

Category 2 Session Guidelines

For use in Diploma workshops in 2010



Dear Workshop Leaders,

This document provides the general *session guidelines* and workbook requirements for Diploma Category 2 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 shortly be published on the IB website. It is highly recommended that certain IB publications are either included in the workbook or referred to in the workshop, all of which can be downloaded from the Workshop Resource Centre on the Online Curriculum Centre (OCC). 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 to videocasts.

The document is valid for category 2 workshops **to be** developed in 2010 for 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-organise the workshop in light of this document. However, this document should be used to develop all future category 2 workshops.

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. Leaders should also be aware of the newly introduced Quality Assurance Framework used in the evaluation of workshops when planning their sessions. Please refer to the following links:

[Participant survey](#)

[Workshop leader self report](#)

[Workshop session observation protocols](#)

[Workshop field representative report](#)

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

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

Liza Tercero

Head of global professional development

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

<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> • Handbook of procedures, 2010 • Standards and Practices (2005)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <p>Excerpts from The Diploma Programme: From principles into practice (2009):</p> <ul style="list-style-type: none"> • Building an accessible programme • Curriculum design and scheduling • Developing a successful programme • Developing the IB learner profile • Philosophy and principles of the Diploma Programme • Professional development • Teaching, learning and assessment <p>Other</p> <ul style="list-style-type: none"> • Curriculum review schedule from DP coordinator notes
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • Ethical practice poster (2006) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers • Guidance for developing a school language policy (April 2008) • Learning in language other than mother tongue in IB programmes (April 2008)

	<p>Subject specific</p> <ul style="list-style-type: none"> • Conditions of use of Graphic Display Calculators (GDCs) in examination from 2008 onwards • Extended essay guide (first examinations 2009) • CAS (for students graduating in 2010 and thereafter) • Theory of Knowledge guide (first examinations from 2008) • Guidance for language provision in groups 1 and 2
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

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

<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> • Standards and Practices (2005)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <p>Excerpts from The Diploma: From principles into practice (2009)</p> <ul style="list-style-type: none"> • Building an accessible programme • Curriculum design and scheduling • Developing a successful programme • Developing the IB learner profile • Philosophy and principles of the Diploma Programme • Professional development • Teaching, learning and assessment
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • Handbook of procedures (2010) • Ethical practice poster (2006) • IB learner profile booklet (March 2006) • Academic honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers • Guidance for developing a school language policy (April 2008)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

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

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Teaching students with particular special educational and learning needs (2004) • Academic honesty (2009)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • Standards and Practices (2005) • The Diploma Programme: From principles into practice (2009) • Ethical practice poster (2006) • IB learner profile booklet (March 2006) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 Librarians
2. Title	Librarians
3. Recommended audience	<ul style="list-style-type: none"> Experienced Librarians from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings <ul style="list-style-type: none"> Changes to the Diploma, including IBIS, subjects coming through curriculum review, new (pilot) subjects, university recognition. The relevance of programme standards and practices in relation the role of the DP Librarian Moving from a Diploma programme to an IB World school and making a broader impact through an internationally minded programme Evaluation of the Diploma programme in your school in reference to Diploma Standards and Practices Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices Library and the needs of the Extended essay Library and the needs of DP internal and external assessment Creating a more international library The importance of academic honesty Connections with resources outside of the school: college and university libraries, public library systems, electronic resources Ongoing professional development Working with the DP coordinator and teachers The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Academic Honesty (2009)

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

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

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Understanding knowledge issues (2009) • Prescribed essay titles for November 2010 and May 2011 • 3 sample ToK essays unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Sample theory of knowledge presentations • Theory of knowledge assessment exemplars
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Creativity, action, service (CAS)
2. Title	Creativity, action, service (CAS)
3. Recommended audience	<ul style="list-style-type: none"> Experienced teachers of Creativity, action, service (CAS) from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Developing a quality CAS programme Resources for CAS – local, national and international organizations, The importance of internal monitoring Submission of sample student CAS records to the regional office The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for developing a quality CAS programme</p>
<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> Creativity, action, service (CAS) guide (for students graduating in 2010 and thereafter)

