

Oxford IB Resources

2021



Shaping the future through education

Welcome to the 2021 Oxford IB catalogue.

We believe that education can transform lives and realize human potential.

We recognize that we are living in an ever changing world, where the way we work, live, learn and communicate with each other is constantly evolving.

We strive to inspire, empower and support the worldwide IB community, with resources developed in cooperation with the IB that fully reflect the IB approach to teaching and learning, to ensure your students are supported and engaged throughout their academic journey, and ready for their next step.

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OXFORD

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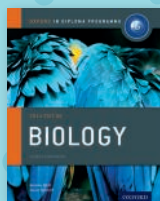
Find out more about our new MYP resources on pages 20–25

YOUR OXFORD IB DIPLOMA JOURNEY

COURSE PREPARATION

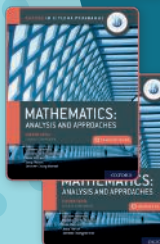


Directly linked to our DP Course Books, and designed to thoroughly prepare students to meet the demands of the IB Diploma Programme. Suitable for: Students preparing to study IB Diploma (aged 15–16)



Developed in cooperation with the IB to provide the most comprehensive support for the latest syllabuses.

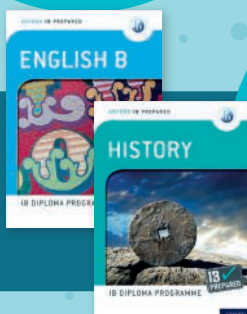
Suitable for: Diploma students at SL and HL



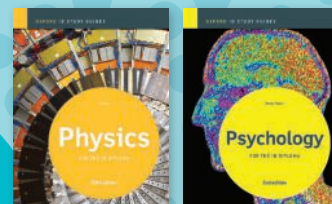
DP COURSE BOOKS

Developed in cooperation with the IB and offering strategic, student-friendly assessment support.

Suitable for: Diploma students preparing for assessment



STUDY GUIDES



Reinforces all the key concepts ensuring students develop a clear understanding of all the crucial topics.

Suitable for: Diploma students at SL and HL

IB PREPARED

IB Diploma Programme



DP

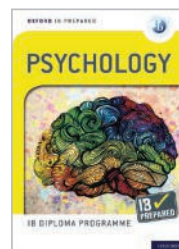
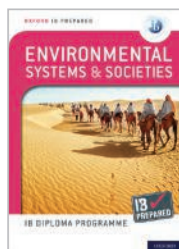
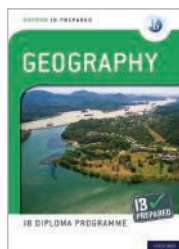
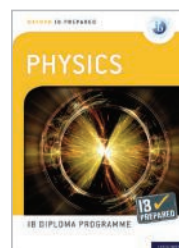
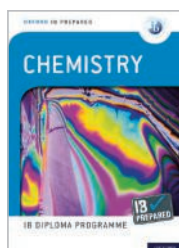
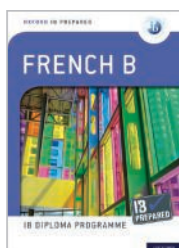
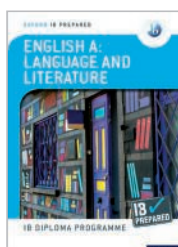
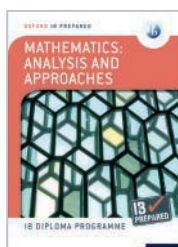
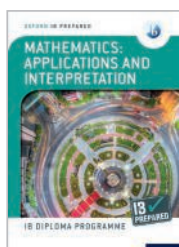
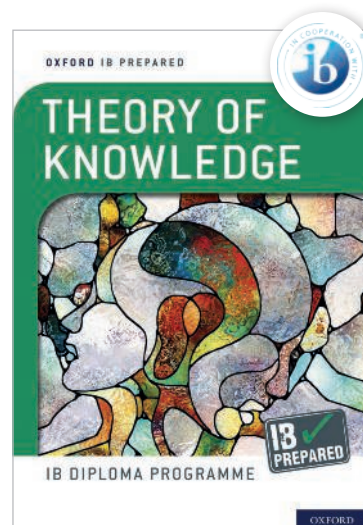
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IB Prepared

Maximise students' potential

Access strategic guidance on assessment, sample material and exam-style practice opportunities in new IB Prepared resources – developed in cooperation with the IB.

- Student-friendly course content summaries – ideal for filling in any gaps in students' learning, as well as effectively preparing them for assessment
- Consolidate essential knowledge and facilitate more effective exam preparation via concise summaries of course content and revision materials
- Ensure that learners understand assessment requirements with clear explanations of each component, past paper material and model answers
- Maximise assessment potential with strategic tips, highlighted common errors and annotated sample answers
- Build students' confidence using exam-style questions and practice papers, with accompanying answers and worked solutions



IB Prepared (Print)£29.99

IB Prepared (Online).....£29.99

Turn to the relevant subject page for ISBN details.

FOOD AND HEALTH

This theme examines the geography of food and health. Economic development is often accompanied by changes in diet and in disease patterns. However, neither food intake nor health is the same for everyone. Food and health are closely related. The provision of food and health are influenced by gender, DDC and governments.

You should be able to show:

- ways of measuring disparities in food and health between places;
- how physical and human processes lead to changes in food production and consumption, and incidence and spread of disease;
- the power of different stakeholders in relation to influence over diets and health;
- future possibilities for sustainable agriculture and improved health.

F.1 MEASURING FOOD AND HEALTH

Food security – food security for a population exists when all its people, at all times, have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

Nutrition transition – the change in diet that is associated with a population becoming wealthier (shifting from low income to middle income) and consuming more meat and dairy products.

Epidemiology – the study of diseases.

Epidemiological transition – the shift in the major diseases experienced as a population moves from being poorer to wealthier. For example, a decrease in infectious diseases but an increase in degenerative diseases.

