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INTERNATIONAL BACCALAUREATE

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What's new?



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

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PRIMARY YEARS PROGRAMME

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- ✓ Growth Mindset for the IB PYP – Every child a learner
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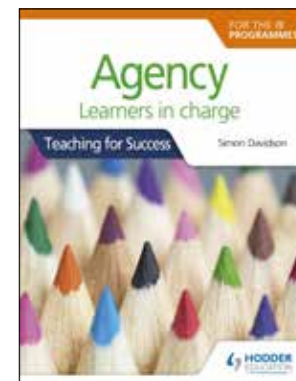
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PYP

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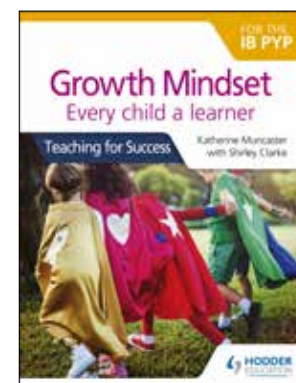
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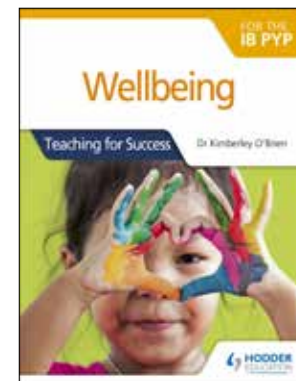
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Series editor: Simon Davidson

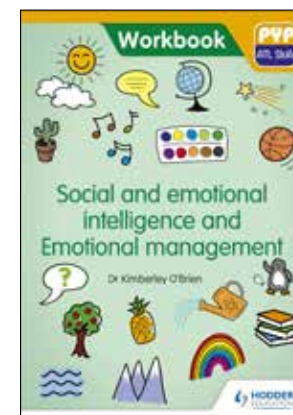
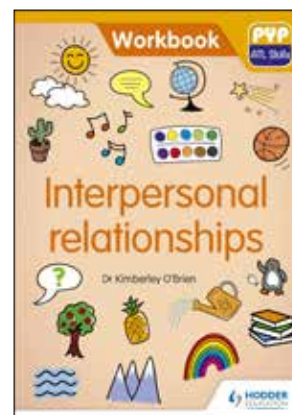
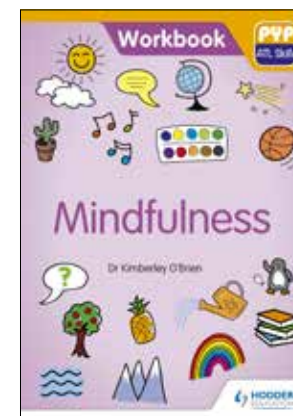
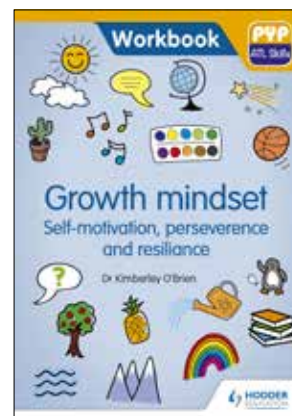
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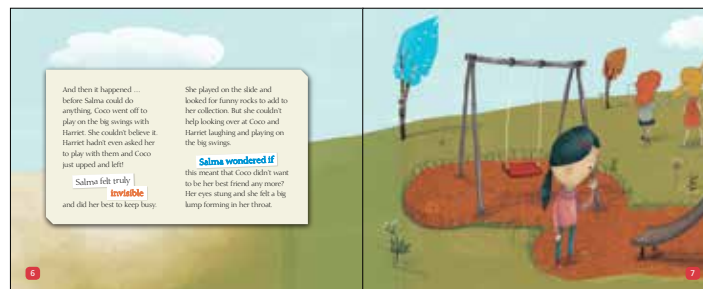
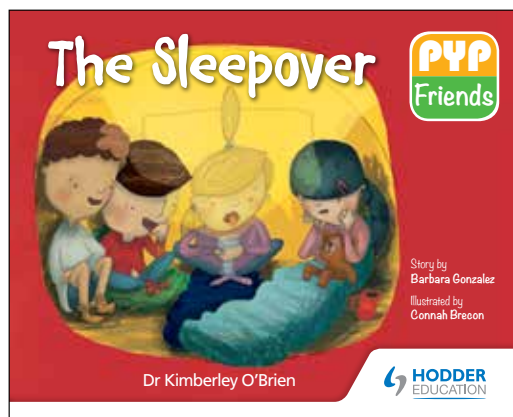
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Lochie's little lie

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 more how to work together.

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Series editor: Paul Morris

PRINT DIGITAL

- Develop conceptual understanding with key MYP concepts and related concepts at the heart of each chapter.
- Inspire students to learn by asking questions with a statement of inquiry in each chapter.
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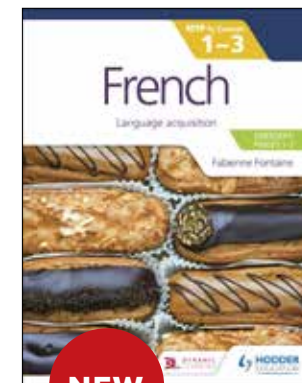
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[hoddereducation.com/ib-myp-by-concept](https://www.hoddereducation.com/ib-myp-by-concept)

