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Welcome to our 2022 International Baccalaureate Catalogue

Inside you will find the most pioneering range of print and digital resources for the IB from PYP to the Diploma programme. We support IB schools across the continuum with a range of unique and innovative resources that are aligned with the IB's values of encouraging both personal and academic achievement.

Try it for yourself – evaluate our resources for free

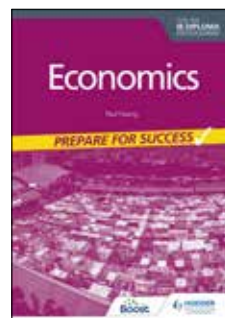
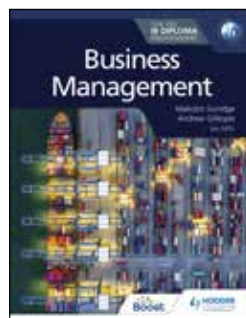
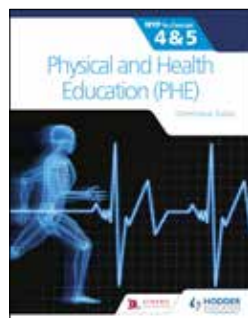
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What's new?

MYP

DP



Includes MYP by Concept 4&5 and new Diploma coursebooks developed in cooperation with the International Baccalaureate™ (IB)

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PRIMARY YEARS PROGRAMME

- ✓ Agency – Learners in charge
- ✓ Growth Mindset for the IB PYP – Every child a learner
- ✓ Wellbeing for the IB PYP
- ✓ PYP Springboard Teaching for Success Teacher's Guides **NEW**
- ✓ PYP Friends Storybooks
- ✓ PYP ATL Skills Workbooks
- ✓ PYP Reading Planet Online Library
- ✓ PYP Reading Planet Packs

Coming soon

18 Springboard Teacher's Guides coming **Spring 2023**, covering transdisciplinary themes and practical guidance on how to deliver units of inquiry.

See order form for details.



Agency for the IB Programmes – Learners in charge

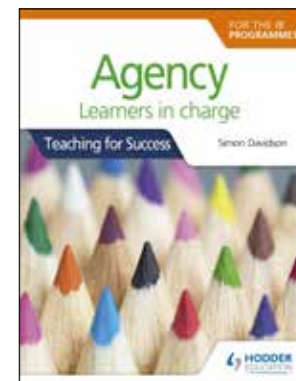
PRINT

Simon Davidson

Teach for success and implement effective strategies to develop a learning community that supports student agency and self-efficacy with this essential guide developed by an experienced PYP educator.

£38

9781510481121



Growth Mindset for the IB PYP – Every child a learner

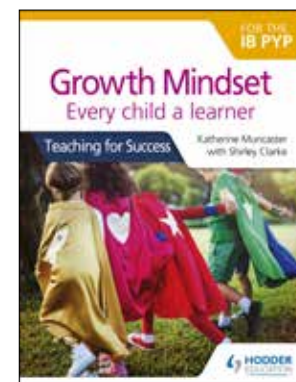
PRINT

Katherine Muncaster with Shirley Clarke

Teach for success with this 'must-have' handbook for anyone looking to embed a growth mindset culture essential for supporting agency, physical and emotional well-being, and inquiry-based learning.

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Wellbeing for the IB PYP

PRINT

Dr Kimberley O'Brien

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PYP Reading Planet Online Library

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PYP Reading Planet Packs

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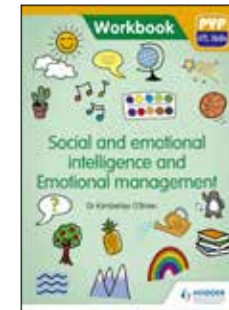
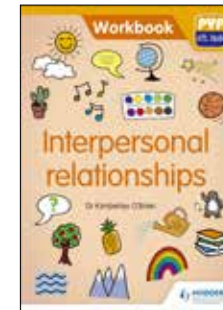
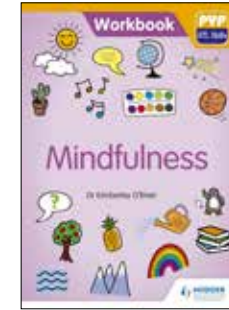
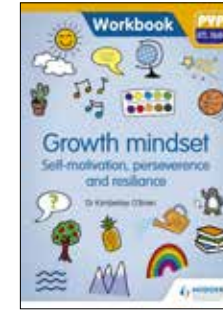
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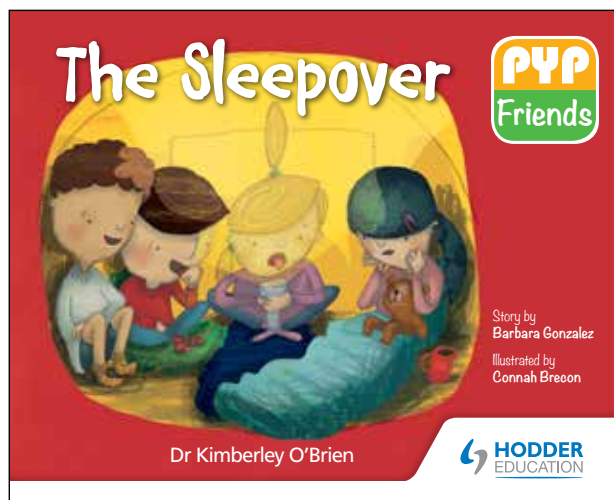
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Oh no! Poor Rafi was a **clumsy** mess of tent poles that didn't fit, and pegs that wouldn't go into the ground, and somehow he'd even managed to put the door flap on upside down!

He huffed and puffed and even donked himself on the head a few times. Salma and Coco tried their hardest not to laugh, covering their faces to try and hide their giggles from him.

"Stop! Time's up," cried Lochie. But even Lochie couldn't **contain himself** and all three of the kids found

themselves red faced and bent over laughing at poor Rafi.

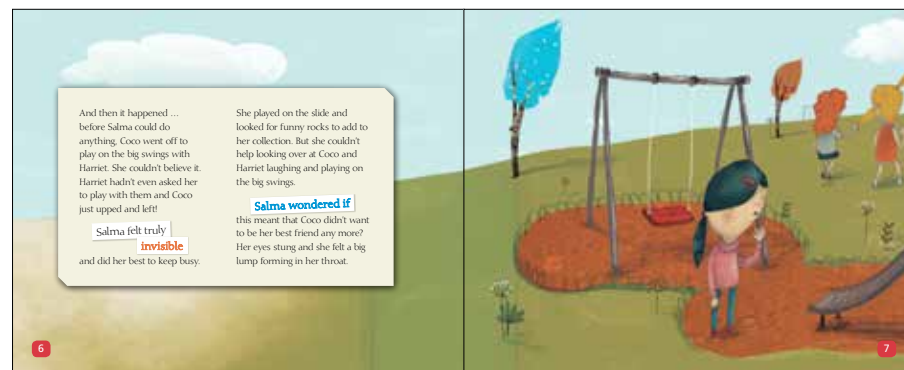
"What's so funny?" asked Rafi.

"Come and have a look at the tent from over here," said Salma.

But just as Rafi turned to walk over to his friends, he tripped over one of the ropes and the whole tent came tumbling down behind him.

What a mess!

Even Rafi had to laugh at that point. What a disaster! When the giggles had settled, Salma made a suggestion.



And then it happened ... before Salma could do anything, Coco went off to play on the big swings with Harriet. She couldn't believe it Harriet hadn't even asked her to play with them and Coco just upped and left!

Salma felt truly **invisible** and did her best to keep busy.

She played on the slide and looked for funny rocks to add to her collection. But she couldn't help looking over at Coco and Harriet laughing and playing on the big swings.

Salma wondered if this meant that Coco didn't want to be her best friend any more? Her eyes stung and she felt a big lump forming in her throat.

PYP Friends Storybooks

PRINT DIGITAL

Dr Kimberley O'Brien

Meet the four friends who live on Quirky Lane and follow the stories of how they resolve conflict and strengthen their friendships in the school playground and local neighbourhood.

Inspired by the stories of young clients at the Quirky Kid Clinic in Australia, the PYP Friends Storybooks help you deliver the PYP and create inviting and intentional learning spaces which support physical and emotional well-being.

Child psychologist, **Dr Kimberley O'Brien** teams up with talented illustrator **Connah Brecon** to create this inspiring childhood adventure and social skills programme.

A new friend

A new boy Theo joins the school. Learn how to start a conversation and make friends.

Ups and downs

What makes a good friend? Learn how to repair a broken friendship.

Fair play

A story to illustrate competition and how it can bring out the best and worst in people. Learn about group dynamics and how to join a group.

