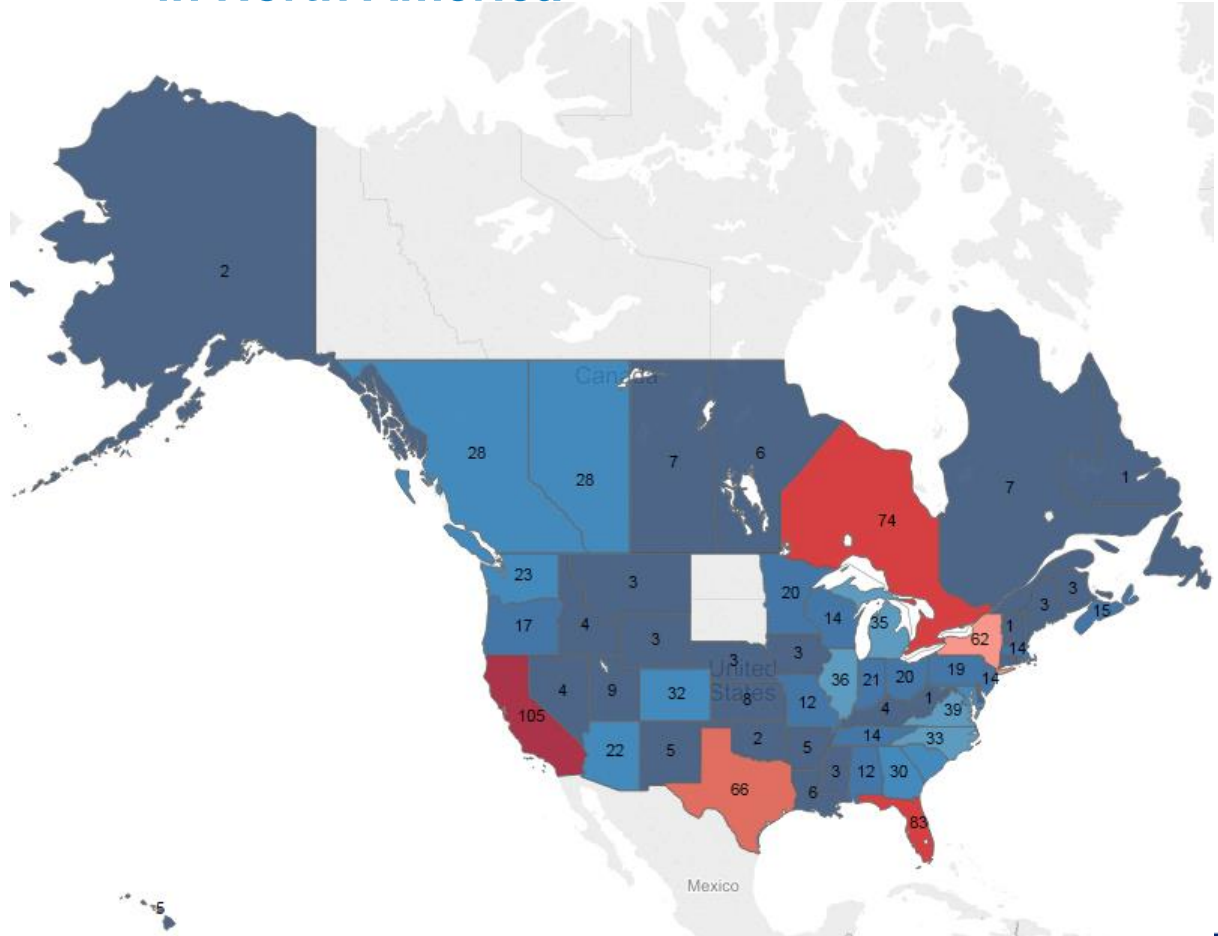




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CA	105
FL	83
ON	74
TX	66
NY	62
VA	39
IL	36
MI	35
NC	33
CO	32
GA	30
MD	29
AB	28
BC	28
SC	27
WA	23
AZ	22
IN	21
MN	20
OH	20
Programmes < 20	252
Total	1065

Authorized Programmes in North America



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Authorized Programmes in Latin America

ECUADOR	255
MEXICO	67
ARGENTINA	56
PERU	49
COLOMBIA	36
COSTA RICA	28
CHILE	24
BRAZIL	22
VENEZUELA	10
URUGUAY	6
EL SALVADOR	4
GUATEMALA	4
PANAMA	4
BOLIVIA	3
DOMINICAN REPUBLIC	2
NICARAGUA	2
PARAGUAY	2
HONDURAS	1
Total	575



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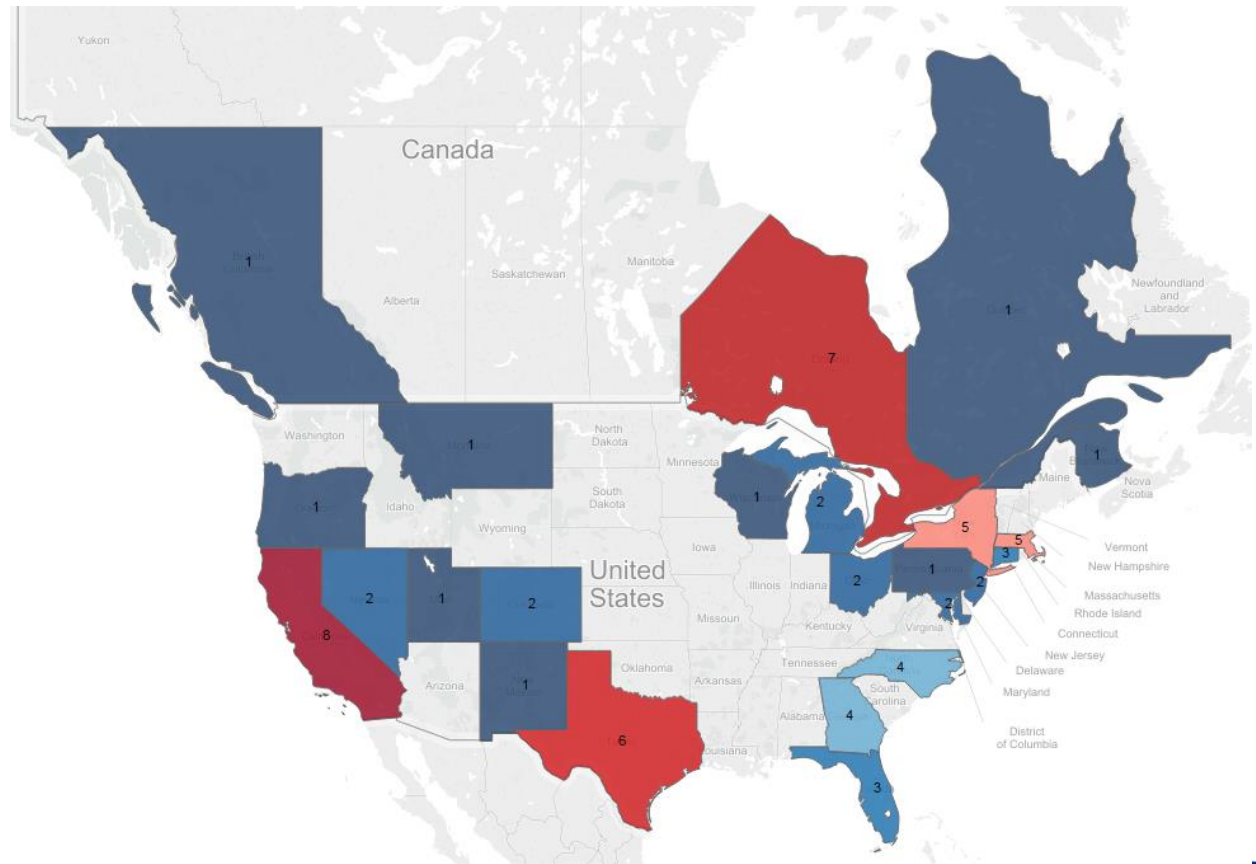


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Candidate Programmes in North America

CA	8
ON	7
TX	6
MA	5
NY	5
GA	4
NC	4
CT	3
FL	3
PUERTO RICO	2
CO	2
MD	2
MI	2
NJ	2
NV	2
OH	2
Programmes <2	10
Total	69



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Candidate Programmes in Latin America

ECUADOR	289
PERU	12
COSTA RICA	9
MEXICO	6
ARGENTINA	4
COLOMBIA	3
BRAZIL	1
CHILE	1
VENEZUELA	1
Total	326



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The Diploma Programme in the world

- 3,000th DP school to be authorized this year
- 500th DP school in IBAP to be authorized this year
- Growth of the DP in countries outside of IBA, such as Jordan, Russia, Pakistan, China and India



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Japan:

- Working with the Ministry of Education, Culture, Sport, Science and Technology (MEXT) to develop Japanese language access to the Diploma Programme,
- Dual language DP with English and Japanese.
- The project is nearing completion in 2018, which will present Japanese as an access language so that state schools can implement the DP.

