Updates to the book
'Implementing the IB Diploma Pogramme'

The curriculum of the IB Diploma Programme (the DP) undergoes regular reviews. Until recently, there were subject reviews (generally at different times for different subjects) every 5 years, but from 2004 onwards, the reviews will be every 7 years. In addition to these reviews, regular (usually more minor) reviews are conducted on an ongoing basis.

All reviews, however, always take place within the overall philosophy of the IBO, and as such hardly affect the main thrust of our text.

The concise document below brings the reader up to date on the changes since publication of the book in 2004. The original book plus this (regularly adjusted) update thus present at all times an essentially accurate view of the DP.

Should you feel there is anything we have missed out in our text or updates, please feel free to email the editor and we'll update this document accordingly.

1.	Update to chapters 1 – 8:	no changes apart from author bio's
2.	Update to chapter 9 (CAS):	no changes
3.	Update to chapter 10 (TOK):	minor change
4.	Update to chapter 11 (EE):	no changes
5.	Update to chapters 12 – 13 (languages):	no changes
6.	Update to chapter 14 (group 3):	minor changes
7.	Update to chapter 15 (group 4):	minor changes
8.	Update to chapter 16 (group 5):	substantive 'admin' type changes
9.	Update to chapter 17 (group 6):	no changes
10.	Update to chapter 18 (SBS and TD):	no changes
11.	Update to chapter 19:	no changes

For author info, please see our website link called 'the authors' or click directly here: http://www.dp-help.com/about.html

Updates to chapters 1 - 8 (implementation and case studies)

By various authors

None

Updates to chapter 9 (CAS)

By Mark McCallum

None

Updates to chapter 10 (TOK)

By Nick Alchin

In response to feedback and suggestions from different quarters, the curriculum review committee is working on a new formulation of aims and objectives, and on new assessment criteria for marking essays and presentations. These are designed to be more accessible for students and teachers, and do not reflect any change in direction of Theory of Knowledge. It is not likely that there will be substantive changes to the content or methodology of the course.

Updates to chapter 11 (EE)

By Stuart Jones

None

Updates to chapter 12 & 13 (Languages)

By Kevin Morley

None

Updates to chapter 14 (group 3, humanities)

Economics and Business Studies
By Phil Woolrich

No significant changes for Economics. As for Business and Management, the HL exam seems to be using real businesses now – a good thing. The recent curriculum review showed that the Module 2 was the big problem in the HL, hence it will be removed and absorbed in module 1 (as it is in SL now). Another areas of concern raised at the review was that SL is quantitatively very light; in response, the IBO has announced plans to beef up the exam.

ITGS
By Monica Mueller

The new HL syllabus has been introduced, but the comments in the chapter about the existing SL course remain in force. Details on the HL course to follow soon

Psychology
By Jay Atwood

This chapter should be relevant for several more years, as the latest review has just been implemented.

Geography
By Nick Cotton

The most significant recent change to the course was the recent announcement that the Internal Assessment requirements have been altered.

At HL, students are now required to produce only 1 report (rather than 2) of no more than 2500 words in length. This is a welcome change as it reduces the workload on students who can now focus on one longer piece, and because experience showed that students found it a real challenge to keep to the previous lower word limit. While some schools may choose to complete several pieces of fieldwork and allow students to choose which to write up as their final report, it does remove the pressure on schools with limited fieldwork opportunities. Likewise, at SL the IB have also reduced the requirement from 2 fieldwork reports or research assignments to only 1 piece of 1500 words.

Teachers are required to indicate how they allocated the marks. Marking should be much more straightforward now, since teachers only need to mark based on one paper.

The timing of these changes was very unusual, coming in the middle of an examination class (they are effective for those being examined in 2005).

One other minor change is the fact that calculators will not be allowed in exams from 2005. This is a clear indication of the level of statistics expected from the candidates. It is likely that students will be required to show an understanding of the process and the implications of results, rather than demonstrate an ability to perform calculations.

History
By Robert Friessen and Robin Barton

Separate mark bands for Paper 2 and Paper 3 have been produced, and further detail has been added to the descriptors to clarify how each links to the objectives of the course.

Updates to chapter 15 (group 4, science)

By Cameron Hunter

Any major changes for group 4 subjects do not seem likely in the next few years.
We are very happy to report, however, that the IBO has in the meantime proposed to refine its aims in line with the calls we made in our chapter (and schools have been invited to give their feedback on this). The main recommendations are:

- Integrate aim 8 of group 4 *(raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology)* more fully into the curriculum and assessment process.

- Increase awareness of *internationalism/international-mindedness* by
    - highlighting teaching opportunities in this area and by adjusting assessment
    - providing opportunities for schools in different regions/countries to collaborate on the group 4 project. (please refer to a new group 4 project section of the online curriculum centre OCC).

- Increase emphasis on the use of information and communication technology (ICT) by
    - highlighting teaching opportunities and releasing teaching resources
    - encouraging schools to publish details of their group 4 projects electronically, for example, as a website, PowerPoint presentation or Word file on a new section of the OCC.

- Develop a parallel set of aims and objectives for Design Technology

These recommendations signify that the recommendations made in our chapter are likely to be even more pertinent in the near future.

