

# Category 1 Session Guidelines

*For use in Diploma workshops during 2010*

Dear Workshop Leaders,

This document provides the general *session guidelines* and workbook requirements for Diploma Category 1 workshops in 2010. The purpose of each workshop has been aligned with the goals and objectives identified in the New global architecture and the updated *Standards and Practices* which will be published on the IB website towards the end of 2010. It is highly recommended that certain IB publications are included in the workbook, all of which can be downloaded from the Workshop Resource Centre on the Online Curriculum Centre (OCC). Other IB publications that should be referred to during the workshop are available on the subject specific OCC page. During 2010 the support materials on the OCC will be reviewed to ensure that they are both current and relevant. There is also the intention to include a number of new support materials which will range from high quality copyrighted materials to support the IB's commitment to responding to research, videocasts, and guidance for workshop leaders in terms of how much detail is required when addressing the school authorization process.

This document is valid for category 1 workshops **to be developed** in 2010 by both the IB and the external providers that work in cooperation with the IB. As 2010 represents a time of transition to a model for global professional development it is understood that some workshop leaders may have already planned a workshop and submitted a workbook; it is not therefore expected that they should re-organize the workshop in light of this document. However, this document should be used as a guide in the development all future category 1 workshops and, as with current practice, workshop leaders are also encouraged to support the workshop with their own strategies and personal flair to enhance the workshop experience for participants

The presentation of the workshop should also model good teaching practice. Leaders should demonstrate a variety of teaching and learning strategies throughout the various sessions. When planning their sessions, leaders should also be aware of the newly introduced 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](mailto: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)

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<b>1. Category/code</b>	Category 1/ DP Coordination
<b>2. Title</b>	DP Coordination
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• DP coordinators from schools which have taken the decision to apply to offer the Diploma Programme</li> <li>• New or recently appointed DP coordinators from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition.</li> <li>• The relevance of programme standards and practices in relation the role of the DP Coordinator.</li> <li>• The structure of the DP hexagon and the significance of the core.</li> <li>• The different ways to implement the DP (open access programs, diploma only or certificate programmes).</li> <li>• The responsibilities of the DP coordinator: timeline of a school year/examination session, master schedule and timetabling options.</li> <li>• The use of the Handbook of procedures.</li> <li>• Use of IBNET/IBIS and administration of examinations.</li> <li>• Importance of predicted grades.</li> <li>• The importance of academic honesty.</li> <li>• Student recruitment and retention; working with the community, parents, school boards/ boards of directors / governing bodies , etc.</li> <li>• Application process: timeline for authorization, application forms, site visit process.</li> <li>• Relationships with parents.</li> <li>• Relationships with teachers</li> <li>• Ongoing IB professional development for teachers and staff (related to curriculum review cycle)</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• Handbook of procedures (2010)</li> <li>• Standards and Practices (2005)</li> </ul>

<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <p>Excerpts from The Diploma Programme: From principles into practice (2009):</p> <ul style="list-style-type: none"> <li>• Building an accessible programme (2009)</li> <li>• Curriculum design and scheduling (2009)</li> <li>• Developing a successful programme (2009)</li> <li>• Developing the IB learner profile (2009)</li> <li>• Philosophy and principles of the Diploma Programme (2009)</li> <li>• Professional development (2009)</li> <li>• Teaching, learning and assessment (2009)</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Latest version of DP coordinator notes</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Ethical practice poster (2006)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• How to use the OCC</li> <li>• Guidance for developing a school language policy (April 2008)</li> <li>• Learning in language other than mother tongue in IB programmes (April 2008)</li> </ul> <p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Conditions of use of Graphic Display Calculators (GDCs) in examination from 2008 onwards</li> <li>• Extended essay guide (first examinations 2009)</li> <li>• CAS (for students graduating in 2010 and thereafter)</li> <li>• Theory of Knowledge guide ( first examinations from 2008)</li> <li>• Guidance for language provision in groups 1 and 2 (2009)</li> </ul>