Spain:

- Working with the Ministry of Education for the recognition of equivalence for the DP to the national system in Spain



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My School: new home for your school

Your school information
has a new home

- ✓ Better communication
- ✓ More Information
- ✓ Easier access

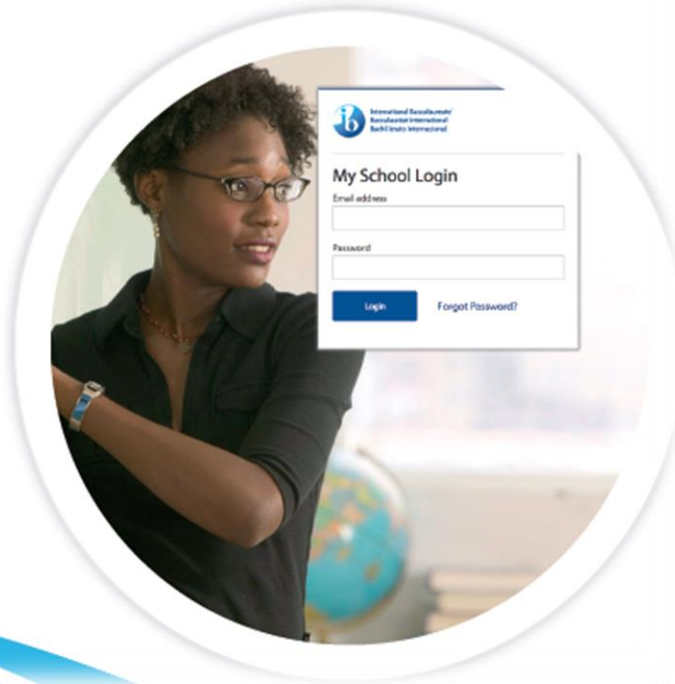
My School will simplify everything: from updating your school profile and applying for a new programme to reading IB news and accessing IB resources.

Easy to use and highly reliable, you can access My School at any time. You can update information whenever it's convenient for you.

myschool.ibo.org



My School



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My School Rollout Timeline



School Profile: Launched October 2015

Application for Candidacy: Launched April 2016

Application for Authorization: Projected launch Q1 2017

Evaluation Self Study Questionnaire:
Projected launch 2017



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My School Next Steps for Schools

Interested Schools

Applications for candidacy in My school

- Sample Applications for Candidacy are available on IBO.org.
- Follow instructions provided by your regional office to access the Application for Candidacy via My School at the appropriate time.



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My School Next Steps for Schools

Candidate Schools

Where to submit the Application for authorization?

- If you began candidacy in **IB Docs** (schools who applied in October 2015 and previously), you will complete authorization in **IB Docs**.
- If you began candidacy in **My School** (schools who applied in April 2016 and after) you will complete authorization in **My School**.



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My School Next Steps for Schools

Authorized Schools

Where to submit your evaluation documents?

- Schools with submission dates in **2016**: submit the self study and additional documents in **IB Docs**.
- Schools with submission dates in **2017**: submit the self study and additional documents in **IB Docs**.
- Schools with submission dates in **2018** and beyond: submit via the My School platform.

Follow instructions provided by the IBA Regional Office regarding the completion and submission of your self study.



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Evaluation documents

Which evaluation documents should be used?

Schools with submission dates in **2016**:

*Programme evaluation guide and self-study questionnaire, 2010
(Published in the OCC)*

Schools with submission dates in **2017**

- *Guide to Programme Evaluation* (for use from January 2016)
One guide for all programmes under cross programme publications
- Self-study questionnaire: Diploma Programme (for use from January 2016) *(Published on the Coordinator's pages of the OCC). Word version will be published August 2016*



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Evaluation documents cont...

- No course outlines yet
- Optional: supporting documents relating to approaches to teaching and learning (curriculum mapping, unit planners, etc)



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NEW

Rating the implementation of the practices

Excelling: Explicit and consistent evidence of the development and implementation of the practice; the practice is fully understood by the school community and integrated into school processes.

Demonstrating: Consistent evidence of the development and implementation of the practice; the practice is understood by the school community and is integrated into most school processes.

Developing: Inconsistent evidence of the development and implementation of the practice; the practice is partially understood and integrated into some school processes.

Emerging: Insufficient evidence of the development and implementation of the practice in school processes.



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Big changes!!

CAS monitoring will be integrated into the five year evaluation process as of 2017. New documents to submit

- CAS handbook
- Three samples of CAS experiences undertaken by students demonstrating main aspects of the programme

Course outlines will be required as of 2018 onwards



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My School Next Steps for Schools

Authorized Schools – Update school information

- Log in to *My School* and update your school's information as needed.
- Contact IB Answers with questions:

Email: ibid@ibo.org

Web: <https://ibanswers.ibo.org>

Skype ID: IBAnswers



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School Enhancement Services

Sean Rankin – Global Head of School Enhancement Services





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What are school enhancement services

- **Optional** services aimed at school improvement and effectiveness
 - Not required as part of authorization or evaluation
 - Support authorization and evaluation
 - Affordable
 - High access
 - Tiered structure
 - Highly customizable
 - Target specific stakeholders
 - Can be bundled



CUSTOMIZABLE FEATURES



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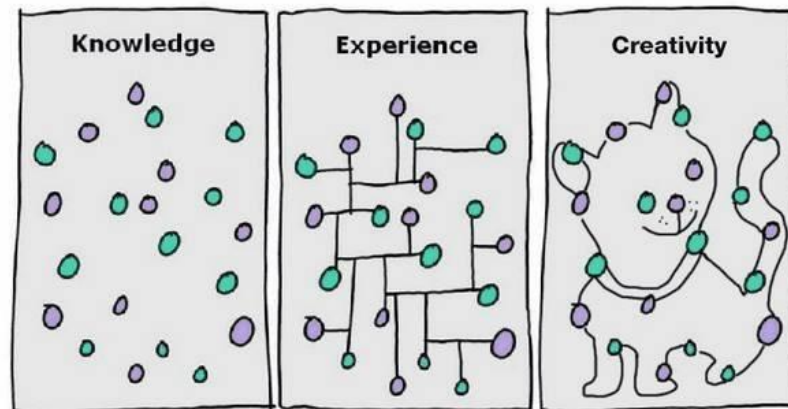


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Curriculum Connections

Preparing for mainstream launch in the PYP and MYP. Do we need a DP and CP version?





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What is Curriculum Connections?

The curriculum connections service is designed to support a school, or an organization responsible for a group of schools, in making appropriate connections between the respective IB programmes and the local or national requirements that the school or group of schools are required to meet.



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What is Curriculum Connections?



This service provides, information, support, guidance and skill development for the school's own curriculum development process. In this sense, we have developed a consulting/coaching service to deliver support to a school or groups of schools to connect their local or national curriculum and the respective IB programme(s) they are delivering.

Once purchased the service lasts for up to 12 months



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How is the service structured?

The service has been divided into three strands:

- whole programme for school development teams (programme philosophy, concepts, approaches to learning, Learner Profile)
- subject/area specific (knowledge, content, subject-specific skills, scope and sequence and curriculum maps)
- whole programme for school community (programme philosophy, concepts, approaches to learning, Learner Profile, recognition)

Each strand will consist of three tiered levels of support

- Tier 1: Access to the Curriculum Connections document with supporting videos.
- Tier 2: all of the above + The school will be allocated a curriculum connections expert who will provide the school with 15 hours remote consultation through online databases, webinars, post-webinar clarification and online support
- Tier 3: all of the above + 10 extra hours remote consultation (25 hours total) and a two day on-site coaching visit, as well as pre and post visit support.



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Should we develop it?

- What type of materials would you like to see?
- What type of support would be most useful?



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Optimising Assessment Analysis

In development





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What is Optimising assessment analysis?

- This service is designed to support MYP, DP and CP coordinators and leadership in the **analysis of IB student assessment data**.
- This service is for schools that would like support in analyzing assessment data and interpreting student results.
- Participants will develop expertise in using data more effectively and confidently to identify trends in learning, address assessment challenges and improve the school's ability to discuss changes to teaching and learning as a result of this analysis.



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What is Optimising assessment analysis?

- This service is facilitated by assessment analysis consultants (AAC). AACs are IB educators, who have undergone training to deliver the service and will use their IB experience to inform their work with the participating schools.



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Consultancy (for authorized schools)

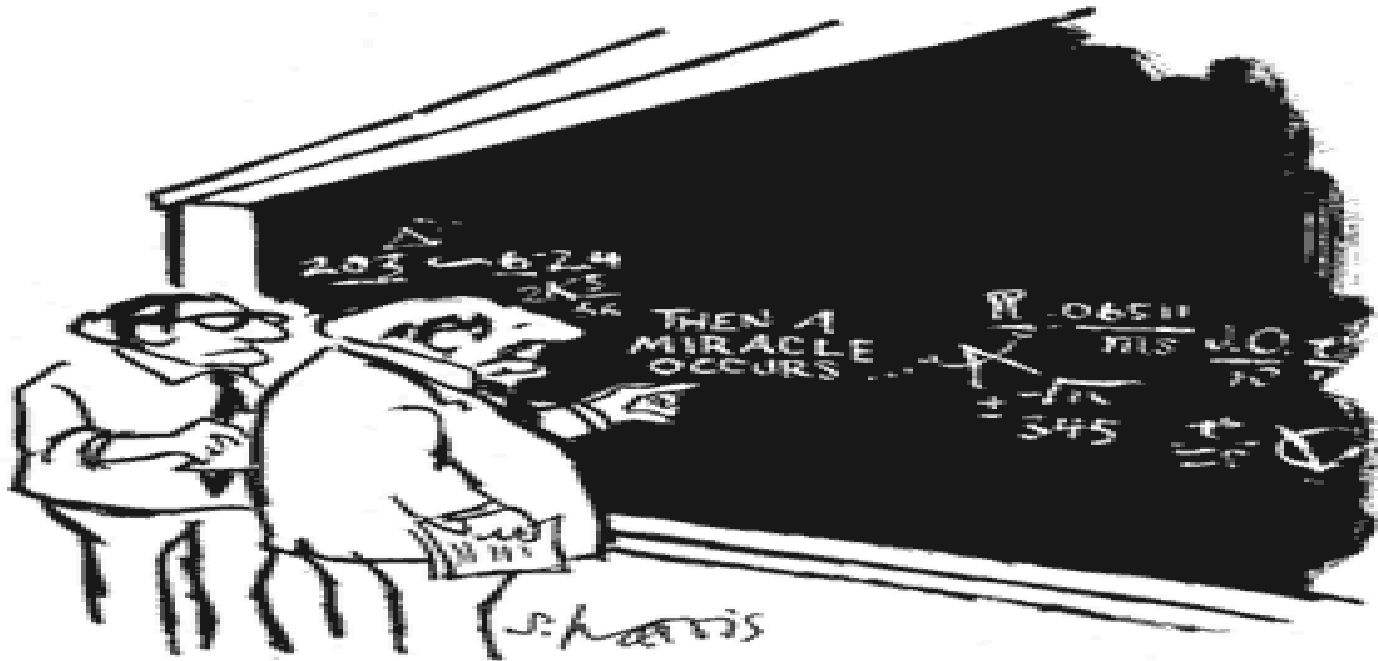
Preparing for mainstream launch





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Why design consultancy for authorized schools?



