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Diploma Programme academic update

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Objectives

This session has three main objectives:

- To provide **updates** on curriculum developments in the DP
- To present and gather feedback on ideas for current and future **initiatives** in the programme
- To answer **questions** about programme development



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Who we are – DP/CP Development team

- **Head of DP/CP development** who manages the work of the department and is supported by an **academic coordinator**
- **Heads of curriculum development (2)** who line-manage teams of curriculum managers *across subject groups*:
- **Senior managers** of two kinds
 - **Senior curriculum manager CP** – responsible for the day-to-day, business-as-usual academic operations of the CP
 - **Senior curriculum strand managers (4 across programmes)** – responsible for ensuring the coherence of curriculum development across IB programmes in one of four identified “strands” of curriculum
- **Curriculum managers (eventually 15)** who lead the reviews of individual subjects and the creation of guides, teacher support material and the content of specimen assessments



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What we do – Curriculum development

The process for review is spread across three phases.

Evaluation

- Reports from senior examiners and external consultants
- Survey data (alumni, teachers, etc)
- Literature review
- Syllabus comparisons
- Feedback from universities



Development

- Meetings with teachers, examiners and consultants from all three IB regions
- Feedback through teacher surveys
- Feedback from review committees
- Trialing of new assessment tasks and criteria



Implementation

- Production of new materials
- Upskilling of workshop leaders
- Subject-specific seminars
- Accreditation and recognition of new courses



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T1	T2	T3	T4	T5	T6	T7
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First teaching of the new course
Evaluation of the previous review
Initial research

First exams of the new course
Research
Evaluation of first assessment

Subject reviews are led by a curriculum manager working in DP/CP Development

Development meetings

Assessment trials

A wide range of internal and external stakeholders are involved in this collaborative process

Draft guide
Draft TSM
Specimen papers

Upskilling of WSLs
Publication of guide and TSM
Subject Specific Seminars



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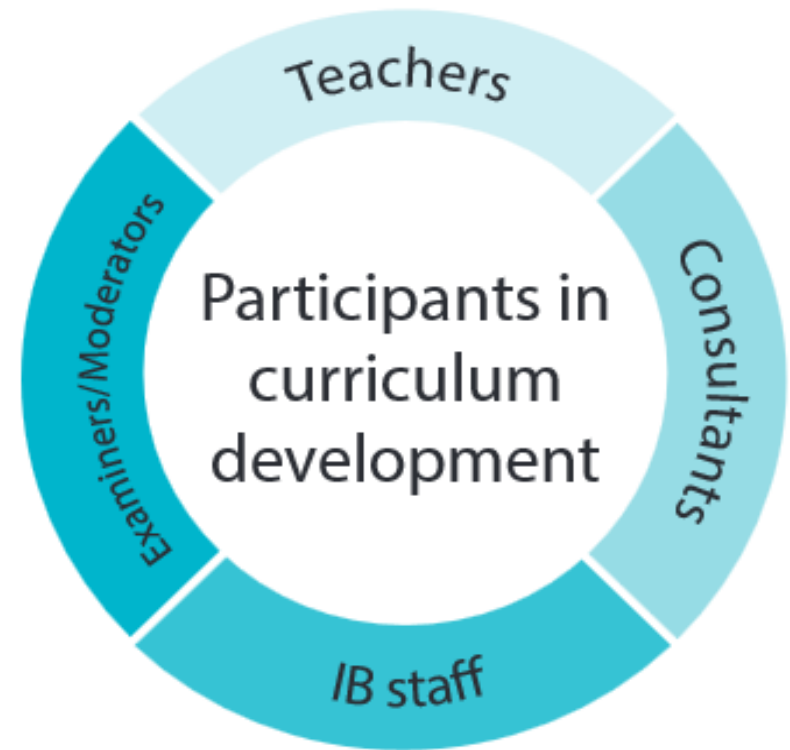


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How can you be involved in a curriculum review?

- Participate in a curriculum review meeting
- Complete a teacher or coordinator survey
- Write a commissioned review of materials
- Participate in a focus group
- Participate in an assessment trial
- ...and many more possibilities



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What's new for 2017?



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2017: First exams for the new global politics course

- Following a successful pilot the course was launched in 2015, with the first examinations taking place in May 2017
- Exploration of key concepts such as power, equality, and conflict
- IA: “engagement activity”
- HL: 2 x 10 minute oral presentations of case studies relating to global political challenges



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2017: First exams for the Nature of Science pilot

For the May 2017 session:

- Number of NOS candidates = 184
- Number of NOS schools = 18 (from 16 countries)
- The first moderation of the NOS internal assessment went smoothly – most of the investigations submitted were suitable with explicit NOS connections



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DP subjects reviewed for first teaching 2017

The following subjects have been reviewed for first teaching 2017:

- Film
- Geography
- Psychology
- Social and cultural anthropology

For these subjects, new guides and teacher support materials are available. Each subject has its own website, available through the Online Curriculum Centre (OCC) and new Programme Resource Centre.



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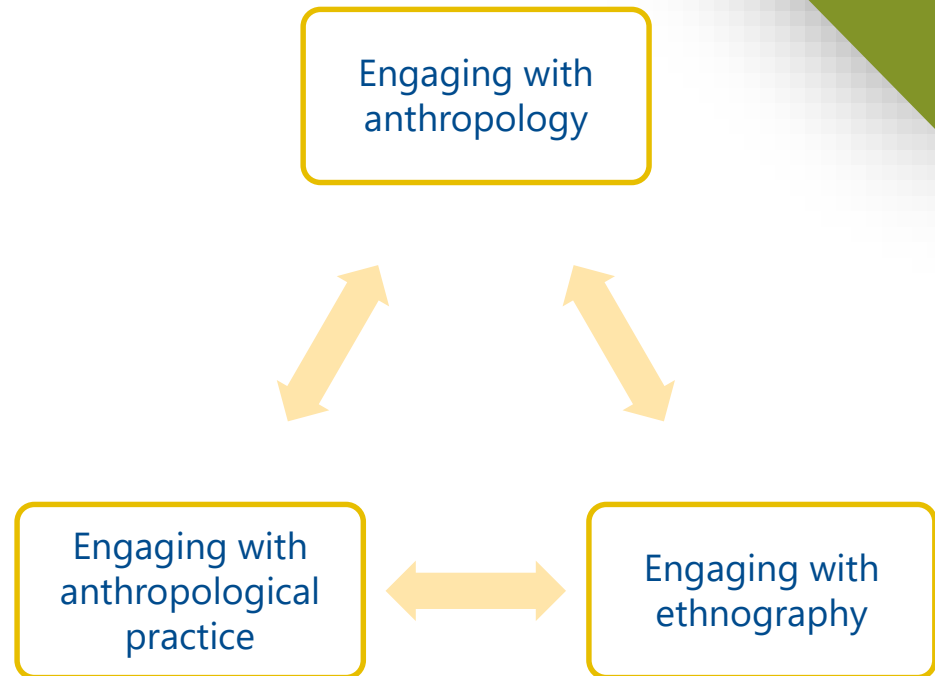
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**Social and
cultural anthropology
2017**

Overview of social and cultural anthropology course

Big anthropological questions:

- What is culture?
- What does it mean to be a person?
- What does it mean to live in a society?
- How are we the same and different from each other?
- Why does anthropology matter?
- To what extent is knowing others possible?



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Social and cultural anthropology 2017

Engaging with anthropology	<ul style="list-style-type: none">▪ The language of anthropology▪ The practice of anthropology▪ Anthropological thinking
Engaging with ethnography	In-depth areas of inquiry: belonging; classifying the world; communication, expression and technology; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; the body.
Engaging with the practice of anthropology	Fieldwork and the ethics of anthropological practice



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Guide


In practice


Assessment



Guide

 Introduction

 Syllabus

 Assessment

 Appendices



In practice

 Teacher support material

 Videos



Assessment

 Assessed student work



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What's new in 2018?