	<p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become and IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• General applications - Diploma programme</li> <li>• School guide to the authorization visit-Diploma programme</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Diploma Administration for school principals and heads
<b>2. Title</b>	Diploma Administration for school principals and heads
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Principals, heads, members of senior management teams from schools which have taken the decision to apply to offer the Diploma Programme</li> <li>• School district officials from districts which have taken the decisions to allow schools to apply to offer the Diploma Programme</li> <li>• New or recently appointed principals, heads, members of senior management teams from IB World Schools</li> <li>• New or recently appointed school district officials from districts with IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.</p>	<p><b>To develop the following understandings.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the DP Administrator,</li> <li>• The structure of the DP hexagon and the significance and implementation of the core</li> <li>• The importance of academic honesty</li> <li>• The different ways to implement the DP (open access programmes, magnet programmes, diploma only or certificate programmes)</li> <li>• Working with the DP coordinator to plan the school's application for authorization, budget, timeline, master schedule</li> <li>• The use of HeadNet</li> <li>• Initial and ongoing budget and resource needs (library, professional development etc.)</li> <li>• Selection and retention of suitable staff</li> <li>• Costs for ongoing staff professional development</li> <li>• Student recruitment and retention; working with the community, parents, school boards/ boards of directors / governing bodies , etc.</li> <li>• DP authorization process and its impact on school and staff</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• Standards and Practices (2005)</li> </ul>

<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <p>Excerpts from The Diploma Programme: From principles into practice (2009):</p> <ul style="list-style-type: none"> <li>• Building an accessible programme (2009)</li> <li>• Curriculum design and scheduling (2009)</li> <li>• Developing a successful programme (2009)</li> <li>• Developing the IB learner profile (2009)</li> <li>• Philosophy and principles of the Diploma Programme (2009)</li> <li>• Professional development (2009)</li> <li>• Teaching, learning and assessment (2009)</li> <li>•</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures (2010)</li> <li>• The Diploma Programme: From principles into practice (2009)</li> <li>• Ethical practice poster (2006)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Academic honesty (2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• Guidance for developing a school language policy (April 2008)</li> </ul> <p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• General applications - Diploma programme</li> <li>• School guide to the authorization visit-Diploma programme</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1 DP Counseling / career guidance
<b>2. Title</b>	DP Counseling / career guidance
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Counselors or career guidance officers from schools who have taken the decision to apply to offer the Diploma Programme</li> <li>• New or recently appointed counselors or career guidance officers from IB World Schools</li> </ul>
<b>4. The purpose of the workshop</b>  To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.	<b>To develop the following understandings:</b> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the DP counselors</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• The different ways to implement the DP (open access programs, magnet programs, Diploma only or certificate programmes)</li> <li>• Student recruitment, retention and access</li> <li>• Student stress and time management</li> <li>• Working with parents and the local community</li> <li>• Student special assessment needs</li> <li>• The importance of academic honesty</li> <li>• Outline of the DP authorization process</li> <li>• Working with the DP coordinator and teachers</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• Learning in a language other than mother tongue in IB</li> </ul>
<b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b>	<b>The workshop leader can select the following from the IB resources page on the OCC</b> <ul style="list-style-type: none"> <li>• Teaching students with particular special educational and learning needs (2004)</li> <li>• Academic honesty (2009)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• Standards and Practices (2005)</li> <li>• The Diploma Programme: From principles into practice (2009)</li> <li>• Ethical practice poster (2006)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p><b>To be included in future draft of session guidelines</b></p>

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<b>1. Category/code</b>	Category 1 Librarians
<b>2. Title</b>	Librarians
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Intended <b>Librarians</b> from schools who have taken the decision to apply to offer the Diploma Programme</li> <li>• New or recently appointed <b>Librarians</b> from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.</p>	<p><b>To develop the following understandings</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the DP Librarian</li> <li>• The different ways to implement the DP (open access programs, magnet programs, Diploma only or certificate programs)</li> <li>• Library and the needs of the Extended essay, supporting the development of study skills</li> <li>• Library and the needs of DP internal and external assessment</li> <li>• Creating a more international library</li> <li>• The importance of academic honesty</li> <li>• Connections with resources outside of the school: college and university libraries, public library systems, electronic resources</li> <li>• Outline of the DP authorization process and the role of the library in the site visit</li> <li>• Ongoing professional development</li> <li>• Working with the DP coordinator and teachers to support teaching and learning</li> <li>• Referencing IB publications via the Online Curriculum Centre (OCC) and using it to collaborate with other teachers</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• Academic Honesty (2009)</li> </ul>

<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• IB learner profile booklet (September 2005)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Programme standards and practices (2005)</li> <li>• Curriculum review schedule from DP coordinator notes</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Ethical practice poster (2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• <b>ToK</b> guide (first examination 2008)</li> <li>• <b>Extended essay</b> guide (first exams 2009)</li> <li>• Language A1 prescribed booklist (PBL)</li> <li>• Online prescribed world list (PWL)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

