

Category 2 Session Guidelines

For use in Diploma workshops in 2011

Dear Workshop Leaders,

This document provides the general *session guidelines* and workbook requirements for **all Diploma Programme (DP) Category 2 workshops to be delivered 2011** by both the IB and the external providers that work in cooperation with the IB.

The purpose of each workshop is aligned with the goals and objectives identified in the global architecture. This document has been updated to reflect the changes that have occurred in several subjects following curriculum review (groups 1 & 2 and Economics). A number of IB publications have been updated (*Standards and Practices* (2010) and reference to these has been included. There are also a number of introductions, namely the inclusion of several published articles, reference to appropriate publications available via the [IB Store](#) and links to materials in the form of video clips which can be played at workshops (Open Classroom doors, group 1 and 2 screen casts). The intention is to make wider use of screen casts in the future and as these become available links will be included in this document. During 2010 the support materials on the WRC have also been reviewed to ensure that they are both current and relevant. This process will continue into 2011 when the focus will be on materials relating to copyright and adult learning techniques.

Workshop leaders will begin to notice that student samples on the WRC will be identified as either category 1 or category 2 as new samples are selected in each subject. There is no difference in the quality of the samples; the intention is to make fresh samples available to participants as they progress from category 1 to category 2 workshops. Additionally, senior examiners are asked to complete a 'commentary sheet' to accompany each sample to provide the workshop leader with a clearer indication of where and how the assessment criteria have been applied. In all cases, student work is selected by senior examiners to ensure an appropriate marking standard. As more subjects are electronically marked standardized materials will be available for use in workshops. **Workshop leaders are please requested therefore not to use samples of their own students' work as this will not have been through the moderation process and therefore may not truly reflect final marks.**

It is desirable that good teaching and learning practices are modelled in each workshop therefore leaders should demonstrate a variety of adult learning strategies throughout the various sessions. When planning their sessions, leaders are advised to review the Quality Assurance Framework used in the evaluation of workshops, please refer to the following links:

[Participant survey](#)

[Workshop leader self report](#)

[Workshop session observation protocols](#)

[Workshop field representative report](#)

Any feedback that may serve to improve the organization or distribution of this document is welcomed. Your comments, concerns, or suggestions may be sent to Liza Tercero, head of global professional development (diploma.pd@ibo.org).

Thank you in advance for your support of the IB in its commitment to developing a high quality provision for professional development at a global level.

Liza Tercero

Head of global professional development (Diploma)

Table of contents

DP Administration for school principals and heads	page 4
DP Coordination	page 7
Counseling / career guidance	page 10
Librarians	page 13
The core of the hexagon	page 16
Group 1 Studies in language and literature	page 21
Group 2 Language acquisition	page 45
Group 3 Individuals and societies	page 54
Group 4 Experimental sciences	page 78
Group 5 Mathematics and computer science	page 90
Group 6 The arts	page 102
Interdisciplinary subjects	page 114

1. Category/code	Category 2 / Diploma Administration for school principals and heads
2. Title	Diploma Administration for school principals and heads
3. Recommended audience	<ul style="list-style-type: none"> Experienced principals, heads, members of senior management from IB World Schools (after review of workshop goals and objectives) Experienced school district officials from districts with IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices.	To develop an understanding of the following. <ul style="list-style-type: none"> Changes to the Diploma, including IBIS, subjects coming through curriculum review, new (pilot) subjects, university recognition. full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online The relevance of programme standards and practices in relation the role of the DP Administrator. Challenges facing Diploma schools including student retention, accommodating community demand, administrative support for the programme, funding and scheduling Maximising the Diploma experience and the issue of concurrency Moving from a Diploma programme to an IB World school and making a broader impact through an internationally minded programme Evaluation of the Diploma programme in your school in reference to Diploma Standards and Practices Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices Keeping momentum for the programme alive in your school, including working with administration, teachers, students, parents and the community Ongoing IB professional development for teachers and staff (related to curriculum review cycle) The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development Promoting the opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Standards and Practices (2010) • Programme evaluation guide and self-study questionnaire: Diploma Programme, effective January 2011, to be submitted as from December 2011 (if preparing for evaluation)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Latest version of DP coordinator notes • Excerpts from The Diploma Programme: From principles into practice (2009)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Schools across frontiers (second edition, 2003) • Educating for global citizenship (2009) • Creating lifelong learners (2007) • An A to Z of school leadership (2006) <p>General:</p> <ul style="list-style-type: none"> • Handbook of procedures (2010) • Ethical practice poster (2006) • IB learner profile booklet (2009) • Academic honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers • Guidance for developing a school language policy (April 2008)