You should be able to show ways of measuring disparities in food and health between places:

- Global patterns in food/nutrition indicators, including the food security index, the hunger index, calories per person/capita, indicators of malnutrition;
- The nutrition transition, and associated regional variations of food consumption and nutrition choices;
- Global patterns in health indicators, including health-adjusted life expectancy (HALE), infant mortality, maternal mortality, access to sanitation and the ratio between doctors/physicians and people;
- The epidemiological transition, the disease continuum (diseases of poverty to diseases of affluence), and the implications of a global aging population for disease burden.

Global patterns in food/nutrition indicators

There are many inequalities in access to food and nutrition. Some of the data uses terms that are quite subjective, such as the Global Hunger Index, although they are composed of many elements related to malnutrition and mortality.

The Food Security Index measures the affordability, availability and quality of food.

The Global Hunger Index (GHI) is a composite indicator, consisting of three main components that four indicators. These include child mortality (as measured by the under-5 mortality rate), child undernutrition (stunting) and stunting and inadequate access to food.

THE NUTRITION TRANSITION, AND ASSOCIATED REGIONAL VARIATIONS OF FOOD CONSUMPTION AND NUTRITION CHOICES

The dietary changes that characterize the "nutrition transition" include qualitative and quantitative changes in diet. There is a shift towards a higher energy density diet with increased fat and added sugar, greater saturated fat intake (mainly from animal sources), and reduced intake into carbohydrates, dietary fibre, fruit and vegetables.

Figure F1.1. GHI, by country, 2017

Access to food can also be measured by the number of calories per person per day, or by indicators of malnutrition such as weight/age or and height/age compared with national statistics.

Test yourself!

F1 Describe the global variations in the GHI [3]

Assessment tip

You are not expected to know the names of all countries, so don't worry if you cannot identify a particular country. However, you are expected to know all the continents and you can refer to a country's place in a particular continent (e.g. north, south, coastal, central, etc.).

Content link

Relate this information to the trends in food consumption explored in unit 3.1.

Test yourself!

F2 Define the term "nutrition transition". [1]

Assessment tip

You will not be expected to produce exact calculations in the exam, but you will be expected to manipulate the data (intermediate) and to explain changes (of change) to achieve full marks.

Assessment tips give advice and warn against common errors.

Assessment tip

You are not expected to know the names of all countries, so don't worry if you cannot identify a particular country. However, you are expected to know all of the continents and you can refer to a country's place in a particular continent [e.g. north, south, coastal, central, etc.].

DP

IB Prepared: Geography

Annotated student answers provide practice opportunities and useful feedback.

MARKETING

4.1 THE FOUR Ps (PRODUCT, PRICE, PROMOTION, PLACE)

Response 1

The marketing strategies that drive Starbucks' weight steadily could be used by other coffee shops by following:

Response 2

The first pricing strategy they could use is Loss Leader. It involves that they would sell one of their products at a very low price. For example, one type of coffee could be offered as a loss leader, and then they sell the other ones. For example, sell coffee at a higher rate to make up for the loss on the coffee sold. This can help attract many new customers to their outlet.

Response 3

The second pricing strategy they could use is Competitive Pricing (Penetration). It is used likely that Starbucks had a large market share. This would be beneficial to them as it would give them a competitive advantage over its competitors and it would allow them to support Starbucks' goal of being a better business partner.

Response 4

Starbucks is a luxury holiday resort. It has healthy and word of mouth for products. With reference to price, explain the role of promotion.

Response 5

The promotion that Starbucks normally uses is word of mouth for products. Starbucks is known for its excellent customer service. Starbucks has a reputation for its excellent customer service. Starbucks has a reputation for its excellent customer service.

Response 6

Starbucks is a luxury holiday resort. It has healthy and word of mouth for products. With reference to price, explain the role of promotion.

IB Prepared

INTERNAL ASSESSMENT

The IB Diploma Programme Chemistry Internal Assessment (IA) is an individual investigation. You choose a research question, design and carry out an investigation to answer that question and then write a report on it, with your teacher's supervision and guidance.

The IA is worth 20% of your final grade. Like all IB for diploma subjects, it is graded against a set of criteria. If you fully understand these criteria, you can maximize your success.

Mark criteria

Assessment tip

Show the mark criteria.

Your investigation is marked using the six criteria below, out of a total of 24 marks. The criteria and the maximum number of marks available for each criterion are shown in table 1.

Criterion	Maximum mark
Personal engagement	2
Exploration	8
Analysis	6
Evaluation	6
Communication	4
Total	24

Table 1. Mark criteria for the IA

Every May and November the IB publishes a subject report for Chemistry. In that report there is advice from the Chief Moderator on how best to maximize your success. Reading the most recent subject report before you embark on your investigation is very helpful.

If you do not identify a suitable independent variable and only focus on comparing sources (comparing one product to another), or if you do not generate suitable data because you try to develop your own measurement technique and it turns out to be ineffective (such as using digital photography to quantify colour), your investigation will be limited and less successful.

It is a good idea to apply a known technique to an interesting real-world situation. Use your time to carry out trials at plenty of values of the independent variable (at least five), including repeated measurements, rather than confining yourself to one or two trials.

Assessment tip

Research and try out your ideas to make sure you can generate sufficient useful data before you embark on a full investigation.

If you use secondary data (or data from models and simulations) instead of collecting primary data in the lab, you will need more than one source of data so that the variance between sources can be evaluated. In that case, error analysis and evaluation will be more successful.

Check a research question has been chosen that is important enough that your report addresses each of the criteria. You should apply the scientific method to ensure that you are able to answer your research question.

Personal engagement

This criterion assesses your engagement with the exploration and how you have made it your own. Personal engagement can be demonstrated by evidence of your personal interests or, perhaps more importantly, independent thinking, creativity, or initiative in the design, implementation or presentation of your investigation. This criterion consists of two parts: personal significance and personal input.

Personal significance

Your research question should be one you want to answer. Avoid an understanding research question with an outcome that is obvious before any data collection, such as determining how the mass of alcohol consumed affects the heat energy evolved, or how the time a current is passed during electrolysis affects the mass of an electrode. However, if you could change the question to be more demanding, and to one that you are genuinely interested in, you will do well.