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<b>1. Category/code</b>	<b>Category 1 Theory of Knowledge</b>
<b>2. Title</b>	<b>Theory of Knowledge</b>
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>Teachers of <b>Theory of Knowledge (ToK)</b> from schools who have taken the decision to apply to offer the Diploma Programme</li> <li>New or recently appointed teachers of <b>Theory of Knowledge (ToK)</b> from IB World Schools</li> </ul>
<b>4. The purpose of the workshop</b>  To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<b>To develop the following understandings:</b> <ul style="list-style-type: none"> <li>General outline of the purposes of the workshop</li> <li>The basic philosophy of the IB: history of the IB organization, mission statement and learner profile and university recognition</li> <li>The relevance of programme standards and practices in relation the role of the DP ToK teacher</li> <li>Review of the curriculum requirements, aims and objectives of ToK and role of ToK teachers</li> <li>Collaborating with subject teachers to promote ToK awareness</li> <li>Explanation of IB terminology.</li> <li>Explanation of IB external and internal assessment for ToK including the use of the assessment criteria.</li> <li>Discussion of the internal assessment, moderation process.</li> <li>Discussion of predicted grades</li> <li>Discussion of texts and resources useful for the course</li> <li>Discussion of school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments, etc.</li> <li>Discussion of the DP authorization process and creation of the course outline for the application</li> <li>Referencing IB publications via the Online Curriculum Centre (OCC) and using it to collaborate with other teachers</li> <li>Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li><b>ToK</b> guide (first examination 2008)</li> </ul>
<b>6. IB publications which are highly recommended to include in the participant</b>	<b>The workshop leader can select the following from the IB resources page on the OCC</b> <ul style="list-style-type: none"> <li>Understanding knowledge issues (2009)</li> </ul>

<b>workbooks/handouts</b>	<ul style="list-style-type: none"> <li>• Prescribed essay titles for November 2010 and May 2011</li> <li>• 3 sample ToK essays unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> </ul>
<b>7. IB publications that should be referred to during the workshop</b>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• How to use the OCC</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Core: Diploma requirements</li> <li>• Sample theory of knowledge presentations</li> <li>• Theory of knowledge assessment exemplars</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<b>8. Additional materials</b>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<b>9. Copyrighted materials available for use</b>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1 / Creativity, action, service (CAS)
<b>2. Title</b>	Creativity, action, service (CAS)
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Creativity, action, service (CAS)</b> from schools who have taken the decision to apply to offer the Diploma Programme</li> <li>• New or recently appointed teachers of <b>Creativity, action, service (CAS)</b> from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop the following understandings:</b></p> <ul style="list-style-type: none"> <li>• General outline of the purposes of the workshop</li> <li>• The basic philosophy of the IB: history of the IB organization, mission statement and learner profile and university recognition</li> <li>• Review of the basic requirements, aims and objectives of CAS</li> <li>• Responsibilities of the school</li> <li>• What is experiential learning</li> <li>• The range and diversity of activities, what is and what isn't CAS</li> <li>• Role of the CAS coordinator and advisor</li> <li>• Responsibility of the students</li> <li>• Explanation of IB terminology</li> <li>• Developing a quality CAS programme</li> <li>• Resources for CAS – local, national and international organizations,</li> <li>• The importance of internal monitoring</li> <li>• Submission of sample student CAS records to the regional office</li> <li>• Links between ToK and CAS</li> <li>• The importance of academic honesty</li> <li>• Discussion of the DP authorization process and creation of the course outline for the application</li> <li>• Referencing IB publications via the Online Curriculum Centre (OCC) and using it to collaborate with other teachers</li> </ul>
<b>5. IB publications that the participants should be requested to bring</b>	<ul style="list-style-type: none"> <li>• <b>Creativity, action, service (CAS)</b> guide (for students graduating in 2010 and thereafter)</li> </ul>
<b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Core: Diploma requirements</li> </ul>

<p><b>7. IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• How to use the OCC</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
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<b>1. Category/code</b>	Category 1/English A1
<b>2. Title</b>	English A1
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>English A1</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>English A1</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for English A1 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A1</b> guide (English version, first exams 2001)</li> <li>• English A1 Prescribed Booklist (PBL)</li> <li>• Prescribed World Literature List (PWL)</li> <li>• Grade Descriptors, HL</li> <li>• Grade Descriptors, SL</li> </ul>
<p><b>6. IB publications that should be included in participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>English A1</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>English A1</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>English A1</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A1</b> May and November examination schedules, Form G2</li> <li>• Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010)</li> <li>• School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators ( first exams 201</li> <li>• Language A1, additional guidance</li> <li>• Language A1 world literature teacher support material</li> <li>• IA audio samples</li> <li>• Internal assessment Teacher support material</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become and IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>