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

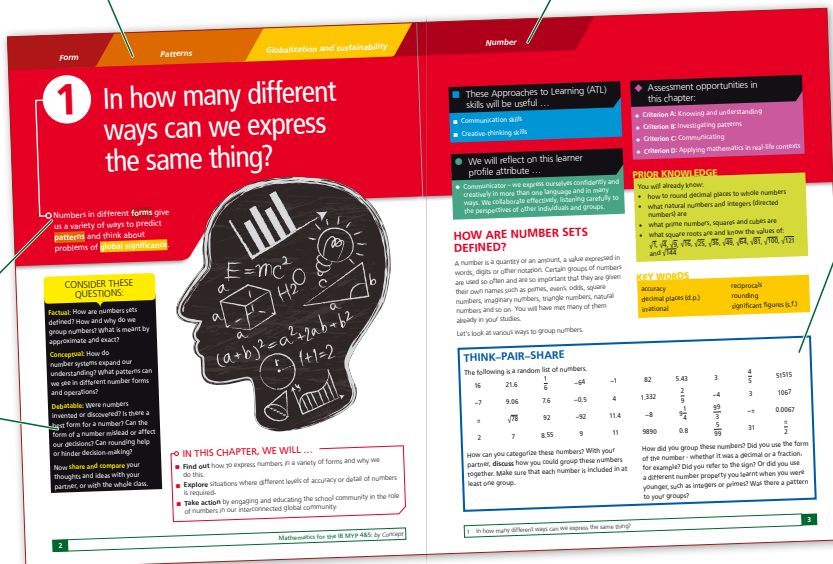
Activities are designed to develop your *Approaches to Learning* (ATL) skills.

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.



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.



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 belong to, or to encourage people to recycle more in school.

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!

22
Design for the IB MYP 1-3: by Concept
23

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					

1 What role might our classroom walls play in our learning?

Design

PRINT DIGITAL Boost

Lenny Dutton

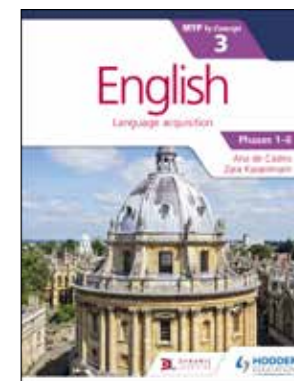
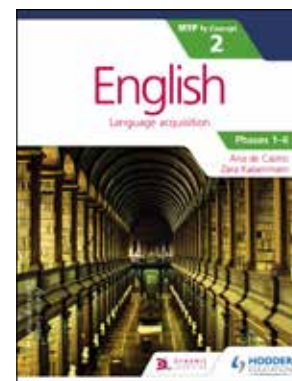
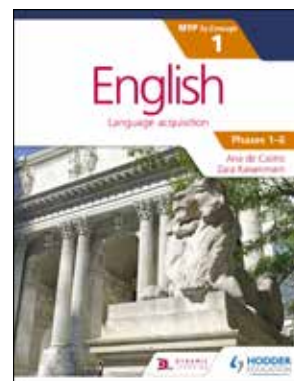
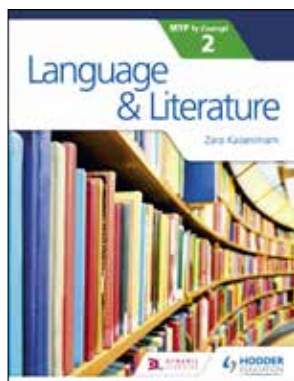
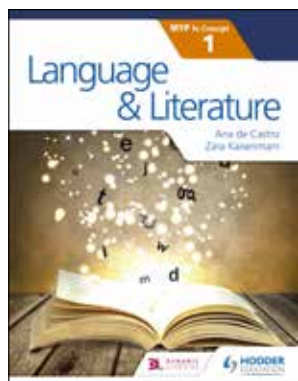
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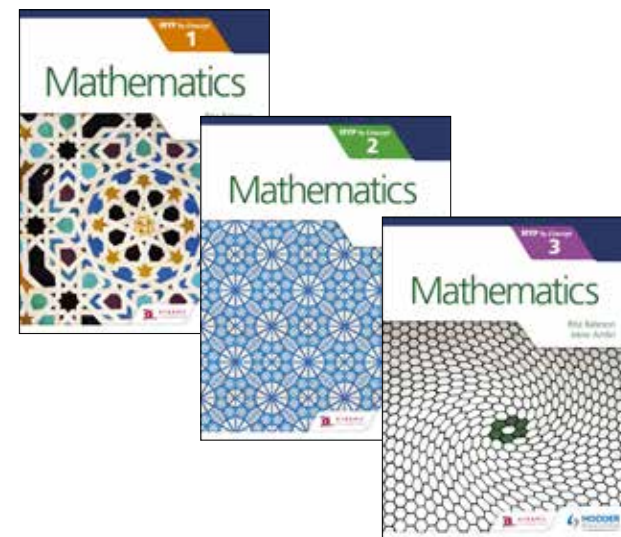
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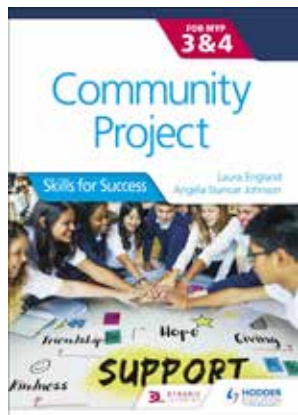
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Laura England and Angela Stancar Johnson

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CHAPTER
3

Investigating

- ATL skills
 - Communication skills
 - Critical-thinking skills
 - Organization skills
 - Creative-thinking skills
- Information literacy skills
- Transfer skills
- Media literacy skills

LEARNER PROFILE ATTRIBUTES

Inquirers	Caring	Thinkers
Communicators	Knowledgeable	Principled

Sample Pages

Chapter 3 Investigating

Defining a need within a community

Before you launch into developing a goal to address a need within a community, let's establish a clear understanding of the terminology we will be using in order to develop this goal.

■ **What is a need?**

A need can be defined as

- a condition or situation in which something is required or wanted for a community to flourish
- a duty or obligation
- something that is desirable or useful.

