

## IB ASIA PACIFIC REGIONAL WORKSHOP AGENDA

**DP English A2 (Category 1)**  
Western Academy of Beijing, Beijing, China  
5 – 7 March, 2010

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### Workshop Leader

#### **Rick Spadafora**

Rick Spadafora is currently working as Curriculum Coordinator for both the MYP and DP programmes at Elsa High School (Carmel School Association) in Hong Kong. He teaches English to all levels as well as English as an Additional Language.

Prior to this, Rick was the IB Diploma Coordinator at Victoria Shanghai Academy in Hong Kong where he taught English B as well as Theory of Knowledge from 2006 to 2009. He has taught English A1, A2 and B at Chinese International School in Hong Kong from 2000 to 2006. Furthermore, Rick has worked as an IB Examiner for English A2 Paper 1 SL since 2005.

Rick has a Masters Degree in International Education and Curriculum from University of New England (NSW, Australia) as well as a Bachelors Degree in Education and a Bachelor of Arts in English Literature from McMaster University in Canada.

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### **All participants are requested to bring with them the following:**

- A copy of this Agenda
- A copy of the IB Language A2 Programme Guide (for first examinations in 2004)
- Sample English A2 Programs (HL & SL) taught by you or others at your school
- List of useful teaching resources/good teaching practices for English A2

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*Please note: session topics are subject to change based on needs of the group*

### Friday, 5<sup>th</sup> March

0830 - 0900

#### **Welcome & Introduction**

- Aims & Objectives of this workshop
- Essential Agreements
- What You and I intend to get out of this workshop

0900 - 1000

#### **Session 1: IB Fundamental Concepts, Learner Profile and Reflection in English A2**

- Fundamental concepts and manifestation in English A2
- Unpacking the IB Learner Profile

1000 - 1030

Morning Break

1030 - 1200

#### **Session 2: Developing and Structuring the course Internationalism and TOK in the A2 course**

- Syllabus content and principles of course design
- How to incorporate internationalism into the A2 course
- How to incorporate ToK issues/topics into the A2 course
- A2 course sequencing over 2 years

Lunch

1300 - 1430

**Session 3: Literature Content in the A2 course**

- Literary options – objectives and syllabus guidelines
- Exploring ToK issues through literature
- Sharing of good teaching practice in literary options
- Teaching specific skills towards assessment

1430 - 1500

Afternoon Break

1500 - 1630

**Session 4: Cultural Options in the A2 course  
The Online Curriculum Centre (OCC)**

- Cultural Options – objectives and syllabus guidelines
- Sharing of good teaching practice in cultural options
- Teaching specific skills towards assessment
- The Online Curriculum Centre (OCC) – a hands-on look at resources available for A2 and other areas

1630

End of Day 1

Saturday, 6<sup>th</sup> March  
0830 - 1000

**Session 5: The Comparative Commentary**

- Breakdown of Paper 1 format – choices available to students
- CC expectations and assessment criteria at HL and SL
- Teaching comparative commentary skills

1000 - 1030

Morning Break

1030 - 1200

**Session 6: Marking Sample Paper 1 Commentaries**

- Marking and moderation of Sample Paper 1 commentaries
- Understanding and working with assessment criteria
- Sharing moderation results and discussion of grade awards process

1200 - 1300

Lunch

1300 - 1430

**Session 7: The Essay (Paper 2)**

- Breakdown of Paper 2 format – choices available to students
- Essay expectations and assessment criteria at HL and SL
- Teaching essay writing skills for literary and cultural options

1430 - 1500

Afternoon Break

1500 - 1630

**Session 8: Marking Sample Paper 2 Essays**

- Marking and moderation of Sample Paper 2 essays
- Understanding and working with assessment criteria
- Sharing moderation results and discussion of grade awards process

1630

End of Day 2

Sunday, 7<sup>th</sup> March  
0830 - 1000

**Session 9: Written Tasks (Externally Assessed Coursework)**

- Objectives and formal requirements
- Slotting written tasks over the 2 year period
- Sharing of teaching practice towards written tasks

	<ul style="list-style-type: none"> <li>▪ Sharing examples of appropriate written tasks</li> <li>▪ Examining assessment criteria</li> <li>▪ Marking and moderating sample written tasks</li> </ul>
1000 - 1030	Morning Break
1030 - 1200	<p><b>Session 10: Internal Oral Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Individual Oral Commentary (taped) – formal requirements</li> <li>▪ Sharing of teaching practice towards oral assessments</li> <li>▪ Interactive Oral Activity – formal requirements, options</li> <li>▪ Types of interactive orals and teaching activities</li> <li>▪ Issues concerning orals</li> </ul>
1200 - 1300	Lunch
1300 - 1430	<p><b>Session 11: Moderating Oral Commentaries</b></p> <ul style="list-style-type: none"> <li>▪ Assessment criteria for internal (oral) assessment</li> <li>▪ Marking sample individual oral commentaries</li> <li>▪ Analysis and discussion of assessment criteria for the orals</li> </ul>
1430 - 1500	Afternoon Break
1500 - 1600	<p><b>Session 12: The Extended Essay in Group 2 English (A2/B) Changes to Group 1 and Group 2 (the future of English A2)</b></p> <ul style="list-style-type: none"> <li>▪ Extended Essays in Group 2 – expectations and possible topics</li> <li>▪ EEs – understanding and working with assessment criteria</li> <li>▪ EEs – supervisor’s role, plagiarism, issues</li> <li>▪ The future of English A2 – summary of Curriculum review developments to date for Group 1 and Group 2</li> <li>▪ Concluding notes</li> </ul>
1600	Workshop Closes and Award of Certificates*

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\* An official "IB Certificate of Attendance" is awarded to participants who have attended all sessions of a workshop. Please ensure that travel arrangements do not preclude candidacy for a certificate.