Lochie's little lie

A story about honesty in friendships, the importance of compromise and being flexible.

The sleepover

A story about being pushed out of your comfort zones —what is strange and unfamiliar and learning about team dynamics by finding out how to work together.

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Coming in April as Boost eBooks – see order form for details



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MYP BY CONCEPT 1-3

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Encourage inquiring learners and ensure students navigate the MYP framework with confidence, using a concept-driven assessment-focused approach presented in a global context.

Design

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Lenny Dutton

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- Extend learning through research projects and interdisciplinary opportunities.

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ACTIVITY: ... and next time?

ATL

Reflection skills: Identify strengths and weaknesses of personal learning strategies (self-assessment)

Now, think about how you could improve your posters. Even if you met all of your specifications, how could you make your design even better? Are there any new specifications you would include or any new details you would add?

You can also imagine that you are going to make a series of posters to accompany this one. How will you make them all amazing?

Assessment opportunities

- This activity can be assessed using Criterion D: Evaluating (iii).

Take action

Now that you have seen the impact that a learning environment can have on a learner, you might choose to take further action.

Possible long-term projects include:

- Create a series of posters for different learning environments.
- Create a group of volunteers to work on improving your school's learning environments:
 - a group of poster designers
 - a group that creates displays for the learning environments
 - a group that thinks about other aspects of learning environments, for example furniture.
- Work with the school's leadership to create agreements on how learning environment should look.
- Design more posters for your learning environments, but share them so that other schools can use them too.
- Use the design principles you have learned in this chapter to design posters for other uses, for example to raise awareness of an issue you care about, to raise money for a charity you support, to promote a school club that you belong to, or to encourage people to recycle more in school.

ACTIVITY: Big impact

ATL

Collaboration skills: Help others to succeed

Using the data collected in your testing methods, describe the impact your posters have had on the target audience.

What future impact could they have if, for example, the posters are up longer or used in other, similar learning spaces? How will the posters help your classmates succeed in the MYP?

For this activity, you should think about the inquiry question: **Does an effective learning environment need effective displays?**

Provide evidence to show how your posters have enhanced the learning environment.

Assessment opportunities

- This activity can be assessed using Criterion D: Evaluating (iv).

EXTENSION

Now that you have made posters to help your classmates with their learning, what other things could you do? Are there other activities you could do as an individual, such as helping a classmate understand a task in class? What about actions you could take as a designer? What other products could you make to support student learning in your school? You could make tutorials, animations, videos, notebooks, pencil cases and more!

Reflection

In this chapter we have found out how our learning environments can have an impact on us. We explored different learning spaces and we took action by improving a learning space in our school.

Use this table to evaluate and reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?
Factual: What is the third teacher? What posters exist in our current learning environment? How do we use our classroom posters?		
Conceptual: How might the appearance of the space we learn in change the way we learn? How do visuals help us learn?		
Debatable: Does an effective learning environment need effective displays?		

Approaches to Learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?			
		Novice	Learner	Practitioner	Expert
Communication skills					
Collaboration skills					
Organization skills					
Reflection skills					
Information literacy skills					
Critical-thinking skills					
Creative-thinking skills					

Learner profile attribute	How did you demonstrate your skills as an inquirer in this chapter?
Inquirers	

22

Design for the IB MYP 1–3: by Concept

1

What role might our classroom walls play in our learning?

23



How to use this book

Welcome to Hodder Education's *MYP by Concept* series! Each chapter is designed to lead you through an *inquiry* into the concepts of mathematics and how they interact in real-life global contexts.

The *Statement of Inquiry* provides the framework for this inquiry, and the *Inquiry questions* then lead us through the exploration as they are developed through each chapter.

KEY WORDS

Key words are included to give you access to vocabulary for the topic. Glossary terms are highlighted and, where applicable, search terms are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through action.

ATL

Activities are designed to develop your *Approaches to Learning* (ATL) skills.

Assessment opportunities in this chapter:

Certain parts of the activities are *formative* as they allow you to practise certain of the MYP Mathematics Assessment Criteria. Other activities can be used by you or your teachers to assess your achievement against all parts of an assessment criteria.

Each chapter is framed with a *Key concept* and a *Related concept* and is set in a *Global context*.

Each chapter covers one of the four branches of mathematics identified in the MYP Mathematics skills framework.

Form Patterns Globalization and sustainability

1 In how many different ways can we express the same thing?

Numbers in different forms give us a variety of ways to predict patterns and think about problems of global significance.

CONSIDER THESE QUESTIONS:

Factual: How are numbers sets defined? How and why do we group numbers? What is meant by approximate and exact?

Conceptual: How do number systems expand our understanding? What patterns can you spot in different number forms and operations?

Debatable: Were numbers invented or discovered? Is there a right form for a number? Can the form of a number extend or affect our decisions? Can rounded help or hinder decision-making? How often and compare your thoughts and ideas with your partner, or with the whole class.

IN THIS CHAPTER, WE WILL ...

- Find out how to express numbers in a variety of forms and why we do this.
- Explore situations where different levels of accuracy or detail of numbers is required.
- Take action by engaging and educating the school community in the role of numbers in our interconnected global community.

Approaches to Learning (ATL)

- Communication skills
- Creative thinking skills

We will reflect on this learner profile attribute:

- Communicator – we express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Assessment opportunities in the chapter:

- Criterion A: Knowing and understanding
- Criterion B: Investigating patterns
- Criterion C: Communicating
- Criterion D: Applying mathematics in real-life contexts

PRIOR KNOWLEDGE

You will already know:

- how to round decimal places to whole numbers
- what natural numbers and integers (extended number) are
- what prime numbers, square and cube are
- what square roots are and know the values of $\sqrt{1}$, $\sqrt{4}$, $\sqrt{9}$, $\sqrt{16}$, $\sqrt{25}$, $\sqrt{36}$, $\sqrt{49}$, $\sqrt{64}$, $\sqrt{81}$, $\sqrt{100}$, $\sqrt{121}$ and $\sqrt{144}$.

KEY WORDS

accuracy
approximate
extended
fractional

repeating
rounding
significant figures (s.f.)

HOW ARE NUMBER SETS DEFINED?

A number is a quantity or an amount, a value expressed in words, digits or other notation. Certain groups of numbers are used so often and are so important that they are given their own names such as primes, even, odd, square numbers, imaginary numbers, square numbers, rounded numbers and so on. You will have met many of them already in your studies.

Let's look at various ways to group numbers.

THINK-PAIR-SHARE

The following is a random list of numbers.

16	21.6	$\frac{1}{2}$	-64	-1	82	5.43	3	$\frac{4}{5}$	5155
-7	9.06	7.6	-0.5	4	1.332	$\frac{2}{3}$	-4	3	1067
π	$\sqrt{78}$	92	-82	11.4	-8	$\frac{1}{11}$	$\frac{95}{99}$	-1	0.0067
2	7	8.55	9	11	9890	0.8	$\frac{99}{99}$	31	$\frac{2}{2}$

How can you categorise these numbers? With your partner, discuss how you could group these numbers together. Make sure that each number is included in at least one group.

How did you group these numbers? Did you use the form of the number, whether it was a decimal or a fraction, or anything else? Did you refer to the sign? Or did you use a different number property you learnt when you were younger, such as integers or primes? Was there a pattern to your groups?

1 In how many different ways can we express the same thing?

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

Both standard and extended are included in this book. Extended is signposted.

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

Finally, at the end of each chapter, you are asked to reflect back on what you have learnt with our *Reflection table*, maybe to think of new questions brought to light by your learning.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?
Factual		
Conceptual		
Debatable		
Approaches to Learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills? Novice Learner Practitioner Expert

Links to:

Like any other subject, Mathematics is just one part of our bigger picture of the world. Links to other subjects are discussed.

We will reflect on this learner profile attribute ...

Each chapter has a *IB Learner Profile* attribute as its theme, and you are encouraged to reflect on these too.

Detailed information or explanation of certain points are given whenever necessary. Key *Approaches to Learning* skills for MYP Mathematics are highlighted whenever we encounter them.

Worked examples and practice questions are given in colour-coded boxes to show the level of difficulty:

- Problem**
- Complex**
- Challenging**

Hint

In some of the activities, we provide Hints to help you work on the assignment. This also introduces you to the new Hint feature in the on-screen assessment. These Hints will give additional guidance or shortcuts to improve your proficiency.

Take action

While the book provides many opportunities for action and plenty of content to enrich the conceptual relationships, you must be an active part of this process. Guidance is given to help you with your own research, including how to carry out research, how to make change in the world informed by Mathematics, and how to link and develop your study of Mathematics to the global issues in our twenty-first century world.