	<ul style="list-style-type: none"> • Programme evaluation guide and self-study questionnaire: Diploma Programme, effective January 2011, to be submitted as from December 2011
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available</p> <p>The Seven Principles of Sustainable Leadership by Andy Hargreaves & Dean Fink - 2004</p>

1. Category/code	Category 2/ DP Coordination
2. Title	DP Coordination
3. Recommended audience	<ul style="list-style-type: none"> Experienced DP coordinators from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	To develop an understanding of the following. <ul style="list-style-type: none"> Changes to the Diploma, including IBIS, subjects coming through curriculum review, new (pilot) subjects, university recognition. full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online The relevance of programme standards and practices in relation the role of the DP Coordinator. Challenges facing Diploma schools including student retention, accommodating community demand, administrative support for the programme, funding and scheduling Maximising the Diploma experience and the issue of concurrency Moving from a Diploma programme to an IB World school and making a broader impact through an internationally minded programme Evaluation of the Diploma programme in your school in reference to Diploma Standards and Practices Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices Keeping momentum for the programme alive in your school, including working with administration, teachers, students, parents and the community Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay Ongoing IB professional development for teachers and staff (related to curriculum review cycle) The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Handbook of procedures for 2011 • Standards and Practices (2010) • Programme evaluation guide and self-study questionnaire: Diploma Programme, effective January 2011, to be submitted as from December 2011 (if preparing for evaluation)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Excerpts from The Diploma Programme: From principles into practice (2009) • Curriculum review schedule from DP coordinator notes • Subject curriculum review reports from OCC
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • Ethical practice poster (2006) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> • Special educational needs within the International Baccalaureate Programmes (August 2010) • Using the OCC to access IB publications and collaborate with teachers • Guidance for developing a school language policy (April 2008) • Learning in language other than mother tongue in IB programmes (April 2008) • Programme evaluation guide and self-study questionnaire: Diploma Programme, effective January 2011, to be submitted as from December 2011 <p>Subject specific</p> <ul style="list-style-type: none"> • Conditions of use of Graphic Display Calculators (GDCs) in examination from 2008 onwards • Extended essay guide (first examinations 2009) • CAS (for students graduating in 2010 and thereafter) • Theory of Knowledge guide (first examinations from 2008) • Guidance for language provision in groups 1 and 2 • Screencasts to support the new groups 1 and 2 guides (first exams 2013) available from the OCC • Reports on the OCC from subjects going through review • Multi-media professional development resource, Opening Classroom Doors http://professionaldevelopment.ibo.org/
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available</p> <p>The Seven Principles of Sustainable Leadership by Andy Hargreaves & Dean Fink – 2004</p>

1. Category/code	Category 2 DP Counseling / career guidance officers
2. Title	DP Counseling
3. Recommended audience	<ul style="list-style-type: none"> Experienced counselors or career guidance officers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> Changes to the Diploma, including IBIS, subjects coming through curriculum review, new (pilot) subjects, university recognition. full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online Challenges facing Diploma schools including student retention, accommodating community demand, administrative support for the programme, funding and scheduling Maximising the Diploma experience and the issue of concurrency Moving from a Diploma programme to an IB World school and making a broader impact through an internationally minded programme Evaluation of the Diploma programme in your school in reference to Diploma Standards and Practices Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay Keeping momentum for the programme alive in your school, including working with administration, teachers, students, parents and the community Ongoing IB professional development for teachers and staff (related to curriculum review cycle) The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Learning in a language other than mother tongue in IB
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Teaching students with particular special educational and learning needs (2004) • Academic honesty (2009)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • Standards and Practices (2010) • The Diploma Programme: From principles into practice (2009) • Ethical practice poster (2006) • IB learner profile booklet (2009) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009) • University recognition documents available April 2011 on IB web page • Using the OCC to access IB publications and collaborate with teachers