■ **What is a community?**

The community may be local, national, virtual or global. There is a wide range of definitions of community. The MYP key concept of community is defined as follows:

Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

MYP: From principles into practice (May 2014)

Here are some examples of the various types of communities from the IBO Projects guide:

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	Korowai people of Papua
A group of people sharing particular characteristics, beliefs and/or values	An online forum for people with Down's syndrome	Vegetarians	History club Year 3 students
A body of nations or states unified by common interests	European Union	United States of America	United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	Flora of the Middle East in Western Asia	South Korea's Ecorium project (wetland reserve)

When considering a community to serve, think very carefully about how you might specifically address needs in this community. Consider the following questions:

- Do I have access to the resources I would need to serve the community effectively?
- Is there a sufficient amount of information available regarding this community so I can truly learn about them?
- Can I acquire enough knowledge to serve the community within the time frame allotted and to the best of my ability?

Your turn:

With this foundational terminology established, and your brainstorm about your interests and passions completed, it is your turn to choose the community that you wish to serve through the community project.



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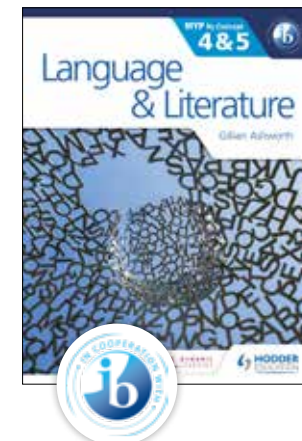
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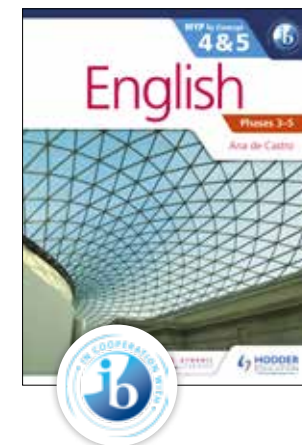
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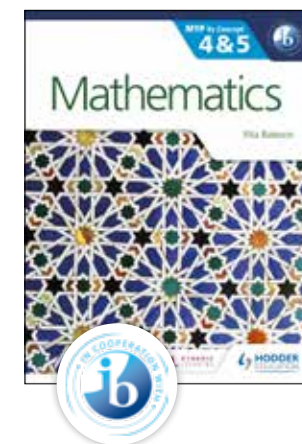
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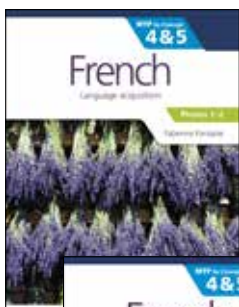
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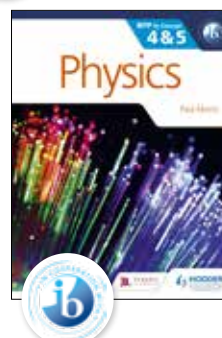
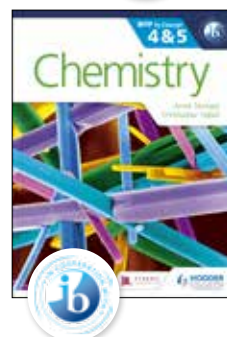
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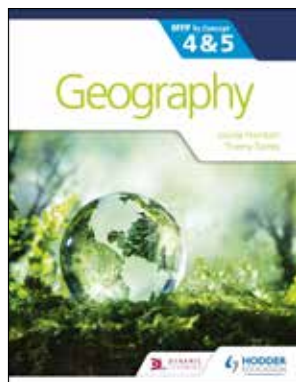
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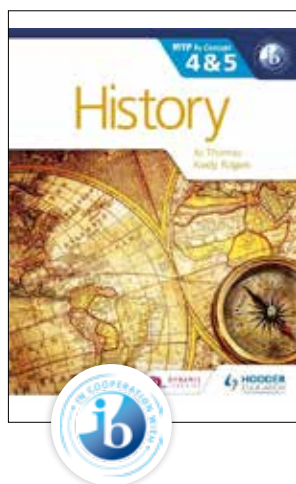
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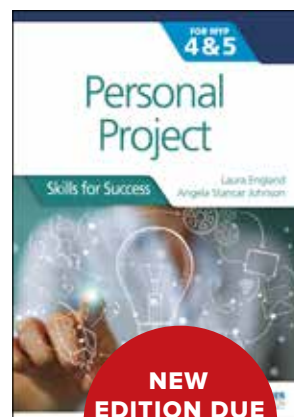
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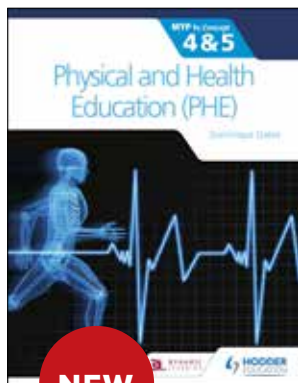
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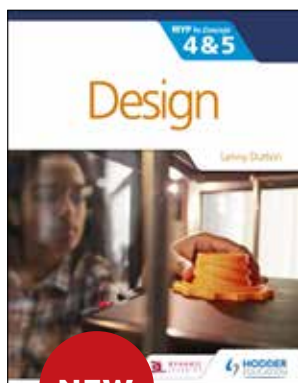
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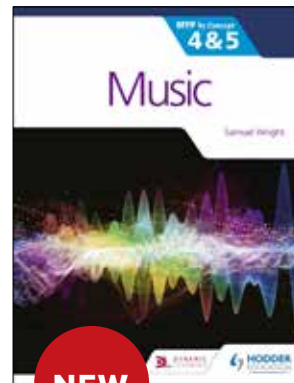
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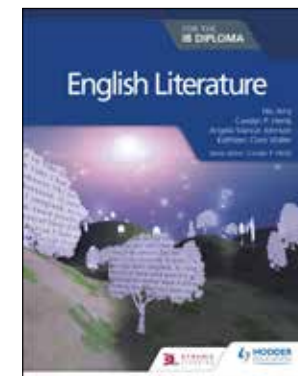
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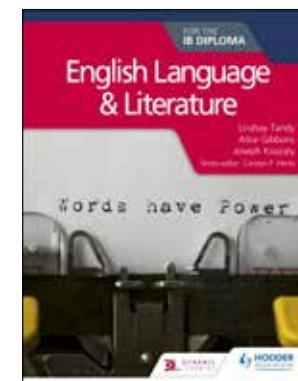
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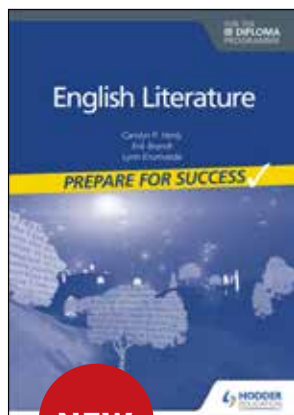
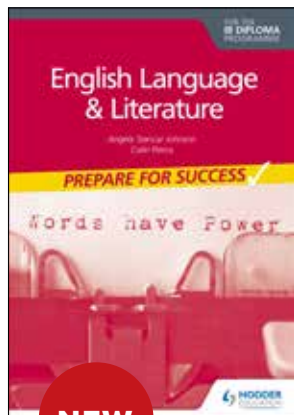
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it asks you to consider elements of style and structure (text and image) but leaves it open to you to determine the 'meaning' that is shaped through those features. Just as you won't know which text you will get on the exam, you won't know the specific guiding question that you will be asked, but by considering questions that have been used in past examples you can start to notice patterns and anticipate the types of questions that might be asked.