**9. Copyrighted materials  
available for use**

To be included in future draft of session guidelines

<b>1. Category/code</b>	Category 1/French A1
<b>2. Title</b>	French A1
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>French A1</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>French A1</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for French A1 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A1</b> guide (French version, first exams 2001)</li> <li>• French A1 Prescribed Booklist (PBL)</li> <li>• Prescribed World Literature List (PWL)</li> <li>• Grade Descriptors, HL</li> <li>• Grade Descriptors, SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session (<b>French version</b>)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (<b>French version</b>)</li> <li>• <b>French A1</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide (<b>French version</b>)</li> <li>• <b>French A1</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>French A1</b> Extended Essay unmarked (if available)</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (if available)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A1</b> May and November examination schedules, Form G2</li> <li>• Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010)</li> <li>• School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators ( first exams 201</li> <li>• Language A1, additional guidance</li> <li>• IA audio samples</li> <li>• Language A1 world literature teacher support material</li> <li>• French A1 Internal assessment Teacher support material</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become and IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>

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available for use**

To be included in future draft of session guidelines.

1. Category/code	Category 1/Spanish A1
2. Title	Spanish A1
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Spanish A1</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Spanish A1</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Spanish A1 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A1</b> guide (<b>Spanish</b> version)</li> <li>• Spanish A1 Prescribed Booklist (PBL)</li> <li>• Prescribed World Literature List (PWL)</li> <li>• Grade Descriptors, HL</li> <li>• Grade Descriptors, SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session (<b>Spanish version</b>)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (<b>Spanish version</b>)</li> <li>• <b>Spanish A1</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide (<b>Spanish version</b>)</li> <li>• <b>Spanish A1</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>Spanish A1</b> Extended Essay unmarked (if available)</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (if available)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A1</b> May and November examination schedules, Form G2</li> <li>• Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010)</li> <li>• School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators ( first exams 201</li> <li>• Language A1, additional guidance</li> <li>• Language A1 world literature teacher support material</li> <li>• IA audio samples</li> <li>• Internal assessment Teacher support material</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become and IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>

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To be included in future draft of session guidelines.

<b>1. Category/code</b>	Category 1/Generic Language A1
<b>2. Title</b>	Generic Language A1
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Language A1</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Language A1</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Language A1 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A1</b> guide (in most appropriate language)</li> <li>• <b>Appropriate Language A1</b> Prescribed Booklist (PBL)</li> <li>• Prescribed World Literature List (PWL)</li> <li>• Grade Descriptors, HL</li> <li>• Grade Descriptors, SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level (in most appropriate language)</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate (in most appropriate language)</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session ((in most appropriate language))</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide ((in most appropriate language))</li> <li>• <b>Language A1</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide ((in most appropriate language))</li> <li>• <b>Language A1</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>Language A1</b> Extended Essay unmarked (if available)</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (if available)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A1</b> May and November examination schedules, Form G2</li> <li>• Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010)</li> <li>• School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators ( first exams 201</li> <li>• Language A1, additional guidance</li> <li>• Language A1 world literature teacher support material</li> <li>• IA audio samples</li> <li>• Internal assessment Teacher support material</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become and IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

<b>1. Category/code</b>	Category 1/English A2
<b>2. Title</b>	English A2
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>English A2</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>English A2</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for English A2 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A2</b> guide (first exams 2004)</li> <li>• Grade descriptors HL</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample Written Tasks, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>English A2</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>English A2</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>English A2</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A2</b> May and November examination schedules, Form G2</li> <li>• Teacher support material, Language A2: Written Tasks</li> <li>• IA audio samples</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

<b>1. Category/code</b>	Category 1/French A2
<b>2. Title</b>	French A2
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>French A2</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>French A2</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for French A2 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A2</b> guide (French version, first exams 2004)</li> <li>• Grade descriptors HL</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample Written Tasks, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session (<b>French version</b>)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (<b>French version</b>)</li> <li>• <b>French A2</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide (<b>French version</b>)</li> <li>• <b>French A2</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>French A2</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (if available)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A2</b> May and November examination schedules, Form G2</li> <li>• Teacher support material, Language A2: Written Tasks</li> <li>• IA audio samples</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