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Important information), Section H (assessment procedures), Core: Diploma requirements
<p>7. IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / English A1
2. Title	English A1
3. Recommended audience	<ul style="list-style-type: none"> • Experienced English A1 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in World Literature • Ensuring that your teaching supports achievement in DP internal assessment • Expanding your literary repertoire • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • Support for Language A1 self-taught • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the English A1 classroom</p>

<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> • Language A1 guide (English version, first exams 2001) • English A1 Prescribed Booklist (PBL) • Prescribed World Literature List (PWL) • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Marking notes for the sample exam session • 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • English A1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • English A1 Extended Essay report from sample exam session • 1 sample English A1 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g. Guidance for language provision in groups 1 and 2 • School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators (first exams 2010) • Language A1, additional guidance • Language A1 world literature teacher support material • IA audio samples • Internal assessment teacher support material • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / French A1
2. Title	French A1
3. Recommended audience	<ul style="list-style-type: none"> Experienced French A1 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in World Literature Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay Support for Language A1 self-taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the French A1 classroom</p>

<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> • Language A1 guide (French version, first exams 2001) • French A1 Prescribed Booklist (PBL) • Prescribed World Literature List (PWL) • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Marking notes for the sample exam session • 2 sample World Literature papers, one from a higher level candidate, one from a standard level candidate • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session (French version) • French A1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • French A1 Extended Essay report from sample exam session (if available) • 1 sample French A1 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators (first exams 2010) • Language A1, additional guidance • IA audio samples • Language A1 world literature teacher support material • French A1 Internal assessment teacher support material • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / Spanish A1
2. Title	Spanish A1
3. Recommended audience	<ul style="list-style-type: none"> Experienced Spanish A1 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in World Literature Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay Support for Language A1 self-taught The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Spanish A1 classroom</p>

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

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators (first exams 201 • Language A1, additional guidance • Language A1 world literature teacher support material • IA audio samples • Internal assessment teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / Generic Language A1
2. Title	Generic Language A1
3. Recommended audience	<ul style="list-style-type: none"> • Experienced Language A1 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in World Literature • Ensuring that your teaching supports achievement in DP internal assessment • Expanding your literary repertoire • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • Support for Language A1 self-taught • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Language A1 classroom</p>

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

<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • School supported self-taught language A1: a guide for students, supervisors, tutors and coordinators (first exams 201 • Language A1, additional guidance • Language A1 world literature teacher support material • IA audio samples • Internal assessment teacher support material • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / English A2
2. Title	English A2
3. Recommended audience	<ul style="list-style-type: none"> Experienced English A2 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices.</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in Written Tasks Ensuring that your teaching supports achievement in DP internal assessment Expanding your literary repertoire Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the English A2 classroom</p>

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

<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material, Language A2: Written Tasks • IA audio samples • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / French A2
2. Title	French A2
3. Recommended audience	<ul style="list-style-type: none"> • Experienced French A2 teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in Written Tasks • Ensuring that your teaching supports achievement in DP internal assessment • Expanding your literary repertoire • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the French A2 classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> • Language A2 guide (French version, first exams 2004) • Grade descriptors HL • Grade descriptors SL

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Marking notes for the sample exam session • 2 sample Written Tasks, one from a higher level candidate, one from a standard level candidate • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session (French version) • French A2 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • French A2 Extended Essay report from sample exam session (if available) • 1 sample French A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) (if available)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material, Language A2: Written Tasks • IA audio samples • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / Spanish A2
2. Title	Spanish A2
3. Recommended audience	<ul style="list-style-type: none"> • Experienced Spanish A2 teachers from IB World Schools (after review of workshop goals and objectives)
<p data-bbox="124 533 400 600">4. The purpose of the workshop</p> <p data-bbox="124 676 440 927">To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p data-bbox="475 533 1007 562">To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in Written Tasks • Ensuring that your teaching supports achievement in DP internal assessment • Expanding your literary repertoire • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p data-bbox="523 1682 1441 1783">Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Spanish A2 classroom</p>