8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 2 Librarians
2. Title	Librarians
3. Recommended audience	<ul style="list-style-type: none"> Experienced Librarians from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings</p> <ul style="list-style-type: none"> Changes to the Diploma, including IBIS, subjects coming through curriculum review, new (pilot) subjects, university recognition. full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online The relevance of programme standards and practices in relation the role of the DP Librarian Moving from a Diploma programme to an IB World school and making a broader impact through an internationally minded programme Evaluation of the Diploma programme in your school in reference to Diploma Standards and Practices Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online Library and the needs of the Extended essay Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay Library and the needs of DP internal and external assessment Creating a more international library The importance of academic honesty Connections with resources outside of the school, college and university libraries, public library systems, electronic resources Ongoing professional development Working with the DP coordinator and teachers The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Academic Honesty (2009)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • IB learner profile booklet (2009) • Towards a continuum of international education (September 2008) • Programme standards and practices (2010) • Curriculum review schedule from DP coordinator notes
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (2009) • IB learner profile booklet (2009) • Ethical practice poster (2006) • Programme Standards and Practices (2010) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • ToK guide (first examination 2008) • Extended essay guide (first exams 2009) • Language A Prescribed literature in translation (PLT) • Language A Prescribed list of authors (PLA) • Screencasts to support the new groups 1 and 2 guides (first exams 2013) available from the OCC
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 2 / Creativity, action, service (CAS)
2. Title	Creativity, action, service (CAS)
3. Recommended audience	<ul style="list-style-type: none"> Experienced teachers of Creativity, action, service (CAS) from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Developing a quality CAS programme Resources for CAS – local, national and international organizations, The importance of internal monitoring Submission of sample student CAS records to the regional office The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development Range of opportunities available for experienced IB educators e.g. becoming workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for developing a quality CAS programme</p>
5. IB publications that the participants should be requested to download from the OCC Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop	<ul style="list-style-type: none"> Creativity, action, service (CAS) guide (for students graduating in 2010 and thereafter)
6. IB publications which are highly recommended to include in the participant	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> Handbook of procedures: Section A (Important information), Section H (assessment procedures), Core: Diploma requirements

workbooks/handouts	
7. IB publications that should be referred to during the workshop	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme standards and practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 2 Theory of Knowledge
2. Title	Theory of Knowledge
3. Recommended audience	<ul style="list-style-type: none"> Experienced teachers of Theory of Knowledge (ToK) from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Collaboration with all DP teachers to promote ToK awareness across all DP subjects in the hexagon Creating an internationally minded classroom Making links with the learner profile Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online Ensuring the ToK classroom supports achievement in DP assessment Discussion of texts and resources useful for the ToK course The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the ToK classroom</p>
5. IB publications that the participants should be requested to download from the OCC Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop	<ul style="list-style-type: none"> ToK guide (first examination 2008)

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Understanding knowledge issues (2009) • Prescribed essay titles for November 2010 and May 2011 • 3 sample ToK essays unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • 50 Excellent theory of knowledge essays • IB prepared: Approach your assessment the IB way- Theory of knowledge (2009) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Core: Diploma requirements • Sample theory of knowledge presentations • Theory of knowledge assessment exemplars

	<ul style="list-style-type: none"> Multi-media professional development resource, Opening Classroom Doors http://professionaldevelopment.ibo.org/
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Power point presentations using IB template available from OCC Video footage Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 2 / English A: Language and literature
2. Title	English A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced English A: Language and literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices .	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay, include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the English A: Language and literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (English version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for English language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report • Student samples developed for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample English A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme standards and practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / French A: Language and literature
2. Title	French A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced French A: Language and literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay, include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the French A: Language and literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (French version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for French language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (French version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Extended Essay report from sample exam session (French version) • 1 sample French A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Spanish A: Language and literature
2. Title	Spanish A: Language and literature 1
3. Recommended audience	<ul style="list-style-type: none"> Experienced Spanish A: Language and literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Spanish A: Language and literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (Spanish version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for Spanish language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (Spanish version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Extended Essay report from sample exam session (Spanish version) • 1 sample Spanish A2 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Generic A: Language and literature
2. Title	Generic A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced Generic A: Language and literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Generic A: Language and literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Appropriate Language A: Language and literature guide (first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) in appropriate language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (in most appropriate language(s)) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample Language A2 Extended Essay unmarked (in most appropriate language(s)) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006)