Updates to chapter 16 (group 5, mathematics)

By Peter Joseph and Marc van Loo

There are a number of changes in the various syllabi and the way these are examined, listed below. Nonetheless, all important points the chapter raises about the use of IT, coursework, the 'philosopy' and internal administration remain pertinent, in fact even more so.

The changes will take effect in August 2004, for first examinations in May 2006.

The syllabi for MSSL, MMSL, MHL, and FM have changed as follows:

MSSL and MMSL: both these courses now no longer have the options *Statistics* and *Calculus*; instead, both these modules have been integrated into the core course. Since it appears that the content of both modules has not shrunk, clearly the examination expectations will have to be lowered. However, the IBO has – in one of its less fortunate traditions – not yet released any information to help teachers design their lessons to reflect these changes. The IB summer conferences will hopefully provide some clarification, which will subsequently be reported on this page.

In terms of examination, Paper 1 (the shorter questions) and Paper 2 (the longer questions) are now equally long, and each weighs 40%, whereas course work still counts for 20%

MHL: the module *Plane Geometry* has been removed. The *Analysis* option has changed somewhat: some calculus parts have been moved out of the core material into this module, and the option has been renamed as *Series and Differential Equations* (DE's only up to first order). So now there are only 4 options (from which schools still have to choose 1): *Discrete Maths*; *Sets, Relations and Groups*; *Probability and Statistics*; *Series and DEs*. Although the new Analysis module looks nice from a mathematical point of view, it looks somewhat suicidal in comparison with the other options.

Instead of just a Paper 1 and Paper 2, now we have a Paper 1 and a Paper 2 of equal length and weight of 30%, and a new one-hour Paper 3 with long questions on the options weighing 20%. The coursework still counts for 20%

FM: This course consisted previously of the former 5 options in MHL. With the fifth option of *Plane Geometry* now removed from the MHL option palette, we had hoped this module would have been removed from the FM palette as well, as suggested in our chapter. Not so, although a good step has been made by removing the module's disjointed component *Conic Sections*.

Portfolios: the emphasis we placed in the book on the modeling (applied) task as a vehicle to promote understanding is reinforced by the upcoming changes in the portfolio coursework for MHL and MMSL. All examples and teaching strategies in the chapter are still equally valid, if not more so. The only thing that will change is the details on how to award marks. Instead of 3 pieces of coursework, students now only need to submit 2 pieces, and assessment seems to have tightened: assessment criteria C and D now emphasize development, interpretation, and understanding even more.

More details after the summer work shops.

Next page: update on computer science.

Updates to chapter 16 (group 5, computer science)

By Bruce Love

As with mathematics, there are a number of changes in computer science, affecting teaching from August 2004 onwards for first examination in May 2006, but again, most of these changes were foreseen in the chapter and do not affect the text's main thrust.

As forecast in the chapter, the biggest change for computer science is that the only computer language now allowed is Java.

The overall curriculum content has changed little. In a welcome development, the presentation and description of the new curricula is much clearer, annotating the syllabus content with teacher notes. The SL curriculum has been reorganized into three topics. Topic 1 now contains the sections: System Life Cycle (from HL), System Analysis, System Design, Software Life Cycle, Software Design, Documentation. Topic 1 thus contains all the planning aspects needed for creating and documenting software solutions and leads naturally into the planning stage of the Dossier. Topic 2 is Java, and Topic 3 concerns the Computer Fundamentals aspects, for example: input out systems, data representations, networking etc.

In the written exams there will be no choice of questions, and in paper 2 there will be a greater emphasis on the students constructing their own algorithms. Also, calculators are now specifically not allowed in the exam (there was never any real need for them, but it means that students now should be able to manually change decimal to binary).

The assessment criteria for the dossier have changed substantially, as forecast in the chapter. The criteria now are arranged into 5 groups that the students can work through sequentially. The first stage contains a prototype (this is a mock program that can be shown to the end user: they can see how the program works but it does not have functionality built in yet). The new sequence is better for students because it helps to prevent them from becoming so involved in writing their program that they solve their design problems at the computer and forget to document the process as required. Many of the criteria have been reworded and the emphasis is now on the student discussing 'aspect' (please refer to chapter). For example, previously 'data structure' assessment was measured as 'some' (1), 'most' (2), 'all' (3), whereas now it is [the student] 'outlines' (1), 'describes' (2), 'discusses' (3), 'illustrates' (4) [the data structure]. The other criteria are similarly reassessed. This makes is easier for both the student and the teacher to understand the assessment. The fifth (new) criteria is Holistic Approach which is a measure of the commitment of the student.

The mastery aspects (see chapter) have also been changed into a more flexible system, as envisaged in the chapter. There are now 13 aspects at SL, and the student must include 10. For every aspect a student misses of these 10, the mark will be reduced by 10%. The same situation holds for the HL. There is now more emphasis on the students proving mastery: the student's dossier must contain a section documenting master aspects, as mentioned already in the chapter.

Updates to chapter 17 (group 6, the arts)

By Prof Robert Walker

None

Updates to chapter 18 (SBS and TD)

By Ellie Alchin

None

Updates to chapter 19 (closing chapter)

By John Goodban

None