<p>5. IB publications that the participants should be requested to bring</p>	<ul style="list-style-type: none"> • Language A2 guide (Spanish version, first exams 2004) • Grade descriptors HL • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Marking notes for the sample exam session • 2 sample Written Tasks, one from a higher level candidate, one from a standard level candidate • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session (Spanish version) • Spanish A2 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Spanish A2 Extended Essay report from sample exam session (if available) • 1 sample Spanish A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) (if available)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material, Language A2: Written Tasks • IA audio samples • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

1. Category/code	Category 2 / Language B
2. Title	Language B
3. Recommended audience	<ul style="list-style-type: none"> • Experienced Language B teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in DP internal assessment • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Language B classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> • Language B guide (in appropriate language, first exams 2004) • Grade descriptors HL • Grade descriptors SL

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme from the sample exam session (in appropriate language) • Subject report from the sample exam session (in appropriate language) • Language B Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in appropriate language) • Language B Extended Essay report from sample exam session (in appropriate language if available) • 1 sample Language B Extended Essay unmarked (in appropriate language if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) (in appropriate language if available)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material (if available) • IA audio samples • Guidelines for developing a school language policy
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines.</p>

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

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Appropriate Language <i>ab initio</i> subject report from the sample exam session • 2 sets of unmarked scripts in appropriate Language <i>ab initio</i> (from samples with the highest marks and middle marks) for each paper at standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Appropriate Language <i>ab initio</i> subject report from the sample exam session
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material, if available • IA audio samples • Guidelines for developing a school language policy

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

1. Category/code	Category 2 / Classical languages (Classical Greek/Latin)
2. Title	Classical languages
3. Recommended audience	<ul style="list-style-type: none"> • Experienced Classical languages teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in DP internal assessment • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Classical language classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> • Classical languages guide (first exams 2010) • Prescribed authors and genres for first examination in 2010 • Grade descriptors HL • Grade descriptors SL

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Classical Greek/Latin specimen examinations papers and markschemes (first examination 2010) • Classical languages subject guidelines for the Extended Essay, taken from the Extended Essay guide
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC e.g Guidance for language provision in groups 1 and 2 • Teacher support material, if available • IA audio samples • Guidelines for developing a school language policy

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

1. Category/code	Category 2 / History
2. Title	History
3. Recommended audience	<ul style="list-style-type: none"> Experienced History teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in Historical Investigations Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the History classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> History guide (First exams 2010) Grade Descriptors

6. IB publications which are highly recommended to include in the participant workbooks/handouts

The workshop leader can select the following from the IB resources page on the OCC

Select Route 1 or Route 2 accordingly

- **Route 1:** 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (medieval Europe and the Islamic world)
- **Route 2:** 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (Africa, Americas, Asia and Oceania, Europe and the Middle East)
- 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level
ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED
- Marks for the sample (the first page of the document that shows the marks, not the entire marked script - *to be made available after participants have carried out practice marking exercises*)
- Markscheme for the sample exam session
- 2 sample Historical Investigations
- Marks for the sample (the first page of the document that shows the marks, not the entire marked script - *to be made available after participants have carried out practice marking exercises*)
- Subject report from the sample exam session
- **History** subject guidelines for the Extended Essay, taken from the Extended Essay guide
- **History** Extended Essay report from sample exam session
- 1 sample **History** Extended Essay unmarked
- Marks for the sample (the first page of the document that shows the marks, not the entire marked script - *to be made available after participants have carried out practice marking exercises*)

<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Psychology
2. Title	Psychology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Psychology teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices.</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Psychology classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Psychology guide (first exams 2011) Grade Descriptors Ethical guidelines for Internal Assessment

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Specimen papers and markschemes (first exams 2011) • 2 examples from Teacher support material • Psychology Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Psychology Extended Essay report from sample exam session • 1 sample Psychology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Teacher support material • Psychology HL paper 3 resource – qualitative content analysis teaching material • Workshop leaders workbook – Books 1&2 (2009)

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

1. Category/code	Category 2 /Economics
2. Title	Economics
3. Recommended audience	<ul style="list-style-type: none"> Experienced Economics teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p> <p>..</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in Portfolios Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Economics classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Economics guide (first exams 2005) Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • 2 sample Portfolios • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Economics Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Economics Extended Essay report from sample exam session • 1 sample Economics Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material

