

IB Computer Science Networking Session
October 29, 2010

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| 9:00 – 10:00 | IB Computer Science Curriculum <ul style="list-style-type: none">SL and HL TopicsTextbooksResourcesIB Case StudyOnline Curriculum Centre |
| 10:00 – 11:00 | Dossiers <ul style="list-style-type: none">Integrating into curriculumUsing Teacher Support MaterialSample SL with Moderator CommentsSample HL with Moderator Comments |
| 11:00 – 12:00 | New Curriculum 2012 <ul style="list-style-type: none">Review curriculum proposalImpact on existing courses and enrollmentTraining |
| 12:00 – 1:00 | Q & A <ul style="list-style-type: none">ConcernsLocal support groups – CSTA Chapter |

IB Computer Science Networking Session

1. An IB Computer Science Networking Session was held on Friday October 29, 2010 from 9:30 to 1:00 o'clock at Hanover High School near Richmond, VA. Our host was Mr. Brian Letourneau.
2. The session was facilitated by John Harrison of Princess Anne High School in Virginia Beach, VA.
3. The following teachers attended:
 - a. Mr. Larry Baker of Gar-Field High School
 - b. Ms. Rebecca Dovi of Patrick Henry High School
 - c. Ms. Kimberly Whitehouse of Brooke Point High School.
4. The planned agenda was per the attachment, however we decided early in our discussions to focus on the areas of interest of the group. Most of our discussion focused on the Standard Level course.
5. Discussion at the session focused on two areas – the Computer Science Dossier and the shift of Computer Science from Group 5 (Maths) to Group 4 (Sciences) starting in 2012 with the first exams to be given in May 2014.
6. The main areas of concern for the dossier were discussed during the first 2 hours of the session.
 - a. Management of the dossier process.
 - i. The number of IB students ranged from five (Ms. Dovi) to over 70 (Mr. Baker). However, all of us are concerned about the time required to complete the dossier, the level of teacher support allowed in the dossier process, and the quality of student work that results from the process.
 - ii. IB Computer Science students have varying levels of background before enrolling in the course. Princess Anne has no prerequisite course, so my students may have never written a java program. Patrick Henry students have the luxury of taking an introductory java course, so they are prepared to start work on the dossier earlier in the school year.
 - b. Teacher feedback to the student during the dossier process.
 - i. We discussed the merits of early assignment of Stages A and B to allow the teacher to read the student's work and provide meaningful feedback to help ensure the student fully understood the requirements for these sections. This process is easier to implement with smaller numbers but can be overwhelming in Mr. Baker's case.
 - ii. While we agreed that teacher feedback is important, we also agreed that we must follow the requirement of IB (attachment 2) with respect to the amount of help a student can receive in the dossier process.
7. The remainder of the session focused on the planned shift of IB Computer Science from Group 5 to Group 4 starting in 2012.
 - a. In general the teachers were not aware of the planned shift. We reviewed the Curriculum Development reports of March 2009 and March 2010 as part of our discussion.
 - b. The following concerns were raised during the discussion:
 - i. There are a great many unknowns in the curriculum that is to be taught starting in two years. We are at the point now where we need to know the content for textbook adoption and local curriculum development.
 - ii. What is the impact on Virginia Graduation Requirements of the shift? IB Students could successfully complete IB HL Computer Science and earn their IB Group 4 credit yet only complete three sciences recognized by the state (Earth Science, Biology and Chemistry) thus not having enough science credits to earn the Advanced Diploma. Rebecca Dovi reported that there is a group already working on this issue.

- iii. What will be the format of the Internal Assessment? As written in the Curriculum Development Reports, "The product, either an original IT solution or an enhancement to an existing IT system, is developed by the student to resolve an issue identified by either the student or a client." What exactly is meant by this statement?
 - iv. We agreed to report back to our IB Coordinators and ask them to bring this to the attention of the IB Mid Atlantic Region with the hope of getting more information out to current IB teachers on the planned shift.
8. We continued our discussion during a working lunch provided by Hanover High School. At the conclusion of the session, there was general agreement that we should meet again in Fall 2011 to discuss the shift to Group 4 and the implementation of the new curriculum.



Diploma Programme computer science—internal assessment

Teacher assistance in the program dossier

Teachers are expected to help candidates manage their time on the dossier and to help them understand programming concepts.

Teachers are advised to give students firm deadlines for producing the various stages of the dossier, first in draft form and subsequently in final form.

In helping with programming concepts and problems, teachers are expected to assist by giving similar examples of code that could be used and should not alter code that the candidate has written (except in the special circumstances described below). They should also avoid making corrections directly on a candidate's dossier documentation but rather, in a separate document, list the points that they wish to make. It is suggested that teachers locate (on the Internet or via the OCC) a suitable feedback form that can be given to students with this information. Alternatively they can design a form suited to their own centre and candidates.

In some circumstances it may be that candidates cannot proceed to testing and evaluation because their code does not work. In this case, if the teacher decides to give the candidate direct help in solving such a problem, the corrected code must be clearly identified by the teacher and any mastery factors or other assessment criteria which directly relate to the corrections cannot be credited to the candidate. Teachers must advise candidates of these consequences before giving assistance.

The program dossier final mark awarded by the teacher must be based on the independent and unaided work of the candidate.