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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


• 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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