French

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Fabienne Fontaine

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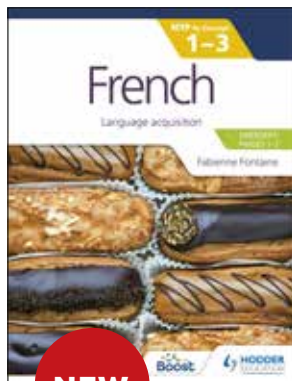
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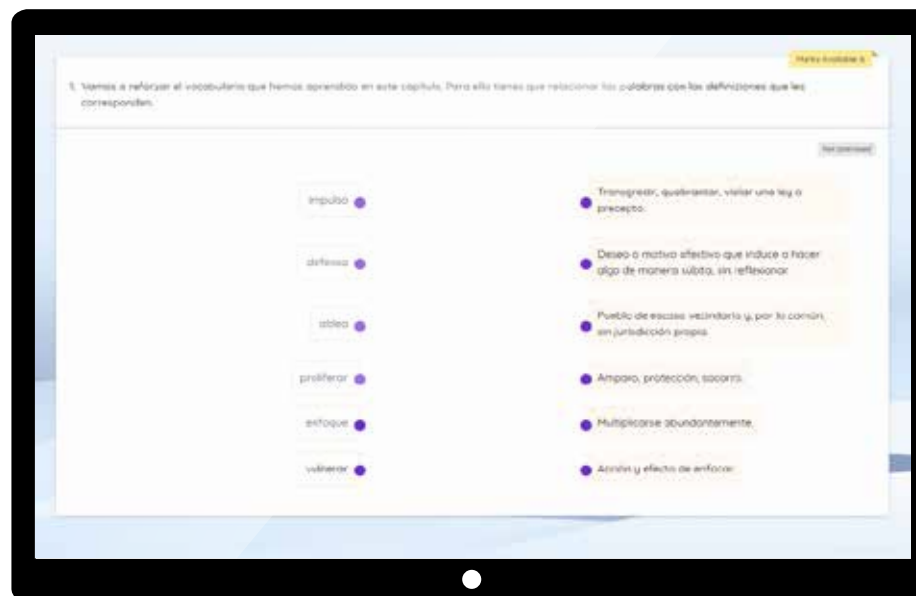
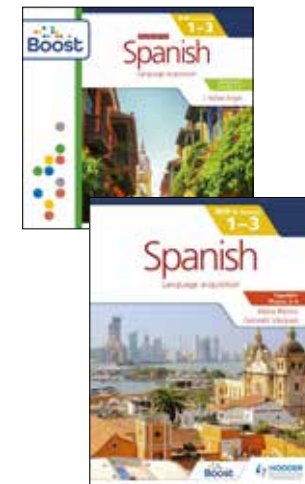
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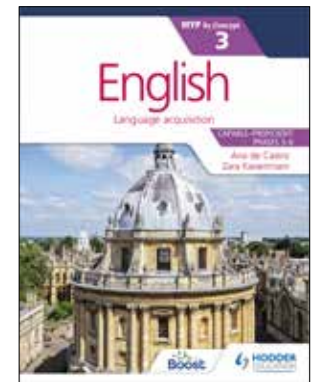
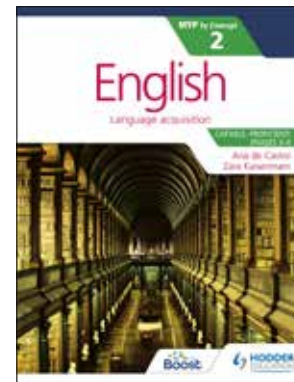
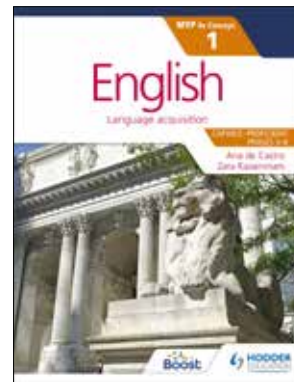
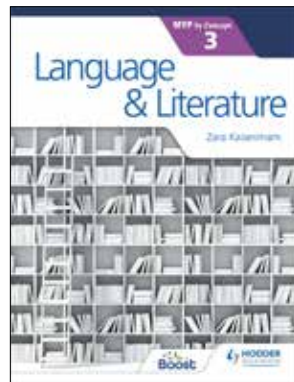
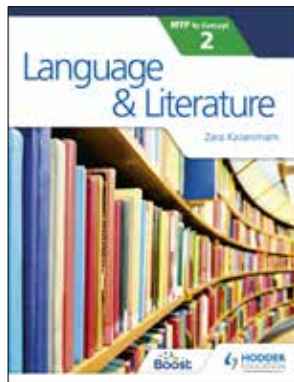
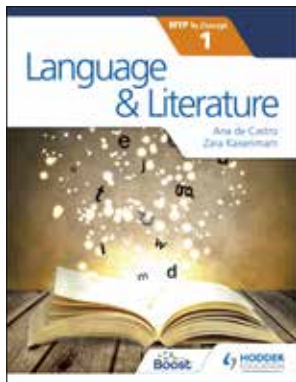
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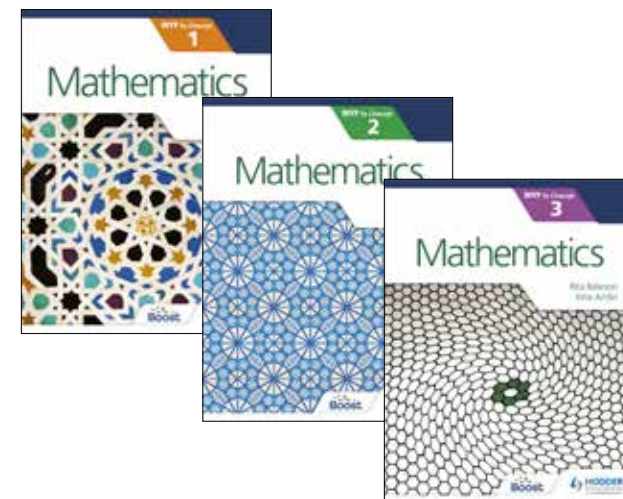
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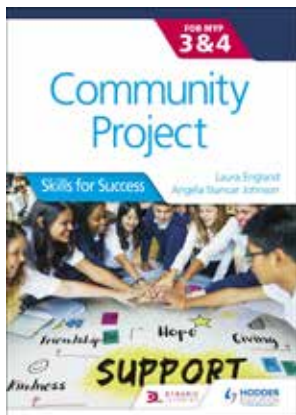
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CHAPTER 6

Reflecting

- ATL skills
 - Communication skills
 - Self-management skills
 - Thinking skills
 - Reflection skills
 - Affective skills
 - Transfer skills
 - Collaboration skills

LEARNER PROFILE ATTRIBUTES

Inquirer	Principled
Communicator	Reflective

At this stage in the community project, you have:

- defined a goal to address a need within a community based on personal interest
- identified prior learning and subject-specific knowledge relevant to the project and have explained how this can be transferred to your project and serve as a foundation for research
- engaged in research and demonstrated how you are a principled learner by practising academic honesty
- developed a proposal for action to serve the need in the community
- started planning and recording the development process of the project
- demonstrated self-management skills
- demonstrated service as action as a result of the project
- demonstrated thinking, communication and social skills

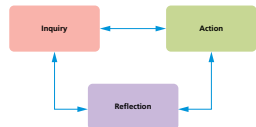
So that's a wrap, right? Your community project is complete!

Well, not exactly. If the experience ended here, just after the taking action stage, you would be missing out on valuable opportunities for more meaningful learning. The American philosopher, psychologist and educational reformer John Dewey famously stated, 'We do not learn from experience ... we learn from reflecting on experience.' The service as action project is not the endgame; thoughtful, honest reflection on what you have learned from the experience is the ultimate goal.

Reflection is not something that happens just at the end of the community project; it is part of the whole process. As an IB learner, reflection is at the heart of everything you do. Indeed, reflection is a key component of the inquiry cycle, and this cycle can – and should – be repeated multiple times throughout the project. In order to demonstrate your best work, you will need to make your reflections obvious. That means that you should show evidence of ongoing reflection in your process journal. You should also reflect explicitly on the three strands of Criterion D in your presentation.

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Chapter 6 Reflecting



- Evaluate the quality of the service as action against the proposal

As you pull all of your reflection together, the first step in formally presenting your reflection is to evaluate the quality of the service as action against the proposal. This means thinking back to the planning stages and considering to what extent you achieved the criteria you set out for yourself.