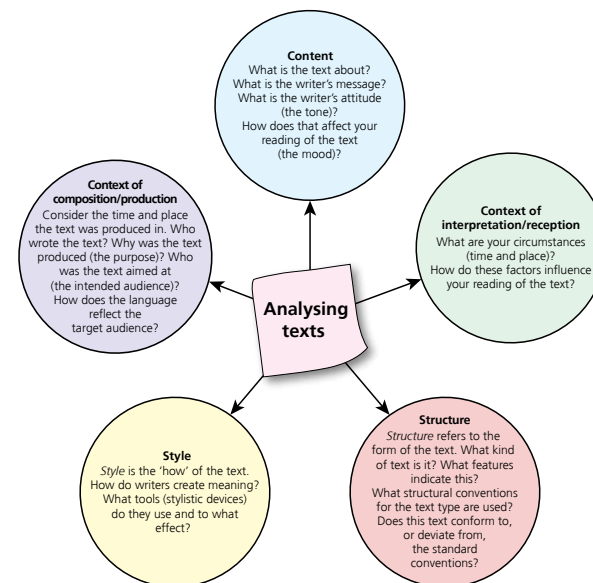
LEARNER PORTFOLIO ACTIVITY 2.1

Go back to some of the non-literary texts you have studied. Create some guiding questions for those texts. Although you may have studied those texts within larger bodies of work as preparation for your IO, consider how you would respond to them as single texts in a paper 1-style essay.

You might decide to ignore the guiding question completely, and that is okay, but you must focus your analysis on one aspect of the text. You can have several points related to that aspect, but your overarching focus should be on a single aspect.

■ Developing a focused analysis

It is important to remember that your aim on paper 1 is to demonstrate an understanding of how language shapes meaning; therefore, your response should not include too much summary of the content of the text(s). Instead, you will need to consider specific elements of language, style and structure and the effects of those choices on the reader or audience. The guiding question can be used as a starting point for focusing your analysis, but it will not tell you what specific aspects of the text to consider in terms of textual features or authorial choices (Criterion B). That part is up to you. It may be helpful to consider the following lenses as you approach the text(s) and work towards a response.



■ Analysing texts

1.2

How are we affected by literary texts in various ways?

OBJECTIVES OF CHAPTER

- ▶ To understand that texts provide us with insights into particular times and places
- ▶ To understand that texts provide us with insights into human nature
- ▶ To appreciate the beauty of language
- ▶ To appreciate the artist's craft
- ▶ To appreciate a writer's courage
- ▶ To understand that texts give us a way to connect to other human minds

Introduction

We study literature for the same reasons that we engage in the study of any art form: we are entertained, touched, made to think, and given a variety of insights. One simple reason for engaging with literature is to be entertained. As we saw in the excerpt from 'That Awful German Language' in Chapter 1.1 (page 11), literature can be very funny, and we are entertained by well-written humour. Entertainment, however, is never the sole function of literary texts. We read literature for the insight that it gives us into the world around us, for an appreciation of the power of language and imagination, and for a connection to other people (authors) who think in ways that resonate with us.

Insight into particular times and places

You will read in much greater detail about how literature affects us by giving us insight into particular times and places in the section on **time and space** (page 135), so for now, we will just take a brief look at some examples.

The excerpt from 'The Widespread Enigma of Blue-Star Woman' (page 3) showed us something about what it was like to be an aging Native American woman in the time when white people were just beginning to force the tribes on to reservations and were controlling their lands. The excerpt from *Out of Africa* (page 13) gives us some insight into a place that most of us have probably never been – the foot of the Ngong Hills. It was also written about life in the 1920s, so even if we were to go there today, we would likely find it to be much changed.

CONCEPT CONNECTION

PERSPECTIVES

In each of the cases mentioned above, the particular insight we are capable of getting about a time and place different from ours is shaped by the perspective which portrays that time and place for us. In the case of 'Blue-Star Woman', the author was herself a Dakota Sioux who was educated in the white man's world and so had experiences, both positive and negative, of the way in which those two cultures interacted. This story is given to us through the eyes of two different Native American characters: Blue-Star Woman, whom we met in the excerpt, and an elderly Native American Chieftain, who appears later

in the story. Their version of events would be quite different from a version given to us by the white superintendents of the land or the government officials in Washington. In the case of Isak Dinesen's description of her farm in Kenya, her perspective is that of a person speaking of a place that she loved deeply and had to leave. She views the farm through a lens of nostalgia which helps her create the effect that she wants, focused entirely on the beauty of the place. We may have got a different version had she written about the farm while she was still living there, struggling to grow coffee. We will never know.