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

1. Category/code	Category 2 / Information technology in a global society (ITGS)
2. Title	ITGS
3. Recommended audience	<ul style="list-style-type: none"> • Experienced ITGS teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p> <p>..</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in DP internal assessment • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the ITGS classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> • ITGS guide (first exams 2012) for HL • ITGS guide (last exams 2011) for SL • Case study May and November 2010 • Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Specimen papers and markschemes (first exams 2011) • 2 examples from Teacher support material, 1 example should be from the 'website' • ITGS subject guidelines for the Extended Essay, taken from the Extended Essay guide • ITGS Extended Essay report from sample exam session • 1 sample ITGS Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material • ITGS Wiki for workshop leaders used to support the Subject Specific Seminars in March 2009

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

1. Category/code	Category 2 / Geography
2. Title	Geography
3. Recommended audience	<ul style="list-style-type: none"> Experienced Geography teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Geography classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Geography guide (first examinations 2011) Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Specimen papers and markschemes (first exams 2011) • 2 examples from Teacher support material • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Geography subject guidelines for the Extended Essay, taken from the Extended Essay guide • Geography Extended Essay report from sample exam session • 1 sample Geography Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Teacher support material • IB geography wiki to support the new guide (first exams 2011) • Rubric guidance on annotated maps and diagrams

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

1. Category/code	Category 2 / Philosophy
2. Title	Philosophy
3. Recommended audience	<ul style="list-style-type: none"> Experienced Philosophy teachers from IB World Schools (after review of workshop goals and objectives)
<p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Philosophy classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Philosophy guide (first exams 2009) Grade descriptors

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

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material • Specimen papers and markschemes (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

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

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

<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Specimen paper and markschemes (first exams 2009) • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Social and Cultural Anthropology
2. Title	Social and Cultural Anthropology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Social and Cultural Anthropology teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Social and Cultural Anthropology classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Social and Cultural Anthropology guide (first examinations 2010) Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Specimen papers and markschemes (first exams 2010) • 2 samples of Internal Assessment from Teacher support material • Social and Cultural Anthropology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Social and Cultural Anthropology Extended Essay report from sample exam session • 1 sample Social and Cultural Anthropology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>Genera:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Biology
2. Title	Biology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Biology teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Biology classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Biology guide (first exams 2009) Grade Descriptors

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

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Updated ICT teacher support material (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Chemistry
2. Title	Chemistry
3. Recommended audience	<ul style="list-style-type: none"> Experienced Chemistry teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Chemistry classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Chemistry guide (first exams 2009) Data booklet (first exams 2009) Grade descriptors

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

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Updated ICT teacher support material (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Design technology
2. Title	Design technology
3. Recommended audience	<ul style="list-style-type: none"> Experienced Design technology teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Design technology classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Design technology guide (first examinations 2009) Grade Descriptors

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

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Specimen papers and markschemes (first exams 2009)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop.</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Environmental systems and societies
2. Title	Environmental systems and societies
3. Recommended audience	<ul style="list-style-type: none"> Experienced Environmental systems and societies teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Environmental systems and societies classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Environmental systems and societies guide (first examinations 2010) Grade Descriptors

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

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

1. Category/code	Category 2 / Physics
2. Title	Physics
3. Recommended audience	<ul style="list-style-type: none"> Experienced Physics teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Physics classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Physics guide (first examinations 2009) Data booklet (first exams 2009) Grade Descriptors

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

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

1. Category/code	Category 2 / Computer science
2. Title	Computer science
3. Recommended audience	<ul style="list-style-type: none"> Experienced Computer science teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Computer science classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Computer science guide (first examinations 2010) Case study May 2010

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

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

1. Category/code	Category 2 / Mathematical studies (SL)
2. Title	Mathematical studies (SL)
3. Recommended audience	<ul style="list-style-type: none"> Experienced Mathematical studies (SL) teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematical studies (SL) classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Mathematical studies (SL) guide (first exams 2006) Grade Descriptors Information booklet (first examinations 2006) Teacher support material, graphic display calculators

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematical studies (SL)scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Project samples • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material

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

1. Category/code	Category 2 / Mathematics SL
2. Title	Mathematics SL
3. Recommended audience	<ul style="list-style-type: none"> Experienced Mathematics SL teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP external assessment Ensuring that your teaching supports achievement in DP internal assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or, workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematics SL classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Mathematics SL guide (first examinations 2008) Mathematics SL teaching notes (first exams 2006) Information booklet (first exam 2006) Teacher support material, graphic display materials HL/SL