Personal input

The second part of the criteria is about personal input and initiative. These will be demonstrated by the contents of your report. Don't just copy a method from a book or the internet without adapting it for your investigation. Explain that the method works, and if it does not, modify it and explain how and why you modified it in your report.

Assessment tip

Consider your interest in your investigation. Pose a question to which you do not already have the answer. Do not use a known method without making any modifications to it, in addition to the explanation why you are using the method you have chosen.

Exploration

This criterion is about establishing a scientific context, stating a clear and focused research question and using appropriate concepts and techniques in your method. It also assesses your awareness of safety, environmental and ethical considerations.

Make sure your research question is focused and precisely expressed. For example: "To what extent is simple distillation a suitable process for purifying ethanol mixtures?" is not a good question, as we do not know the criteria for "suitable". The criteria could be economic, cost, safety, energy demand or degree of separation.

After stating the research question you need to include suitable background information, which should focus on the specifics of your chosen research question and methodology. Describe the context for

IB Prepared: Business Management

A whole chapter is dedicated to the Internal Assessment and a complete practice exam-style paper is provided.

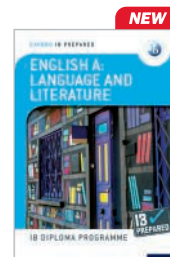
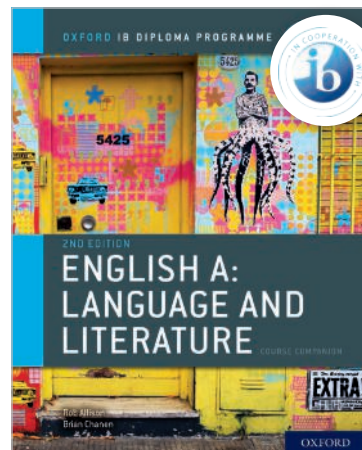
IB Prepared: Chemistry

English A: Language and Literature

Discover clear, accessible support

Developed in cooperation with the IB, this concept-based Course Book fully reflects the latest English A guide.

- Address all aspects of the syllabus, including areas of exploration, conceptual understanding and global concerns
- Encourage reflection, inquiry and critical thinking through integrated support for TOK and ATL, plus guidance on the new learner portfolio
- Thoroughly prepare students for IB assessment via overviews of all components, exam-style practice questions and support for the new IA
- Provide strategic guidance on assessment, sample material and exam-style practice opportunities via new IB Prepared: English A Language and Literature



1 Readers, writers and texts
1.4 The Real and Imagined

The Marvelous Case of Black Panther Activity

In February 2018, *Black Panther* arrived to movie screens around the globe to great fanfare. As a movie, *Black Panther* is clearly a form of mass communication aimed at entertainment. Questions quickly arose, however, as to whether the movie might also have other social or political intentions or power. Just as quickly, a larger world of mass communication appeared around the movie, including news reviews, internet debate, advertising campaigns (around not just the movie but other products either associated with the movie or to come out of it) and a soundtrack. In many ways, the scale and convergence of different intentions and forms of mass media with mainstream film is stunning and offers us the opportunity to observe a wide swath of mass communication and language.

Read and view the variety of texts below keeping in mind the tension between real and imagined, both literally and figuratively. Questions at the end may be useful to extend thinking.

Text 1: *Black Panther* film poster (2018)

Trying to make sense of the poster
Here are some questions that might help you consider the poster.

- Scan the poster. What do you notice first?
- Begin to look at elements more closely.
 - Is there a printed message? Are there questions or instructions? Does it say who created it?
 - What people, objects, places or activities are evident? What is the primary color palette used? Are there symbols or icons?
 - Does the poster seek to persuade primarily through visuals, words or both equally?
- When was the poster created? Is there a significant social or historical context?
- Who is the intended audience?
- What might be the purpose? What suggests this purpose?

Text 2: *Black Panther* film review

***Black Panther* review: an electrifying, Afrofuturist superhero movie**

Ryan Coogler's spectacular film diverges from one tradition while honouring another, in the process becoming a unusually poignant, political entry in the Marvel franchise.

Keill Weston

The latest big-screen superhero spectacle, *Black Panther*, from director Ryan Coogler and co-screenwriter Joe Robert Cole, begins with a history lesson. A colourful animated sequence unravels the origins of the fictional African nation of Wakanda, as told by a fisherman to his son, Waianda, the home of our hero T'Challa (played with muted gravitas by Chadwick Boseman), has disguised itself to the outside world as a poor farming nation, in keeping with the stereotypes that often reduce the continent to a single country.

In fact, the entirely self-sufficient Wakanda has never been conquered by outside forces and is the most technologically advanced nation in the world thanks to vibranium, a rare sound-absorbent metal, desperately coveted by those aware of its more violent effects. All at once lush and bucolic, urban and futuristic, with gargantuan rhinos and flying saucers; and, perhaps most importantly, populated by a people of rich tradition, Wakanda soon becomes emblematic of the film's loftier themes: it's a tale of home, and so a tale of history, and so a tale that begs for cultural specificity even in its rhetorical framework. Thus *Black Panther* diverges from the tradition of the superhero films that have come before it, films that by their very nature strive to appease, not to offend.

To be sure, *Black Panther* is very much a product of its genre. It's a dynamic, electrifying ride of a film, with balanced measures of comedy, action and heart. But so much of that heart, so much of what will likely resonate with audiences, cannot be extricated from the inmovable politics and inherent implications of a black superhero (though he has been preceded by the Blade trilogy and 2004's *Catwoman*, among others). The birth of *Black Panther* in 1966 (created by Stan Lee and Jack

USA 2018
Certificate 12A 134m 22s

Director Ryan Coogler

Cast:
T'Challa / *Black Panther* Chadwick Boseman
Erik Killmonger Michael B. Jordan
Nakia Lupita Nyong'o
Okoye Danai Gurira
Everett K. Ross Martin Freeman
W'Kabi Daniel Kaluuya
Shuri Letitia Wright
M'Baku Winston Duke
N'Jobu Sterling K. Brown
Ramonda Angela Bassett
Zuri Forest Whitaker
Ulysses Klaue Andy Serkis

IB English A: Language and Literature Course Book (2nd edition)

“This text is going to help me be much more intentional about concepts and provide an anchor for discussion and reflection.”