	<ul style="list-style-type: none"> • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / English A: Literature
2. Title	English A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced English A: Literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices .	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay Support for the Language A self- taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the English A: Literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Literature guide (first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for English language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample English A1 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme standards and practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • Language A, additional guidance • IA audio samples • Teacher support material (TSM) • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / French A: Literature
2. Title	French A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced French A: Literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay Support for the Language A self- taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the French A: Literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Literature guide (French version, first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for French language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (French version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Extended Essay report from sample exam session (French version) • 1 sample French A1 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • IA audio samples • Teacher support material (TSM) • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Spanish A: Literature
2. Title	Spanish A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced Spanish A: Literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay Support for the Language A self- taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Spanish A: Language and literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A guide (Spanish version) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for Spanish language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (Spanish version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Extended Essay report from sample exam session (Spanish version) • 1 sample Spanish A1 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) • General • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Generic A: Literature
2. Title	Generic A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Experienced Generic A: Literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching recognizes the importance of teaching literature in translation as appropriate to course Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay, include reference to World Studies (first exams 2013) interdisciplinary extended essay Support for Language A self-taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Generic A: Literature classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A guide (in most appropriate language) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for appropriate language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in most appropriate language) • Relevant section from May 2010 subject report (in most appropriate language) • Student samples developed for new assessment components (in most appropriate language) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (in most appropriate language) • Language A Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in most appropriate language) • Language A Extended Essay report from sample exam session (if available) • 1 sample Language A1 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2009) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g. Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • IA audio samples • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Language B
2. Title	Language B
3. Recommended audience	<ul style="list-style-type: none"> Experienced Language B teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Language B classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language B guide (in appropriate language, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Grade descriptors HL • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in appropriate language) • Relevant section from May 2010 subject report (in appropriate language) • Student samples developed for new assessment components (in appropriate language) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (in appropriate language) • Language B Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in appropriate language) • Language B Extended Essay report from sample exam session (in appropriate language if available) • 1 sample Language B Extended Essay unmarked (in appropriate language if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) (in appropriate language if available)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion: English B, French B, Spanish B due April 2011 • IB study guide: French B, Spanish B due April 2011 • Creating lifelong learners (2007)

	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section 2 Second Language B May and November examination schedules, Form G2 • Teacher support material (if available) • IA audio samples • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 2 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Languages <i>ab initio</i>
2. Title	Languages <i>ab initio</i>
3. Recommended audience	<ul style="list-style-type: none"> Experienced Languages <i>ab initio</i> teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment <ul style="list-style-type: none"> Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Languages <i>ab initio</i> classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Languages <i>ab initio</i> guide (in appropriate language, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in appropriate language) • Relevant section from May 2010 subject report (in appropriate language) • Student samples developed for new assessment components (in appropriate language)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g. Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section Second

	<p>language <i>ab initio</i> May and November examination schedules, Form G2</p> <ul style="list-style-type: none"> • Teacher support material • IA audio samples • Guidelines for developing a school language policy • Group 2 screen casts to introduce new courses available on the OCC subject pages
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Classical languages (Classical Greek/Latin)
2. Title	Classical languages
3. Recommended audience	<ul style="list-style-type: none"> Experienced Classical languages teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment <ul style="list-style-type: none"> Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Classical language classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Classical languages guide (first exams 2010) • Prescribed authors and genres for first examination in 2010 • Clarification: prescribed authors and genres for first examination in 2010 • Grade descriptors HL • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of category 1 scripts from May 2010 without marks for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Markscheme for the May 2010 exam session • Marks and comments for each sample (<i>to be made available in form of a ppt. after participants have carried out practice marking exercises</i>) • 2 IA samples from TSM • Moderator comments for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 2 subject guidelines for the Extended Essay, taken from the Extended Essay guide • Classical languages Extended Essay report from sample exam session • 2 sample Extended Essays unmarked in appropriate Classical languages (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009)