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Other literary works can give us insight into places and times much nearer to ours. In *We Need New Names*, Zimbabwean writer NoViolet Bulawayo writes a twenty-first-century story about the immigrant's experience.

NoViolet Bulawayo

NoViolet Bulawayo is the pen name of Elizabeth Tshele. The first name means 'with Violet', and is a tribute to the author's mother, who died when Tshele was an infant. 'Bulawayo' is for her hometown (Smith). Bulawayo lived in Zimbabwe until she was 18 and then emigrated to the United States. She has recently revisited Bulawayo after more than a decade away, and was distressed to see the dramatic changes that have taken place. She cares about questions of **identity** and transformation and the way her personal experience has shaped her as a person. Her novel, *We Need New Names* (a significant choice of title given her renaming of herself) is the first by a Zimbabwean to be listed for the Man Booker Prize for the best original novel written in English and published in the United Kingdom (Smith).



In this excerpt from *We Need New Names*, the narrator, Darling, describes her transition from her home in Zimbabwe to her new place in America. The title of the chapter is 'Destroyedmichygen', a new name for Detroit, Michigan, which expresses the narrator's experience of it.

A few days before I left, Mother took me to Vodloza who made me smoke from a gourd, and I sneezed and sneezed and he smiled and said, The ancestors are your angels, they will bear you to America. Then he spilled tobacco on the earth and said to someone I could not see: Open the way for your wandering calf, you, Vusamazulu, pave the skies, summon your fathers, Mpabanga and Nqabayezwe and Mahlathini, and draw your mighty spears to clear the paths and protect the child from dark spirits on her journey.

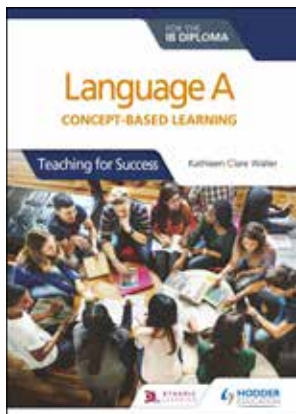
Finally he tied a bone attached to a rainbow-colored string around my waist and said, This is your weapon, it will fight off all evil in that America, never ever take it off, you hear? But then when I got to America the airport dog barked and barked and sniffed me, and the woman in the uniform took me aside and waved the stick around me and the stick made a *nting-nting* sound and the woman said, Are you carrying any weapons? And I nodded and showed my weapon from Vodloza, and Aunt Fostalina said, What is this crap/ and she took it off and threw it in a bin. Now I have no weapon to fight evil with in America.

With all this snow, with the sun not there, with the cold and dreariness, this place doesn't look like my America, doesn't even look real. It's like we are in a terrible story, like we're in the crazy parts of the Bible, there where God is busy punishing people for their sins and is making them miserable with all the weather. The sky, for example, has stayed white all this time I have been here, which tells you that something is not right. Even the stones know that a sky is supposed to be blue, like our sky back home, which is blue, so blue you can spray Clorox on it and wipe it with a paper towel and it wouldn't even come off.

(Bulawayo 152–3)

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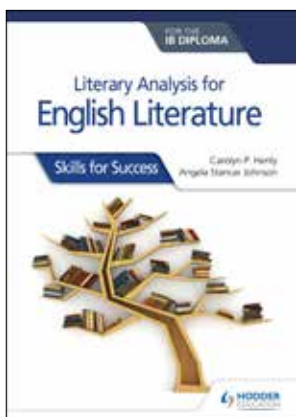
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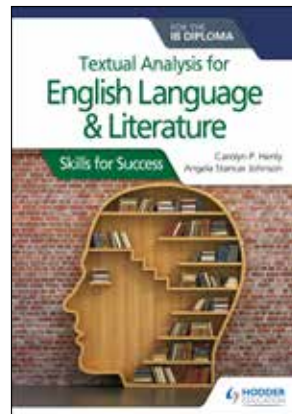
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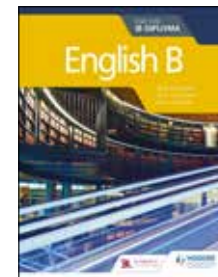
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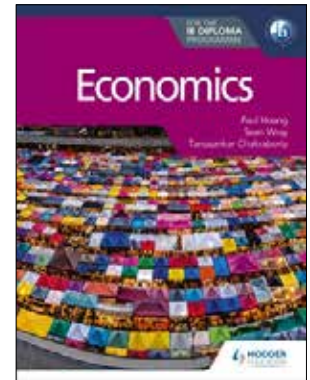
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Real-world issue

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Conceptual understandings (WISE CHOICES)

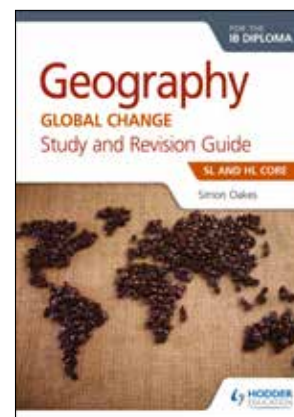
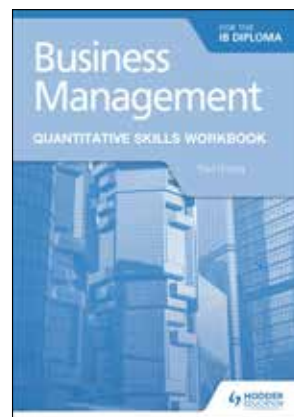
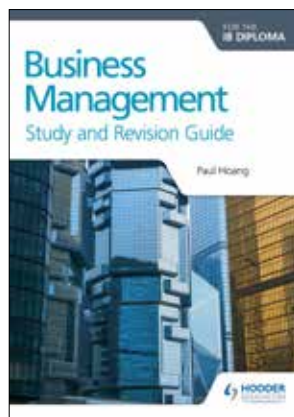
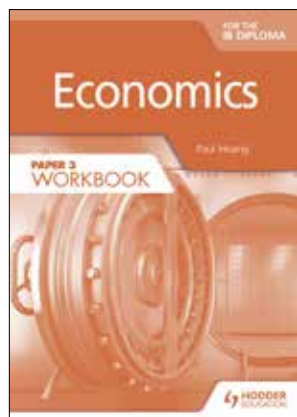
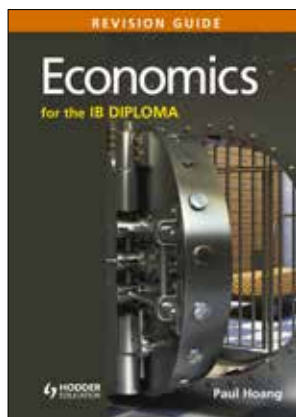
- Consumer and producer **choices** are the outcome of complex decision-making.
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- Constant **change** produces dynamic markets.