EXPERT TIP

It is very likely that your project will undergo some form of change between the proposal and the taking action stage. Making changes should not be viewed as a failure of your proposal; this evolution is part of the process. As long as you reflect meaningfully on why you have made these changes, then you can still demonstrate success against the assessment criteria. Equally, even if the service as action has 'failed', that does not necessarily mean that your community project has failed; you can still demonstrate valuable learning through failure.

ACTIVITY: EVALUATING SUCCESS

- ATL skills
 - Affective skills
 - Self-motivation:
 - Practise analysing and attributing causes for failure
 - Resilience:
 - Practise 'bouncing back' after adversity, mistakes and failures
 - Practise 'failing well'
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change
 - Reflection skills
 - Identify the strengths and weaknesses of personal learning strategies (self-assessment)

Look back at the success criteria for the community-specific factors you established during the planning

stage (Chapter 4). You may have developed Pathways to Success, Target Circles, Single-point Rubric or any other approach to developing strategies and success criteria.

- Thinking objectively, answer the following questions:
- How well did you meet your criteria? What evidence can you provide to demonstrate the level of success that you feel you have achieved?
 - If you failed in a particular area, why might that be? (Hint: Consider your own role in that failure; try not to make excuses or put blame onto others.)
 - What would you do differently if you could complete your service as action again? How could the project be improved?
 - What has been the impact of your project on the community that you served? For this reflection to be meaningful (and credible), ask a member of that community for their feedback.

Don't confuse your own criteria for the service as action with the overall assessment criteria for the community project.

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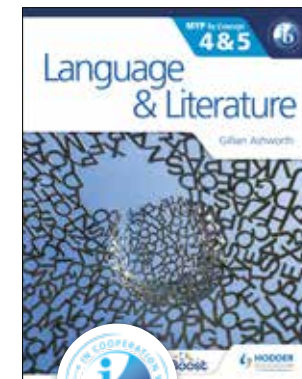
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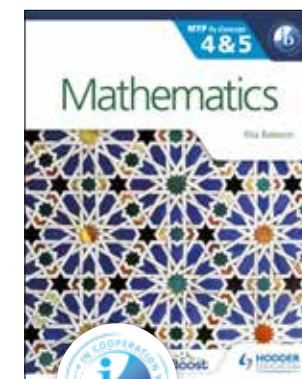
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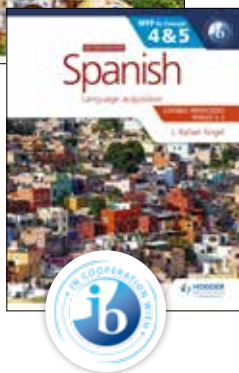
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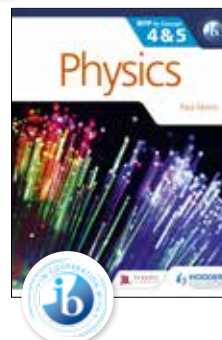
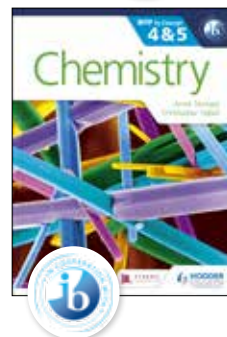
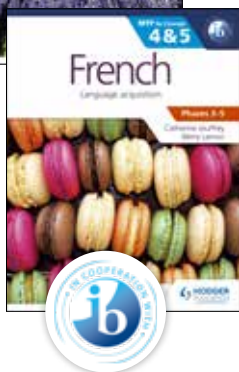
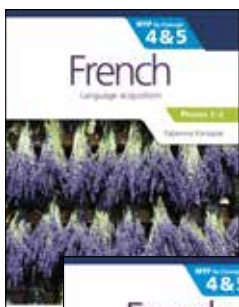
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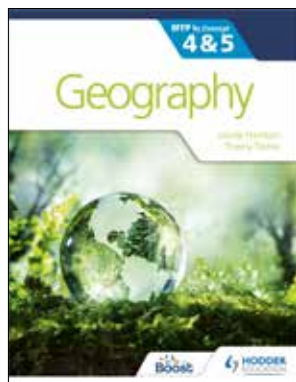
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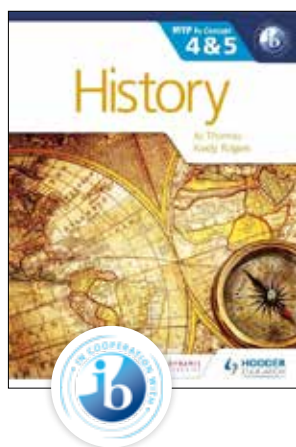
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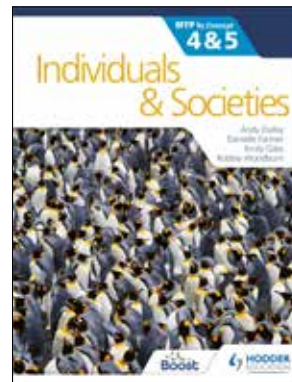
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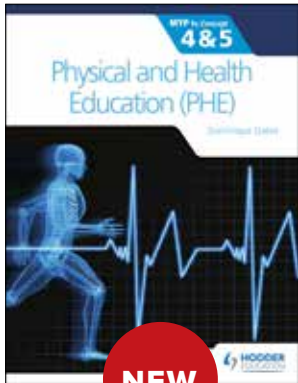
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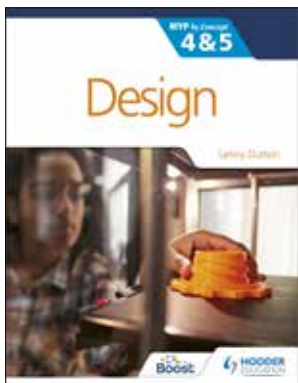
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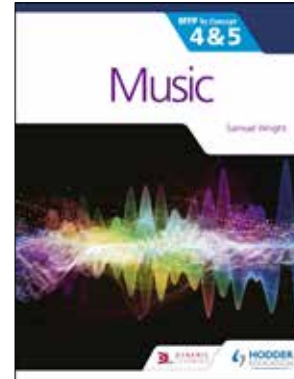
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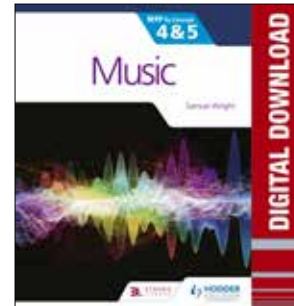
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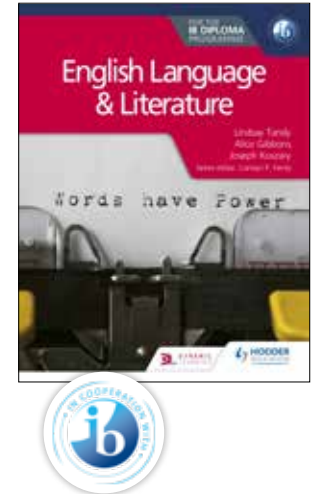
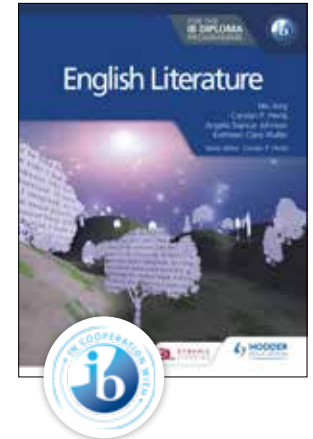
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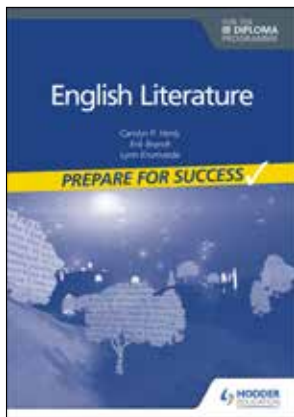
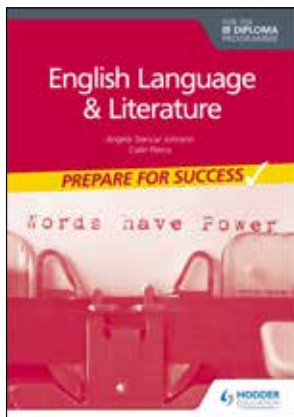
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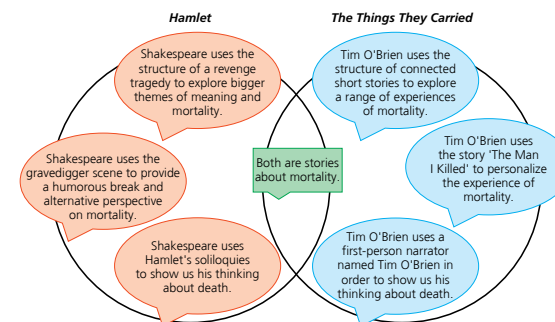
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We can see that one of the things the works have in common is that they focus on characters' experiences of death and tragedy. There are obvious differences in setting – *Hamlet* is set in late-Middle-Ages Denmark, while O'Brien's novel is much more contemporary. And *Hamlet*'s action takes place through a clear story arc while *The Things They Carried* unfolds in a series of interrelated stories.