	<ul style="list-style-type: none"> • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g. Guidance for language provision in groups 1 and 2 • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section Second Language Classical languages, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2010) • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 2 / Business and management
2. Title	Business and management
3. Recommended audience	<ul style="list-style-type: none"> Experienced Business and management teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices ..	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment <ul style="list-style-type: none"> Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Business and management classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Business and management guide (first examinations 2009) • Discount tables (HL only) • Formulae sheet (SL and HL) • Case study May and November 2010 • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 samples of IA coursework • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Business and management subject guidelines for the Extended Essay, taken from the Extended Essay guide • Business and management Extended Essay report from sample exam session • 1 sample Business and management Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Questionbank- Business Management (2011, second edition) • IB Diploma Programme Course Companion: Business Management (2009)

	<ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Business and management (2011) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Specimen paper and markschemes (first exams 2009) • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 /Economics
2. Title	Economics
3. Recommended audience	<ul style="list-style-type: none"> Experienced Economics teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices ..	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in Portfolios Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Economics classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Economics guide (first exams 2013) • Specimen papers and markschemes (first exams 2013) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples of exemplar student responses without marks for each specimen paper at both higher and standard level • Marks for each exemplar student response (the first page of the document that shows the marks, not the entire marked paper-<i>to be made available in a ppt. after participants have carried out practice marking exercises</i>) • 2 sample Portfolios: sample P and Q • Marks for each sample (the first page of the document that shows the marks, not the entire marked paper-<i>to be made available in a ppt after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Economics Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Economics Extended Essay report from sample exam session • 2 sample Economics Extended Essay unmarked
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Questionbank-Economics/Business Management • IB Diploma Programme Course Companion: Economics (second edition, 2011) • IB Prepared: Approach your exams the IB way - Economics HL • IB Prepared: Approach your exams the IB way - Economics SL • Creating lifelong learners (2007) <p>General:</p>

	<ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Geography
2. Title	Geography
3. Recommended audience	<ul style="list-style-type: none"> Experienced Geography teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Geography classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Geography guide (first examinations 2011) • Specimen papers and markschemes (first exams 2011) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 examples from Teacher support material • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Geography subject guidelines for the Extended Essay, taken from the Extended Essay guide • Geography Extended Essay report from sample exam session • 1 sample Geography Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) • IB Course companion: Geography (2011) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • IB geography wiki to support the new guide (first exams 2011) • Rubric guidance on annotated maps and diagrams
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / History
2. Title	History
3. Recommended audience	<ul style="list-style-type: none"> Experienced History teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in Historical Investigations Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the History classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • History guide (First exams 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <p>Select Route 1 or Route 2 accordingly</p> <ul style="list-style-type: none"> • 2 sets of category 2 scripts from May 2010 without marks for each paper at higher level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the May 2010 exam session • Marks and comments for each sample (<i>to be made available in form of a ppt. after participants have carried out practice marking exercises</i>) • 2 sample Historical Investigations from May 2010 • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the May 2010 exam session • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • History subject guidelines for the Extended Essay, taken from the Extended Essay guide • History Extended Essay report from sample exam session • 2 sample History Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: History of Europe and the Middle East (2010) • IB Diploma Programme Course Companion: 20th Century World History (2009)

	<ul style="list-style-type: none"> • IB Diploma Programme Course Companion: History of the Americas (2011) • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Route 1: 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (medieval Europe and the Islamic world) • Route 2: 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (Africa, Americas, Asia and Oceania, Europe and the Middle East) • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Information technology in a global society (ITGS)
2. Title	ITGS
3. Recommended audience	<ul style="list-style-type: none"> Experienced ITGS teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices ..	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the ITGS classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • ITGS guide (first exams 2012) • Specimen papers and markschemes (first exams 2012) • Case study May and November 2010 • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Specimen papers and markschemes (first exams 2011) • 2 examples from Teacher support material, 1 example should be from the 'website' • ITGS subject guidelines for the Extended Essay, taken from the Extended Essay guide • ITGS Extended Essay report from sample exam session • 1 sample ITGS Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Difference between HL and SL ITGS • Teacher support material • ITGS Wiki for workshop leaders
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Philosophy
2. Title	Philosophy
3. Recommended audience	<ul style="list-style-type: none"> Experienced Philosophy teachers from IB World Schools (after review of workshop goals and objectives)
<p>To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Philosophy classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Philosophy guide (first exams 2009) • Grade descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 sample of Philosophical analysis • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Philosophy subject guidelines for the Extended Essay, taken from the Extended Essay guide • Philosophy Extended Essay report from sample exam session • 1 sample Philosophy Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006)