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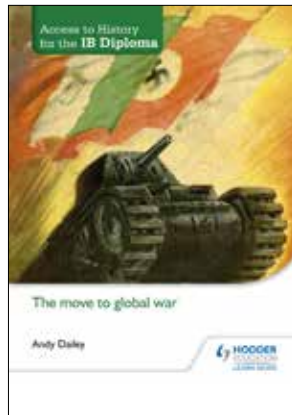
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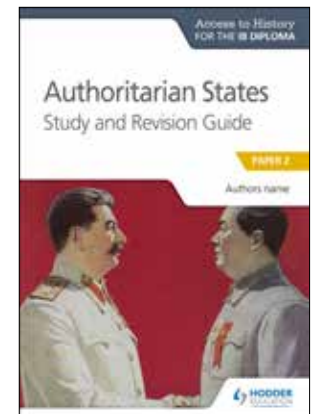
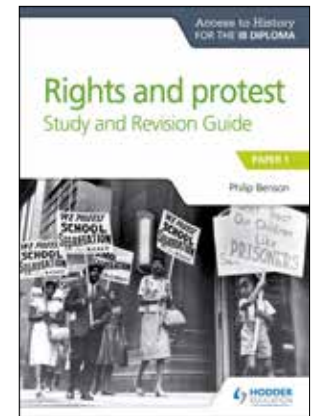
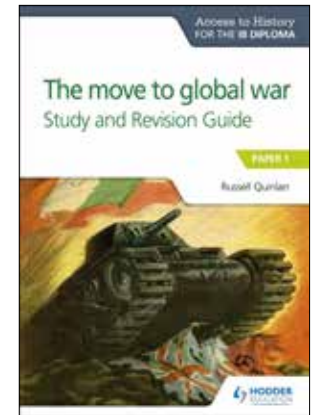
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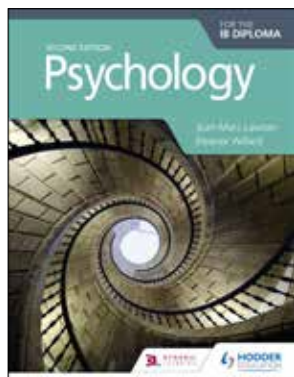
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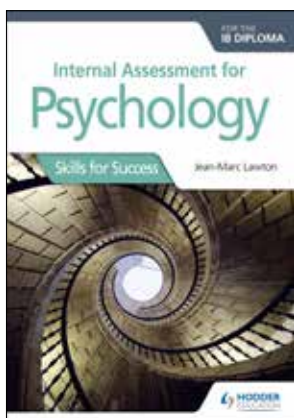
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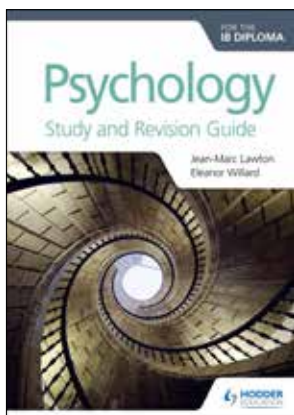
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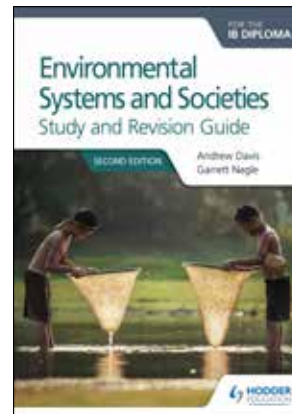
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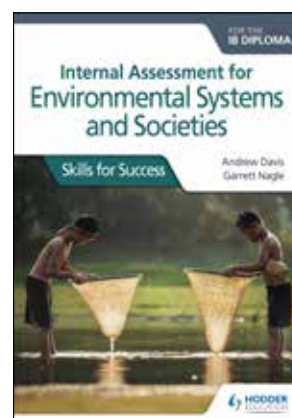
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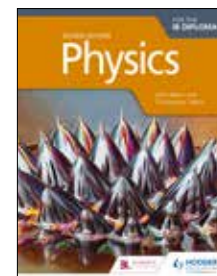
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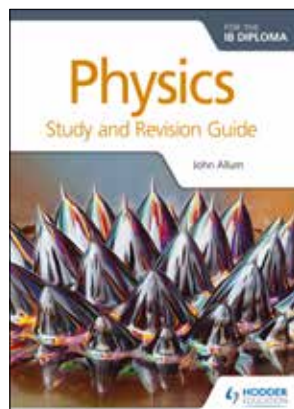
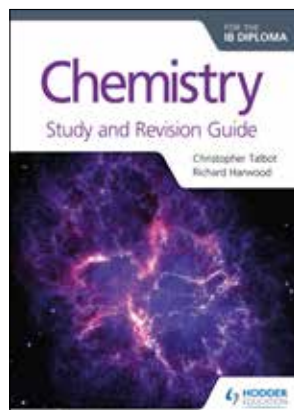
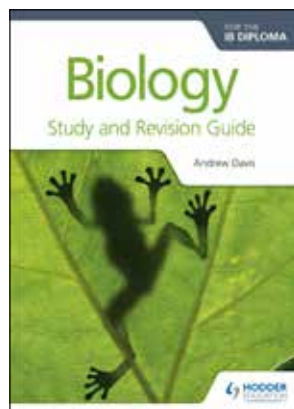
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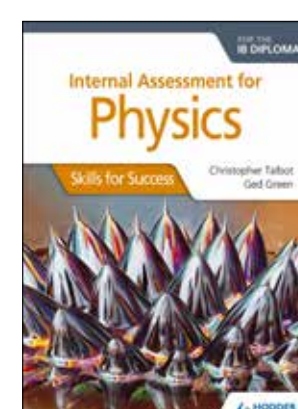
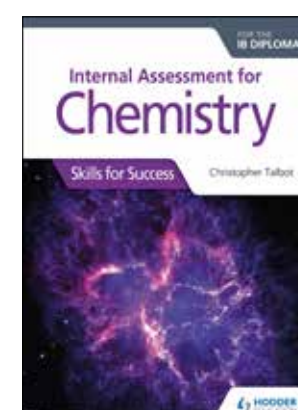
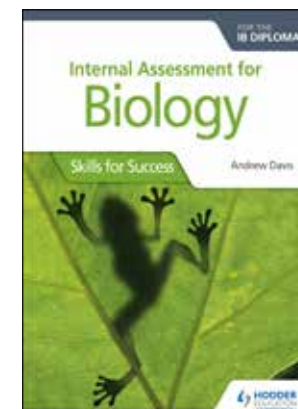
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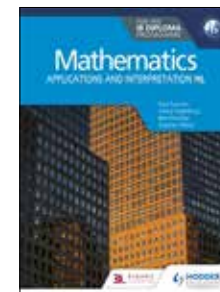
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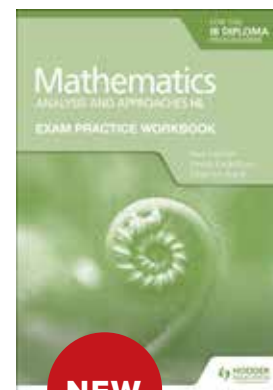
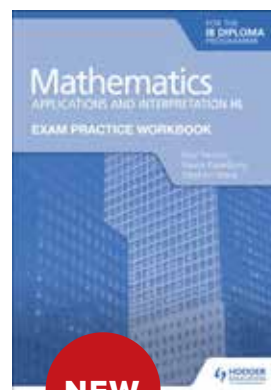
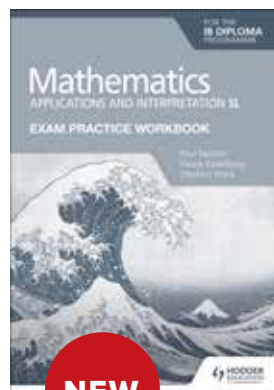
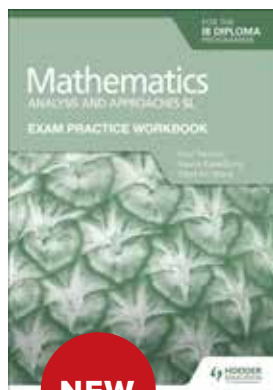
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Section A

