

A large, stylized rainbow graphic with thick bands of red, orange, yellow, and blue, arching across the top and right side of the page.

**IB** **THE CULTURE**  
**4-7** of **LEARNING**  
**OCT 2012** **MADRID**

Africa, Europe & Middle East  
**Regional Conference**

of **LEARNIII**



**IBAEM Conference**

**Madrid**

**October 2012**

**DP core update**

**Chris Mannix**

# Coherence in the core

- Strongly committed to the principle of developing the whole person, the IB believes that this is best achieved by identifying and developing clearer and more explicit aims for, and relationships between, TOK, CAS and the EE.
- Coherence does not mean similarity. Coherence in this context refers to the three elements of the core complementing each other and working together to achieve common aims.

# Core aims

- to support, and be supported by, the academic disciplines
- to foster international mindedness
- to develop self-awareness and a sense of identity



# TOK Update





# TOK update

- The new TOK course will begin teaching in **August / September 2013**, first assessment in **May 2015**
- A **pre-publication** version of the guide will be available on the OCC from **December 2012**, and the **guide and TSM** will be published on the OCC in **March 2013**

# Problems identified with existing course

- The course had become too student centred
- Students and teachers were not sure what was meant by knowledge
- Ways of knowing were poorly handled
- Knowledge issues were poorly handled
- Areas of knowledge were poorly handled
- New teachers did not know where to begin
- Assessment was unreliable

# One major change: assessment

- Instead of being assessed using 4 distinct criteria the essay and presentation will be assessed using a **global impression** approach
- This approach was trialled on TOK essays in the May 2011 exam session, where it led to a very encouraging increase in reliability



# Another change: *increased flexibility and choice*



4 new ways of knowing  
and 2 new areas of  
knowledge have been  
added, giving teachers  
greater choice and  
flexibility when  
designing their TOK  
course ...

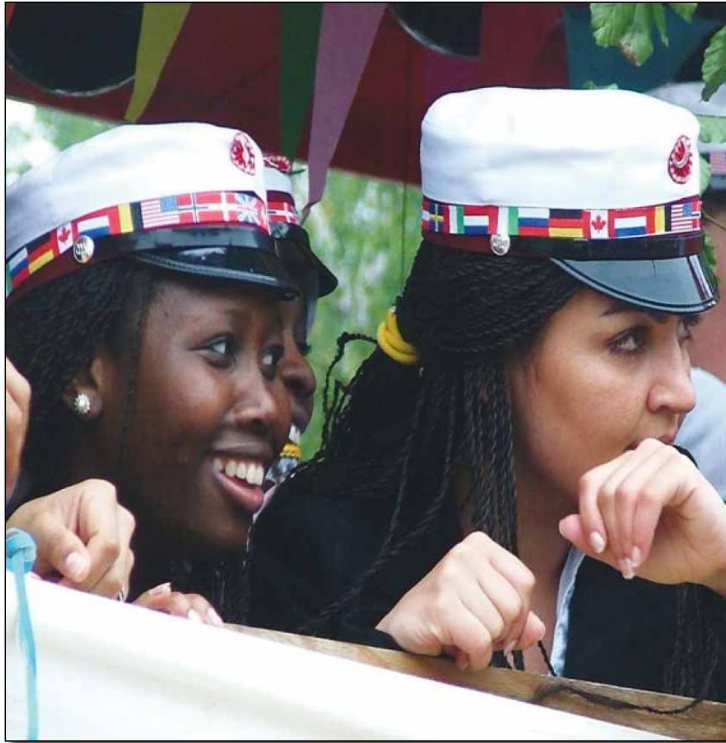
*... more choice but not overloading  
the course ...*



... but teachers still  
select 6 areas of  
knowledge and 4 ways  
of knowing to focus  
on, as covering all of  
them would be  
unrealistic in the time  
available

## Another change:

### *increased guidance for teachers on how to unpack the AOKs*



- The new guide suggests that the AOKs are explored through a **knowledge framework**
- A knowledge framework is a way to identify the key characteristics of each AOK, and enables students to effectively **compare and contrast different AOKs.**

## Other changes include

- More detailed explanations included in the subject guide
- A suggested distinction between personal and shared knowledge to help students explore the nature of knowledge
- Each student submits a presentation planning document, a sample of which are then moderated by the IB
- Teacher Support Material (a TSM)





# CAS Update



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# CAS in general

- Guide will be rewritten with greater clarity, clear emphasis on the components of CAS, and guidelines for each section of CAS made evident
- CAS renamed Creativity, Activity, Service
- Development of CAS Teacher Support Material: currently in preliminary stages
- Recommendation for weekly hours will be removed – replaced with activities ongoing over 18 months



# CAS in general - continued

- Learning outcomes reviewed and rewritten, reduced from eight to seven
- Clearer guidelines provided for the roles of the CAS coordinator, the CAS advisor and the CAS supervisor
- The criteria for a CAS activity will be highlighted in the guide

# Creativity, Activity, Service

- Rewriting of creativity, action and service to reflect interdisciplinary approaches, equity, access, enjoyment, reflective practices
- More explicit guidelines provided across the 3 components
- Explicit movement towards ‘think global, act local’
- Profile of service learning raised through the inclusion of the 5 stages of service learning (not compulsory)

# Projects

- At least one Project during the CAS programme
- Addresses one or more of the CAS components: Creativity, Activity or Service
- Students must work collaboratively
- A Project varies in duration; one month is recommended as a minimum from initiation to completion
- A Project includes investigation, preparation, action, reflection and demonstration of results.
- A Project focusing on Service must be meaningful and authentic