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DP subjects reviewed for first teaching 2018

The following subjects are being reviewed for first teaching 2018:

- **Language ab initio**
- **Language B**

These reviews have concluded assessment trials and are in the publishing process.

Subject Specific Seminars start in February 2018.



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Language acquisition – themes

Identities

Experiences

Human
ingenuity

Social
organization

Sharing the
planet

- Five prescribed themes across language B and language ab initio
- These themes relate to the MYP global contexts and the PYP transdisciplinary themes
- For language ab initio only (not language B) there are four prescribed topics per theme



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Language acquisition – concepts

Audience

Context

Purpose

Meaning

Variation

- All three syllabuses develop conceptual understandings
- Conceptual understandings support skills development (receptive, productive, interactive)
- Conceptual understandings foster understandings as to why and how people use language to communicate



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Language acquisition – assessment

Changes to assessment (from 2020)

Eliminated:

- Written assignment
- Interactive oral activities (Language B) – these were not directly assessed

Added:

- A listening comprehension assessment, so that the receptive skills assessment will feature both listening and reading comprehension (in separate sections)

Modified:

- Conceptual understanding will be directly assessed as Criterion C for the written productive external assessment
- Language B HL oral to be based on the required literature component in the syllabus



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Language acquisition – TSM

The new TSMs for language B and language ab initio will contain traditional materials...

- Course preparation: course features, sample unit plans
- Assessment: instructions, student samples

...as well as new features which haven't appeared in previous TSMs

- Sample thematic integrative unit plans incorporating conceptual understanding, DP core and skills development
- Sample course design approach models
- Incorporating literature into language acquisition courses
- Managing the Individual Oral Activity (internal assessment)



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Looking ahead to 2019



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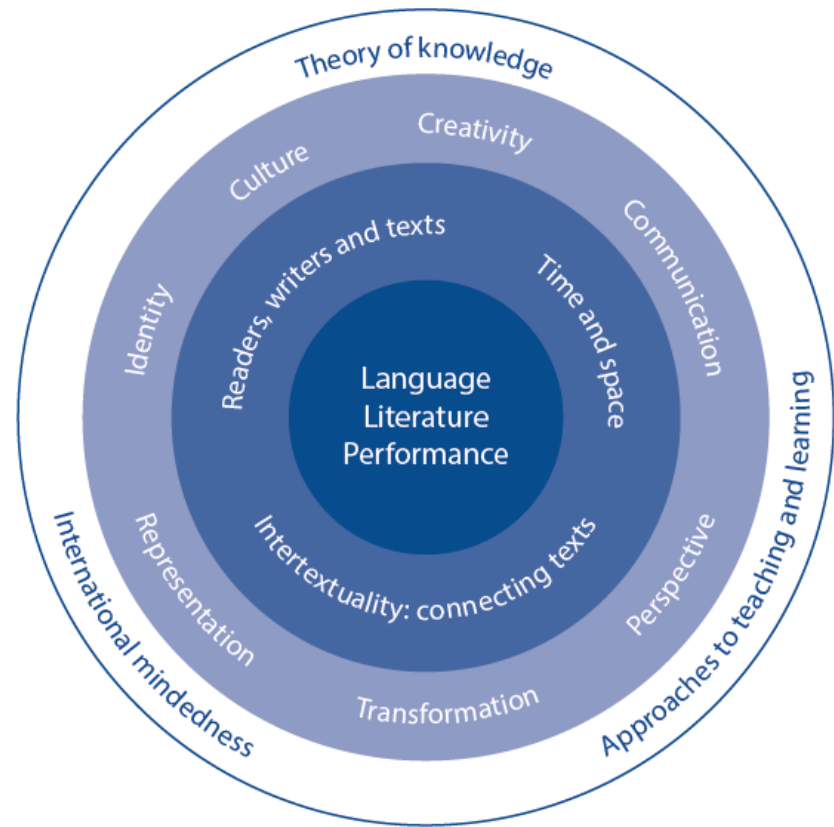
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Studies in language and literature

The new studies in language and literature courses will achieve greater alignment across the courses:

- Seven central concepts
- Syllabus organization in three parts/areas of exploration
- Common course aims and assessment objectives



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Studies in language and literature

Changes in assessment components (first assessment 2021)

- Reduction to two external assessment components in Lit and Performance and at SL of each of the other two courses - elimination of current Paper 1 in Lit and Performance and elimination of the written assignment (Lit SL) and the written tasks (Lang and Lit SL)
- Elimination of non-externally moderated components: individual oral presentation (Lit) and further oral activities (Lang and Lit)
- Modification of Internal Assessment:
 - (Lit and Performance) replacement of individual oral presentation by a teacher-student conversation and implementation of new assessment criteria for the performance
 - (Lit, Lang and Lit) shift to an approach in which journal work leads to an individual oral (presentation plus conversation with teacher)
- More information in the *Second Report to Teachers* which was published on the OCC in April.



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Studies in language and literature

Changes in prescribed lists

- Elimination of the Prescribed Literature in Translation (PLT) list and of the Prescribed Lists of Authors (PLA).
- Creation of a unified reading list of authors which contains authors from 56 languages, containing also suggestions from each of these languages for authors to be read in translation
- Greater consistency across languages in connection with genre classification and criteria for author inclusion in the list
- Inclusion of song-writers in the new list, and more visible presence of graphic novelists.



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Mathematics

Currently: Further mathematics HL, Mathematics HL, Mathematics SL, Mathematical studies SL

In development for first teaching 2019, first assessment 2021:

Mathematics: Analysis and approaches HL and SL

- Analytic methods with an emphasis on calculus
- Appropriate for pure mathematicians, engineers, physical scientists, economists: students with an interest in analytic methods
- Some current Mathematics HL calculus option material will form part of the Analysis and approaches HL course

Mathematics: Applications and interpretation HL and SL

- Applications and interpretation with an emphasis on use of technology
- Appropriate for social scientists, some economists, natural scientists and students with an interest in the applications of mathematics and how technology can support this
- Applications and interpretation SL will be appropriate for students who would previously have taken Mathematical studies SL
- Some current Mathematics HL statistics, discrete and calculus option material will form part of Applications and interpretation HL