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



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What is consultancy for authorized schools?

The service provides consultancy and support to schools in the period between and in the lead up to evaluation visits. The consultation process can start at any point during this time and can overlap a school's evaluation visit.

Throughout the consultation, the consultant will support and give advice based on information provided in the current IB publications and his/her professional knowledge of the programme.

Each school is unique and the service will be focused on guiding the school according to its particular identity and situation. The trained educator will focus on areas the school identifies as priorities. These priorities may be large Standard-wide areas; such as teaching and learning, assessment, philosophy etc., or much more specific areas of interest. In supporting the school, the trained educator will also act as a liaison in order to identify further professional development and learning opportunities (IB and non-IB) that support the school's identified areas of focus.

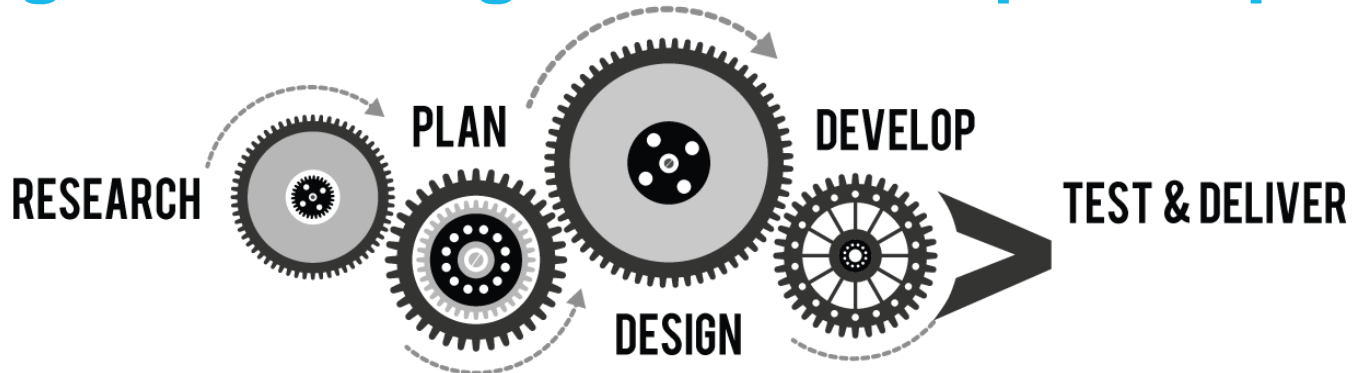


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Progress – Design and development phase



- A team of 39 experienced educators from newly authorized, established, long standing and foundation IB World Schools; the majority of which have previously been trained as pre-authorization consultants, engaged in design and development discussions for the service.
- The culmination of these discussion was a four day meeting in late June where 8 of these educators in conjunction with internal representatives from Programme Development, School Services, Assessment, Development, IBEN and Professional Development worked towards finalizing the service.



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Service focus areas

1. Continuous improvement through the programme standards and practices
2. Programme implementation sustainability
3. Leadership of IB programmes
4. Collaborative planning
5. Philosophy integration
6. Planning the written curriculum
7. Assessment
8. Planning for, and managing, programme updates and changes
9. Maximizing professional learning opportunities
10. Maximizing the impact of the programme coordinator
11. Approaches to teaching and learning
12. Programme Innovation



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Mainstream launch progress

- Final materials in development
- Predicted availability December 2016

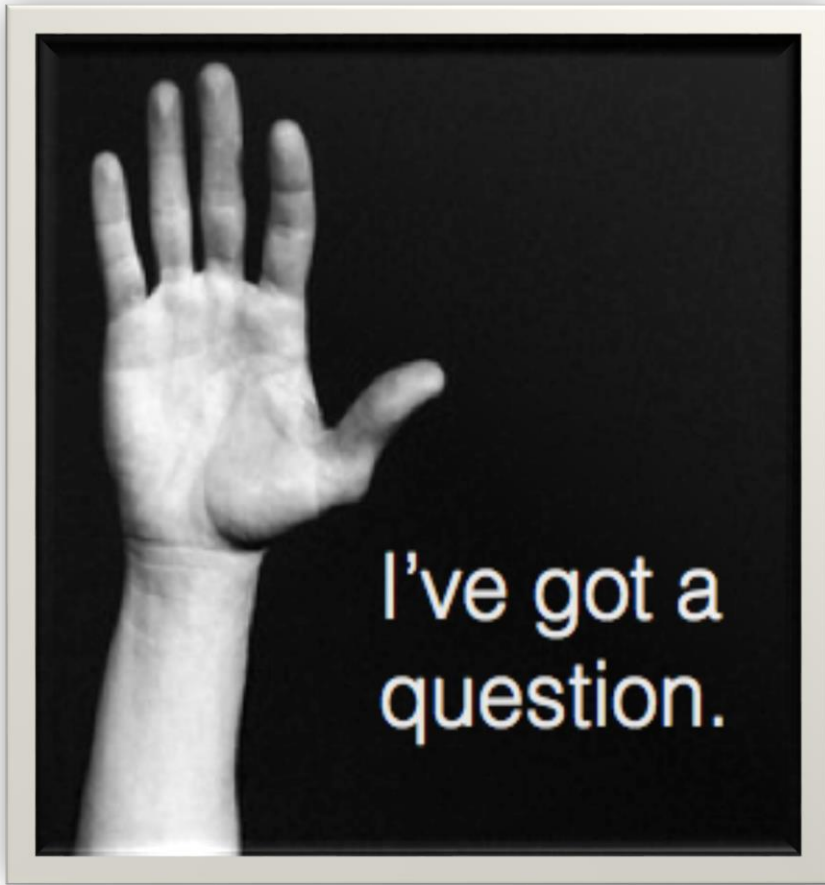


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Questions and further information



For further information on any of the School Enhancement Services please email

Sean Rankin – Global Head of School Enhancement Services:
sean.rankin@ibo.org



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Professional development

SSS and 2017 registration



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IB PD: Subject Specific Seminars (SSSs)

- SSSs are Category 3 workshops engaging educators in detailed discussion around changes to a DP subject following curriculum review and the launch of the new subject guide.
- SSSs are typically scheduled in March and April, followed by Category 1 and 2 standard subject workshops from May – December.

Following workshops already incorporate changes





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7/26/2016 39

2017 SSSs, North America

Seattle, WA

March 11-13

- Psychology
- Film

Pittsburgh, PA

March 25-27

- Geography
- Psychology
- Social and Cultural Anthropology

Decisions about location are based on enrolment in the region



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2017 SSSs, Latin America

Sao Paulo, Brazil

March 20-22

- Psychology
- Geography

Buenos Aires, Argentina *April 6-8*

- Geography





2017 SSSs – Registration

- **Early bird registration**
 - *Lock in 2016 prices for 2017* workshops by registering by December 1, 2016
- 2017 schedule **goes live** August 15, 2016 (view only)
- 2017 registration **opens** mid-September





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IB Advantage



What is it?

- Offers hours of informal PD for the school's entire DP staff
- Can be shared among many: used individually by members of the teaching team, or used together as an asset within the school's professional learning community (PLC).
- A single subscription provides 12 months of support for your entire DP teaching team.

What does it offer?

- **E-learning** - one-hour, self-paced, media-rich e-learning resources on 13 topics. E.g.:
 - ✓ *Concept-based teaching and learning in the DP*
 - ✓ *DP approaches to teaching and learning*
- **Live coaching**
- **Videos**
- **Webinar pass**—good for eight (8) DP live events + access to archived events



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Diploma Programme update Academic news

James Monk, Head of DP and CP Development

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Diploma Programme update (Academic slides)

James Monk, Head of DP and CP Development



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Objectives

This part of the session has three main objectives:

- To provide **updates** on curriculum developments in the DP
- To present and gather feedback on ideas for current and future **initiatives** in the programme
- To answer **questions** about programme development



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Who we are – DP/CP Development team

- A **head of DP/CP development** who manages the work of the department and is supported by an **academic coordinator**
- **Heads of curriculum development (2)** who line-manage teams of curriculum managers *across subject groups*:
- **Senior managers** of two kinds
 - **Senior curriculum manager CP** – responsible for the day-to-day, business-as-usual academic operations of the CP
 - **Senior curriculum strand managers (4 across programmes)** – responsible for ensuring the coherence of curriculum development across IB programmes in one of four identified “strands” of curriculum
- **Curriculum managers (eventually 15)** who lead the reviews of individual subjects and the creation of guides, teacher support material and the content of specimen assessments



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More presentations at this conference

Both **heads of curriculum development** and the **senior curriculum manager CP** are attending and presenting at this conference:

- Oksana Jajecznyk, “Update on Diploma Programme sciences and mathematics”
 - Friday, 2:00-3:15 p.m., Civic North (second floor)
- Kelvin Williams, “Complexity sciences across IB programmes with a focus on nexus thinking in geography”
 - Saturday, 2:00-3:15 p.m., Provincial North (second floor)
- Dominic Robeau, “Career-related Programme update”
 - Saturday, 2:00-3:15 p.m., Osgoode Ballroom (lower concourse)



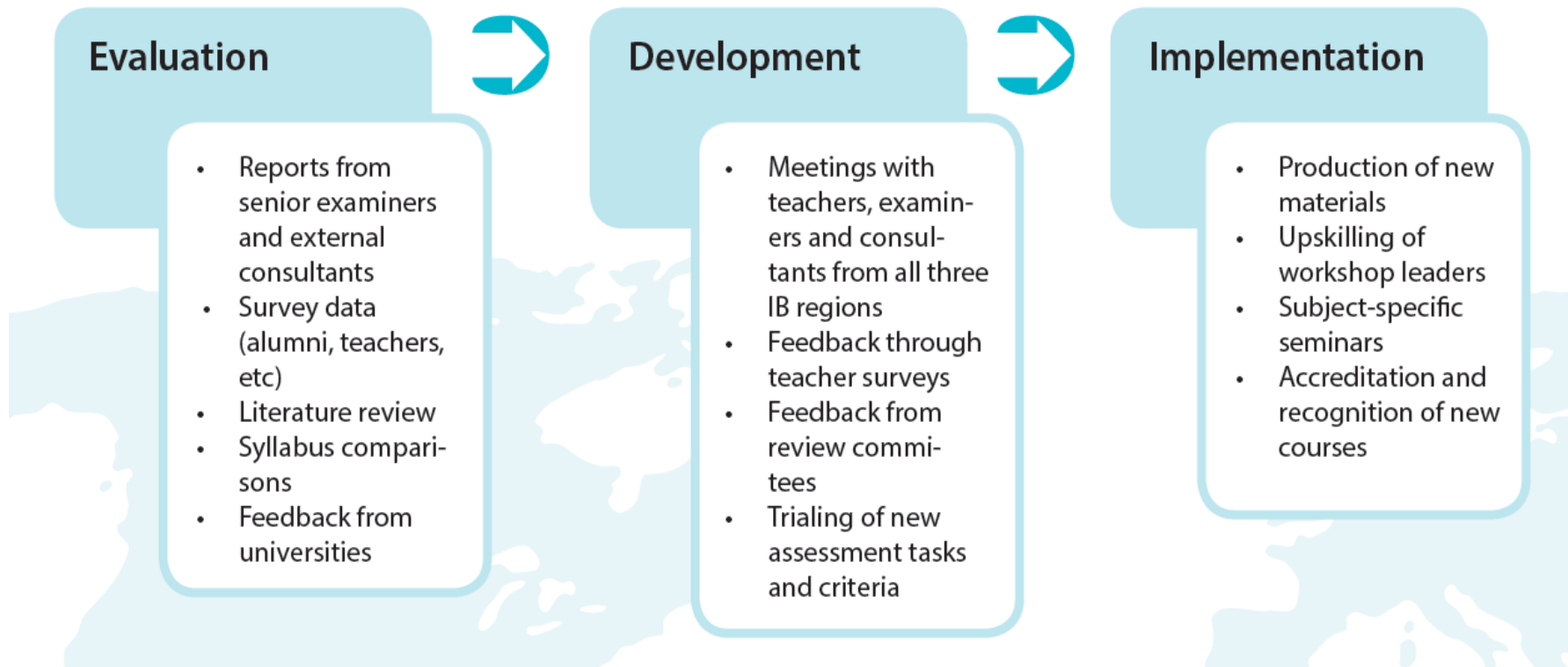
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What we do – Curriculum development

The process for review is spread across three phases.



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Implementation

Research

Evaluation

Development

Implementation

T1

T2

T3

T4

T5

T6

T7

1st teaching of new course
Evaluation of previous review
Initial research

1st exams of new course
Research
Evaluation of 1st assessment

Evaluation and development year
Review Committees

Development meetings

Draft guide
Draft TSM
Spec papers

Upskilling of workshop
leaders
Guides published
Subject Specific Seminars



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What's new for 2016?



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DP subjects reviewed for first teaching 2016

The following subjects have been reviewed for first teaching 2016:

- Extended essay
- Sports, exercise and health science (HL added)

A new subject website for the extended essay (EE) contains the new guide and teacher support material (TSM), plus student exemplars and a video on the role of the school librarian in supporting the EE.

Two more videos on reflection and planning the EE will be available soon on the EE website.



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Extended essay

- All research questions must be posed as questions
- The abstract is no longer a formal requirement
- Reference to external sources or supplementary information is not permitted, as examiners will not have access to them
- More focus on process, rather than just on the final product (e.g., TSM providing pedagogical support for the EE process)
- Introduction of an engagement criterion linked to 3 mandatory reflection sessions as part of the recommended 3-5 hours of supervision time



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New EE assessment criteria

A: Focus and method	B: Knowledge and understanding	C: Critical thinking	D: Formal presentation	E: Engagement
Topic Research question Methodology	Context Subject specific terminology and concepts	Research Analysis Discussion and evaluation	Structure Layout	Process Research focus
6 marks	6 marks	12 marks	4 marks	6 marks

- Reduction from 11 criteria to 5; reduction of total marks from 36 to **34**
- More holistically applied; move to markbands and “best fit approach”
- Four criteria applied to the essay; one criterion applied to the new *Reflections on Planning and Progress form*
- Greater focus on critical thinking



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Extended essay website



Extended essay

English ▼



Guide

In practice

Assessment



Guide

Introduction

Overview of the extended essay



In practice

Teacher support material

Videos



Assessment

Assessed student work



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Sports, exercise and health science

- The new guide was published on the OCC in January 2016
- Higher level will be available for first teaching in September 2016
- The IA will be changed for both SL and HL for first assessment 2018 to bring it in line with biology, chemistry and physics
- Additional HL topics and new material for the existing options
- Teacher support material and HL specimen papers are available now in English, and will be available in Spanish and French before the end of summer 2016



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What's new for 2017?



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DP subjects reviewed for first teaching 2017

The following subjects have been reviewed for first teaching 2017:

- Film
- Geography
- Psychology
- Social and cultural anthropology

For these subjects, new guides and teacher support materials have been developed and handed over to the IB publishing team; content for teacher PD workshops is now in the development process.



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Film
2017

Priorities for the DP film review

- More detailed subject content and advice for taught activities.
- A clearer distinction between the SL and HL film courses.
- Updated film assessment tasks with clearer criteria.
- A better balance between film production and written work.

The new core curriculum areas for DP film are:

Reading
film

Contextualizing
film

Exploring film
production roles

Collaboratively
producing film



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The new assessment tasks for DP film are:

Film 2017

Task		Task Details	SL	HL
1	Textual analysis	Students demonstrate their knowledge and understanding of film language through a written textual analysis of a film sequence.	30%	20%
2	Comparative study	Students carry out research into two contrasting films and present their discoveries as a recorded video essay .	30%	20%
3	Film portfolio (IA)	Students experience working in a variety of practical production roles and submit a production reel to evidence their ability to communicate using film language.	40%	25%
4	<u>HL only</u> Collaborative film project (IA)	Building on their experiences of the film course, HL students work collaboratively to plan, create and screen an original finished film .	-	35%