Answer all questions. Answers must be written within the answer boxes provided. Working may be continued below the lines, if necessary.

1 [Maximum mark: 6]

The heights of 30 flowers, measured in cm, are summarized in the table.

Height (cm)	8-12	12-15	15-20	20-25	25-28
Frequency	2	6	8	7	4

a Estimate the mean and the standard deviation of the 30 flowers. [3]

The measurements are converted into inches, where 1 inch = 2.54 cm.

b Find the mean and variance of the heights in inches. [3]

Practice examination papers 113

2 [Maximum mark: 6]

A metal bar is in the shape of a prism with a semicircular cross-section. The dimensions are shown in the diagram.

a Find the volume of the bar. Give your answer in cm^3 , in the form $a \times 10^b$ where $1 \leq a < 10$ and $k \in \mathbb{Z}$. [3]

The bar is melted down and all the metal used to make a sphere.

b Find the radius of the sphere. [3]



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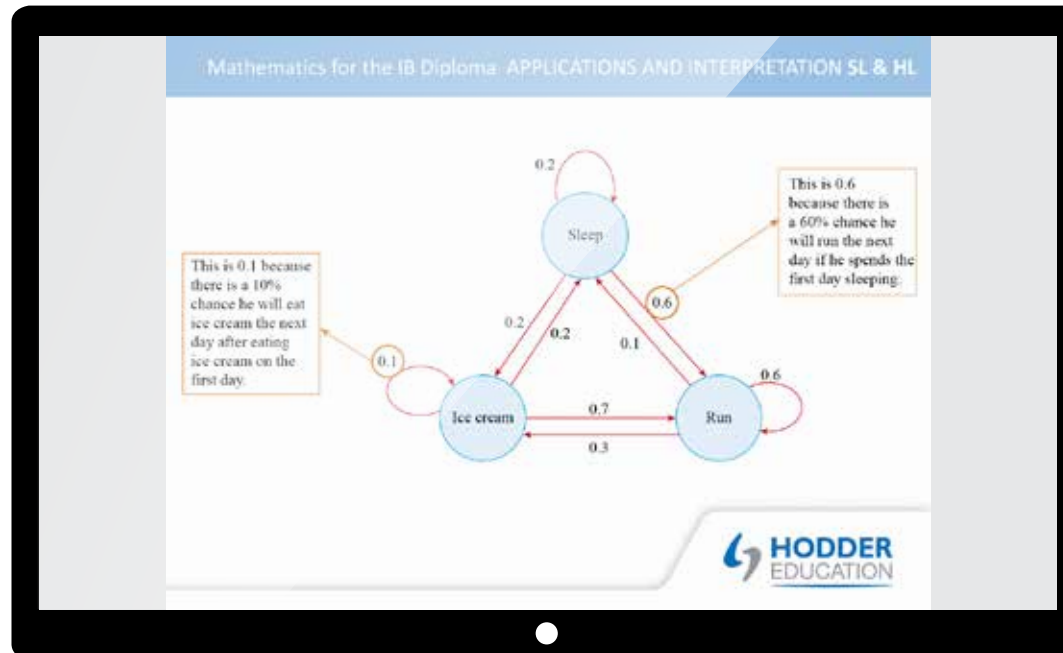