<b>1. Category/code</b>	Category 1/Spanish A2
<b>2. Title</b>	Spanish A2
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Spanish A2</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Spanish A2</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Spanish A2 including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language A2</b> guide (<b>Spanish</b> version, first exams 2004)</li> <li>• Grade descriptors HL</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Marking notes for the sample exam session</li> <li>• 2 sample Written Tasks, one from a higher level candidate, one from a standard level candidate</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session (<b>Spanish version</b>)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (<b>Spanish version</b>)</li> <li>• <b>Spanish A2</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide (<b>Spanish version</b>)</li> <li>• <b>Spanish A2</b> Extended Essay report from sample exam session (if available)</li> <li>• 1 sample <b>Spanish A2</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (if available)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 1 <b>Language A2</b> May and November examination schedules, Form G2</li> <li>• Teacher support material, Language A2: Written Tasks</li> <li>• IA audio samples</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

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<b>1. Category/code</b>	Category 1/Language B
<b>2. Title</b>	Language B
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Language B</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Language B</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Language B including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Language B</b> guide (in appropriate language, first exams 2004)</li> <li>• Grade descriptors HL</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• Markscheme from the sample exam session (in appropriate language)</li> <li>• Subject report from the sample exam session (in appropriate language)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (in appropriate language)</li> <li>• <b>Language B</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in appropriate language)</li> <li>• <b>Language B</b> Extended Essay report from sample exam session (in appropriate language if available)</li> <li>• 1 sample <b>Language B</b> Extended Essay unmarked (in appropriate language if available)</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script) (in appropriate language if available)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 2 <b>Language B</b> May and November examination schedules, Form G2</li> <li>• Teacher support material (if available)</li> <li>• IA audio samples</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 1/ Languages <i>ab initio</i>
2. Title	Languages <i>ab initio</i>
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Languages <i>ab initio</i></b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Languages <i>ab initio</i></b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Languages <i>ab initio</i> including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Languages <i>ab initio</i></b> guide</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Appropriate <b>Language <i>ab initio</i></b> subject report from the sample exam session</li> <li>• 2 sets of unmarked scripts in appropriate <b>Language <i>ab initio</i></b> (from samples with the highest marks and middle marks) for each paper at standard level</li> <li>• Marks for each sample</li> <li>• Appropriate <b>Language <i>ab initio</i></b> subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Language <i>ab initio</i></b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Language <i>ab initio</i></b> Extended Essay report from sample exam session</li> <li>• 1 sample appropriate <b>Language <i>ab initio</i></b> Extended Essay unmarked (if available)</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>

<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 2c <b>Languages <i>ab initio</i></b> May and November examination schedules, Form G2</li> <li>• Teacher support material, Language A2: Written Tasks</li> <li>• IA audio samples</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines.</p>

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1. Category/code	Category 1/Classical languages (Classical Greek/Latin )
2. Title	Classical languages
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Classical languages</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Classical languages</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Classical languages including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Classical languages</b> guide (first exams 2010)</li> <li>• Prescribed authors and genres for first examination in 2010</li> <li>• Grade descriptors HL</li> <li>• Grade descriptors SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Classical Greek/Latin <b>specimen examinations papers and markschemes (first examination 2010)</b></li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• Classical languages subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 2d <b>Classical languages</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> <li>• Guidance for language provision in groups 1 and 2</li> <li>• Guidelines for developing a school language policy</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/History of the Americas
2. Title	History of the Americas
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>History of the Americas</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>History of the Americas</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for History of the Americas including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>History</b> guide (First exams2010)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 1 sample set of specimen examination papers History HL &amp; SL Paper 1 &amp; Paper 1 Source booklet, History HL &amp; SL Paper 2, History HL (Americas) Paper 3</li> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 sample Historical Investigations</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>History</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>History</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>History</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

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<b>1. Category/code</b>	Category 1/ History of Europe
<b>2. Title</b>	History of Europe
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>History of Europe</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>History of Europe</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for History of Europe including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>History</b> guide (First examination 2010)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 1 sample set of specimen examination papers History HL &amp; SL Paper 1 &amp; Paper 1 Source booklet, History HL &amp; SL Paper 2, History HL (Europes) Paper 3</li> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 sample Historical Investigations</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>History</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>History</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>History</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Psychology
<b>2. Title</b>	Psychology
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Psychology</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Psychology</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Psychology including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Psychology</b> guide (first exams 2011)</li> <li>• Grade Descriptors</li> <li>• Ethical guidelines for Internal Assessment</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Specimen papers and markschemes (first exams 2011)</li> <li>• 2 examples from Teacher support material</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Psychology</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Psychology</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Psychology</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> <li>• Psychology HL paper 3 resource – qualitative content analysis teaching material</li> <li>• Workshop leaders workbook – Books 1&amp;2 (2009)</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Economics
<b>2. Title</b>	Economics
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Economics</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Economics</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Economics including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Economics</b> guide (first exams 2005)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level</li> <li>• Marks for each sample</li> <li>• 2 sample Portfolios</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked paper)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Economics</b> Subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Economics</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Economics</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Information technology in a global society (ITGS)
<b>2. Title</b>	ITGS
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>ITGS</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>ITGS</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for ITGS including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>ITGS</b> guide (first exams 2012) for HL</li> <li>• <b>ITGS</b> guide (last exams 2011) for SL</li> <li>• Case study May and November 2010</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Specimen papers and markschemes (first exams 2011)</li> <li>• 2 examples from Teacher support material</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>ITGS</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>ITGS</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>ITGS</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Difference between HL and SL ITGS</li> <li>• Teacher support material</li> <li>• ITGS Wiki for workshop leaders</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