What kind of exam question might this analysis answer? It's hard to think of a plausible one that we would encounter in an IB exam; maybe 'Compare and contrast the ways in which tragedy is depicted in two literary works of your choice.' This question is broad and thematic, yes, but it is a bit too simple for an IB exam question. To better prepare for the kinds of questions you will find on paper 2, it might be useful to think of something a bit more complex.

Let's imagine that the question was something like: 'Explore the ways in which authors of two works of literature depict characters confronting mortality.' This question is richer than the first in that it asks you to move beyond just what is happening in the stories and to consider literary technique. This question would require us to shift how we envision the compare and contrast:



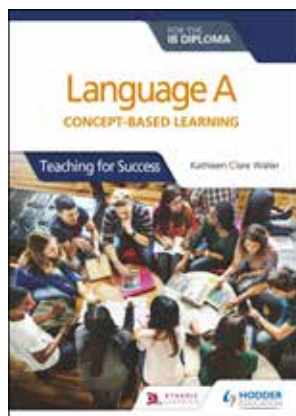
■ *Hamlet* and *The Things They Carried* – both are stories about mortality

By focusing on literary technique and authorial choice, this plan becomes more sophisticated because instead of just focusing on *what* is happening in the story, we are now focusing on *how* and *why*. This allows us to write about not just the characters' encounters with mortality but also the authors' ideas and attitudes that drive the story and the ways they convey those ideas through their choices. Still, this plan is not as rich as it could be because we have not identified anything the two stories have in common except that they both are concerned with the topic of mortality.

ASSESSMENT TRAP

Under the pressure of exam circumstances, many students make the mistake of writing two self-contained essays, one about each work, that have only a superficial connection between them. While this approach could potentially score a 4 or a 5 if done exceptionally well, in order to be successful on this exam you should aim to craft a fully integrated compare/contrast essay. As we can see with our

second attempt to compare *Hamlet* and *The Things They Carried*, we are potentially going to fall into that trap. If we were to use the diagram above, our essay may end up essentially saying 'Hamlet and *The Things They Carried* are both concerned with death. Shakespeare approaches it with these literary techniques while O'Brien uses these other techniques to different effect.'



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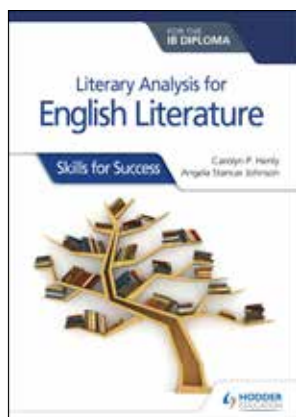
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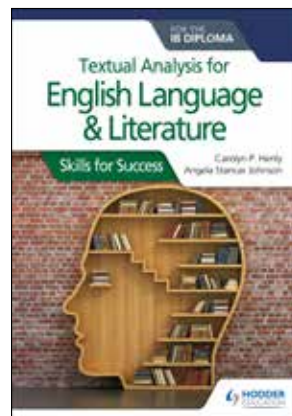
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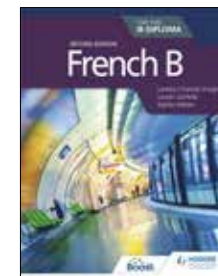
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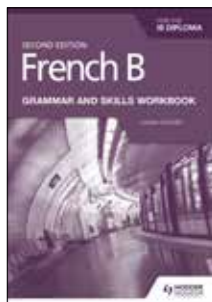
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SECTION B

Professional texts

4 Formal letter

A formal letter is the written correspondence between two parties that do not know each other personally. It is a letter usually written in a professional context such as a job application letter, a complaint letter, etc. These formal letters have specific conventions about layout, language and tone that you should follow.

Model text: Job application

Jack Miller 35 Princes Avenue London W3 5LP	..... The sender's address
5th May 2020	..... Date of entry
HR Department The Natural History Museum Cromwell Road London SW7 5BD	..... The recipient's address
Dear Mr Hopkins,	..... Greeting: 'Dear X,'
I am writing in response to the recent advertisement for the position of Key Account Sales Manager that has become available in the Natural History Museum. I would like to be considered for the position.	..... Clear purpose for writing
I am an experienced sales executive with over 6 years' experience handling high-value accounts, many of which were new accounts started by myself. Examples of accounts that I have brought into Airport World are Dufry (€15k) and Fraport (€25k). In my previous role at Easyfairs I started and sold out a design agency theatre and attained sponsorship totalling £10k, which doubled the total sponsorship for the entire show.	..... Relevant details
All previous sales jobs have been on a consultative basis where research, questions, listening to client needs and upselling were all essential.	.....
I have identified new business and market opportunities and have found new revenue streams in every job – first app sold, first website sold, first agency-sponsored section, first webinar. All projects needed to be planned and budgeted and all of the projects ran at a profit.	..... Appropriate tone – your aim is to sound 'business-like'. Remember to be positive and polite
I have worked on various CRM systems and am quick to learn new systems. I am productive on all Windows programs, which helps to prepare weekly sales reports and management reporting.	.....
I have sold to agencies from across the globe: Korea, Australia, USA, etc., and have always had a good relationship with advertising agencies. I sold seven design companies into the luxury packaging show for the first time ever and am in regular contact with design agencies for artwork. My current company is a media company that publishes Airport World and we regularly use picture libraries for images in the magazine.	..... Separate paragraph for each point
I have been a regular visitor to the Natural History Museum all my life, both as a child and now with my children, and recognise its importance to the research and teaching of the solar system, Earth's geology and life. I feel that I would be an excellent addition to the Natural History Museum Trading Company by increasing revenues and working in a manner to benefit one of the greatest museums in the world.	.....

Answers: www.hoddereducation.com/IBextras

17



Pages from English B Grammar and Skills Workbook



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I love the way the book helps students to become familiar with concepts and how it helps them see the concepts in grammar, texts, and interactions. The book helps teachers with the implementation of the IB model, includes practice that prepares students for the final exams, and includes materials for every part of the course.

Glau Serralvo – DP Coordinator, Spanish B examiner, TOK teacher Qingdao, China

”



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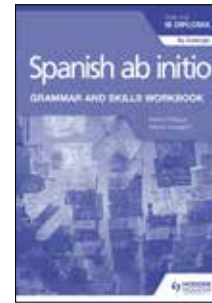
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DIPLOMA

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CASE STUDY Dabbawalla



Figure 1.1.3 A busy dabbawalla delivery in Mumbai

Every day in Mumbai, India, around 250,000 people get their lunches delivered by 'dabbawallas'. A 'walla' means a 'doer of something' and a 'dabba' is a stainless-steel lunchbox. The lunch is picked up from the person's home and taken to a sorting station. The lunch boxes are then divided up according to destination and delivered on bike, foot or taken on the train to their

destination. After lunch, the box is collected and taken back to the person's home. This is an incredibly efficient but a very labour-intensive and low-technology process, with almost no buses going missing or to the wrong address. The price is so low that it is easier to pay for the delivery than to take your lunchbox with you on your journey to and from work.

Questions

- 1 Define the term *factors of production*. [2]
- 2 Identify **two** factors of production in the dabbawalla delivery process. [2]
- 3 Analyse why the dabbawalla delivery business might be a mutually beneficial process for the business and customers. [6]
- 4 Discuss how you would measure the success of this transformation process. [10]

Common mistake

Students often put 'profit' as a resource of a business. Profit is, hopefully, the outcome of using the resources to provide products customers are willing to pay a price for that covers the costs of the business. It is an outcome not a resource.

◀ Common mistakes demonstrate what to avoid and top tips help strengthen answers when it comes to assessment

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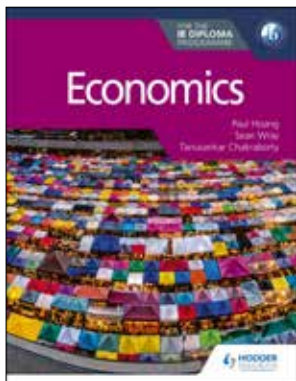
▲ Case studies enable students to formulate responses to real-world examples

Top tip!

The list of strengths and weaknesses will be specific to each business. You need to understand the specific business you are analysing to find its strengths and weaknesses. There is no set number for each and there do not need to be equal numbers of strengths and weaknesses.