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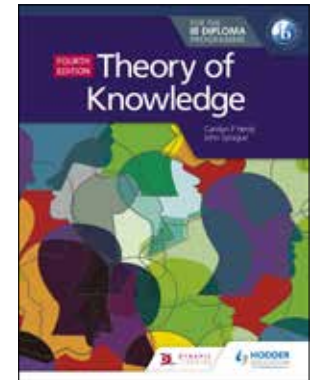
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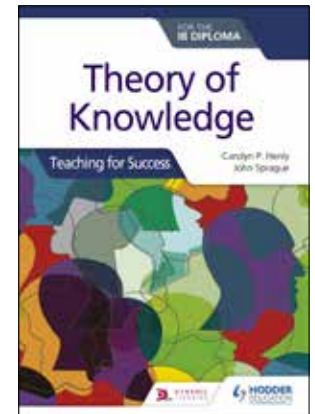
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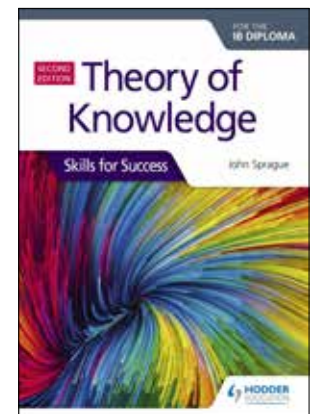
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3

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.

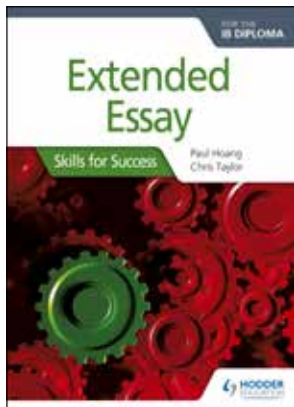
In the case of the 'definition' of technology, for example, rather than running to a dictionary we have modelled a way of coming to an understanding of the term, rather than simply swallowing a definition imposed by someone else. This shows *critical thinking*.

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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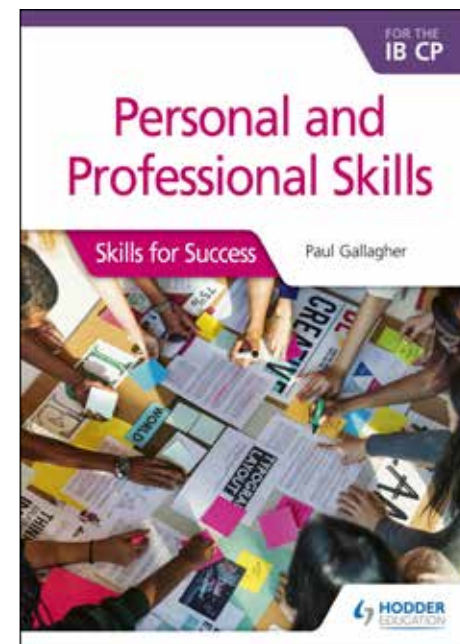
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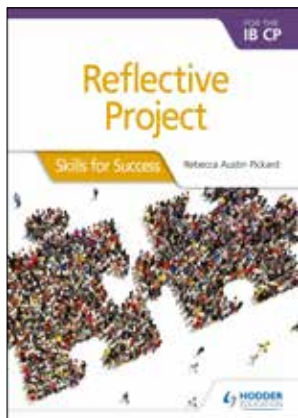
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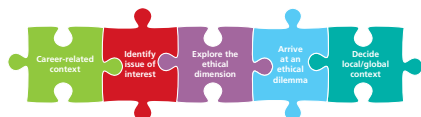
Defining the investigation

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.

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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 IB CP 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.'
Caine, Social Worker

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

'It's not about what's right and wrong but the multidimensional nature of the workplace that's important and discovering where you stand.'
Michelle, Solicitor

'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?

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- Build confidence through expert guidance that focuses on a range of skills: developing a clear ethical issue, developing a research question, thinking critically, referencing and citing sources clearly and reviewing the final project.
- Navigate the IB requirements with clear, concise explanations, including advice on assessment objectives and academic honesty.
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- Support visual learners with an infographic at the start of each chapter laying out the key points that will be addressed.
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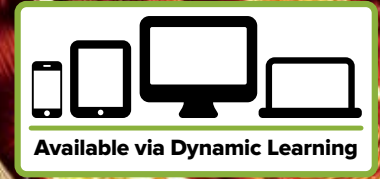
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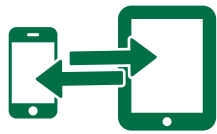
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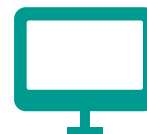
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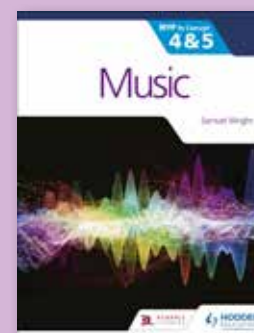
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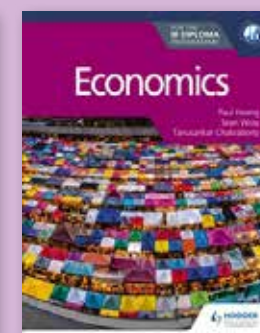
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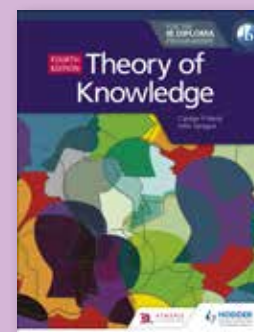
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