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematics SL scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Portfolio samples • Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script) • Subject report from the sample exam session • Portfolio tasks for 2011 and 2012
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Mathematics (HL)
2. Title	Mathematics HL
3. Recommended audience	<ul style="list-style-type: none"> • Experienced Mathematics HL teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Ensuring that your teaching supports achievement in DP external assessment • Ensuring that your teaching supports achievement in DP internal assessment • Discussion of texts and resources • Creating an internationally minded classroom • Making links with the learner profile • Making links with ToK • Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices • The importance of academic honesty • Supervision of the extended essay • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development • The curriculum review and future professional development opportunities • Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Mathematics HL classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> • Mathematics HL guide (first examinations 2008) • Grade Descriptors • Information booklet (first examinations 2006) • Teacher support material, graphic display calculators

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

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

1. Category/code	Category 2 / Music
2. Title	Music
3. Recommended audience	<ul style="list-style-type: none"> Experienced Music teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Music classroom
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Music guide (first exams 2011) Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Specimen Music listening papers and scores booklet, CD tracks (first exams 2011) • Music subject guidelines for the Extended Essay, taken from the Extended Essay guide • Music Extended Essay report from sample exam session • 1 sample Music Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Teacher support material (first exams 2011) • Musical investigation exemplars and examiner comments
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from OCC • Video footage • Resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 2 / Theatre
2. Title	Theatre
3. Recommended audience	<ul style="list-style-type: none"> Experienced Theatre teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Theatre classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Theatre guide (first examinations 2009) Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 sets of unmarked samples (from samples with the highest marks and middle marks) for the independent project portfolio, research investigation, practical performance portfolio and TPPP at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Theatre subject guidelines for the Extended Essay, taken from the Extended Essay guide • Theatre Extended Essay report from sample exam session • 1 sample Theatre Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material

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

1. Category/code	Category 2 /Visual Arts
2. Title	Visual Arts
3. Recommended audience	<ul style="list-style-type: none"> Experienced Visual Arts teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices	To develop the following understandings: <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Visual Arts classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Visual Arts guide (first exams 2009) Assessment clarification -2009 Grade Descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • 2 samples from Teacher Support Material (first exams 2009) • 2 samples of student record books • Visual Arts subject guidelines for the Extended Essay, taken from the Extended Essay guide • Visual Arts Extended Essay report from sample exam session • 1 sample Visual Arts Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Curriculum review reports and questionnaires on the subject pages of the OCC • Teacher support material

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

1. Category/code	Category 2 / Film
2. Title	Film
3. Recommended audience	<ul style="list-style-type: none"> Experienced Film teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide a forum for experienced IB educators to focus on programme delivery, focussing on assessment, teaching and learning and best classroom practices</p>	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> Ensuring that your teaching supports achievement in DP assessment Discussion of texts and resources Creating an internationally minded classroom Making links with the learner profile Making links with ToK Strategies for widening access to the Diploma, including differentiating the curriculum, multilingual classrooms, catering for students with special needs, scaffolding strategies to enhance skill acquisition and wider subject choices The importance of academic honesty Supervision of the extended essay The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities Creation of professional learning communities in school to facilitate the transfer of professional development The curriculum review and future professional development opportunities Range of opportunities available for experienced IB educators e.g. becoming an IB examiner or,workshop leader <p>Throughout the workshop participants should have the opportunity to discuss and share their individual strategies for teaching and learning in the Film classroom</p>
5. IB publications that the participants should be requested to bring	<ul style="list-style-type: none"> Film guide (first examinations 2010) Film grade descriptors

<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the OCC</p> <ul style="list-style-type: none"> • Teacher support material • 1 sample of an unmarked Independent study and 1 sample of an unmarked Presentation sample. ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • 1 sample Production portfolio • Marks and comments for the production portfolio • Film subject guidelines for the Extended Essay, taken from the Extended Essay guide • Film Extended Essay report from sample exam session • 1 sample Film Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (March 2006) • Programme standards and practices (2005) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Teacher support material

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