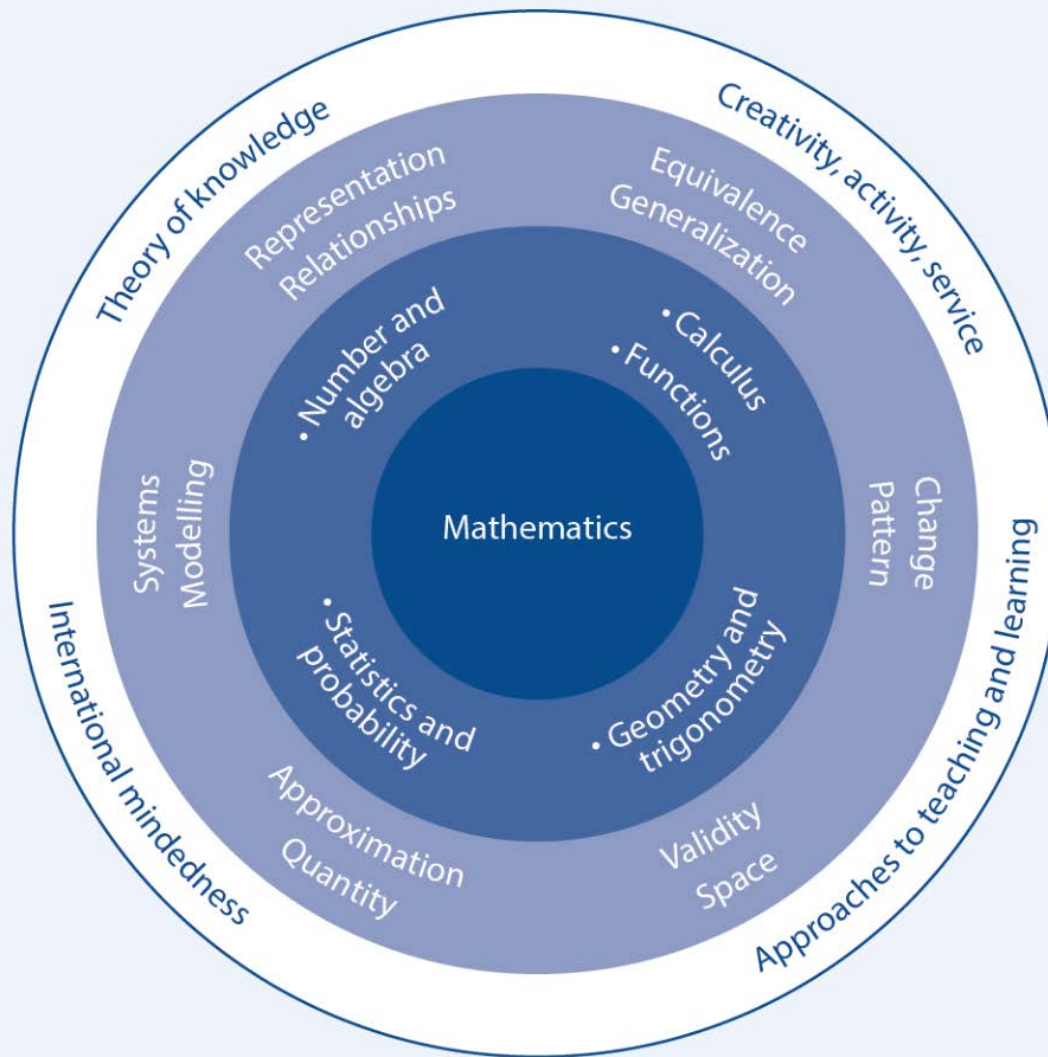


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Mathematics: Analysis and approaches Mathematics: Applications and interpretation

- New subjects will be available for first teaching in 2019 (first assessment 2021)
- Each subject will be available at SL and HL, with SL being a complete subset of the HL
- Approximately 60 hours of common material across both SL courses
- 30 hours will be allocated to developing ATL skills, collaboration, modelling, inquiry skills and for the internal assessment (IA)
- New IA will be based on the current Exploration model with some modifications to the assessment criteria and guidance
- Further development meetings to take place during 2017 and 2018
- A detailed summary report of the review which includes details of the assessment model, prior learning and proposed content is available on the OCC



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Summary

2017	Geography, Film, Psychology, Social and Cultural Anthropology
2018	Language ab initio, Language B
2019	Mathematics, Studies in Language and Literature
2020	Theory of Knowledge, Economics, Music



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Initiatives



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Initiatives – DP student workload study

- Pilot study into student workload and wellbeing conducted in 2014–2016. Results from the pilot have informed a large-scale longitudinal study, which started in November 2016
- Pilot: 2,340 students in 50 schools, in six countries
- Full study: ~4,000 students in 100 schools, in ~40 countries
- Areas of investigation
 - How demanding do students find the DP? Which particular courses or aspects of the programme do they find demanding?
 - What are students' perceptions of their workload and stress levels over the course of the DP?
 - Which students are most affected by the demands of the programme?



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Initiatives – DP student workload study

Findings from the pilot study:

- Student wellbeing is affected primarily by perceived workload rather than actual (objective) workload
- Broad agreement between students and coordinators regarding
 - Perceived workload: (Lang/)Lit, History, Maths, Bio (all HL)
 - Perceived difficulty: Maths, History, Bio, (Lang/)Lit (all HL)
- Students spend on avg. 40 hours per week on DP: 23 hrs in regular lessons, 2 hrs in extra lessons, 15 hrs in homework
- Differences in hours spent by students on workload differ by subject combination rather than by school



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Initiatives – DP student workload study

Other findings:

- Across demographic categories, students reported feeling less physically healthy, less satisfied with their lives and more stressed over the course of the programme. Loss of sleep and decline in overall happiness were cited frequently
- Specific groups experience more stress / less wellbeing than others:
 - Girls (more than boys)
 - Students whose parents have a lower educational level
 - Students whose parents show little involvement



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Initiatives – DP student workload study

Main conclusions from the pilot study:

- Workload differs significantly across subjects and over the course of the programme
- The perceived workload in particular appears to affect students' wellbeing
- Students' wellbeing generally declines over the course of the programme, with girls in particular being at risk
- Parental involvement appears to be an important protective factor



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Initiatives – DP student workload study

What students think would help most -

to make the general DP workload more manageable:

- Having subject resources for students provided by IB (e.g. textbooks or study guides) - 65.7%
- Having additional online resources approved by IB - 63%
- Being allowed to use the same data for the IA and the EE for the same subject



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Initiatives – DP student workload study

What students think would help most -

to make exam workload more manageable:

- Take exam papers over six weeks rather than in a three week period – 60%
- Replace an exam paper with another non-examination component (i.e. written assignment or task, oral, investigation etc.) – 48%
- Move part of the exam papers to the November session before the final exam session – 44.2%



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Initiatives – DP student workload study

What students think would help most -

to make non-exam assessment workload more manageable:

- Having a clear schedule of deadlines for all IAs and other non-examination components - 71%
- Finalizing part of the other non-examination components (i.e. written assignment or task, oral, investigation etc.) in year one of the DP - 64.5%
- Finalizing part of the IAs in year one of the DP



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Initiatives – DP student workload study

Topics for the full study (from November 2016 – August 2018):

In addition to questions from the pilot study about perceived stress and wellbeing, workload (homework and assessment work), the full study will ask students about:

- Time-management techniques (that they have been taught or that they have developed on their own)
- Parental involvement/pressure
- Support structures in the classroom, in school, outside school
- Motivation and ambition
- Test anxiety
- Extracurricular commitments



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Flexibility in the DP

Many thanks to all DP coordinators who completed our survey (spring 2016) about flexibility in the programme. Your responses are helping to us to consider:

- Where do we offer flexibility in the current programme, and where are we more prescriptive about programme requirements? What are the reasons for that?
- Flexibility in time (to deliver the programme) and flexibility in requirements / composition of a Diploma – what do schools need from the IB, and what can the IB reasonably provide in order to enable more schools to offer the DP ... **while maintaining the high standards of the programme**



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Flexibility in the DP

Coordinators indicated strong support for increasing flexibility in the programme in the following ways:

- Interdisciplinary subjects
 - “Upgrading” these to SL/HL and creating more subjects that can count for two subject groups
- Flexibility in time to deliver the programme
 - Authorizing a three-year DP for students in various situations
- Flexibility in building a six-subject package
 - Preserving breadth of curriculum but allowing for a bit more specialization



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Initiatives – Is the DP undertaking a programme review?

- Across the IB we are examining the programme and its related services while considering options to increase **flexibility** in the design and implementation and strengthen its ongoing fidelity to the IB mission and the attributes of the IB Learner Profile
- We will approach the DP review via a “refinements” pathway, looking at known problems and missed opportunities with the current programme and related services; we are identifying and prioritizing those items at this time



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DP review refinements

Objectives

- Refine the existing Diploma Programme qualification to improve flexibility for learners in terms of their subject choice
- Simplify rules and regulations to improve understanding of the programme among school communities, universities, governments etc.
- Encourage greater participation in the full Diploma Programme



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What are some potential refinements being considered in the DP review?

- Evaluate the potential of current mainstream SL only subjects to be offered at both SL and HL (not including language ab initio, school supported self-taught language A: literature, school based syllabuses or pilot subjects)
- Evaluate the potential of providing more interdisciplinary subjects available (counting for two subject groups)
- Evaluate the potential of authorizing a three-year DP for students in particular categories (e.g., significant major time commitments such as sport or music; particular assessment access requirements)
- Reduce and simplify DP rules that can be seen to impede access to the full Diploma



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DP review : timeline for refinements?