	<ul style="list-style-type: none"> • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • Specimen papers and markschemes (first exams 2009)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Psychology
2. Title	Psychology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Psychology teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices.	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Psychology classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Psychology guide (first exams 2011) • Specimen papers and markschemes (first exams 2011) • Grade Descriptors • Ethical guidelines for Internal Assessment
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 examples from Teacher support material • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Psychology Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Psychology Extended Essay report from sample exam session • 2 sample Psychology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Psychology (2009) • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> Curriculum review reports and questionnaires on the subject pages of the OCC Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 Teacher support material Psychology HL paper 3 resource – qualitative content analysis teaching material Workshop leaders workbook – Books 1-4 (2009)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Power point presentations using IB template available from OCC Video footage Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Social and Cultural Anthropology
2. Title	Social and Cultural Anthropology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Social and Cultural Anthropology teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Social and Cultural Anthropology classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Social and Cultural Anthropology guide (first examinations 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of category 2 scripts from May 2010 without marks (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Markscheme for the May 2010 exam session • Marks and comments for each sample (to be made available in form of a ppt. after participants have carried out practice marking exercises) • 2 sample of Philosophical analysis • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • 2 samples of Internal Assessment from Teacher support material • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Social and Cultural Anthropology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Social and Cultural Anthropology Extended Essay report from sample exam session • 2 sample Social and Cultural Anthropology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007)

<p>during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2010) • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Biology
2. Title	Biology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Biology teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Biology classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Biology guide (first exams 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Biology scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Biology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Biology Extended Essay report from sample exam session • 1 sample Biology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Biology (2007) • IB Prepared: Approach your exams the IB way-Biology HL (2011) • IB Prepared: Approach your exams the IB way-Biology SL (2011) • IB Questionbank: Biology (second edition, 2009) • Creating lifelong learners (2007)

	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Teacher support material • Updated ICT teacher support material (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Chemistry
2. Title	Chemistry
3. Recommended audience	<ul style="list-style-type: none"> Experienced Chemistry teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Chemistry classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Chemistry guide (first exams 2009) • Data booklet (first exams 2009) • Grade descriptors
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<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Chemistry scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Chemistry subject guidelines for the Extended Essay, taken from the Extended Essay guide • Chemistry Extended Essay report from sample exam session • 1 sample Chemistry Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Chemistry (2007) • IB Prepared: Approach your exams the IB way- Chemistry HL (2011) • IB Prepared: Approach your exams the IB way- Chemistry SL (2011) • IB Questionbank: Chemistry (second edition, 2009)

	<ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Updated ICT teacher support material (first exams 2009)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Design technology
2. Title	Design technology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Design technology teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Design technology classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Design technology guide (first examinations 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Design technology scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 1 investigation and 1 project from Teacher Support Material (first exams 2009) • Design technology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Design technology Extended Essay report from sample exam session • 1 sample Design technology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop.</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Physics
2. Title	Physics
3. Recommended audience	<ul style="list-style-type: none"> Experienced Physics teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Physics classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Physics guide (first examinations 2009) • Data booklet (first exams 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Physics scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Physics subject guidelines for the Extended Essay, taken from the Extended Essay guide • Physics Extended Essay report from sample exam session • 1 sample Physics Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Physics (2011) • IB Prepared: Approach your exams the IB way-Physics HL (2011) • IB Prepared: Approach your exams the IB way- Physics SL (2011) • IB Questionbank: Physics (second edition, 2009) • Creating lifelong learners (2007)