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1. Category/code	Category 1/Geography
2. Title	Geography
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Geography</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Geography</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Geography including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Geography</b> guide (first examinations 2011)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Specimen papers and markschemes (first exams 2011)</li> <li>• 2 examples from Teacher support material</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Geography</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Geography</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Geography</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> <li>• IB geography wiki to support the New or recently appointed or recently appointed guide ( first exams 2011)</li> <li>• Rubric guidance on annotated maps and diagrams</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Philosophy
<b>2. Title</b>	Philosophy
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Philosophy</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Philosophy</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Philosophy including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> <li>•</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Philosophy</b> guide (first exams 2009)</li> <li>• Grade descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 sample of Philosophical analysis</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Philosophy</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Philosophy</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Philosophy</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> <li>• Specimen papers and markschemes (first exams 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Business and management
<b>2. Title</b>	Business and management
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Business and management</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Business and management</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Business and management including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Business and management</b> guide (first examinations 2009)</li> <li>• Discount tables (HL only)</li> <li>• Formulae sheet (SL and HL)</li> <li>• Case study May and November 2010</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 samples of IA coursework</li> <li>• Marks for each sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Business and management</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Business and management</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Business and management</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Specimen paper and markschemes (first exams 2009)</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Social and Cultural Anthropology
2. Title	Social and Cultural Anthropology
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Social and Cultural Anthropology</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Social and Cultural Anthropology</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Social and Cultural Anthropology including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Social and Cultural Anthropology</b> guide (first examinations 2010)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Specimen papers and markschemes (first exams 2010)</li> <li>• 2 samples of Internal Assessment from Teacher support material</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Social and Cultural Anthropology</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Social and Cultural Anthropology</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Social and Cultural Anthropology</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>Genera:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 3 <b>Individuals and societies</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

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1. Category/code	Category 1/Biology
2. Title	Biology
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Biology</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Biology</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Biology including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Biology</b> guide (first exams 2009)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Biology</b> scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 2 investigations from Teacher Support Material (first exams 2009)</li> <li>• Animal experimentation policy</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Biology</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Biology</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Biology</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 4 <b>Experimental sciences</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes (first exams 2009)</li> <li>• Updated ICT teacher support material (first exams 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Chemistry
2. Title	Chemistry
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Chemistry</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Chemistry</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Chemistry including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Chemistry</b> guide (first exams 2009)</li> <li>• Data booklet (first exams 2009)</li> <li>• Grade descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Chemistry</b> scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 2 investigations from Teacher Support Material (first exams 2009)</li> <li>• Animal experimentation policy</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Chemistry</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Chemistry</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Chemistry</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 4 <b>Experimental sciences</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes (first exams 2009)</li> <li>• Updated ICT teacher support material (first exams 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Design technology
2. Title	Design technology
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Design technology</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Design technology</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Design technology including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP Authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Design technology</b> guide (first examinations 2009)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Design technology</b> scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 1 investigation and 1 project from Teacher Support Material (first exams 2009)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Design technology</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Design technology</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Design technology</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 4 <b>Experimental sciences</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes (first exams 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop.</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Environmental systems and societies
2. Title	Environmental systems and societies
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Environmental systems and societies</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Environmental systems and societies</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Environmental systems and societies including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP Authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Environmental systems and societies</b> guide (first examinations 2010)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Pilot Ecosystems and societies</b> scripts (from samples with the highest marks and middle marks) for each paper at standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 2 investigations from Teacher Support Material (first exams 2010)</li> <li>• Animal experimentation policy</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Environmental systems and societies</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Environmental systems and societies</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Environmental systems and societies</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 8 Transdisciplinary subjects <b>Experimental sciences</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes</li> <li>• Updated ICT teacher support material (first exams 2009)</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Physics
<b>2. Title</b>	Physics
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Physics</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Physics</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Physics including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP Authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Physics</b> guide (first examinations 2009)</li> <li>• Data booklet (first exams 2009)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Physics</b> scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 2 investigations from Teacher Support Material (first exams 2009)</li> <li>• Animal experimentation policy</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Physics</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Physics</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Physics</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 4 <b>Experimental sciences</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes (first exams 2009)</li> <li>• Updated ICT teacher support material (first exams 2009)</li> </ul> <p><b>Application specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Computer science
<b>2. Title</b>	Computer science
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Computer science</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Computer science</b> teachers from IB World Schools (after review of workshop goals and objectives)</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Computer science including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> <li>•</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Computer science</b> guide (first examinations 2010)</li> <li>• Case study May 2010</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Computer science</b> scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• Subject report from the sample exam session</li> <li>• 2 samples of student work from the Teacher Support Material (first exams 2010)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Computer science</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Computer science</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Computer science</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Conditions of use of GDCs in examinations from 2008 onwards</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 5 <b>Mathematics</b>, May and November examination schedules, Form G2</li> <li>• Specimen papers and markschemes</li> </ul> <p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Mathematical studies (SL)
<b>2. Title</b>	Mathematical studies (SL)
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Mathematical studies (SL)</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Mathematical studies (SL)</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Mathematical studies (SL) including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Mathematical studies (SL)</b> guide (first exams 2006)</li> <li>• Grade Descriptors</li> <li>• Information booklet (first examinations 2006)</li> <li>• Teacher support material, graphic display calculators</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Mathematical studies (SL)</b>scripts (from samples with the highest marks and middle marks) for each paper at standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 Project samples</li> <li>• Marks for each Project sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section J1: Calculator requirements, Section 5 <b>Mathematics</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>