No timeline has been set as of yet for implementing the potential refinements. Currently we are studying the impacts both internally (for the IB) and for IB World Schools operating in a wide variety of contexts



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Questions



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Thank you

Thank you very much for attending this session. Enjoy the conference!

Please share your questions and feedback with us regarding the Diploma Programme.

dpdevelopment@ibo.org



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Additional slides



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Subject specific information

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts
- Core



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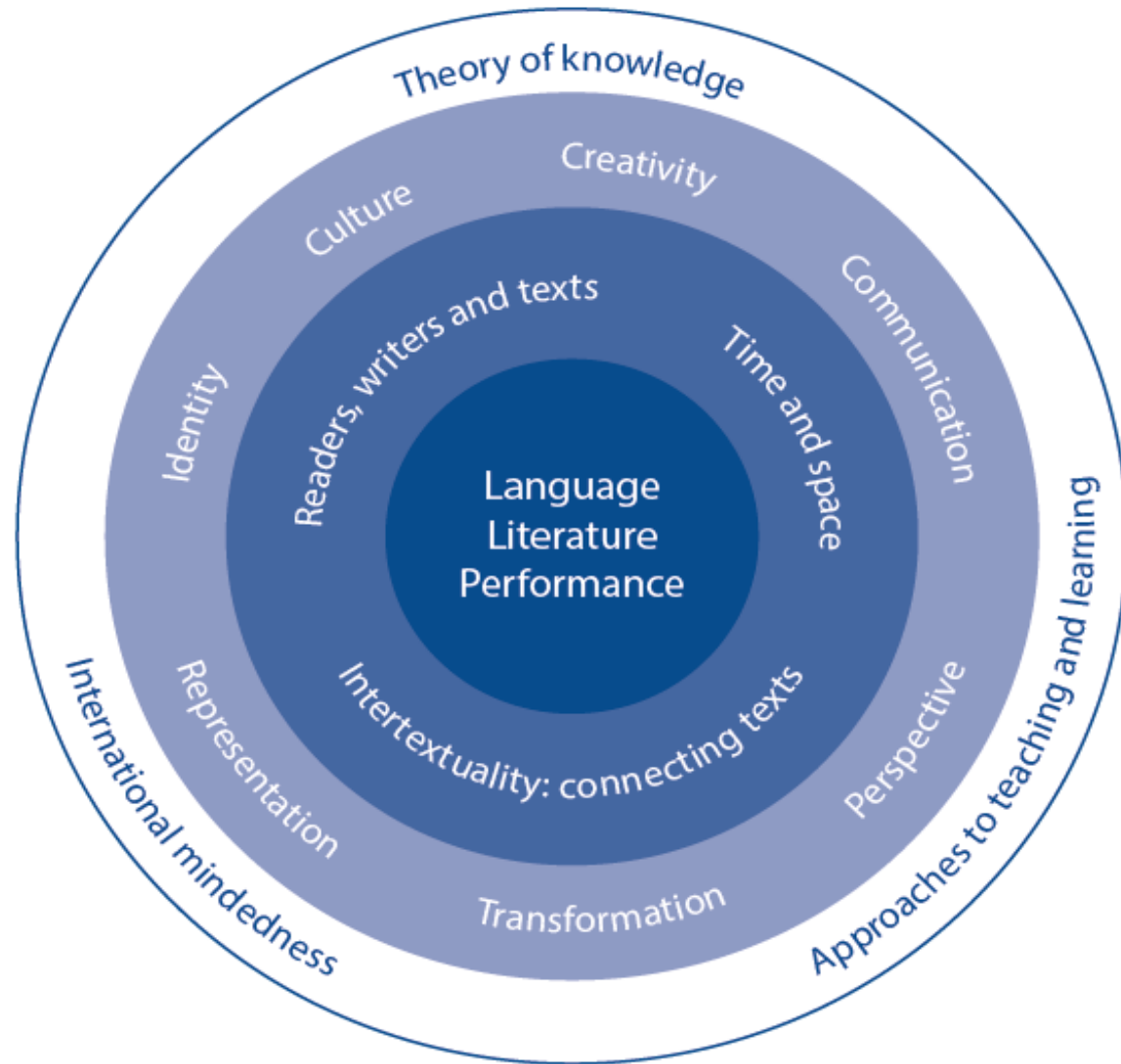


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Studies in language and literature curriculum framework (for first teaching 2019)

- First (inner) circle: The three group 1 courses – Lit , Lang and Lit, and Lit and Performance – are being designed as a coherent Studies in language and literature subject group
- Second circle: A three-part syllabus will form the basis of each course
- Third circle: Seven key concepts will be explored in each course



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Language acquisition: Classical languages

- Minor changes to the course guide and assessments:
 - Revised readings for the *Villains* theme on list 2
 - Revised directions for HL paper 2, section B
- Revised timeline for the course
 - List 2 to be in used for exams in 2019, 2020, 2021 **and 2022**
- Curriculum review focused on following themes:
 - Integrating the study of language and literature
 - Using guiding questions and concepts to organize the course
 - Access and flexibility of a new curriculum, particularly by rethinking the size and role of prescribed reading
 - Encouraging comparative, evaluative approaches to text
 - Incorporating new perspectives in Latin and Greek texts



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Individuals and societies



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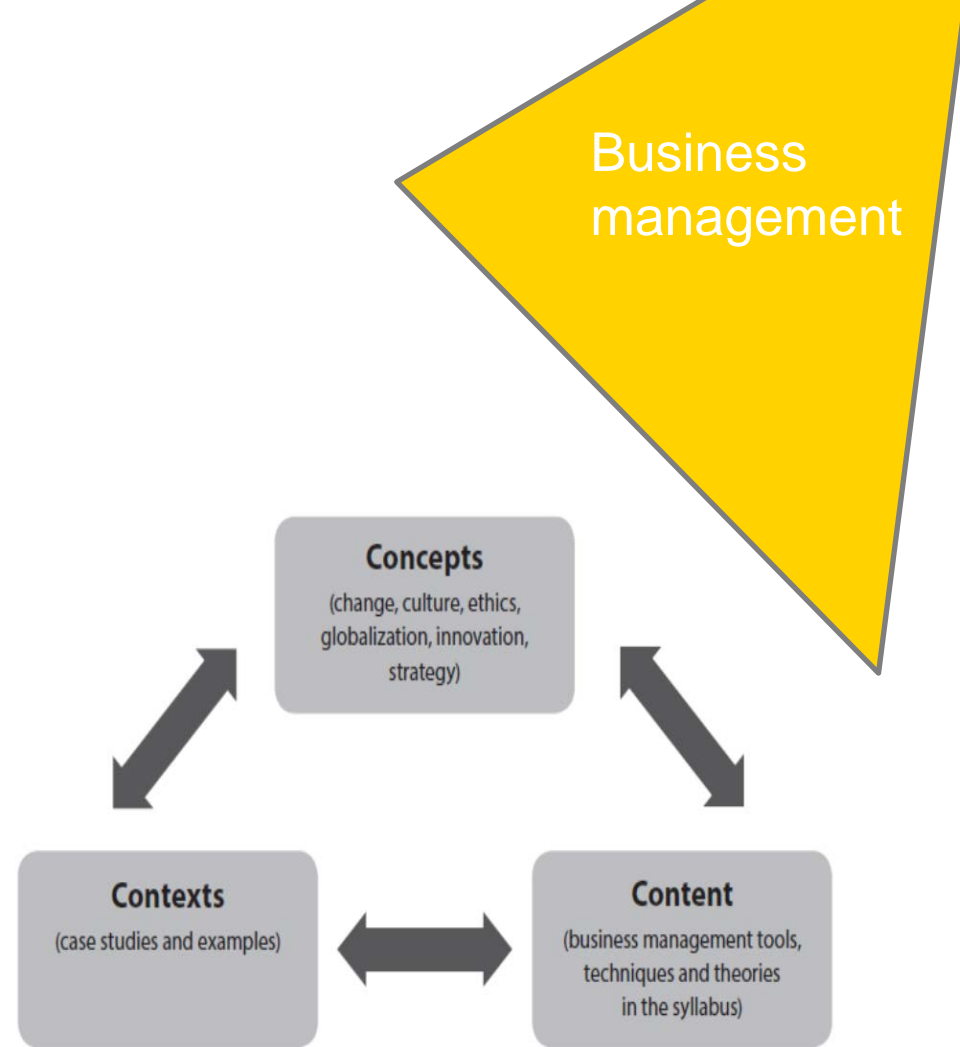


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Overview

- Teaching of new course ongoing and underwent its first assessment in May 2016
- Main focus is on the integrated relationships of concepts, contexts and content
- The subject guide, specimen papers and exam cover rubrics have been updated
- Exemplar responses in the TSM and workshop material have been updated



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Economics

**Design of new
DP Economics
syllabus**



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Syllabus framework

**‘Big picture’ of
economics (10h)**



Subject essentials:

- *What* is economics?
- *How* does economics approach the world?