# Reflection

- Reflection rewritten to ensure greater access and flexibility, resulting in different types of reflection which are meaningful & authentic practices
- Reflective practices articulated
- Reflection cycle articulated
- Reflection types articulated
- Quality over quantity emphasised



# EE Update



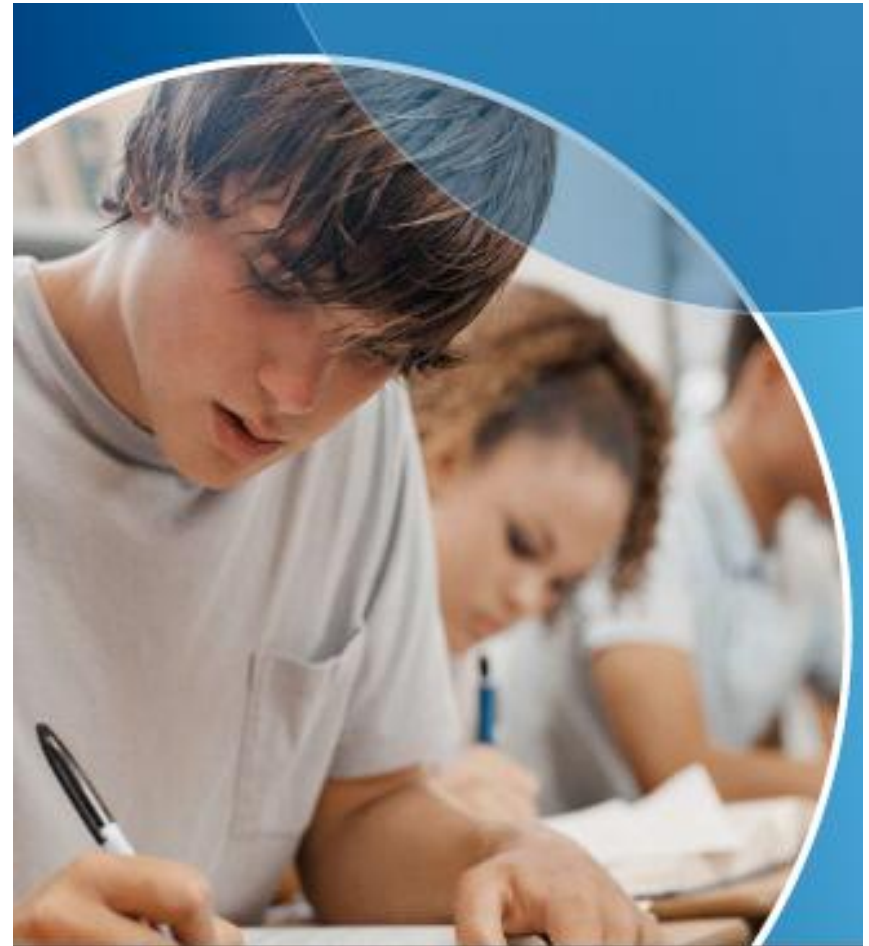
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# Key Dates

1. December 2014 – new guide available on the OCC.
2. August 2015 – first teaching of the new guide begins.
3. May 2017 – first assessment of the new guide.





# Review Timetable

Academic Year	Teaching Year	Activities
2011/12	T4	<ul style="list-style-type: none"> <li>•Further research – one year pause in CR</li> <li>•Development meeting in Feb 2012 – focus: subject provision</li> <li>•Report to schools – OCC</li> <li>•Questionnaire for schools – OCC</li> </ul>
2012/13	T5	<ul style="list-style-type: none"> <li>•Development meeting – Nov 2012 – focus: assessment</li> <li>•Guide development through commissioned work</li> <li>•Development meeting – Feb/Mar 2013</li> </ul>
2013/14	T6	<ul style="list-style-type: none"> <li>•Development meeting – Oct/Nov 2013</li> <li>•Final draft of guide to DRC – Mar 2014</li> </ul>
2014/15	T7	<ul style="list-style-type: none"> <li>•New guide published and posted on the OCC – Dec 2014</li> </ul>
2015/16	T1	<ul style="list-style-type: none"> <li>•1<sup>st</sup> teaching of the new syllabus</li> </ul>
2017		<ul style="list-style-type: none"> <li>•First ‘assessment’</li> </ul>

# The EE curriculum review

The review is focusing on:

- Disciplinary and interdisciplinary provision
- EE writing process and student reflection
- More support for supervisors
- Greater emphasis and guidance on research methods
- Assessment of the EE

# Proposed Changes

- Organisation of the guide into subject groups
- Generic section for each group giving guidance on what an EE in each group should look like
- More focus and guidance on developing research skills
- Greater emphasis on the supervision process and student reflection on learning
- Greater encouragement of students to undertake an inter-disciplinary essay through the WSEE

# World Studies Extended Essay

*An in-depth  
interdisciplinary  
study of an **issue**  
of **contemporary**  
significance*



# Essential Features

- 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 IB disciplines productively

# Mainstream Launch

- world studies became a mainstream EE option in September 2011 for first examinations 2013
- additional chapter in the new edition of the guide published on the OCC in December 2010
- teacher support material is available on the OCC
- all documents plus a forum for teachers are on a dedicated OCC page



WSEE Atlantic College video:

<http://www.youtube.com/watch?v=mkjOodE38U>



# Stand alone elements

- The stand alone elements are exactly the same offering as the existing three elements
- No points will be awarded to each of the elements
- Students will receive a statement of results

# SBSs

- Developed by schools
- Are not part of the subject groups
- Are part of the Diploma results
- Schools can apply to join an existing SBS