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

1. Category/code	Category 1/Mathematics SL
2. Title	Mathematics SL
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Mathematics SL</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Mathematics SL</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Mathematics SL including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Mathematics SL</b> guide (first examinations 2008)</li> <li>• Mathematics SL teaching notes (first exams 2006)</li> <li>• Information booklet (first exam 2006)</li> <li>• Teacher support material, graphic display materials HL/SL</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Mathematics SL</b> scripts (from samples with the highest marks and middle marks) for each paper at standard level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 Portfolio samples</li> <li>• Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Portfolio tasks for 2011 and 2012</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Mathematics SL</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Mathematics SL</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Mathematics SL</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section J1: Calculator requirements, Section 5 <b>Mathematics</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Mathematics (HL)
2. Title	Mathematics HL
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Mathematics HL</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Mathematics HL</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Mathematics HL including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Mathematics HL</b> guide (first examinations 2008)</li> <li>• Grade Descriptors</li> <li>• Information booklet (first examinations 2006)</li> <li>• Teacher support material, graphic display calculators</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 sets of unmarked <b>Mathematics HL</b> scripts (from samples with the highest marks and middle marks) for each paper at higher level <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• Markscheme for the sample exam session</li> <li>• 2 Portfolio samples</li> <li>• Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Subject report from the sample exam session</li> <li>• Portfolio tasks for 2011 and 2012</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Mathematics HL</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Mathematics HL</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Mathematics HL</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section J1: Calculator requirements, Section 5 <b>Mathematics</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Music
<b>2. Title</b>	Music
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Music</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Music</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Music including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Music</b> guide (first exams 2011)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Specimen <b>Music</b> listening papers and scores booklet, CD tracks (first exams 2011)</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Music</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Music</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Music</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 6 <b>The Arts</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material (first exams 2011)</li> <li>• Musical investigation exemplars and examiner comments</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop:</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/ Theatre
<b>2. Title</b>	Theatre
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Theatre</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Theatre</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Theatre including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Theatre</b> guide (first examinations 2009)</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 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 <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample (the first pages of the documents that shows the marks, not the entire marked sample)</li> <li>• Subject report from the sample exam session</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Theatre</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Theatre</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Theatre</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• Information on the DP authorization process for subject teachers and school staff</li> <li>• Creation of a draft course outline</li> <li>• How to use the OCC</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 6 <b>The Arts</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop.</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1/Visual Arts
2. Title	Visual Arts
3. Recommended audience	<ul style="list-style-type: none"> <li>• Teachers of <b>Visual Arts</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Visual Arts</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Visual Arts including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Visual Arts</b> guide (first exams 2009)</li> <li>• Assessment clarification -2009</li> <li>• Grade Descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• 2 samples from Teacher Support Material (first exams 2009)</li> <li>• 2 samples of student record books</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Visual Arts</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Visual Arts</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Visual Arts</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General:</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul> <p><b>Subject specific:</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 6 <b>The Arts</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul>