SL + HL core (HL extension embedded - Economics of the Environment, Inequality and Poverty)

Micro-
Economics

Macro-
economics

The global
economy

- **Key concepts:**
 - Choice
 - Efficiency
 - Intervention
 - Interdependence
 - Equity
 - Sustainability
- **Critical questions:**
 - Guiding/TOK questions

Real world issues

Prescribed content

Inquiry focus at AO3 only (exemplified)

IA: portfolio of commentaries



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Assessment framework

Paper 1: Essay

With the help of theories, models **examples** and **inquiries** from the course of study, demonstrate a **holistic and critical understanding of** how **economics** helps us understand real world issues.

Paper 2: Data response

Working with **new** qualitative and quantitative **data**, demonstrate an **understanding of an integrated real world situation**, using the theories, models, ideas and tools of economics.

Paper 3 (HL only): Applied Economics

Working with **new** quantitative and qualitative **data**, demonstrate a deeper understanding of a **real world issue scenario** including the Economics of Inequality, Environment and Poverty, using the theories, models, ideas and tools of economics and culminating in **policy advice**.

Internal assessment: portfolio of commentaries



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Guide

In practice

Assessment



Guide



Introduction



Syllabus



Assessment



Appendix



In practice



Teacher support material



Videos



Assessment

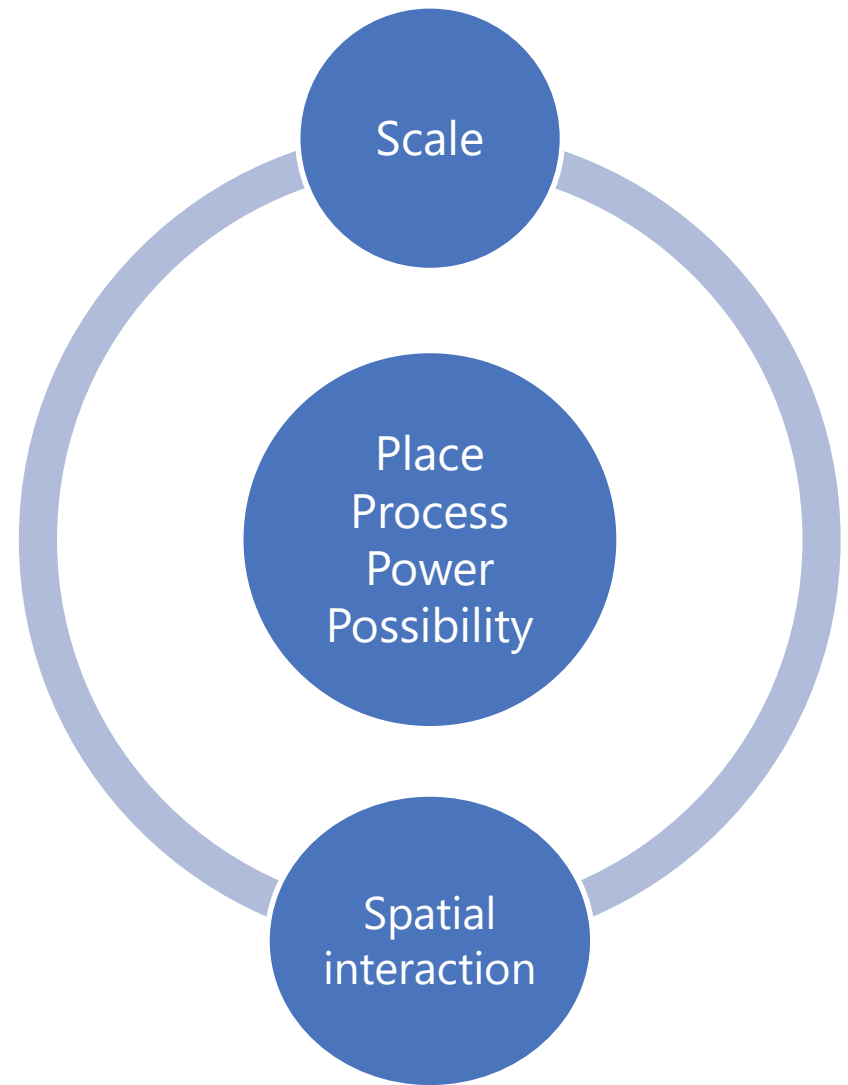
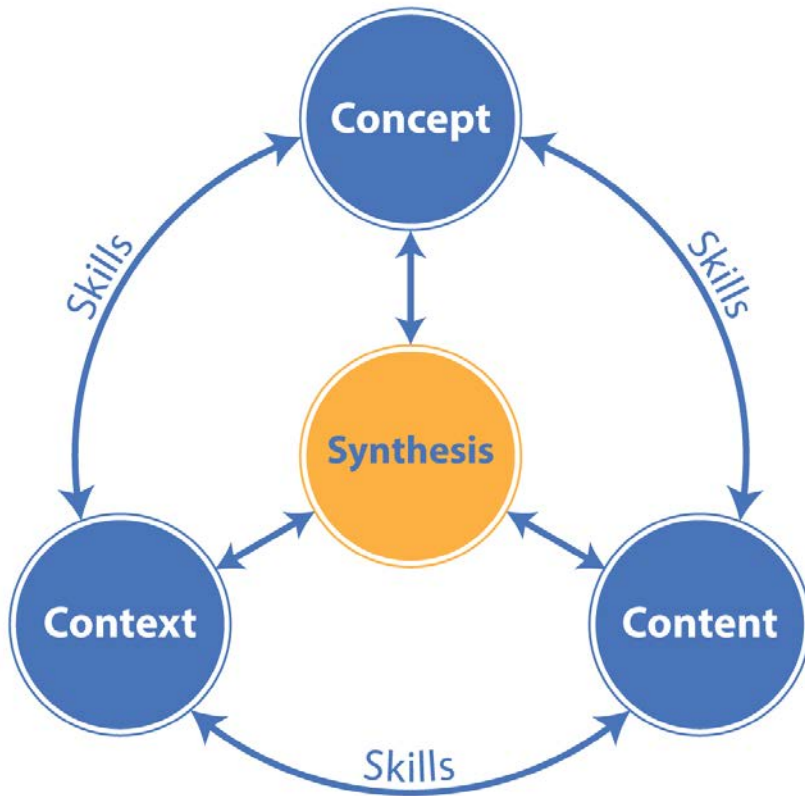


Assessed student work



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Geography



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Geography

Part One (Two options are studied at SL, and three at HL)	Geographic themes Paper 1 A: Freshwater B: Oceans and coasts C: Extreme environments D: Geophysical hazards E: Leisure, sport and tourism F: Food and health G: Urban environments
Part Two (SL and HL core)	Geographic perspectives – global change Paper 2 – new section B infographic or visual stimulus
Part Three (HL core extension)	Geographic perspectives – global interactions Paper 3
Internal assessment (SL and HL)	Fieldwork (Fieldwork leading to one written report based on a fieldwork question, information collection, analysis and evaluation)