Krista Stubbs, IB English Teacher, USA

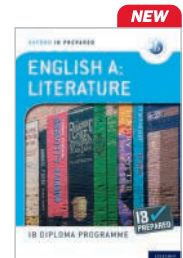
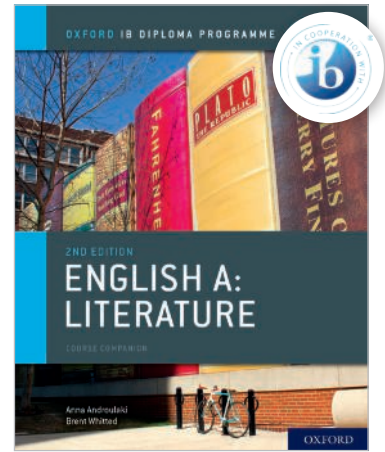
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English A: Literature

Deliver a rich, concept-based approach

Developed in cooperation with the IB, this rigorous Course Book provides a clear route through the latest English A guide.

- Address all aspects of the syllabus via in-depth coverage of the course structure and content, with plenty of engaging extracts and activities
- Develop learners' appreciation for the nuances of different text types, and the possibilities for connections across the syllabus
- Support assessment preparation with tips, exam-style practice questions, and support for the new IA
- Provide strategic guidance on assessment, sample material and exam-style practice opportunities via new IB Prepared: English A Literature



2 READERS, WRITERS AND TEXTS

4. How does language use vary among text types and among literary forms?
 5. How does the structure or style of a literary text affect meaning?
 6. How do literary texts offer insights and challenges?
 From the IB Language A Literature subject guide, page 20.

Introduction
 The value of literature

A lot has been written about the value of reading, studying and teaching literature. Considered from a very broad perspective, literature is a reflection and an exploration of the human experience in all its magnificent and mystifying range.

Literature may have a representational function but it is also relational. It implicates the writer and the reader in the reconstruction of the imaginary experience and its impact on reality, personal or collective. Imagination is, in part, the stimulus and also the impetus for the creation of literary works that will then engage the reader's imagination. According to Scarry (1996), for example, when an author is describing something, the author is giving us instructions on how to imagine or construct the described object. The mental images that are created under authorial instruction are linked to our perceptual world and constitute a kind of mimetic perception on the reader's part.

In other words, the mental image created by the words of the literary text leads our brain to imitate the perception linked with the image. This is just one of the ways reading literature has been shown to affect us in a powerful way.

Guiding conceptual question
 Why and how do we study literature?

Numerous recent scientific studies also offer analyses of the impact of reading on cognitive capacity, working memory, attention span and positive brain rewiring. In fact, the survival and popularity of ancient stories—possibly even before writing systems developed—are seen by evolutionary biologists and evolutionary psychologists as evidence of our need for stories. Some of these stories we still read today, such as *The Odyssey* or *The Epic of Gilgamesh*, and scholars specializing in "literary Darwinism" are seeking to identify the elements of these stories. Viewing the question from another perspective, if literature is a reflection of human experience, then it automatically becomes a source of knowledge of other places, periods and people.

Through literary texts we learn about cultures and worldviews different from our own. Through reading about differences we also come to understand and appreciate what we all have in common, and our shared humanity is revealed through our reading.

Core concept
 REPRESENTATION

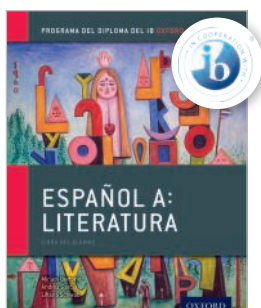
Core concept
 COMMUNICATION

Core concept
 TRANSFORMATION

Core concept
 CULTURE

TOK
 What knowledge can audiences gain from reading a text?

IB English A: Literature Course Book (2nd edition)



Español A: Literatura

Engage and inspire learners

Developed in cooperation with the IB, this resource consolidates and progresses the knowledge and skills that are central to success.

- Help learners explore complex ideas via step-by-step guidance, literary extracts and varied activities, plus regular links to TOK

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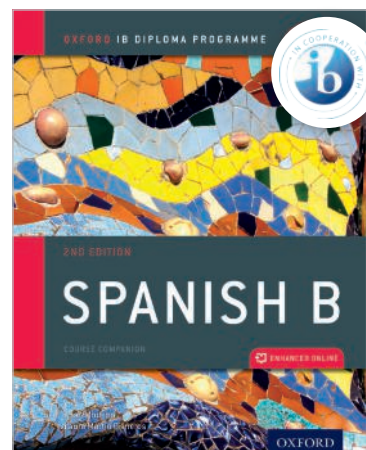
DP
Studies in Language and Literature

English, French and Spanish B

Provide an interactive learning experience

Each Print and Enhanced Online Course Book Pack has been developed in cooperation with the IB to provide the most comprehensive support for the latest syllabus.

- Address crucial aspects of the 2018 syllabus with in-depth coverage of all themes and concepts, plus links to TOK, CAS and ATL
- Build sophisticated reading, writing, speaking and listening skills via contemporary, international texts and audio-visual exercises
- Provide strategic guidance on assessment, sample material and exam-style practice opportunities via new IB Prepared resources



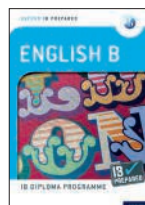
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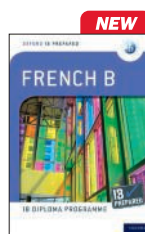


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“My students very much enjoy all the vivid images Spanish B provides. They are a fantastic motivator for discussions, and the questions and prompts provided encourage connections and are thought-provoking.”

