

## History

24-26 January 2021

IB Diploma Category 2 with Alex Bast

### About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

This a Category 2 workshop.

Following the IB Guidelines for Category 2 workshops we will focus on

- Deepening participants understanding of how the key features and values of an IB education play out within the context of the DP history course
- Helping participants to strengthen their understanding of the nature of the internal assessment task and the application of the assessment criteria
- Helping participants to strengthen their understanding of the external assessment requirements for history

- Providing an opportunity for participants to engage in stimulating discussions with other teachers, and to share ideas and experiences

### Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

- Read through the DP History Guide (First exams 2020)
- Identify a few IA samples from your students to discuss

### APPS and materials

Please ensure that you have access to and understand how to use:

- ZOOM
- Google Drive

## DAY 1

UK Time	Session	Objective	Session Content
11:30 – 11:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
11:55 – 12:00	BREAK		
12:00 – 13:30	Overview of DP History	<ul style="list-style-type: none"> <li>• To reinforce awareness of the importance of the preliminary sections of the guide (e.g. nature of the subject and aims for the history course)</li> <li>• To discuss how international mindedness is developed through the history course</li> <li>• To examine links between the IB learner profile and the history course</li> <li>• To briefly review the various syllabus components of the history course</li> <li>• To explore principles of effective course design</li> <li>• To discuss examples of different course designs from the subject guide and share examples from participants</li> <li>• To identify ways in which effective course design can help to avoid common problems</li> </ul>	DP schools and teachers align their educational beliefs and values to reflect those of the IB in order to create a challenging programme of international education. DP history teachers expand and develop their understanding of the history curriculum.

13:30 – 13:45	BREAK		
13:45 – 15:15	The Internal Assessment	<ul style="list-style-type: none"> <li>To review the requirements for the IA as described in the history guide</li> <li>To unpack the three elements of the historical investigation</li> <li>To take an in-depth look at the "reflection" element</li> <li>To discuss strategies for the development of essential skills such as formulating research questions, developing research and source analysis skills, etc.</li> <li>To discuss practical issues such as timing during the course</li> </ul>	DP history teachers develop a deep understanding of the internal assessment requirement. Review of the Internal Assessment structure, IA writing tips, IA sections.
15:15 – 15:30	BREAK		
15:30 – 16:30	Course Design & The Core	<ul style="list-style-type: none"> <li>To examine links between the DP History and TOK, CAS and the EE</li> </ul>	DP history teachers develop a deep understanding of the relationship between DP History content and the core components.

## DAY 2

UK Time	Session	Objective	Session Content
12:00 – 13:30	Prescribed Subjects and Paper 1	<ul style="list-style-type: none"> <li>To discuss the "two case study" format for each prescribed subject</li> <li>To discuss the importance of source analysis on paper 1, and the link to the skills needed for the IA To review the format of Paper 1 and the approaches required for the different questions</li> <li>To discuss samples of student work for Paper 1 and the application of the markscheme to the student work</li> <li>To discuss common weaknesses seen in student responses on paper 1</li> </ul>	DP history teachers develop a deep understanding of the prescribed subjects and of the external assessment component paper one. Review of the prescribed subjects, Paper 1 exam tips, Paper 1 marking activities (in breakout rooms), Marking discussion.
13:30 – 13:45	BREAK		
13:45 – 15:15	World History Topics and Paper 2	<ul style="list-style-type: none"> <li>To discuss how teachers go about choosing effective examples, including the need to cover examples from more than one region for all elements</li> <li>To discuss strategies for approaching the topics in a more comparative and conceptual way</li> <li>To discuss challenges, and identify approaches to overcome these challenges</li> <li>To review the style of questions used on paper 2 (and discuss how these differ to the questions on other papers)</li> <li>To review and discuss the skills required for success on Paper 2</li> <li>To discuss samples of student work for Paper 2</li> <li>To review the Paper 2 markbands in the history guide</li> <li>To discuss the application of the markbands to the student work</li> </ul>	DP history teachers develop a deep understanding of the world history topics and the external assessment component paper two. Review of the world history topics, Paper 2 exam tips, Paper 2 marking activities (in breakout rooms), Marking discussion.
15:15 – 15:30	BREAK		

15:30 – 16:30	Regional Options and Paper 3	<ul style="list-style-type: none"> <li>To discuss the regional division for the HL extension</li> <li>To review the format of Paper 3</li> <li>To briefly review the markbands for P3</li> <li>To discuss samples of student work for Paper 3</li> <li>To discuss the application of the markbands to the student work</li> </ul>	<p>DP history teachers develop a deep understanding of the HL regional options and the external assessment component paper three.</p> <p>Review of the HL regional options, Paper 3 exam tips, Paper 3 marking activities (in breakout rooms), Marking discussion.</p>
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## DAY 3

UK Time	Session	Objective	Session Content
12:00 – 13:30	Marking The Internal Assessment	<ul style="list-style-type: none"> <li>To discuss the assessment criteria for internal assessment</li> <li>To provide participants with an opportunity to discuss samples of student IAs</li> <li>To practice and discuss the application of the assessment criteria to the student IAs</li> </ul>	<p>DP history teachers develop a deep understanding of the internal assessment requirement.</p> <p>Review of the Internal Assessment structure, IA writing tips, IA marking activities (in breakout rooms), Marking discussion.</p>
13:30 – 13:45	BREAK		
13:45 – 15:15	Resources & Best Practices	<ul style="list-style-type: none"> <li>To discuss and select suitable texts and resources that support teaching and learning in an IB history classroom</li> <li>To interact with and explore the subject-specific teaching and learning resources on the online curriculum centre, including teacher support materials, teacher resource exchange, blogs, subject reports, and student exemplars</li> <li>To introduce professional learning communities that will facilitate professional development through the use of the online curriculum centre</li> </ul>	<p>DP history teachers engage with curriculum resources in order to ensure the creation of a dynamic and vibrant history classroom.</p> <p>Group discussion on resources, Accessing resources activity, building of a Shared Google Drive resource database.</p>
15:15 – 15:30	BREAK		
15:30 – 16:30	Wrap-Up & Reflection	<ul style="list-style-type: none"> <li>To reflect on the previous sessions and confirm a pathway to begin to plan a history course of study that will best reflect the individual context given prior knowledge, existing resources, budget requirements, teacher strengths, national or regional requirements, and country and school's policy regarding Covid-19.</li> </ul>	<p>All pending questions are addressed, teachers reflect on the workshop, and we discuss how the course can be adapted to Covid-19 challenges.</p> <p>Key takeaways reflection, small group discussion, Q&amp;A.</p>