[hoddereducation.com/ib-businessmanagement](https://www.hoddereducation.com/ib-businessmanagement)





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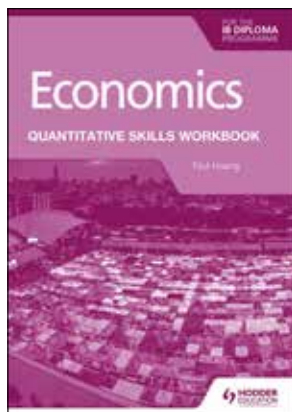
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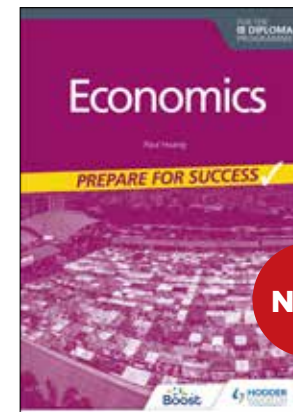
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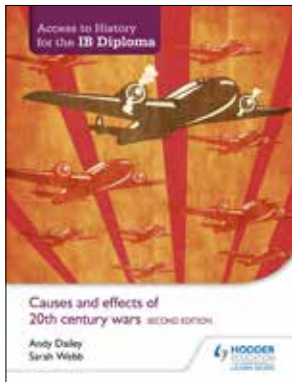
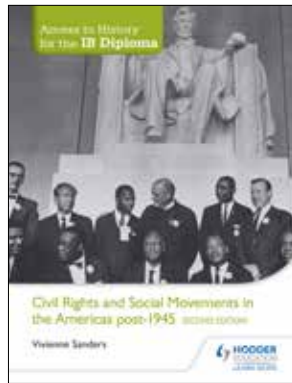
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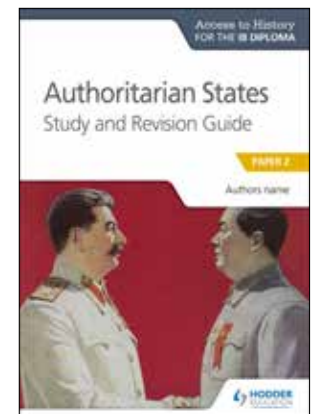
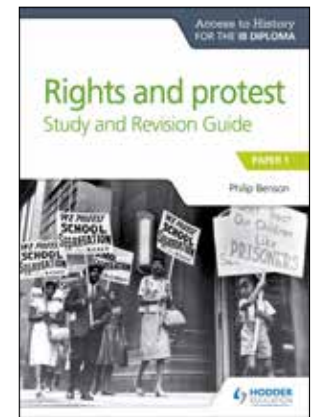
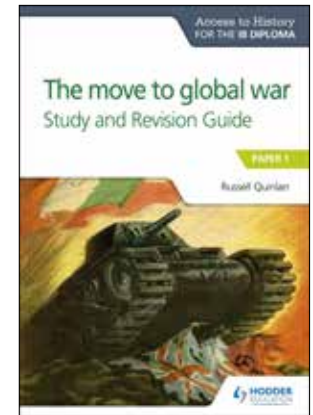
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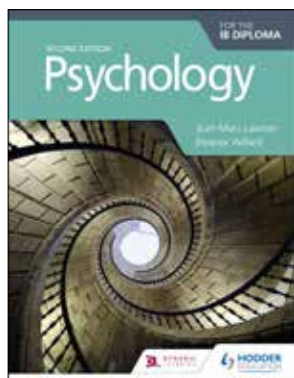
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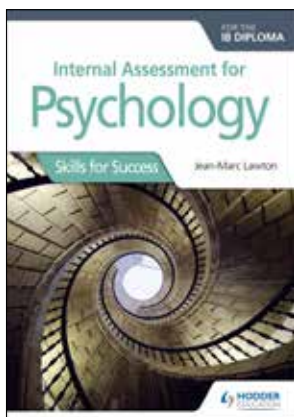
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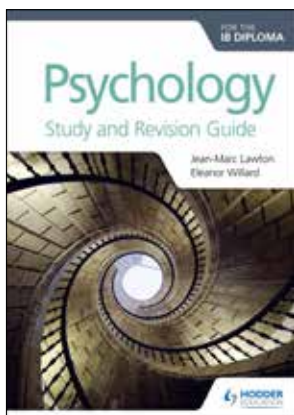
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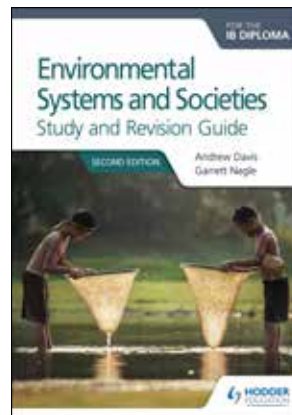
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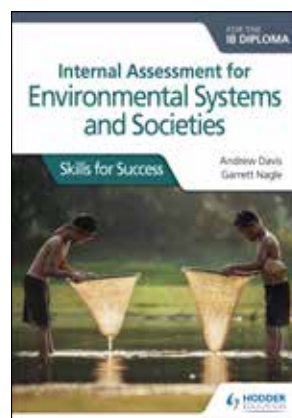
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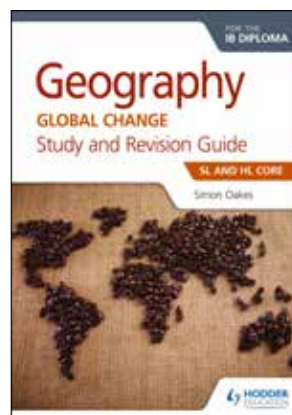
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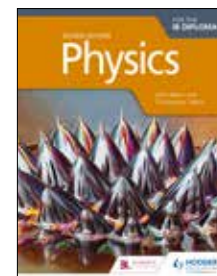
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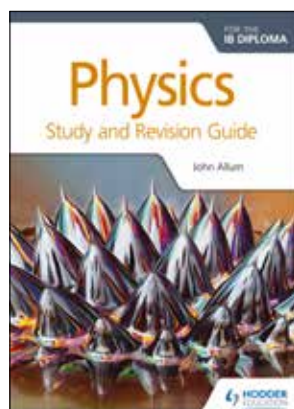
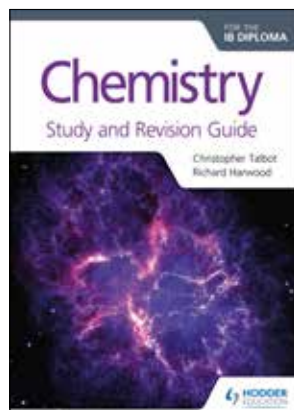
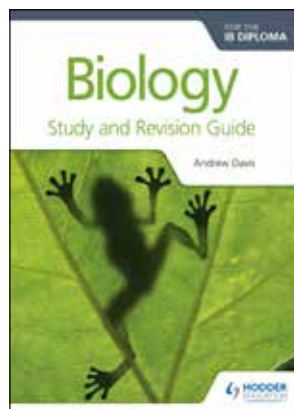
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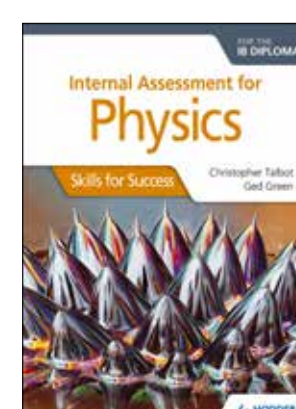
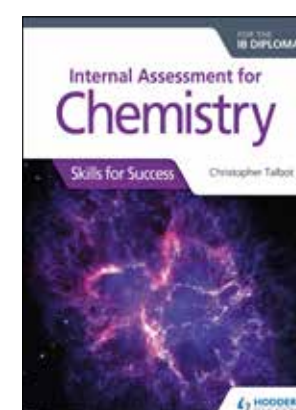
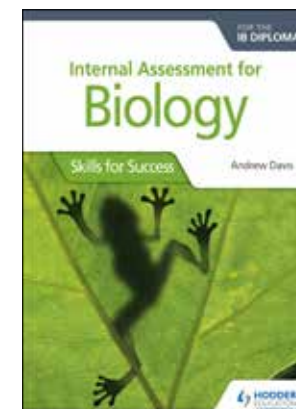
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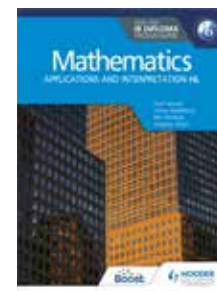
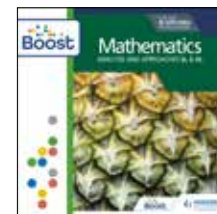
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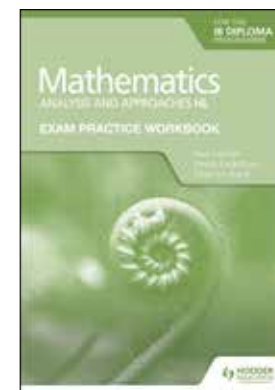
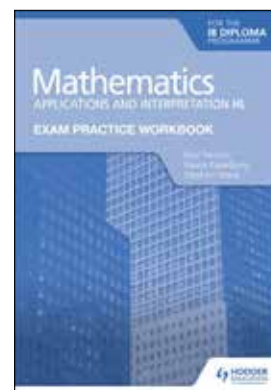
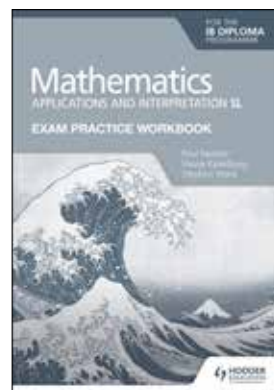
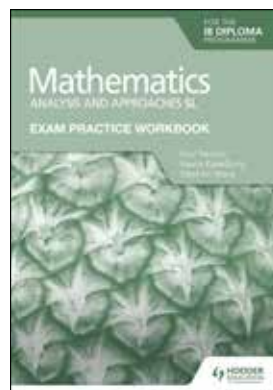
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112 Practice exam papers