Ana Banomera, Spanish B teacher, Wisconsin USA

Strengthen all learners' communication skills



3 INGENIO HUMANO A EL ARTE, UNA FORMA DE VIVIR

Objetivos:

- Hablar de diferentes manifestaciones artísticas
- Conocer a varios artistas del mundo hispanohablante
- Hablar de pintura, literatura, arte tradicional e ilustración
- Debatir sobre si las artes nos ayudan a entender el mundo
- Aprender de las diferentes culturas a través del arte

El arte, una forma de vivir

Para entrar en materia

1. Observa las imágenes que presentan la unidad. Descríbelas y anota vocabulario relacionado con ellas. Las palabras y expresiones a continuación te pueden ayudar.








manifestaciones artísticas **arte abstracto/moderno/antiguo** **obra impresionista/realista/abstracta**

ballet/danza **escultura** **bellas artes** **pintura** **fotografía**

cine **cuadro** **obra** **literatura** **poesía** **cómics**

Habilidades de investigación

¿Sabes cuál es el "séptimo arte"? ¿el "noveno arte"?

¿Por qué se llaman así? Busca información sobre la numeración de las artes.

¿Qué arte añadirías a la lista?

Lengua

Ser y estar

Complete las frases siguientes con el verbo **ser** o **estar** en presente de indicativo.

- Isabel Coixet _____ una directora de cine española muy famosa.
- El Museo Mural Diego Rivera, donde se puede admirar "Sueño de una tarde dominical en la Alameda Central", _____ en obras.
- A mi prima le _____ gustando mucho el libro de Gabriel García Márquez.
- Las estatuas de Puerto Vallarta, México, _____ del artista Alejandro Colunga.
- La exposición del fotógrafo Francesc Català Roca en el museo Reina Sofía de Madrid _____ muy popular.
- _____ enferma pero no me perdería por nada el espectáculo de flamenco en el tablao El Cardenal.

DP

Language Acquisition

IB Spanish B Print and Enhanced Online Course Book

Explore overarching themes and concepts



4 SOCIAL ORGANIZATION: VOLUNTEERING

Chapter summary

Theme
Social organization

Topics
- Social relationship
- Community
- Social engagement

Conceptual understanding
Meaning

Research question for the chapter
What is the individual's role in the community?

Additional research questions

- What are the benefits of volunteering in your local community?
- To what extent does need to participate in a global community?
- Is it still possible to be a global citizen?

TOK questions

- How does language convey "meaning"?
- How do we know (realize) whether a community project has meaning/is worth engaging with?

Communication skills

Listening skills
- Receptive
- Productive

Oral and interactive skills
- Role play
- Drama

Written text types
- Instructions
- Essays

Volunteering

Research question for the chapter:
What is the individual's role in the community?



- What are your first thoughts and reactions to the question above?
- What justifications would you give for your answer?
- What more would you need to know before you can come to a definitive conclusion about the question?

Community is a very broad term used to define groups of people – whether they are householders, interest groups, citizen groups, and so on. A "community of place" refers to people from a single location, a village, a district or a town. A "community of practice" is a group with shared or similar interests, such as a closed group on the internet or followers of a particular type of music. Some communities, such as a political group, are based on identity and a sense of belonging.

Think about these questions.

- What does the word "community" mean to you?
- What communities do you belong to?
- What kind of community is a school?
- In what ways does your school participate in your local community? For example, does your school have a service programme? In what ways do students participate in it?

Do you think you have a responsibility to help within the communities in which you live? Make a list of ways in which you can participate and help. You might also wish to debate this question in class.

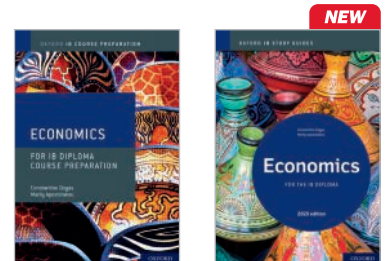
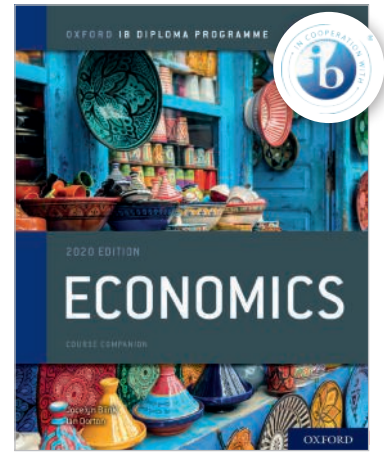
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- Cement knowledge via the Study Guide's concise summaries of course content and key definitions



DP

Individuals and Societies

13 THE LEVEL OF OVERALL ECONOMIC ACTIVITY

REAL-WORLD ISSUE:
Why does economic activity vary over time and why does this matter? How do governments manage the economy and how effective are their policies?

By the end of this chapter, you should be able to:

- List the five main macroeconomic goals
- Distinguish between the output approach, the income approach and the expenditure approach to measuring national income
- Calculate nominal GDP from national income data using the expenditure approach
- Calculate GNI from data
- Calculate real GDP and real GNI using a price deflator
- Calculate real GDP and real GNI per capita
- Evaluate the uses of national income statistics
- Evaluate the appropriateness of using GDP or GNI statistics to measure economic well being
- Explain and illustrate the business cycle and its phases
- Illustrate short-term fluctuations and long-term growth trends in the business cycle
- Explain alternative measures of well being
- Distinguish between a decrease in GDP and a decrease in GDP growth

11 The Level of Overall Economic Activity

In Chapters 3 to 12 we looked at microeconomics – the study of individual markets. In Chapters 13 to 22 we will be looking at macroeconomics – the study of a national economy. Macroeconomics is concerned with the allocation of a nation's resources and is concerned with five main variables. These variables and the macroeconomic objectives associated with each variable are shown in Table 13.1 and form the basis of the macroeconomic analysis for the next twelve chapters.

Variable	Macroeconomic objective
Economic growth	A steady rate of increase of national income
Employment	A low level of unemployment
Price stability	A low and stable rate of inflation
National debt	A sustainable level of government (national) debt
Income distribution	An equitable distribution of income

How is national income measured?