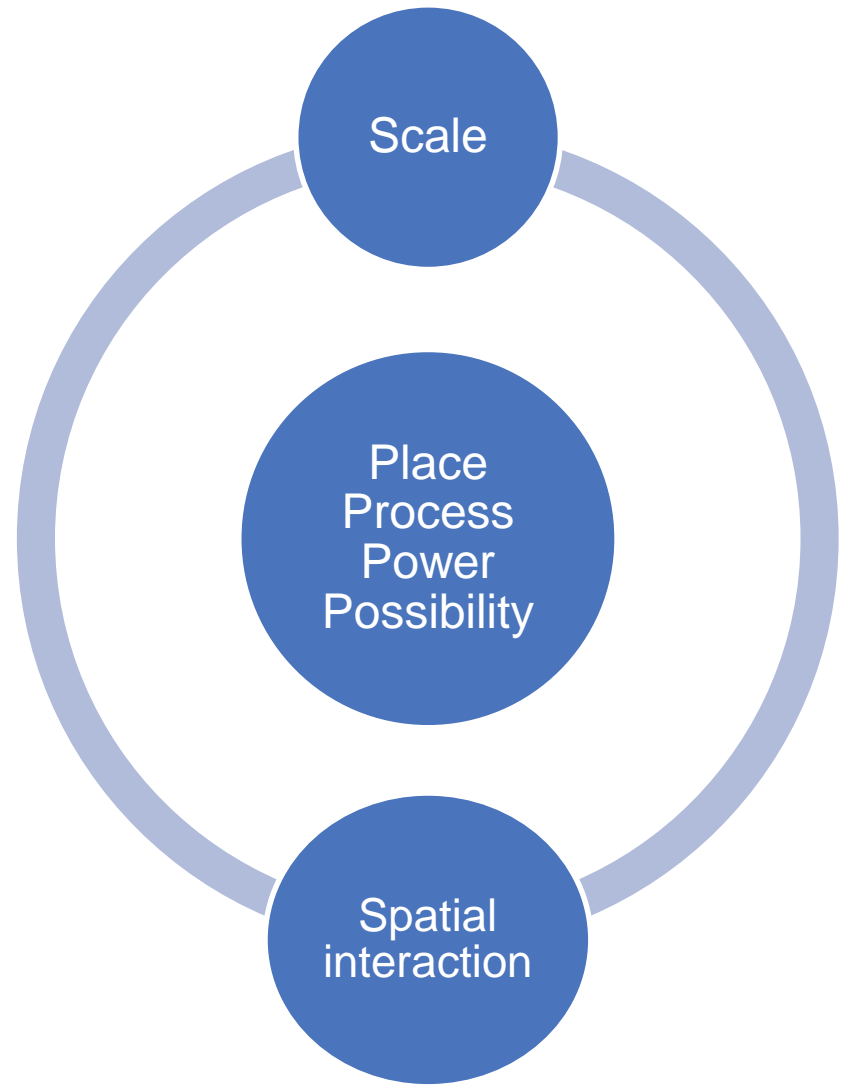
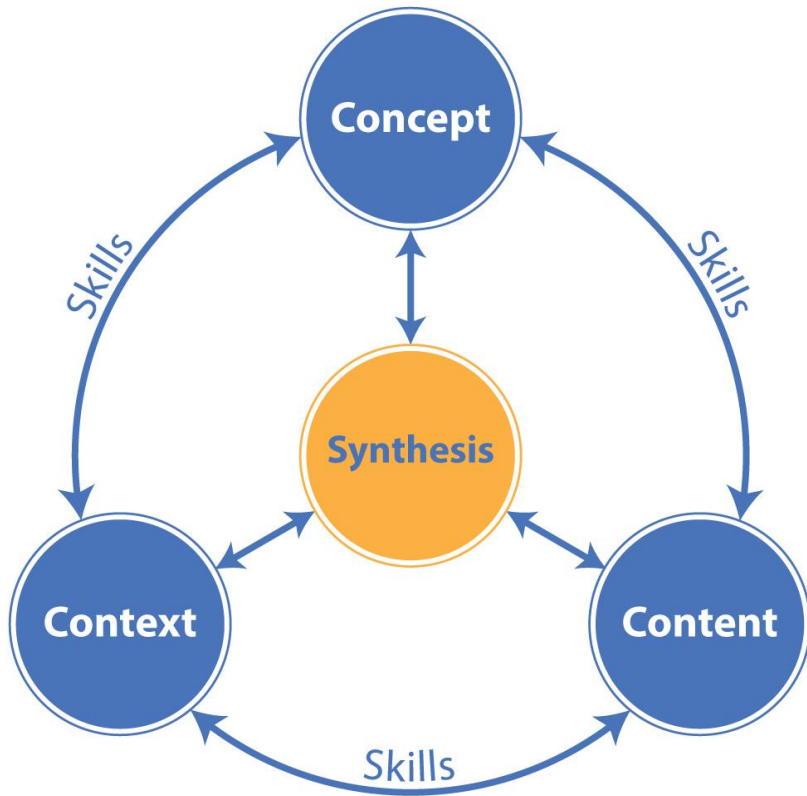


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Geography



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Geography

<p>Part One (Two options are studied at SL, and three at HL)</p>	<p>Geographic themes Paper 1 A: Freshwater – drainage basins B: Oceans and coasts C: Extreme environments D: Geophysical hazards E: Leisure, sport and tourism F: Food and health G: Urban environments</p>
<p>Part Two (SL and HL core)</p>	<p>Geographic perspectives – global change Paper 2 – new section B infographic or visual stimulus</p>
<p>Part Three (HL core extension)</p>	<p>Geographic perspectives – global interactions Paper 3</p>
<p>Internal assessment (SL and HL)</p>	<p>Fieldwork (Fieldwork leading to one written report based on a fieldwork question, information collection, analysis and evaluation.)</p>

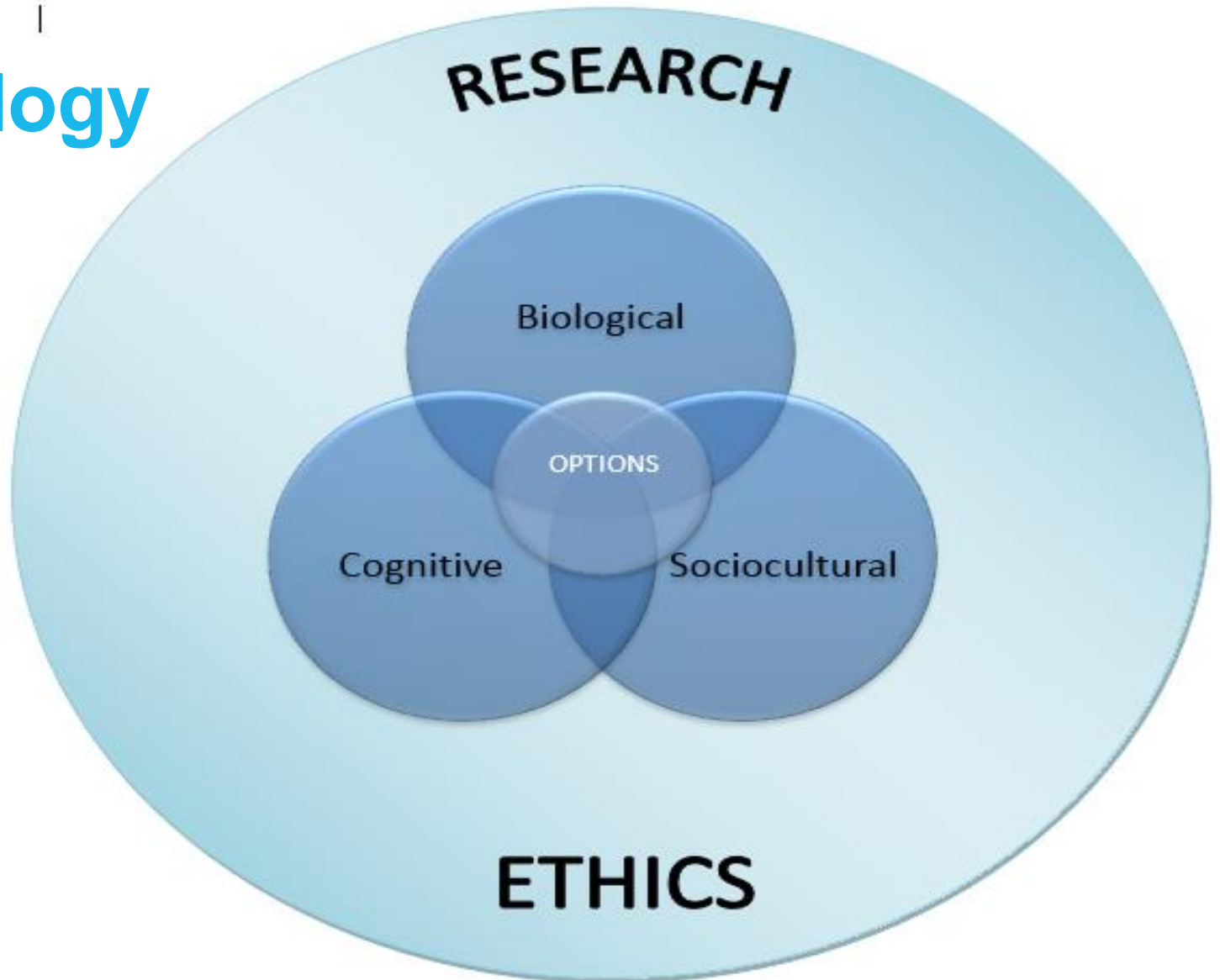


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Psychology



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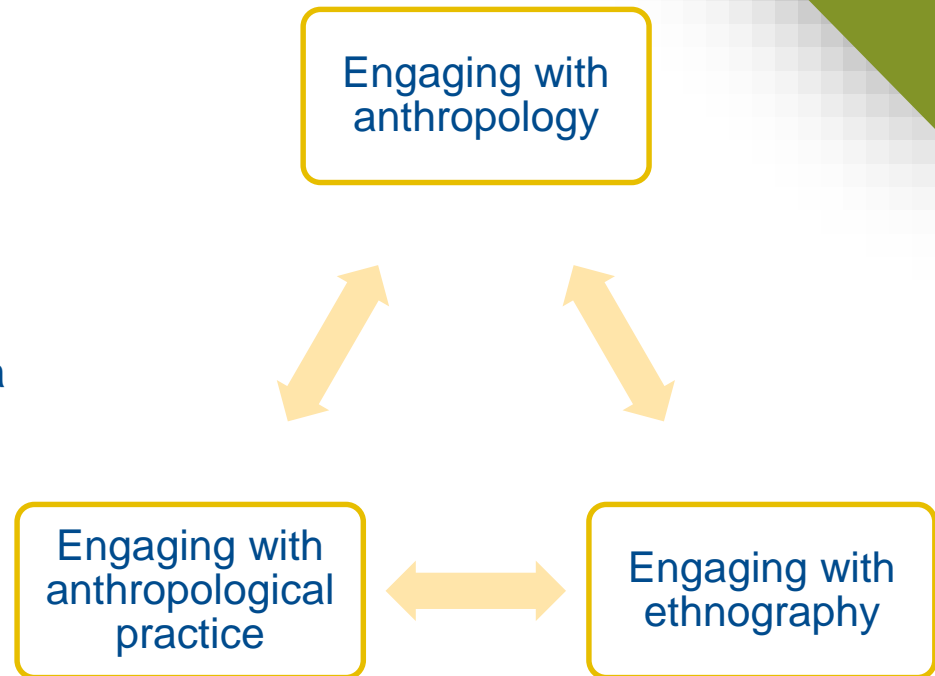
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Social and
cultural anthropology
2017

Overview of social and cultural anthropology course

Big anthropological questions:

- What is culture?
- What does it mean to be a person?
- What does it mean to live in a society?
- How are we the same and different from each other?
- Why does anthropology matter?
- To what extent is knowing others possible?