Two students did not take the second paper and a teacher wants to estimate what mark they would have got in it.

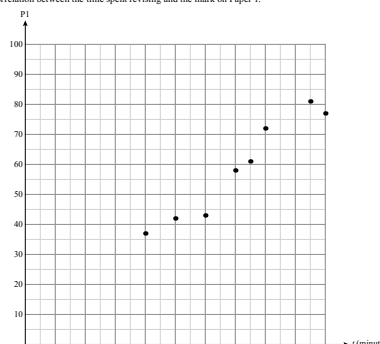
d Find the equation of the appropriate regression line that the teacher should use. [2]

e In Paper 1, Student J got 57 marks and Student K got 23 marks.

i Use your regression line to estimate how many marks each student would have got in Paper 2. [3]

ii For each student, comment on the reliability of the estimate, giving reasons for your answers. [3]

Students A to H recorded how long they spent revising for Paper 1. The graph shows the time and the Paper 1 mark for each student. The teacher wants to determine whether there is any evidence of positive correlation between the time spent revising and the mark on Paper 1.



f By referring to the graph, explain why Pearson's product moment correlation is not an appropriate measure of correlation. [1]

g **i** Complete the table of ranks below. [1]

Student	A	B	C	D	E	F	G	H
Revision time rank	1	5		3			4	8
Paper 1 rank	1			3	2		4	7

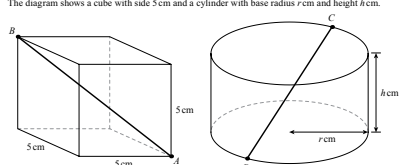
ii Calculate Spearman's rank correlation coefficient. [3]

iii The critical value of the correlation coefficient for the 5% significance level is 0.643. Stating your hypotheses and conclusion clearly test, at the 5% significance level, whether there is evidence of positive correlation between the time spent revising and the mark on Paper 1. [3]

113 Practice exam papers

2 [Maximum mark: 14]

The diagram shows a cube with side 5 cm and a cylinder with base radius r cm and height h cm.



a Find the length of AB . [2]

b Find the angle that the line AB makes with the horizontal base of the cube. [2]

The cylinder and the cube have the same volume.

c Show that the surface area of the cylinder is given by $\frac{250}{r} + 2\pi r^2$. [4]

d Compare the minimum possible surface area of the cylinder to the surface area of the cube. [3]

e Assume the cylinder has the minimum possible surface area found in part **d**. The line CD is the longest line that can be drawn between the bottom base and the top base of the cylinder. Find the angle that this line makes with the base of the cylinder. [3]



Pages from Applications and interpretation SL Exam Practice Workbook



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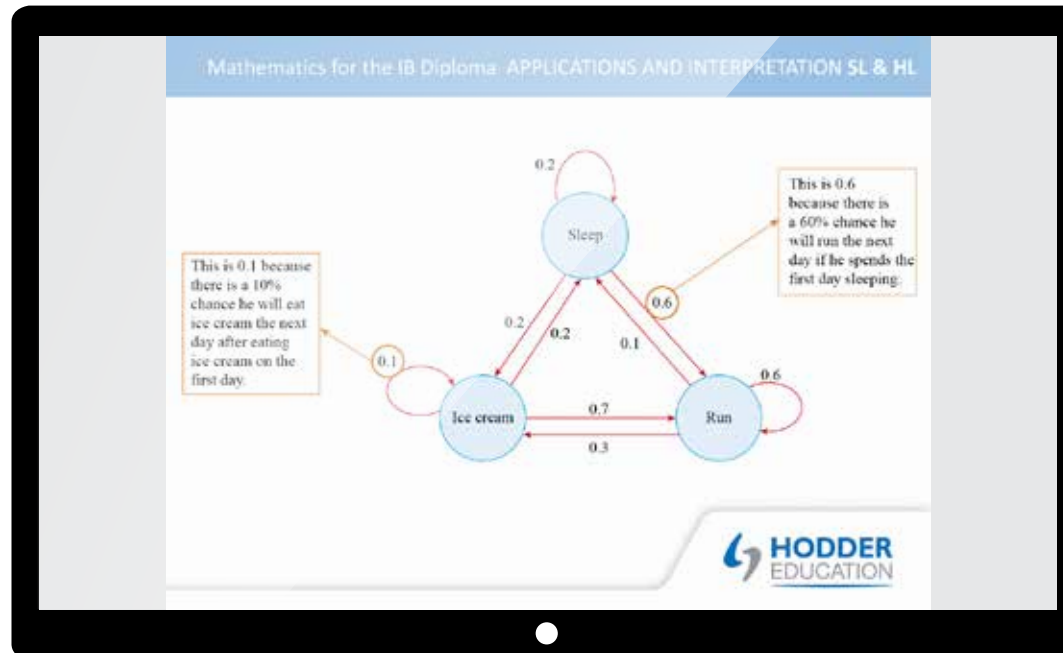


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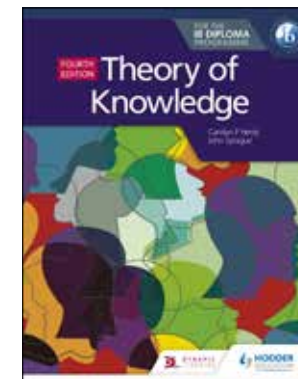
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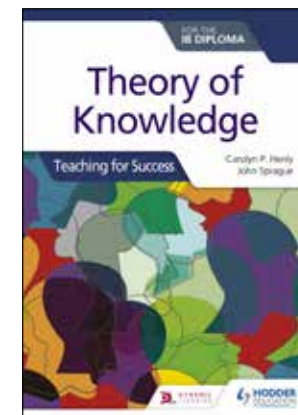
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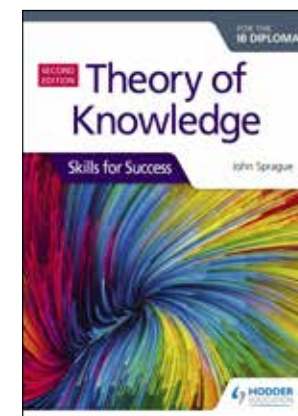
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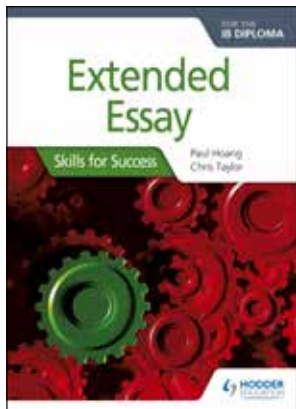
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CORE

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3 Knowledge and Technology

OBJECTIVES

After reading this chapter, students will:

- ▶ understand the differences between data, information and knowledge
- ▶ be able to reflect on the nature of knowledge and consider whether computers can have it
- ▶ appreciate the fact that existing biases, prejudices and values are often built into the technology we develop
- ▶ understand what big data is and how it represents new and potentially problematic possibilities for the creation of knowledge
- ▶ be able to critically reflect on how technology is used in the creation, storage and dissemination of knowledge
- ▶ be aware of some of the ethical issues we face in relation to the development and use of new technologies.

Learner profile

Risk-takers
What risks are involved in using new forms of technology to create knowledge?

Introduction



■ What would a world without technology look like?