To understand how national income is measured, it is useful to return to the simple model of the circular flow of income that we came across in Chapter 1. This is shown below:

One commonly used measure of a country's national income is gross domestic product (GDP). There are three different methods that are all used to calculate this figure.

IB Economics Print and Enhanced Online Course Book (2020 edition)

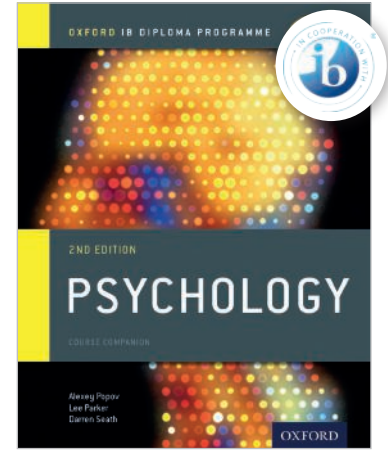
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DP

Individuals and Societies

4 SOCIOCULTURAL APPROACH TO BEHAVIOUR

Condition 2—the **non-stereotype threat condition**: the test was merely described as a problem-solving task that was unrelated to intellectual ability. This should have not established any stereotype threat.

Condition 3—the **challenge condition**: this was a second, non-diagnostic condition. It described the difficult test as posing a challenge in the hope of raising motivation for the task. It was predicted that white students would outperform black students on the diagnostic condition but not on the two non-diagnostic conditions. Results showed that black students in the diagnostic condition performed significantly worse than black participants in either of the two non-diagnostic conditions, as well as significantly worse than white participants in the diagnostic condition.

This experiment was seen by the researchers as evidence of stereotype threat and its alongside over 300 studies that demonstrate the effect of stereotype threat on test performance (Aronson, 2010; Steele, 2010; cited in Aronson *et al.*, 2014).

ATL skills: Research and thinking

As we have seen, Steele and Aronson (1995) investigated the effect of stereotype threat on academic performance when it links to negative racial stereotypes. In addition to your learning, read this article by Claude Steele on stereotype threat and academic performance: <https://www.bbc.com/news/health-1999/09/090425steele.shtml> and black college students (2006): <https://www.bbc.com/news/health-1999/09/090425steele.shtml>

For further reading, turn to Claude Steele's book, *Whistling Vivaldi* (2010) published by WW Norton & Company, New York.

Another key area of focus has been the investigation of stereotype threat on female performance in mathematics tests. Find the following study on this topic: Spencer, S.J., Steele, C.M. and Quinn, D. (1999). 'Stereotype threat and women's math performance'. *Journal of Experimental Social Psychology*, Vol 35, pp. 4–28. Summarize this study.

How does this study contribute to our understanding of stereotype threat on academic performance?

Discussion

Discuss with a partner the use of the experimental method in developing our understanding of stereotypes and stereotype threat.

See video

As related viewing, watch Fast Bloom's TED Talk: 'Can prejudice ever be a good thing?': https://www.ted.com/talks/jessi_bloom_can_prejudice_ever_be_a_good_thing

THE INDIVIDUAL AND THE GROUP—SOCIAL IDENTITY THEORY AND STEREOTYPING

Case study: Jane Elliott—'A class divided'

After the assassination of Martin Luther King Junior in 1968, a third-grade teacher in Iowa called Jane Elliott decided that she wanted to teach her students some important lessons on prejudice and discrimination. In order to do this she divided her class into groups based upon eye colour. Brown-eyed or blue-eyed students were closely labelled by wearing collars around their necks. On the first day, she told the blue-eyed students that they were more well behaved and more intelligent than the brown-eyed students and to give them a positive stereotype. She offered them preferential treatment by allowing them to sit at the front of the class and to have first choice of materials and resources in lessons. The brown-eyed students suffered a great blow to their self-esteem. They became withdrawn and turned to each other for support.

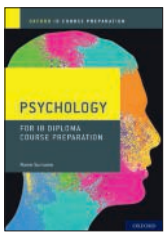
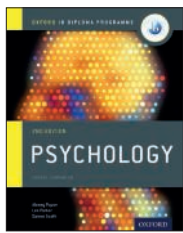
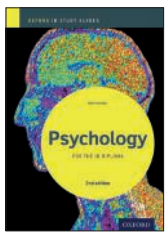
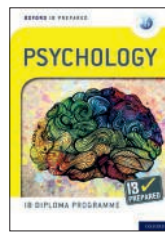
See video

http://www.pbs.org/wgbh/foodline/film/class_divided/

Social identity theory

In 1979, Tajfel and Turner proposed a theory of inter-group conflict. Social identity theory has since become a prominent theory in social psychology and increased our understanding of social phenomena such as social identity, prejudice, discrimination and stereotyping. It is important to note that although a key part of the theory focuses on social categorization (membership to social groups), self-categorization theory was later developed as an extension of this earlier work. As social identity theorists, Tajfel and Turner acknowledge the existence of two different types of self. Our **social identity**, which is of most relevance here, refers to the self in terms of our group membership such as our gender or ethnicity. Our **personal identity** refers to our self on a more individual, private and interpersonal level.

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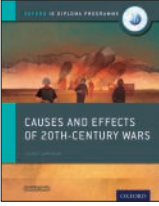




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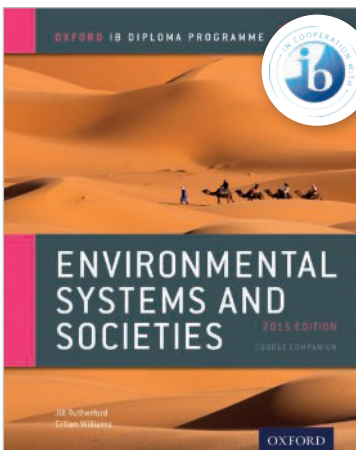
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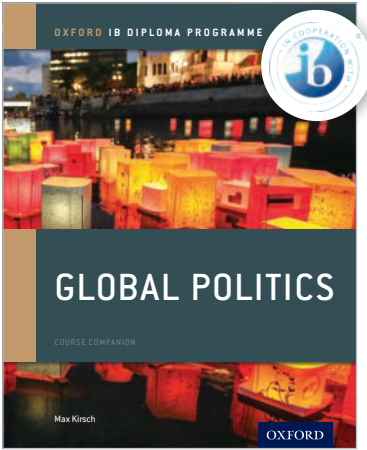
- Develop a holistic view of the subject via the Course Book's contemporary case studies, activities and 'big questions'
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Global Politics

