

IBMA Anthropology Networking Session

Friday, November 22nd

Agenda:

1. Discuss the implications of the recent changes to the curriculum
2. Share and discuss results from the 2019 Paper 1 and 2 Exams
3. Share and discuss results from the Internal Assessment 2019
4. Review student exemplars for Paper 1, Paper 2, and IA
5. Share Best Practices for teaching the New Curriculum
6. Share ethnographic resources

In attendance:

Hernan A. Ruiz – Robinson Secondary School, Fairfax County Public Schools

Steven Hirsch – Lee High School, Fairfax County Public Schools

Andy Neal – Edison High School, Fairfax County Public Schools

Holly Miller – Annandale High School, Fairfax County Public Schools

Richard MacDonald – Justice High School, Fairfax County Public Schools

Amanda Fiegel – Northeast High School, School District of Philadelphia

David Lopilato – Bethesda Chevy Chase, Montgomery County Public Schools

Topics Covered:

1. Recent Changes to the New Curriculum
 - a. The group discussed the recent changes to the new curriculum focusing on the implications of these change in teaching the course.
 - b. The group felt that the changes made were helpful in clarifying the IB Exam Criteria and in how to apply the criteria.
 - c. There were questions as to the timing of release of these changes after the school year had already started and felt that the release should have occurred earlier over the summer.
 - d. There was discussion about the changes made to Part 1 of the IA for SL. All the participants at the session had already started the IA and therefore the change for Part 1 would not be reflected in their students' IA. There was concern about how this might impact the marking of their IAs this year.
 - e. All the participants were disappointed that more changes were not made to Section A of the Paper 2 Exam. This section of the exam is believed to require too much from students in one response and that it does not allow students enough choice in how to demonstrate their understanding.
 - f. Participants felt that a better execution of the changes could have been made and that a more user-friendly document explaining the changes would have been helpful
2. Results of the May 2019 Exam
 - a. Participants shared about their students' strengths and weaknesses with the exam last year.
 - b. Overall, the common area of weakness was with the Paper 2 Exam, which many felt was due to low marks on Section A of that exam.

- c. Common area of strengths was with the IA.
 - d. Teachers who had their schools purchase copies of their students' marked paper were frustrated with the lack of clarity and/or omission of comments by the IB Examiners on the papers. Many times, there were no explanations given as to why responses were not awarded full marks. Having these comments would help teachers better understand how to adjust their teaching and better prepare students for the exam.
3. Student Exemplars
- a. Some of the teachers shared their students' marked papers that received high marks on the May 2019 Exam. These samples were analyzed and discussed, to better understand what IB is looking for on the exam.
 - b. Again, teachers commented on the lack of feedback provided by examiners on the individually marked exams. Considering that schools are required to pay for access to their students' papers, teachers felt that a better effort should be made by IB to provide more meaningful feedback.
4. Best Practices
- a. Participants shared some their best practices in teaching the new curriculum and preparing students for the IB Exam.
 - b. A Google folder was created for participants to share lessons and resources.
5. Ethnographic Materials
- a. Participants shared about the different ethnographies they are using in the classroom and how they relate to the new curriculum.
6. Feedback
- a. The participants found the Networking Session very helpful in clarifying the changes implemented by IB and in getting a better overall understanding of the new curriculum and how best to prepare students for the exam. The participants commented on how the IBMA Networking Sessions and the IBMA Mid-Atlantic Bootcamp Trainings do a better job in training and preparing teachers, as compared to their experience with the official IB Anthropology training offered at the national level. Participants felt that IB needs to improve the official trainings by making them more meaningful and have them offer more practical real-classroom resources and ideas for teaching the course.