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Social and cultural anthropology

2017

Engaging with anthropology	<ul style="list-style-type: none">▪ The language of anthropology▪ The practice of anthropology▪ Anthropological thinking
Engaging with ethnography	In-depth areas of inquiry: belonging; classifying the world; communication and expression; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; the body.
Engaging in the practice of anthropology	Fieldwork and the ethics of anthropological practice



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Looking forward to 2018



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DP subjects reviewed for first teaching 2018

The following subjects are being reviewed for first teaching 2018:

- Economics
- Language ab initio
- Language B
- Music

These reviews are currently preparing new syllabus and assessment outlines. Any new assessment components are being formally trialled throughout 2016 and early 2017.



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Economics
2018



Design of new
DP Economics
syllabus



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'Big picture' of economics



- **Key concepts:**
 - Choice
 - Efficiency
 - Intervention
 - Interdependence
 - Equity
 - Sustainability
- **Critical questions:**
 - Guiding/TOK questions

Syllabus framework

Economics

2018

Subject essentials:

- *What is economics?*
- *How does economics approach the world?*

SL + HL core (compulsory)

Micro- economics	Macro- economics	The global economy
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HL extension: Mega issues (choice of one)

Economics of inequality	Economics of the environment
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Real world issues

Prescribed content

Prescribed content (including data skills)

Inquiry focus at AO3 only (exemplified)

More in-depth Inquiry (exemplified)

IA: portfolio of commentaries



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Assessment framework

Economics

2018

Paper 1: Essay

With the help of theories, models **examples** and **inquiries** from the course of study, demonstrate a **holistic and critical understanding of how economics** helps us understand real world issues.

Paper 2: Data response

Working with **new** qualitative and quantitative **data**, demonstrate an **understanding of an integrated real world situation**, using the theories, models, ideas and tools of economics.

Paper 3 (HL only): Policy scenario (Data response and extended response)

Working with **new** quantitative and qualitative **data**, demonstrate an understanding of a **real world policy scenario** related to economics of inequality or economics of the environment, using the theories, models, ideas and tools of economics and culminating in **policy advice**.

Internal assessment: portfolio of commentaries



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Language acquisition – themes

- In the new guides we will use five prescribed themes across **Language B** and **Language ab initio**. (No more “core” and “options” in Language B; however, in Language ab initio we will still prescribe topics for each theme.) The five themes relate to the MYP global contexts and the PYP transdisciplinary themes

Identities

Experiences

Human
ingenuity

Social
organization

Sharing the
planet



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Language acquisition – concepts

- We will promote conceptual understanding in the new guides as appropriate to the level of proficiency (Lang B HL, Lang B SL, Lang ab initio SL). Students reinforce and extend their language skills when they understand why and how people use language to communicate

Audience

Context

Purpose

Meaning

Variation



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Language acquisition – assessment

Proposed changes to assessment

Eliminate:

- Written assignment
- Interactive oral activities (Language B) – these were not directly assessed

Add:

- A listening comprehension assessment, so that the receptive skills assessment will feature both listening and reading comprehension (in separate sections)

Modify:

- Language B HL oral to be based on the required literature component in the syllabus



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Music
2018

Developments in DP music

- A skills and process driven DP music curriculum
- Assessments support a skills and process focused curriculum
- Integrated curriculum:
 - development of musical skills across components
 - greater relevance: theory applied and evidenced in practical work
 - clear progression of learning
- A clear distinction between SL and HL

The new core curriculum areas for DP music are:

Exploring music in
context

Experimenting with
music making
processes

Communicating
and presenting
music

Music in practice
(HL only)



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Overview

The new DP music course:

Music 2018

Component		Description
1	Exploring music in context	<p>The task: Students engage with a wide range of music in personal, local and global contexts.</p> <p>The assessment: Portfolio submission in which the exploration is documented.</p>
2	Experimenting with music making processes	<p>The task: Students study two areas of inquiry in depth by engaging with music in local and/or global contexts.</p> <p>The assessment: Submission of an experimentation report including a comparative study with evidence of work in progress from creating and performing studies.</p>
3	Communicating and presenting music	<p>The task: Students refine their creating and performing work for final presentations and demonstrate their learning in the course through a diverse music showcase.</p> <p>The assessment: A final music showcase with programme notes.</p>
4	Music in practice (HL only)	<p>The task: HL students will have the opportunity to work on a real-life music project of their choice.</p> <p>The assessment: Submission of project plan, process demo and final presentation.</p>



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Initiatives and questions



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Initiatives – DP student workload study

- Pilot study into student workload and wellbeing conducted in 2014-2016; results from the pilot will inform a large-scale longitudinal study to be held worldwide starting in fall 2016
- Students (534) in six countries in all three IB regions completed surveys at the beginning of year 1, end of year 1 and end of year 2. DP coordinators (44) also completed one survey
- Areas of investigation
 - How demanding do students find the DP? Which particular courses or aspects of the programme do they find demanding?
 - What are students' perceptions of their own stress levels while studying the DP?
 - Which students are most affected by the demands of the programme?



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Initiatives – DP student workload study

Preliminary findings after year 1:

Across demographic categories, students report feeling less physically healthy, less satisfied with their lives and more stressed at the end of year 1. Loss of sleep and decline in overall happiness are cited frequently.

Coordinators report Mathematics HL (by far) and the group 4 subjects as those with the greatest level of difficulty and day-to-day workload ... followed by the “group 1” subjects and the extended essay

Specific groups experience more stress / less wellbeing than others:

- Girls (more than boys)
- Students whose parents have a lower educational level
- Students whose parents show little involvement in their education



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Initiatives – Flexibility in the DP

Many thanks to all DP coordinators who completed our survey (spring 2016) about flexibility in the programme. Your responses are helping to us to consider:

- Where do we offer flexibility in the current programme, and where are we more prescriptive about programme requirements? What are the reasons for that?
- Flexibility in time (to deliver the programme) and flexibility in requirements / composition of a Diploma – what do schools need from the IB, and what can the IB reasonably provide in order to enable more schools to offer the DP ... **while maintaining the high standards of the programme**



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Initiatives – Flexibility in the DP

Coordinators indicated strong support for increasing flexibility in the programme in the following ways:

- Interdisciplinary subjects
 - “Upgrading” these to SL/HL and creating more subjects that can count for two subject groups
- Flexibility in time to deliver the programme
 - Creating a one-year authorized “pre-DP” course
 - Authorizing a three-year DP for students in various situations
- Flexibility in building a six-subject package
 - Preserving breadth of curriculum but allowing for a bit more specialization



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Questions – Is the DP undertaking a programme review?

- The MYP has completed a programme review and the PYP is currently undertaking a programme review ... so will there be such a review done for the DP?
- Over the next several months, we will organize ourselves within the IB to identify key areas for:
 - refining and advancing our curriculum and assessments,
 - providing more flexibility for accessing and implementing the DP
 - achieving the ideal of “one IB”: coherence across programs
- Any type of review effort takes time and careful research, so please no worries ... we will focus first on targeted refinements to the existing programme to address known issues.



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Questions – what are some potential areas of inquiry for a programme review?

- Making a more coherent transition from MYP to DP; improving alignment between DP and CP
- Promoting greater participation in the whole programme
- Evaluating the appropriateness of the current DP core: elements of the core, (point) value of the core, relevance of the core in an IB education at ages 16-19 (DP and CP)
- Considering alternatives to the two-year delivery model of the DP
- Considering the composition of a diploma: compulsory and optional subject groups, requirements/exceptions/prohibitions, failing conditions
- Raising the profile of interdisciplinary study in the DP
- Reducing student workload: course content, assessment load
- Evaluating different forms of diploma: non-regular diploma, bilingual diploma, dual-language diploma



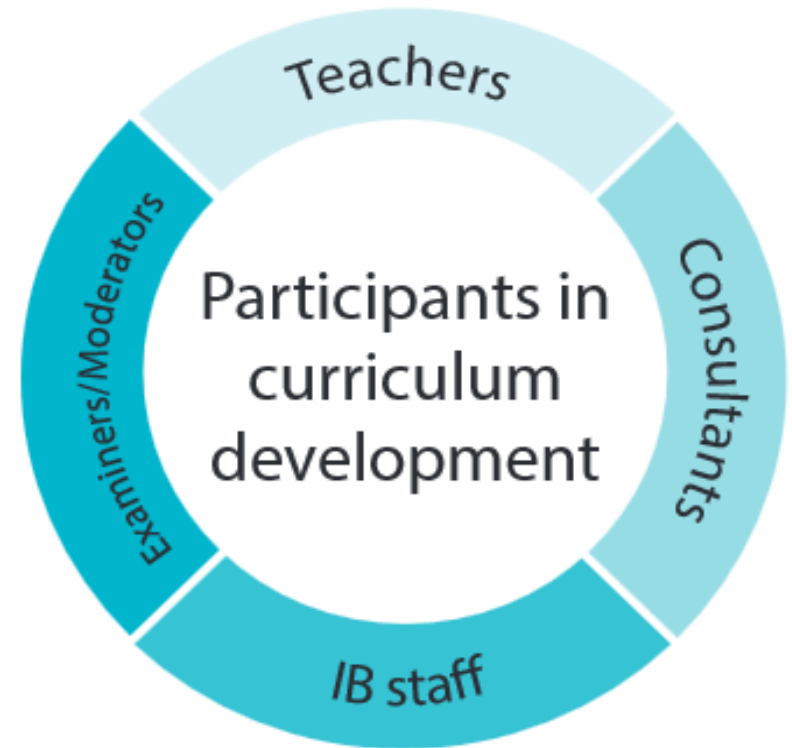
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Questions – How can I be involved in curriculum review?