Look around. Are you surrounded by 'technology'? Have you ever been without 'technology'? At the beginning of Chapter 2, we asked you to look around and consider the different objects in the world and consider the knowledge that went into making them. Objects themselves are not knowledge, but without some pre-existing *knowing*, these objects could not have been created. In this chapter we will consider the first of the course's optional themes and ask about the nature and role of technology in the construction, management and dissemination of knowledge. But we must first think a bit about what we think technology is. Rather than racing off to a dictionary, we've asked you to uncover some intuitions by imagining a world without technology. What does the landscape look like? What are people doing in this world?

78

Optional themes

ACTIVITY

Take a moment to consider with a partner just what a world *without* technology would look like.

- 1 What would be missing?
- 2 What would have to be added to the world to take the place of technology?
- 3 How are people living?
- 4 How are they communicating?

Now narrow your imagining to the question of technology in the context of constructing knowledge:

- 5 What would it be like for scientists if there was no technology available?
- 6 Could an artist construct knowledge?
- 7 Would an expert historian be able to develop the types of historical claims that you're used to?
- 8 How much mathematical knowledge would be available if there was no technology?

Learner profile

Risk-takers
How comfortable would you be living without your technology?

TOK trap

What are dictionaries? One answer to this can be found by considering the updates to the Oxford English Dictionary (OED), the online version of which is updated quarterly. In June 2019, 1400 new words were added, including *bae* and *yeesh* ('Updates to the OED'). Why does it need 'updating'? The OED, like any dictionary, captures the meaning of a term, rather than officially creating the definition. In other words, the words are already commonly in use before a dictionary then adds them. In this case, people were already using the term 'bae', the people at the OED noticed this, and once the term was common enough, they added it to the dictionary. Furthermore, sometimes the usage of terms will shift and change over time. Consider the term 'wicked': it used to describe something morally bad or evil, but has now, in American English, also come to mean something excellent, or as an 'adverb intensifier' synonymous with 'extremely'.

What this means is that a 'dictionary definition' should never be considered the final form of a set-in-stone definition, especially in TOK, where the whole point of the course is to critically reflect on the sources of our knowledge. By appealing to a dictionary to say that 'this is the only way to use this term', you are limiting how knowledge works. Dictionaries only indicate common usage of a term, so by limiting your use of a word only to that means you might miss out on a term's nuances. It is almost always a bad idea to use dictionary definitions in your TOK work unless you are going to challenge the definition. You might do this by suggesting that a definition is limiting (thereby exploring the limitations of language, or the role of culture in shaping our knowledge). Of course, you can use a dictionary in your thinking (sometimes you have to if you don't know what a word means), but these definitions do not always need to be part of your final product (such as in-class essays or presentations, the Essay on a prescribed title or TOK exhibition). Including a definition in an essay is a choice, not an obligation.

In the case of the 'definition' of technology, for example, rather than running to a dictionary we have modelled a way of coming to an understanding of the term, rather than simply swallowing a definition imposed by someone else. This shows *critical thinking*.

In the world without technology you imagined, computers and smartphones were probably missing. Imagine a world where mothers and fathers are no longer badgering young people to 'get off your computer!' or teachers are not confiscating your phones until the end of the day. Cars, airplanes and household appliances were probably missing too. Surely anything requiring electricity was absent. What about houses – were there any types of shelter in your world? Are people reading books in your technologically empty world? Are people only writing letters to one another? What are they using to write?

Our first assumptions of just what 'technology' refers to might be limited to thinking about machines and computers and smartphones, or things that eat up electricity. However, we might also consider technology more broadly, especially when we think of it in relation to Theory of

3 Knowledge and Technology

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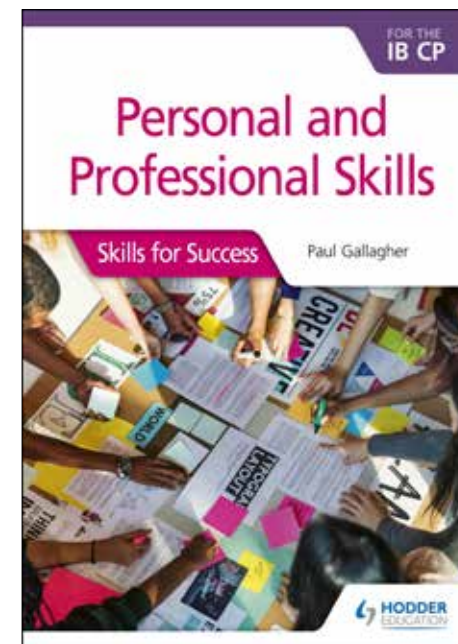
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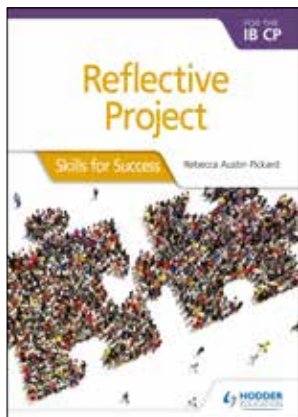
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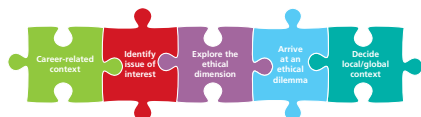
Defining the investigation

LEARNER PROFILE ATTRIBUTES

Communicator	Reflective	Open-minded
Inquirer	Thinker	

Introduction

- Defining a clear goal and student ownership; choosing an ethical issue that interests you



Taking ownership of your reflective project starts with choosing an ethical issue that interests you. It may sound extreme but you have a duty to get this right; take time and be patient, as you will not regret the time spent on this. However, there are further responsibilities to take on board and understanding the implications of these early on for your specific learner profile will lead you to have complete ownership of this project.

ACTIVITY: TAKING RESPONSIBILITY

The table below shows the different responsibilities to be completed and they are divided into skill sub-sections of focusing, researching, communicating, reflecting, planning, writing and checking.

Focusing	<ul style="list-style-type: none"> • Choose an issue arising from your career-related studies that presents an ethical dilemma.
Researching	<ul style="list-style-type: none"> • Record sources as you carry out the research. • Keep consistently a 'researcher's reflection space' to reflect upon your progress and create the structure of your scheduled meetings with the supervisor.
Communicating	<ul style="list-style-type: none"> • Discuss the ethical dilemma with your supervisor. • Meet both internal and external assessment deadlines set by your school and the IB. • Inform your supervisor of details of any external assistance received.
Reflecting	<ul style="list-style-type: none"> • Complete the RPPF as the work progresses, and after each of the scheduled meetings with your supervisor. NOT at the end.
Planning	<ul style="list-style-type: none"> • Plan ahead. • Create a schedule for researching and producing the reflective project but also anticipate delays and unforeseen problems. • Plan how you will find varied material for your research. • Develop an appropriately focused research question. • Have a clear structure before beginning to write.

24

3 Defining the investigation

Writing	<ul style="list-style-type: none"> • State explicitly how your questions link to your career-related study at the start of your reflective project. • Acknowledge all sources of information and ideas in references, citations and bibliography.
Checking	<ul style="list-style-type: none"> • Address the assessment criteria fully. • Carefully check and proofread the final version of the reflective project. Ensure that all basic requirements are met.

See Chapter 11 for more detail on time management and planning.

Why is an ethical education so important?



The reflective project is a vehicle for exploring ethical dilemmas in real-life situations. Why is this important? Before even starting to decide on the focus of your reflective project, it is important to lay the foundations of why an ethical education is wholly relevant to you. After all, the IBCP core is all about helping you forge your own identities and principles to take forward into your future. The importance of an ethical education is felt by many different professions. For example, consider the following viewpoint from the world of science.

‘Today, ethics has an important place in all areas of life. Education is also a fundamental process of human life. Therefore, in education ethics has a very important and effective role. In order to be a good human, ethics should be placed as a course in [the] educational system.’

Source: www.sciencedirect.com/science/article/pii/S1877042815009945

ACTIVITY: THE ROLE OF AN ETHICAL EDUCATION

You will find here different perspectives from real professionals about the significance of ethics in the workplace. All of them demonstrate that an ethical education prepares you for the decisions you may have to make or be part of beyond the classroom whether in a personal or professional setting.

‘Day-to-day life requires constant decision-making which can have short- and long-term consequences for individual, group and wider societal outcomes.’
Claire, Social Worker

‘If I don't ask the right questions, my whole business is compromised.’
Jonny, CEO of Digital Communications Agency

‘An ethical education is a large part of that which shapes the kind of adult you will become. A good grounding in ethics can be passed on in the form of informed advice. Thereby helping, with good conscience, the next generation understand their struggles from an experienced point of view.’
Jonathan, Creative Director

Which ones do you think apply most to your chosen career-related study?

25



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