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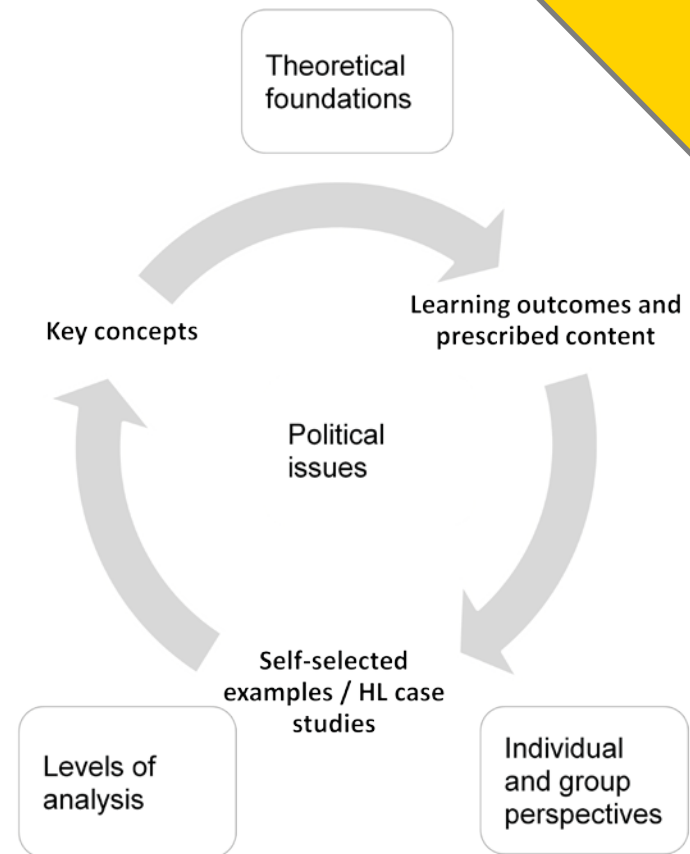
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Overview

- Global politics is an exciting addition to the individuals and societies subject group.
- This follows a successful three-year pilot with 30 DP schools.
- The course offers students an opportunity to explore fundamental political concepts such as power, liberty, conflict and equality in a range of contexts.
- It became available at both HL and SL as a mainstream subject for first teaching in September 2015 and first assessment in May 2017.
- It will also be available in November sessions at both levels, from November 2017.
- A website for global politics is available via the OCC. The website includes the new guide and teacher support material.

Global politics



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History

- First exams of the new course were in May 2017. No route 1 and route 2 (teachers can opt for modern, early modern or medieval topics, or a mixture, on all 3 papers)
- Six key concepts that thread throughout the course: causation, consequence, change, continuity, significance, perspectives
- Five new prescribed subjects to pick from for paper 1 (no pre-registration required for a prescribed subject)
- Wider choice of topics, including more social, cultural and economic history. Free choice of examples for paper 2
- New regional division for paper 3: Africa and the Middle East, Europe, the Americas, and Asia and Oceania
- New IA format



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Information technology in a global society (ITGS)



The new ITGS development process kicks off this year and is now seeking participants.

Are you – *or do you know* -- an ITGS teacher or educator with demonstrated classroom experience exploring the social impact of technology or digital and internet culture?

Consider submitting relevant CVs with a short expression of interest to dpdevelopment@ibo.org.



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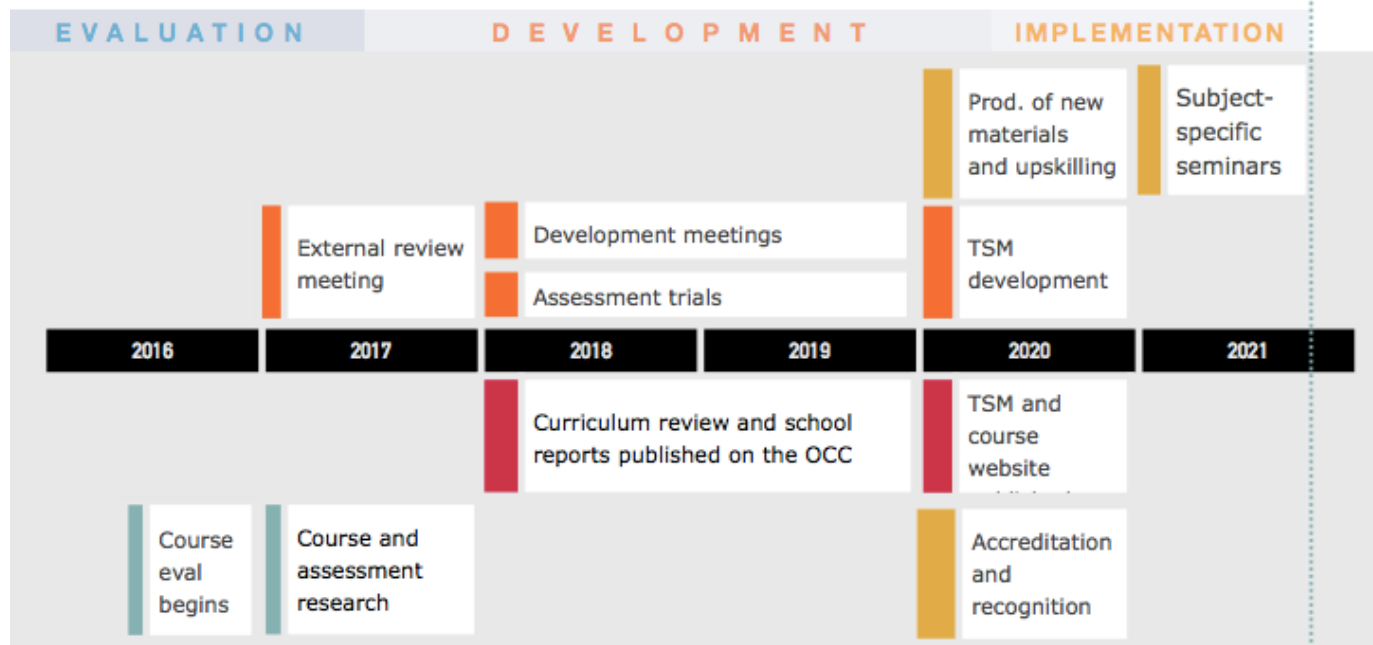
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Information technology in a global society (ITGS)

ITGS DEVELOPMENT PATHWAY

1ST TEACHING
AUG 2021



Evaluation

2016 Course eval begins
2017 Course and assessment research

Development

2017 External review meeting
2018–2019 Development meetings
2018–2019 Assessment trials
2020 TSM development

Implementation

2020 Production of new materials and upskilling
2020 Accreditation and recognition of new course
2021 Subject specific seminars

Publications

2018–2019 Curriculum review and school reports published on the OCC
2020 TSM and website published



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Philosophy (first assessment 2016)



Core theme retained, but updated and renamed
“Being Human”

New optional themes:
“Philosophy of science” and
“Philosophy and contemporary society”

Set text list revised to include texts by philosophers such as David Hume and Martha Nussbaum