	<p><b>Authorization specific:</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>

<b>1. Category/code</b>	Category 1/Film
<b>2. Title</b>	Film
<b>3. Recommended audience</b>	<ul style="list-style-type: none"> <li>• Teachers of <b>Film</b> from schools who have taken the decision to apply to offer the Diploma Programme (DP)</li> <li>• New or recently appointed <b>Film</b> teachers from IB World Schools</li> </ul>
<p><b>4. The purpose of the workshop</b></p> <p>To provide professional development and assistance to subject specific educators from either a school that have decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p><b>To develop an understanding of the following.</b></p> <ul style="list-style-type: none"> <li>• The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition</li> <li>• The relevance of programme standards and practices in relation the role of the teacher</li> <li>• The structure of the DP hexagon and the significance of the core</li> <li>• Curriculum requirements, aims and objectives of the subject, explanation of IB terminology</li> <li>• IB external and internal assessment for Film including the use of the assessment criteria</li> <li>• Internal assessment and the moderation process</li> <li>• Importance of predicted grades</li> <li>• Selection of texts and resources useful for the course</li> <li>• How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments</li> <li>• The DP authorization process (timeline, professional development requirements, the site visit, role of the consultant and applications A&amp;B)</li> <li>• How to create the course outline, teaching order and teaching strategies</li> <li>• Extended essay and the role of the supervisor</li> <li>• The importance of academic honesty</li> <li>• Connections between the course and TOK</li> <li>• The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities</li> <li>• The curriculum review cycle</li> <li>• Creation of professional learning communities in school to facilitate the transfer of professional development</li> </ul>

<p><b>5. IB publications that the participants should be requested to bring</b></p>	<ul style="list-style-type: none"> <li>• <b>Film</b> guide (first examinations 2010)</li> <li>• Film grade descriptors</li> </ul>
<p><b>6. IB publications which are highly recommended to include in the participant workbooks/handouts</b></p>	<p><b>The workshop leader can select the following from the IB resources page on the OCC</b></p> <ul style="list-style-type: none"> <li>• Teacher support material</li> <li>• 1 sample of an unmarked Independent study and 1 sample of an unmarked Presentation sample. <b>ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED</b></li> <li>• Marks for each sample</li> <li>• 1 sample Production portfolio</li> <li>• Marks and comments for the production portfolio</li> <li>• Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Film</b> subject guidelines for the Extended Essay, taken from the Extended Essay guide</li> <li>• <b>Film</b> Extended Essay report from sample exam session</li> <li>• 1 sample <b>Film</b> Extended Essay unmarked</li> <li>• Marks for the sample (the first page of the document that shows the marks, not the entire marked script)</li> <li>• Candidates with special assessment needs (May 2009)</li> <li>• Information on the DP authorization process for subject teachers and school staff</li> <li>• Creation of a draft course outline</li> <li>• How to use the OCC</li> </ul>
<p><b>7. Other IB publications that should be referred to during the workshop</b></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• IB learner profile booklet (March 2006)</li> <li>• Programme standards and practices (2005)</li> <li>• Ethical practice poster (2006)</li> <li>• Academic Honesty (2009)</li> <li>• The Diploma Programme: From principles into practice (April 2009)</li> <li>• Towards a continuum of international education (September 2008)</li> <li>• Diploma programme assessment- Principles and practice</li> <li>• Candidates with special assessment needs (May 2009)</li> </ul>

	<p><b>Subject specific</b></p> <ul style="list-style-type: none"> <li>• Handbook of procedures: Section A (Important information), Section H (assessment procedures), Section 6 <b>The Arts</b>, May and November examination schedules, Form G2</li> <li>• Teacher support material</li> </ul> <p><b>Authorization specific</b></p> <ul style="list-style-type: none"> <li>• Become an IB World school (<a href="http://www.ibo.org/become/index.cfm">http://www.ibo.org/become/index.cfm</a>)</li> <li>• Diploma programme application form (parts A and B)</li> <li>• Guide to school application - Diploma programme</li> <li>• Creation of a draft course outline for application form part B appendix 5</li> </ul>
<p><b>8. Additional materials</b></p>	<p><b>Workshop leaders may want to use the following in the workshop.</b></p> <ul style="list-style-type: none"> <li>• Power point presentations using IB template available from OCC</li> <li>• Video footage</li> <li>• Resources to support the understandings of the workshop</li> </ul>
<p><b>9. Copyrighted materials available for use</b></p>	<p>To be included in future draft of session guidelines</p>