- Participate in a curriculum review meeting
- Complete a teacher or coordinator survey
- Write a commissioned review of materials
- Participate in a focus group
- Participate in an assessment trial
- *...and many more possibilities*



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Thank you

Thank you very much for attending this session. Enjoy the conference!

Please share your questions and feedback with us regarding the Diploma Programme.

dpdevelopment@ibo.org



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Additional slides



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Subject specific information

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts
- Core



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Studies in language and literature

- A meeting to discuss reading lists for each course for Studies in language and literature was held in early July; further development meetings to be held in September and October.
- Review on track for first teaching of new curriculum in 2019.
- Continued focus of the review is to build more common ground among the three courses in the group (Lit – Lang and Lit – Lit and Performance)
- Key points of progress:
 - New, common curriculum framework with conceptual focus
 - Common course aims and assessment objectives
 - At both SL and HL, a reduction to three assessment components in each course



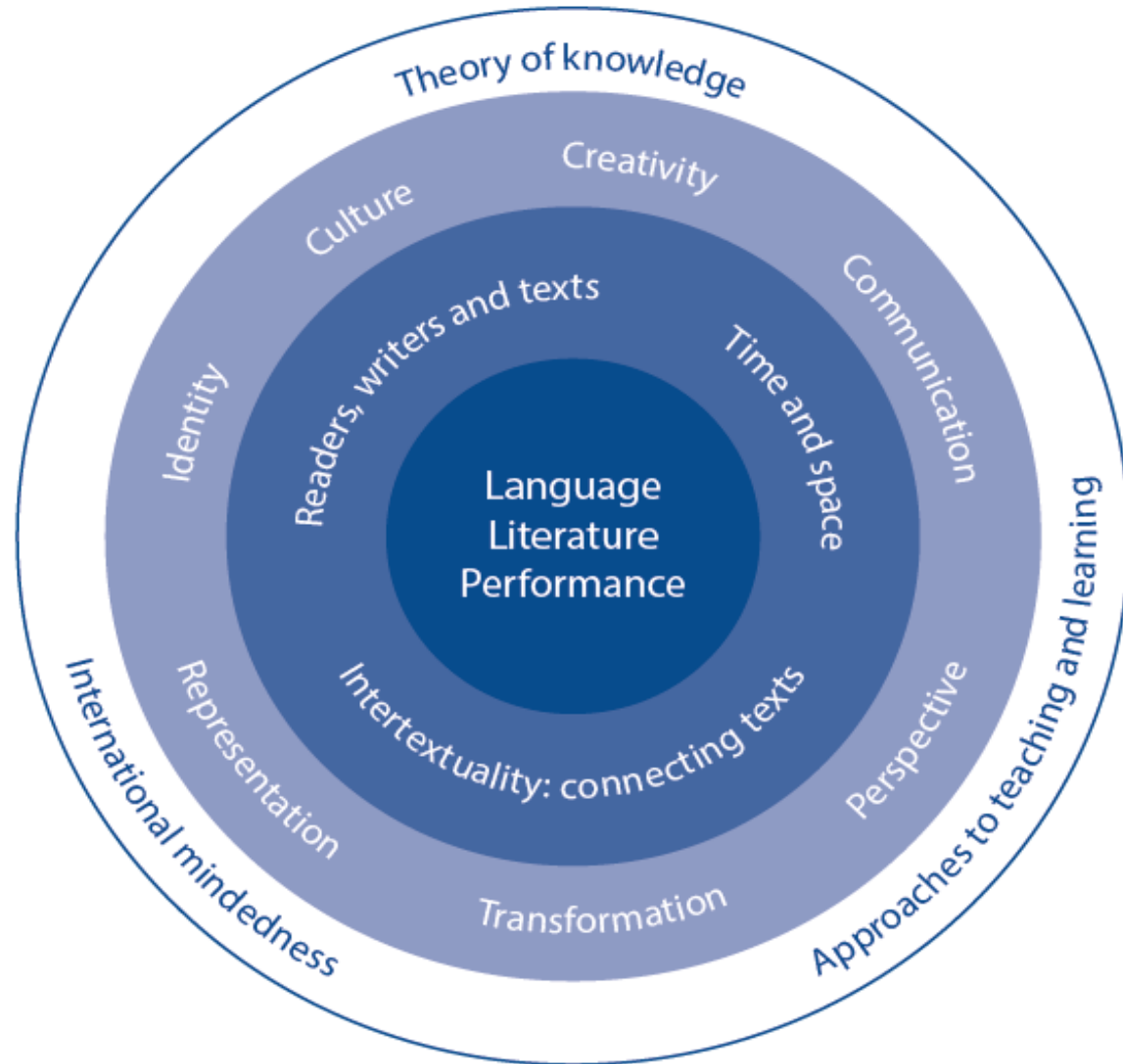
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Studies in language and literature curriculum framework

- First (inner) circle: The three group 1 courses – Lit , Lang and Lit, and Lit and Performance – are being designed as a coherent Studies in language and literature subject group
- Second circle: A three-part syllabus will form the basis of each course
- Third circle: Seven key concepts will be explored in each course



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Language acquisition: Classical languages

- First assessment of new course conducted May 2016.
- Call for participants to serve on External Review Committee (Dec 2016) or curriculum review teams (2017 onwards).
- CV and statement of interest to dpdevelopment@ibo.org
- Areas of focus:
 - beyond translation – how else can language skills be assessed?
 - encouraging close reading of the text through syllabus and assessment design
 - second language acquisition and classical languages
 - harnessing the interdisciplinary nature of the study of Classics
 - incorporating developments from language acquisition and studies in language and literature reviews



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Individuals and societies



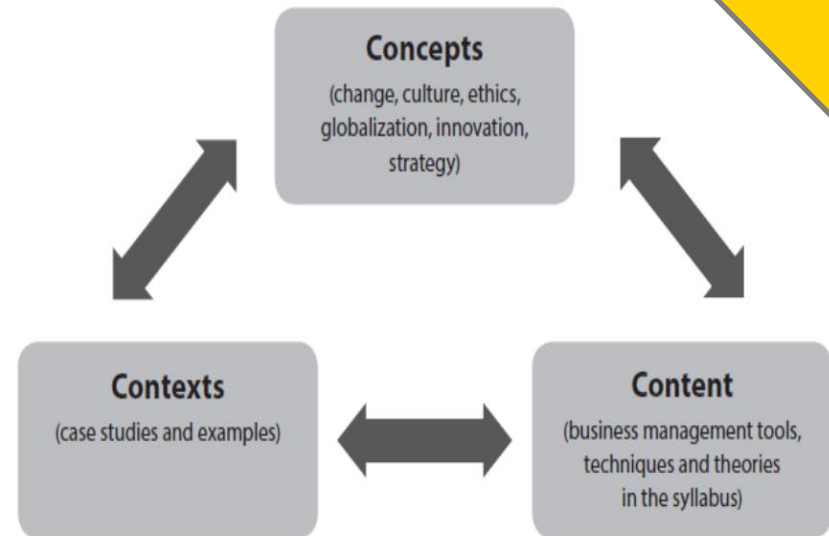
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Overview

- Teaching of new course ongoing and just underwent its first assessment of the new course in May 2016
- Main focus is on the integrated relationships of concepts, contexts and content
- The subject guide, specimen papers and exam cover rubrics have been updated
- Exemplar responses in the TSM and workshop material are currently being reviewed.
- Course review is currently in the research phase



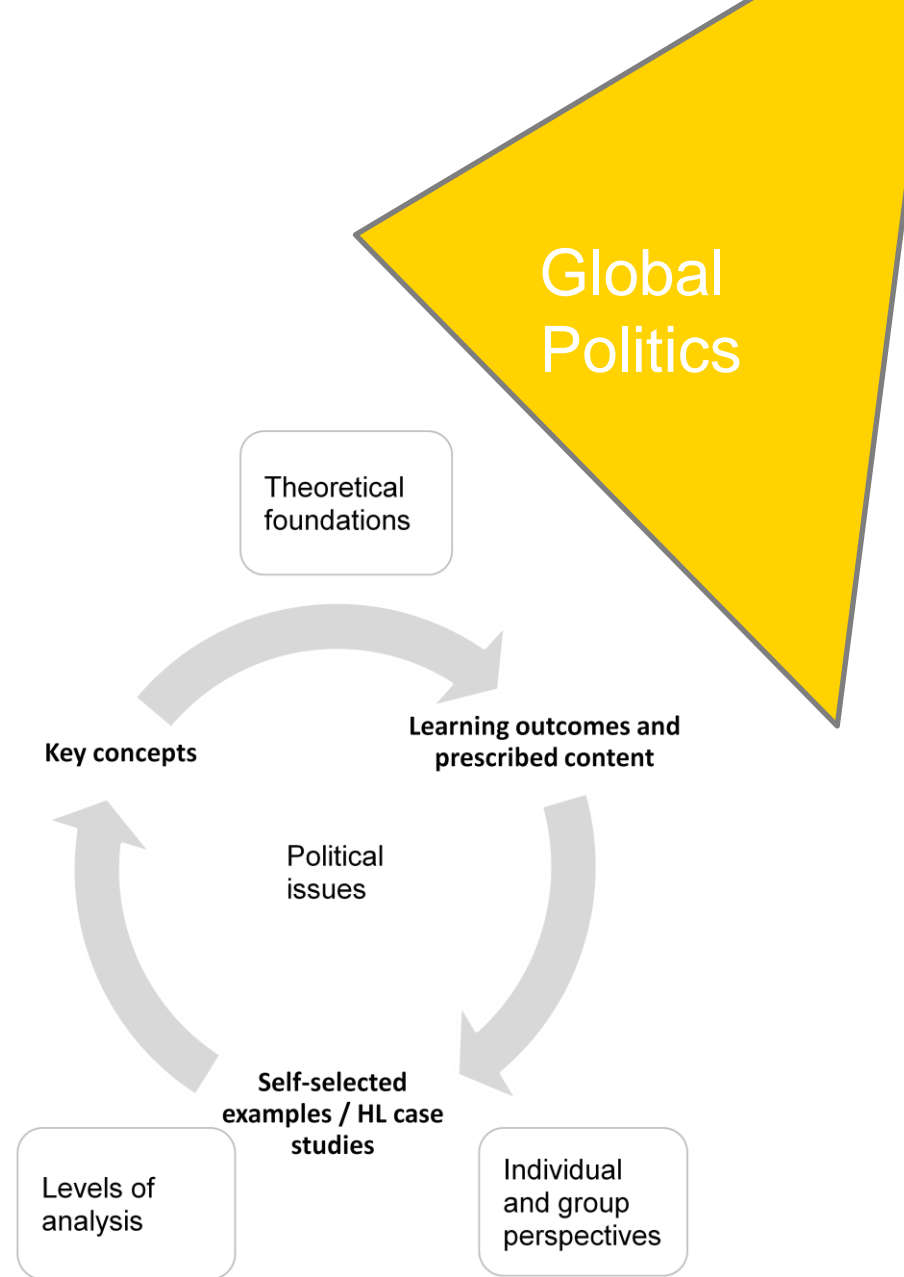
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Overview