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Guide

In practice


Assessment




Guide

 Introduction


 Syllabus

 Assessment

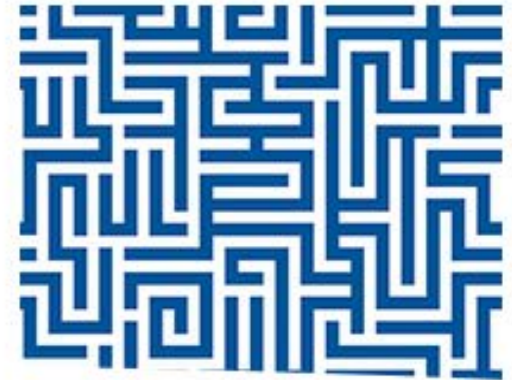
 Appendices




In practice

 Teacher support material

 Videos



Assessment

 Assessed student work

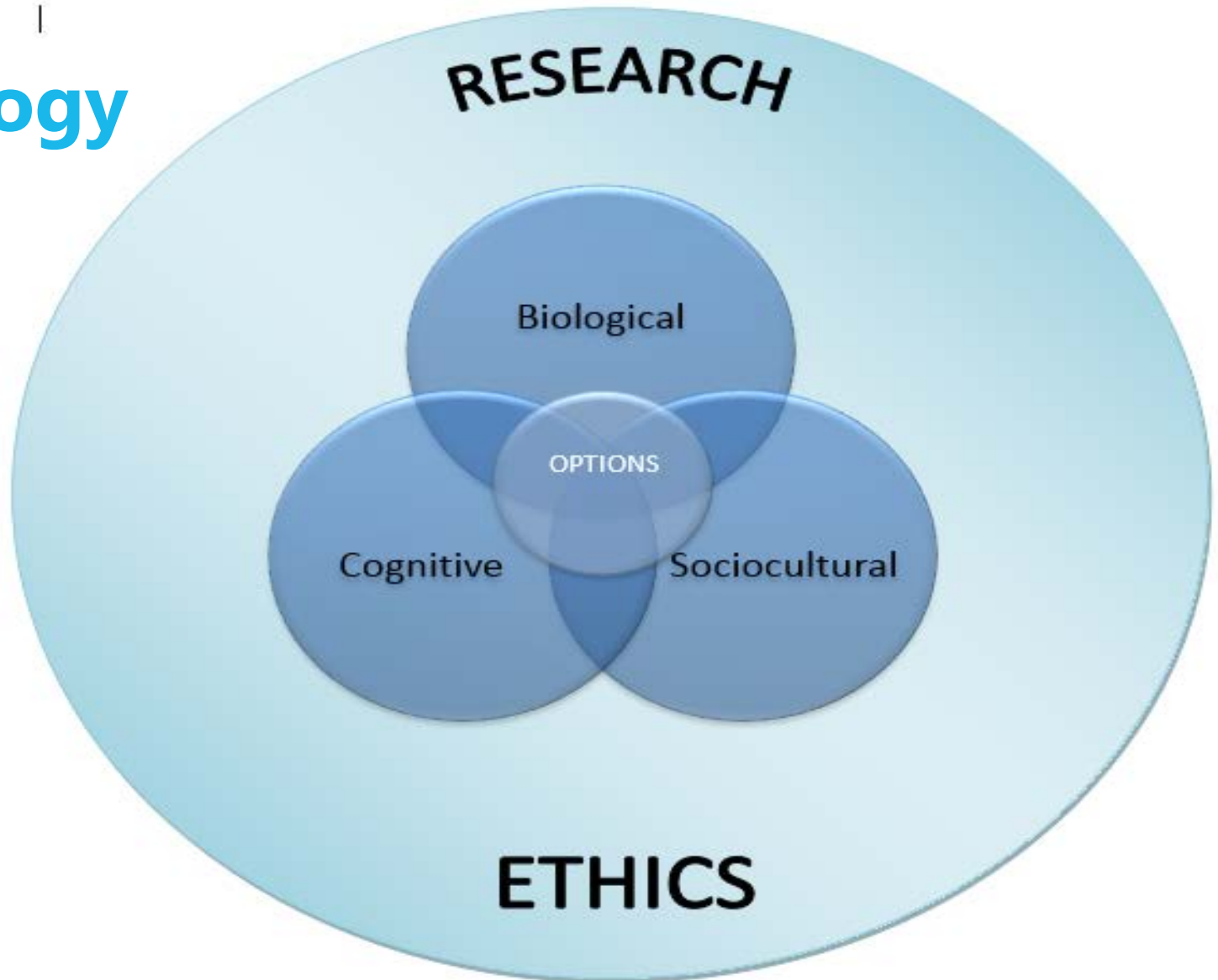
 Specimen papers



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Psychology



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World religions

- The guide has been amended and republished specifically to standardize the transliteration of religious terms across the guide and clarify the definition of some key terminology
- Also, the command terms “deduce” and “investigate” have been removed from the guide as they do not appear in the list of command terms for any subject in the individuals and societies group
- The next curriculum review cycle for world religions will produce a new guide for first teaching in 2023.



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Interdisciplinary Course: Individuals and societies / Sciences

Environmental systems and societies

Current course

- First exams of the current course in May 2017.

Areas of focus and development

- Now seeking participants for the curriculum review process
- Review will consider possibility of subject becoming available at Higher Level
- Experienced ESS teachers with ideas of how the interdisciplinary course can develop should send CVs with a short expression of interest with one or two paragraphs highlighting one area in the current course that they would like to change, to dpdevelopment@ibo.org

Upcoming documents for teachers

- Updated TSM with new IA samples



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Teacher survey of current course



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Sciences



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Biology, Chemistry and Physics

Key meetings:

- Science Symposium and cross-programmes science meeting held in October 2016
- External review meeting held in January 2017
- First development meeting held in March 2017

Current areas of focus and development:

- Development of a conceptual framework for delivering content
- Development of the internal assessment model
- Exploration and mapping of skill development across the practical experiences in the sciences
- Exploring the integration of the Nature of Science into the aims and skills

Upcoming documents for teachers:

- Updated TSM
- First OCC report of curriculum review updates-already posted



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Computer science

- The Computer science review resumes this year with two curriculum development meetings (September and December)
- This puts the publication date of a new guide in line with other sciences for first teaching in 2021



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Design technology

- In October 2017 we will host the first meeting of the curriculum review – the External Review Committee meeting
- First teaching of the new course will be in 2022



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Sports, exercise and health science

- First assessment of the new HL course is in May 2018
- The model for the internal assessment component has been changed for both SL and HL students for first assessment in May 2018
- A teacher survey was released on the OCC in May 2017
- Teachers who wish to participate in the curriculum review of the SEHS course should contact dpdevelopment@ibo.org
- External Review Meeting will take place in the autumn of 2017, followed by development meetings in 2018



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Nature of science SL (pilot course)

Expanded Pilot

- Schools are encouraged to apply to be part of pilot (email: dpdevelopment@ibo.org).

(Please note that at this stage only schools authorised to be part of the pilot may offer the course)

Key meetings

- First development meeting held in March 2017
- Second development meeting planned October 2017

Current areas of focus and development

- To develop a separate guide and TSM for the next stage in the pilot course
- To clarify the identity of the course
- To develop a framework that will lead to a balanced, and coherent course with a clear identity which builds on strengths of the current guide but addresses issues raised in the review process

Upcoming documents for teachers

- Updated TSM and Guide for Pilot Schools



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Curriculum strand for science, mathematics and design technology

A major project for this strand is to look into the development of scientific inquiry across the programmes.

There are two objectives for this project:

1. The development of a map outlining the progression of scientific inquiry skills across the IB programmes as a resource for teachers and curriculum managers(May 2017 to May 2018)
2. The collation of examples of teaching and learning activities that foster this skill development across the continuum(May 2018 to May 2019).



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Participation in the science inquiry project:

If you would like to get involved in the discussion and share ideas please contact: dpdevelopment@ibo.org



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The **ARTS** updates

The Arts Curriculum development updates

- DP film - *first teaching 2017*
- DP music - *first teaching 2020*
- DP dance - *first teaching 2021*
- DP theatre – *first teaching 2021*
- DP visual arts – *first teaching 2022*

Seeking alignment in The Arts

- A stronger balance between practical work and theory.
- Relevant SL and HL differentiation in all arts subjects.
- Teacher-friendly subject guides with stronger links between taught content and final assessment tasks.
- More detailed teacher support materials, incorporating approaches to teaching and learning in the arts.