	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Updated ICT teacher support material (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Computer science
2. Title	Computer science
3. Recommended audience	<ul style="list-style-type: none"> Experienced Computer science teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Computer science classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Computer science guide (first examinations 2010) • Case study May 2010
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Computer science scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 samples of student work from the Teacher Support Material (first exams 2010) • Computer science subject guidelines for the Extended Essay, taken from the Extended Essay guide • Computer science Extended Essay report from sample exam session • 1 sample Computer science Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Mathematical studies (SL)
2. Title	Mathematical studies (SL)
3. Recommended audience	<ul style="list-style-type: none"> Experienced Mathematical studies (SL) teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematical studies (SL) classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematical studies (SL) guide (first exams 2006) • Grade Descriptors • Information booklet (first examinations 2006) • Teacher support material, graphic display calculators
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematical studies (SL)scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Project samples • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematical studies • IB Course Companion: Mathematical studies (2007) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2006) • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Mathematics SL
2. Title	Mathematics SL
3. Recommended audience	<ul style="list-style-type: none"> Experienced Mathematics SL teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematics SL classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematics SL guide (first examinations 2008) • Mathematics SL teaching notes (first exams 2006) • Information booklet (first exam 2006) • Teacher support material, graphic display materials HL/SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematics SL scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Portfolio samples • Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script) • Subject report from the sample exam session • Portfolio tasks for 2011 and 2012
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematics SL (2010) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2006) • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Mathematics (HL)
2. Title	Mathematics HL
3. Recommended audience	<ul style="list-style-type: none"> Experienced Mathematics HL teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematics HL classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematics HL guide (first examinations 2008) • Grade Descriptors • Information booklet (first examinations 2006) • Teacher support material, graphic display calculators
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematics HL scripts (from samples with the highest marks and middle marks) for each paper at higher level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Portfolio samples • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Portfolio tasks for 2011 and 2012 • Mathematics HL subject guidelines for the Extended Essay, taken from the Extended Essay guide • Mathematics HL Extended Essay report from sample exam session • 1 sample Mathematics HL Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematics SL (2010) • Creating lifelong learners (2007)

	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2008) • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Film
2. Title	Film
3. Recommended audience	<ul style="list-style-type: none"> Experienced Film teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Film classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Film guide (first examinations 2010) • Film grade descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Teacher support material • 1 sample of an unmarked Independent study and 1 sample of an unmarked Presentation sample. ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • 1 sample Production portfolio • Marks and comments for the production portfolio • Film subject guidelines for the Extended Essay, taken from the Extended Essay guide • Film Extended Essay report from sample exam session • 1 sample Film Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006)

	<ul style="list-style-type: none"> • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop.</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Music
2. Title	Music
3. Recommended audience	<ul style="list-style-type: none"> Experienced Music teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Music classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Music guide (first exams 2011) • Specimen Music listening papers and scores booklet, CD tracks (first exams 2011) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Specimen Music listening papers and scores booklet, CD tracks (first exams 2011) • Music subject guidelines for the Extended Essay, taken from the Extended Essay guide • Music Extended Essay report from sample exam session • 1 sample Music Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material (first exams 2011) • Musical investigation exemplars and examiner comments
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Theatre
2. Title	Theatre
3. Recommended audience	<ul style="list-style-type: none"> Experienced Theatre teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition. wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Theatre classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Theatre guide (first examinations 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked samples (from samples with the highest marks and middle marks) for the independent project portfolio, research investigation, practical performance portfolio and TPPP at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Theatre subject guidelines for the Extended Essay, taken from the Extended Essay guide • Theatre Extended Essay report from sample exam session • 1 sample Theatre Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop.</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 /Visual Arts
2. Title	Visual Arts
3. Recommended audience	<ul style="list-style-type: none"> Experienced Visual Arts teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Visual Arts classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Visual Arts guide (first exams 2009) • Assessment clarification -2009 • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples from Teacher Support Material (first exams 2009) • 2 samples of student record books • Visual Arts subject guidelines for the Extended Essay, taken from the Extended Essay guide • Visual Arts Extended Essay report from sample exam session • 1 sample Visual Arts Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 2 / Environmental systems and societies
2. Title	Environmental systems and societies
3. Recommended audience	<ul style="list-style-type: none"> Experienced Environmental systems and societies teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition, wider subject choices e.g. Diploma online The importance of academic honesty Supervision of the extended essay include reference to World Studies (first exams 2013) interdisciplinary extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or workshop leader, participation in the IB teacher awards <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Environmental systems and societies classroom</p>

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Environmental systems and societies guide (first examinations 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked category 2 scripts (from samples with the highest marks and middle marks) for each component ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2010) • Animal experimentation policy • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Environmental systems and societies subject guidelines for the Extended Essay, taken from the Extended Essay guide • Environmental systems and societies Extended Essay report from sample exam session • 2 sample Environmental systems and societies Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) • IB Course Companion: Environmental systems and societies (2009)

	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Transdisciplinary subjects, May and November examination schedules, Form G2 • Specimen paper and markschemes (First exams 2010) • Updated ICT teacher support material (first exams 2009)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