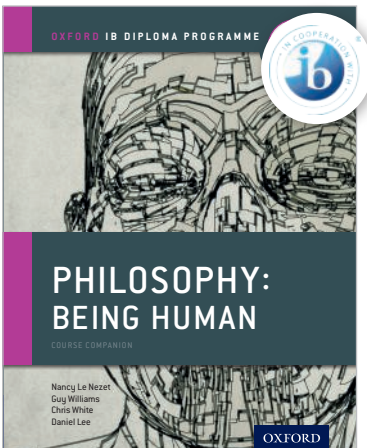
Build transdisciplinary connections

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- Build key skills via integrated activities, suggestions for further research and reflection, and assessment guidance

Philosophy: Being Human

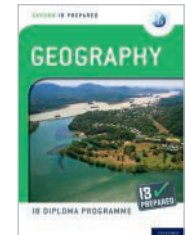
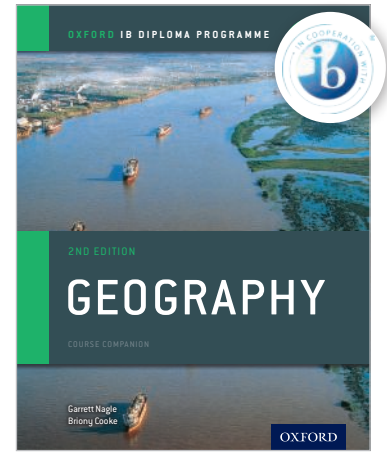
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DP

Individuals and Societies

OPTION C EXTREME ENVIRONMENTS

Key terms

Sustainability	Social, economic and environmental use of resources in a way that allows future generations to maintain their standard of living.
Arid and semi-arid	Arid areas receive less than 250 mm rainfall per year whereas semi-arid areas receive between 250 mm and 500 mm per annum.
Infertility	A lack of nutrients in bases in soils, caused by low weathering rates, a lack of biomass, insufficient nutrients to support arable farming.
Periglacial	Snow and ice covers on the fringe of glaciated areas ('peri' means edge) usually associated with permafrost or ground that remains frozen for at least two years. These regions include high mountain and tundra areas of northern Eurasia and North America.
Permafrost	Permanently frozen subsurface. To be classified as permafrost the land must have been frozen for at least two years.
Weathering and erosion	Weathering is the breakdown [denudation] of the Earth's surface <i>in situ</i> [on the spot, that is, without a moving force] whereas erosion is the breakdown of the Earth's surface by a moving force, for example glaciers, rivers, wind.
Desertification	The spread of desert or desert-like conditions.
Indigenous people	People native to an area and who have been there for many generations.
Resource nationalism	The use of a country's resources to benefit that country rather than allowing a TNC or another country to benefit from the resources.

This optional theme considers two different kinds of extreme, terrestrial environment:

- cold and high-altitude environments (polar, glacial areas; periglacial areas; high mountains in non-tropical latitudes)
- hot, arid environments (hot deserts and semi-arid areas).

These environments are relatively inaccessible and tend to be viewed as inhospitable to human habitation. Despite this, they provide numerous opportunities for settlement and economic activity. This theme examines the essential landscape characteristics of the two kinds of extreme environment, together with the natural processes operating in them, the way in which people have responded to the opportunities they offer, how they have adapted to extremes of weather and climate, and the challenges these environments pose for management and sustainability.

This theme will develop an understanding of processes, places, power and geographical possibilities. More specialized concepts include glacial systems risk and adaptation (in relation to climate change) and resource nationalism (in relation to land ownership).

Key questions

1. Why can some places be considered to be extreme environments?
2. How do physical processes create unique landscapes in extreme environments?
3. How does the power of different stakeholders to extract economic value from extreme environments vary?
4. What are the future possibilities for managing extreme environments and their communities?

1 The characteristics of extreme environments

Conceptual understanding

Key question
Why can some places be considered to be extreme environments?

Key content

- Global-scale distribution of cold and high-altitude environments (polar, glacial areas, periglacial areas, high mountains in non-tropical latitudes) and hot arid environments (hot deserts and semi-arid areas).
- Relief and climatic characteristics that make environments extreme (including the unreliability and intensity of rainfall in arid environments and the resulting risk of flash floods).
- How relief, climate, human discomfort, inaccessibility and remoteness present challenges for human habitation and resource development.
- The changing distribution of extreme environments over time, including the advance and retreat of glaciers and natural desertification.

The global distribution of extreme environments

Cold and high-altitude environments

The distribution of cold environments is very uneven. In general, cold environments are found in high latitudes and at high altitudes. Polar

Figure C.1: The distribution of extreme environments.

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Sciences

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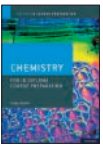



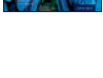
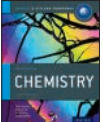


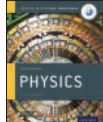



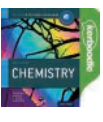
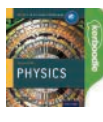

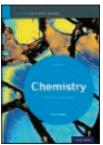
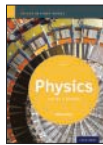
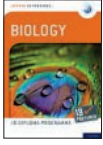

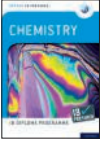

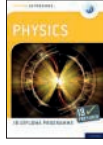

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6 HUMAN PHYSIOLOGY

Activity
Standing on your head
 Pocket valves and vein walls become less efficient with age, causing poor venous return to the heart. Have you ever performed gymnastic moves such as handstands or handstands, or experienced very high g-forces on a ride at an amusement park? Young people can usually do any of these activities easily but older people may not be able to. What is the explanation?