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The **ARTS** updates

DP visual arts

Updated guide + student samples

- Updated guide with additional teacher support now available for first examination May 2017.
- Additional authentic student samples from latest exam session now posted to the DP visual arts TSM.
- Updated + streamlined VA/CAF to replace VA/PPF

New course development begins

The new DP visual art development process kicks off this year and is now seeking participants.

Are you – *or do you know* -- an innovative and passionate arts educator?

Consider submitting relevant CVs with a short expression of interest to dpdevelopment@ibo.org.



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**Film
2017**

Priorities for the DP film review

- More detailed subject content and advice for taught activities.
- A clearer distinction between the SL and HL film courses.
- Updated film assessment tasks with clearer criteria.
- A better balance between film production and written work.

The new core curriculum areas for DP film are:

Reading
film

Contextualizing
film

Exploring film
production roles

Collaboratively
producing film



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The new assessment
tasks for DP film are:

**Film
2017**

Task		Task Details	SL	HL
1	Textual analysis	Students demonstrate their knowledge and understanding of film language through a written textual analysis of a film sequence.	30%	20%
2	Comparative study	Students carry out research into two contrasting films and present their discoveries as a recorded video essay .	30%	20%
3	Film portfolio (IA)	Students experience working in a variety of practical production roles and submit a production reel to evidence their ability to communicate using film language.	40%	25%
4	<u>HL only</u> Collaborative film project (IA)	Building on their experiences of the film course, HL students work collaboratively to plan, create and screen an original finished film .	-	35%



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Core



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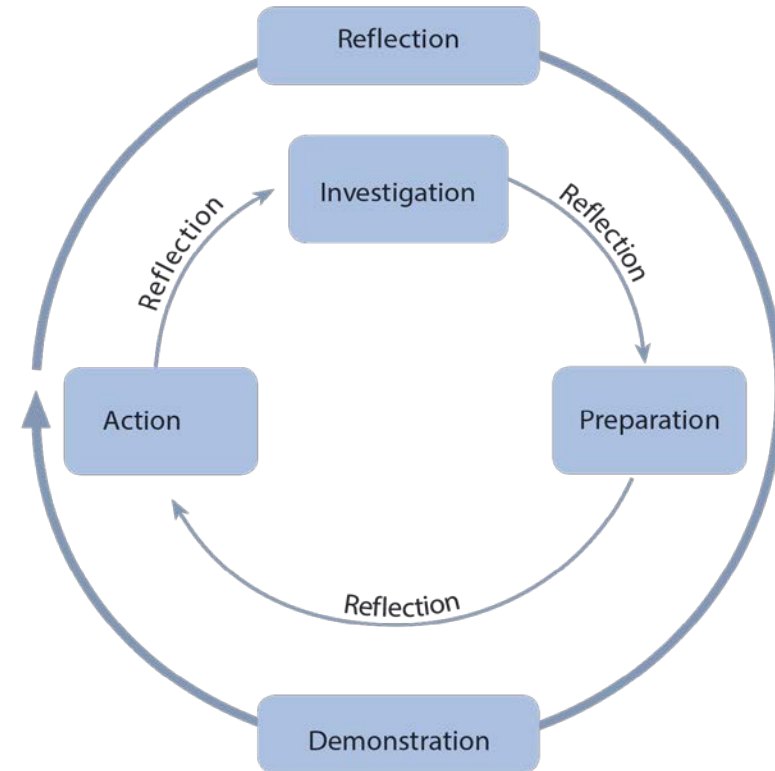
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CAS

Implementation of the new guide is
underway; first graduation
2017.

Reminder of the following changes:

- CAS renamed Creativity, Activity, Service
- Learning outcomes reviewed and rewritten – now 7
- CAS activities are now called CAS experiences
- Greater guidance on approaches to reflection
- CAS programme evaluation is now integrated into the 5 year DP self-study process
- Extensive teacher support material can be found on the OCC with student samples, checklists and strategies.



✳ *CAS stages introduced as a framework to support the processes involved in CAS experiences and projects*



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CAS review

Current focus

- CAS is currently in the research phase of its review, for first teaching August 2022.

Key meetings

- First external review meeting will be held in October 2017
- Second development meeting is planned for early 2018

Areas of focus and development

- The review will consider the different implementation approaches across schools, as well as the relationship CAS has to the personal and interpersonal learning features of the three other IB programmes
- Experienced CAS educators are still welcome to join the CAS discussion group and should send CVs with a short expression of interest with one or two paragraphs highlighting one area in the current programme that they would like to change, to dpdevelopment@ibo.org



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Theory of Knowledge

- There are 2 forms that teachers and coordinators need to be aware of for TOK
- The Presentation Planning Document (PPD) is used for moderation of the presentation
- The essay Planning and Progress Form (PPF) is NOT used in the marking of essays. It has two functions:
 - To provide better guidance on expectations relating to interactions between students and teachers during the writing of the essay
 - To try to address academic honesty concerns relating to the essay



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Theory of Knowledge

- We are currently in the middle of the curriculum review process for TOK, creating a new course for first teaching in 2020 (first assessment 2022)
- There is a report to teachers and accompanying questionnaire currently available on the OCC (the questionnaire closes in mid-September 2017)
- We are currently exploring the option of replacing the current IA presentation task with a completely new task



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Extended essay

Implementation of the new guide is underway; first examination 2018.

Reminder of the following changes:

- Now five marking criteria
- No abstract
- Reflection is mandatory and is assessed
 - Three mandatory reflection sessions
 - Reflections on planning and progress form (RPPF)
 - Use of Researcher's Reflection Space (RRS) is recommended
- All research questions must be posed as a research question
- The EE 'live' website reflects any minor updates or amendments and should be checked regularly – news items can be found at the bottom of the home page



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Reminder of the new points matrix for Theory of knowledge and Extended essay

The extended essay (EE) and the theory of knowledge (TOK) essay are awarded letter grades from A (highest) to E; together they contribute 3 points to the Diploma points total of 45.

Changes from May 2015 onward:

- B + C combination results in 2 points
- A + E combination results in 0 points ***and is a failing condition***



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School-based syllabuses **SBS** updates

What is an SBS?

- School-based syllabuses (SBS) provide an opportunity for schools to develop a course that is not otherwise offered by the IB and that meets the particular needs or interests of their students.
- Can only be offered at Standard Level, and no candidate may count more than one SBS (or an SBS and a pilot course) towards their Diploma.
- An SBS is developed by a designated host school in close collaboration with the IB. All school-based syllabuses must be officially approved by the IB before they may be offered by a school. The approval process is quite rigorous; automatic approval or immediate approval cannot be assumed
- Other schools may apply to the IB to be authorized to teach an existing approved SBS.
- SBSs follow a similar 7 year curriculum review cycle as mainstream DP subjects



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Schools may apply
to teach existing
SBSs

SBS page now
on the OCC and
soon on the PRC

School-based syllabuses: Curriculum development updates

Group	SBS	First teaching
3	Art history	2017
	Brazilian social studies	2018
	Chile and the Pacific Basin	2018
	Classical Greek and Roman studies	2021
	Modern History of Kazakhstan (<i>new syllabus</i>)	2017
	Political thought	2021
	Turkey in the 20th century	2018
4	World arts and cultures	2017
	Astronomy	2021
	Food science and technology (<i>new syllabus</i>)	2017
	Marine science	2021

For more information
about School-based
syllabuses:
dpdevelopment@ibo.org



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ATL in the DP

Reminder: resources available on the OCC

- Guide: *Approaches to teaching and learning in the Diploma Programme*
- Videos: 26 videos, each 5 minutes or less
- Unit planners
- Interviews with experts in the field, e.g. Grant Wiggins
- “Case studies” of ATL pilot school initiatives
- “Self reflection tool” for teachers
- New DP workshops (category 3) specifically on ATL
- A more detailed section on ATL in the next *DP: From principles into practice*
- Sections on ATL in each subject guide and TSM as the subject comes out of curriculum review



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