- Global politics is an exciting new addition to the individuals and societies subject group.
- This follows a successful three-year pilot with 30 DP schools.
- The course offers students an opportunity to explore fundamental political concepts such as power, liberty and equality in a range of contexts.
- It became available at both HL and SL as a mainstream subject for first teaching in September 2015 and first assessment in May 2017.
- It will also be available in November sessions at both levels, as of November 2017.
- A new website for global politics is available via the OCC. The website includes the new guide and teacher support material.



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History

- No route 1 and route 2 (teachers can opt for modern, early modern or medieval topics (or a mixture) on all 3 papers)
- 6 key concepts that thread throughout the course: causation, consequence, change, continuity, significance, perspectives
- 5 new prescribed subjects to pick from for paper 1. (No pre-registration for a prescribed subject)
- Wider choice of topics, including more social, cultural and economic history. Free choice of examples for paper 2
- New regional division for paper 3: Africa and the Middle East, Europe, The Americas, and Asia and Oceania
- New IA format



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Information technology in a global society

- The review of ITGS will be paused for one year for further research
- The revised course will be for first teaching 2021



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Philosophy (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 David Hume and Martha Nussbaum



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World religions

- The guide will be amended and republished specifically to standardize the transliteration of religious terms across the guide and clarify the definition of some key terminology
- Also, the command terms “deduce” and “investigate” will be removed from the guide as they do not appear in the list of command terms for any subject in the individuals and societies group
- The review cycle for the world religions course has been re-set to year 1 in order to provide for a full research phase.
- That review will produce a new guide for first teaching in 2023.



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Sciences



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Biology, Chemistry, Physics and Nature of Science

- New courses in biology, chemistry and physics were assessed for the first time in May 2016
- Cross-programme sciences review for biology, chemistry, physics and nature of science (pilot)
- Curriculum team coming to the end of year 2 of research phase, the first stage in developing new guides for first teaching in 2021
- Teachers of the current courses are now able to give feedback through surveys (via the OCC)
- Science teachers across MYP and DP are welcome to apply to be part of the curriculum review team: send to dpdevelopment@ibo.org your CV plus a paragraph highlighting one area of the DP sciences curriculum that would benefit from further development



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Computer science

- The review of Computer science will be “paused” for one year for further research
- This pause will allow the Computer science review to be aligned in time with the review of other science subjects (biology, chemistry, physics) for first teaching in 2021



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Design technology

- The review of Design technology will be paused for one year for further research
- This pause will mean that the new course will be for first teaching 2022
- This will allow Design technology to be reviewed in parallel with MYP design



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Mathematics

- Curriculum review meetings have been taking place throughout 2015 and 2016 to look at the provision of mathematics within the Diploma Programme
- Two new courses will be available for first teaching in 2019 (first assessment 2021)
- Each course will be available at SL and HL with SL being a complete subset of the HL
- There will be a number of hours allocated to common material across both SL courses
- 30 hours will be allocated to developing ATL skills, collaboration, modelling, inquiry skills and for the internal assessment (IA)
- The new IA will be based on the current Exploration model with some modifications to the assessment criteria and guidance
- Further meetings to take place during 2016 and reports will be available on the OCC



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The ARTS updates

The Arts Curriculum development updates

- DP film - *first teaching 2017*
- DP music - *first teaching 2018*
- DP dance - *first teaching 2019*

Seeking alignment in The Arts

- A stronger balance between practical work and theory.
- Relevant SL and HL differentiation in all arts subjects.
- Teacher-friendly subject guides with stronger links between taught content and final assessment tasks.
- More detailed teacher support materials, incorporating approaches to teaching and learning in the arts.



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Core



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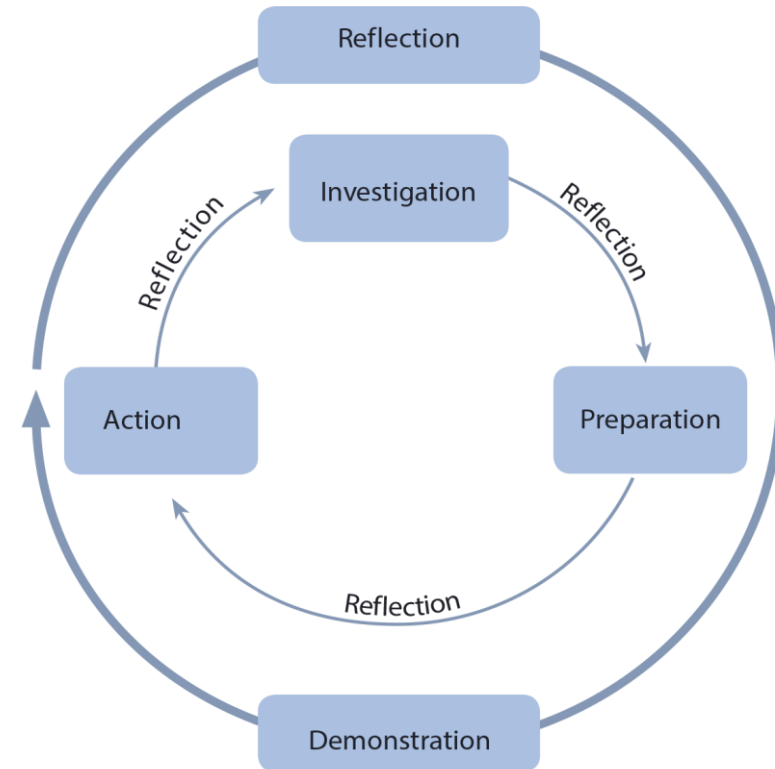
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CAS

Implementation of the new guide is underway;
first graduates 2017.

Reminder of the changes:

- CAS renamed Creativity, Activity, Service
- Learning outcomes reviewed and rewritten – now 7
- CAS activity now CAS experience
- Greater guidance on approaches to reflection
- CAS programme evaluation is now integrated into the 5 year DP self-study process
- Extensive teacher support material with student samples, checklists and strategies.



* *CAS stages introduced to guide CAS experiences and projects*



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Theory of knowledge

- First assessment of the new course was in May 2015
- M15 was the first session using the new “global impression marking” approach
- M15 was also the first session where there has been any moderation of the oral presentation (achieved through moderation of the Presentation Planning Document)
- Reminder: the grade boundaries are available in the subject reports on the OCC



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Amendments made to TOK guide after the first session

- Page 15: “real-life/ contemporary situation” has been changed to “real-life situation”
- Page 60: the term “proposition” has been changed to “prescribed title”
- Page 62: the titles for each column (e.g. “satisfactory”) have been removed
- Page 62: a grammatical error has been rectified. The 9 – 10 mark column used to read “*There is a sustained focus on knowledge questions connected to the prescribed title and are well chosen ...*” It now simply reads “*There is a sustained focus on knowledge questions connected to the prescribed title ...*”
- Page 62: the bottom (1 – 2 mark column) has been amended to read “*Knowledge questions, where present, are weakly connected to the prescribed title—the essay is descriptive.*”



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TOK Forms

- There are 2 forms that teachers and coordinators need to be aware of for TOK
- The Presentation Planning Document (PPD) is used for moderation of the presentation
- The essay Planning and Progress Form (PPF) is NOT used in the marking of essays. It has two functions:
 - To provide better guidance on expectations relating to interactions between students and teachers during the writing of the essay
 - To try to address academic honesty concerns relating to the essay



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Reminder of the new points matrix for Theory of knowledge and Extended essay

The extended essay (EE) and the theory of knowledge (TOK) essay are awarded letter grades from A (highest) to E; together they contribute 3 points to the Diploma points total of 45.

Changes from May 2015 onward:

- B + C combination results in 2 points
- A + E combination results in 0 points ***and is a failing condition***



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ATL in the DP

Reminder: resources available on the OCC

- Guide: *Approaches to teaching and learning in the Diploma Programme*
- Videos: 26 videos, each 5 minutes or less
- Unit planners
- Interviews with experts in the field, e.g. Grant Wiggins
- “Case studies” of ATL pilot school initiatives
- “Self reflection tool” for teachers
- New DP workshops (category 3) specifically on ATL
- A more detailed section on ATL in the next *DP: From principles into practice*
- Sections on ATL in each subject guide and TSM as the subject comes out of curriculum review



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