Valves in veins
 Valves in veins and the heart ensure circulation of blood by preventing backflow.
 Blood pressure in veins is sometimes so low that there is a danger of backflow towards the capillaries and insufficient return of blood to the heart. To maintain circulation, veins contain pocket valves, consisting of three cup-shaped flaps of tissue.

- If blood starts to flow backwards, it gets caught in the flaps of the pocket valve, which fill with blood, blocking the lumen of the vein.
- When blood flows towards the heart, it pushes the flaps to the sides of the vein. The pocket valve therefore opens and blood can flow freely.

These valves allow blood to flow in one direction only and make efficient use of the intermittent and often transient pressures provided by muscular and postural changes. They ensure that blood circulates in the body rather than flowing to and fro.

Identifying blood vessels
 Identification of blood vessels as arteries, capillaries or veins from the structure of their walls.
 Blood vessels can be identified as arteries, capillaries or veins by looking at their structure. Table 1 below gives differences that may be useful.

	Artery	Capillary	Vein
Diameter	Larger than 10 µm	Around 10 µm	Variable but much larger than 10 µm
Relative thickness of wall and diameter of lumen	Relatively thick wall and narrow lumen	Extremely thin wall	Relatively thin wall with variable but often wide lumen
Number of layers in wall	Three layers, tunica externa, media and intima. These layers may be sub-divided to form more layers	Only one layer – the tunica intima which is an endothelium consisting of a single layer of very thin cells	Three layers – tunica externa, media and intima
Muscle and elastic fibres in the wall	Abundant	None	Small amounts
Valves	None	None	Present in many veins

Figure 5 Which veins in this gymnast will need valves to help with venous return?

Figure 6 Artery and vein in transverse section. The tunica externa and tunica intima are stained more darkly than the tunica media. Deoxygenated blood is visible in both vessels.

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6.2 THE BLOOD SYSTEM

The double circulation
 There is a separate circulation for the lungs.
 There are valves in the veins and heart that ensure a one-way flow, so blood circulates through arteries, capillaries and veins. Fish have a single circulation. Blood is pumped at high pressure to their gills to be oxygenated. After flowing through the gills the blood still has enough pressure to flow directly, but relatively slowly, to other organs of the body and then back to the heart. In contrast, the lungs used by mammals for gas exchange are supplied with blood by a separate circulation.
 Blood capillaries in lungs cannot withstand high pressures so blood is pumped to them at relatively low pressure. After passing through the capillaries of the lungs the pressure of the blood is low, so it must return to the heart to be pumped again before it goes to other organs. Humans therefore have two separate circulations:

- the pulmonary circulation, to and from the lungs
- the systemic circulation, to and from all other organs, including the heart muscles.

Figure 7 shows the double circulation in a simplified form. The pulmonary circulation receives deoxygenated blood that has returned from the systemic circulation, and the systemic circulation receives blood that has been oxygenated by the pulmonary circulation. It is therefore essential that blood flowing to and from these two circulations is not mixed. The heart is therefore a double pump, delivering blood under different pressures separately to the two circulations.

Heart structure
 Recognition of the chambers and valves of the heart and the blood vessels connected to it in dissected hearts or in diagrams of heart structure.

- The heart has two sides, left and right, that pump blood to the systemic and pulmonary circulations.
- Each side of the heart has two chambers, a ventricle that pumps blood out into the arteries and an atrium that collects blood from the veins and passes it to the ventricle.
- Each side of the heart has two valves, an atrioventricular valve between the atrium and the ventricle and a semilunar valve between the ventricle and the artery.
- Oxygenated blood flows into the left side of the heart through the pulmonary veins from the lungs and out through the aorta.

Figure 7 The double circulation

Figure 9 Structure of the heart

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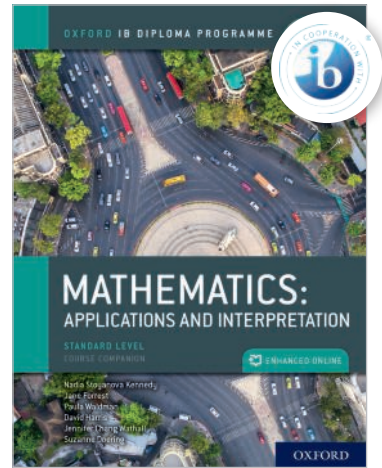
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Mathematics

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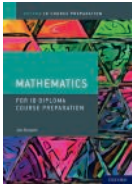




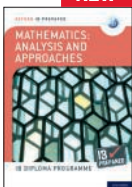

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Deliver a rich, concept-based approach

11 Approximating irregular spaces: integration and differential equations

Concepts

- Space
- Approximation

Microconcepts

- Lower limit
- Upper limit
- Antiderivative
- Definite integral
- Indefinite integral
- Numerical integration
- Reverse chain rule
- Area under the curve
- Volumes of revolution
- Exact solutions of differential equations
- Slope fields
- Euler's method

How can you estimate the area covered by oil spills out at sea?

How can you find the distance travelled when the equation velocity is given?

How can the volume of a building be found?

How can you find the amount of glass in this building?

San Cristóbal is the eastern most island of the Galapagos. Here is a map of the island.

It is claimed that the total area of the island is 558 km². How can you test this value?

Use a rectangle to estimate the area of the island.

How did you use the map scale?

Does your result underestimate or overestimate the claimed area? Why?

What would you do to improve your estimate?

Developing inquiry skills

Write down any similar inquiry questions you might ask to model the area of something different, for example the area of a national park, city or lake in your country.

Think about the questions in this opening problem and answer any you can. As you work through the chapter, you will gain mathematical knowledge and skills that will help you to answer them all.

Before you start

You should know how to:

- Find the area of a trapezium.
eg

$$\text{area} = \frac{1}{2}b(a + b)$$

$$= \frac{1}{2} \times 2(2 + 4)$$

$$= 6 \text{ cm}^2$$
- Differentiate functions, including with the chain rule.
eg If $f(x) = \sin 2x - \cos x^2$ then

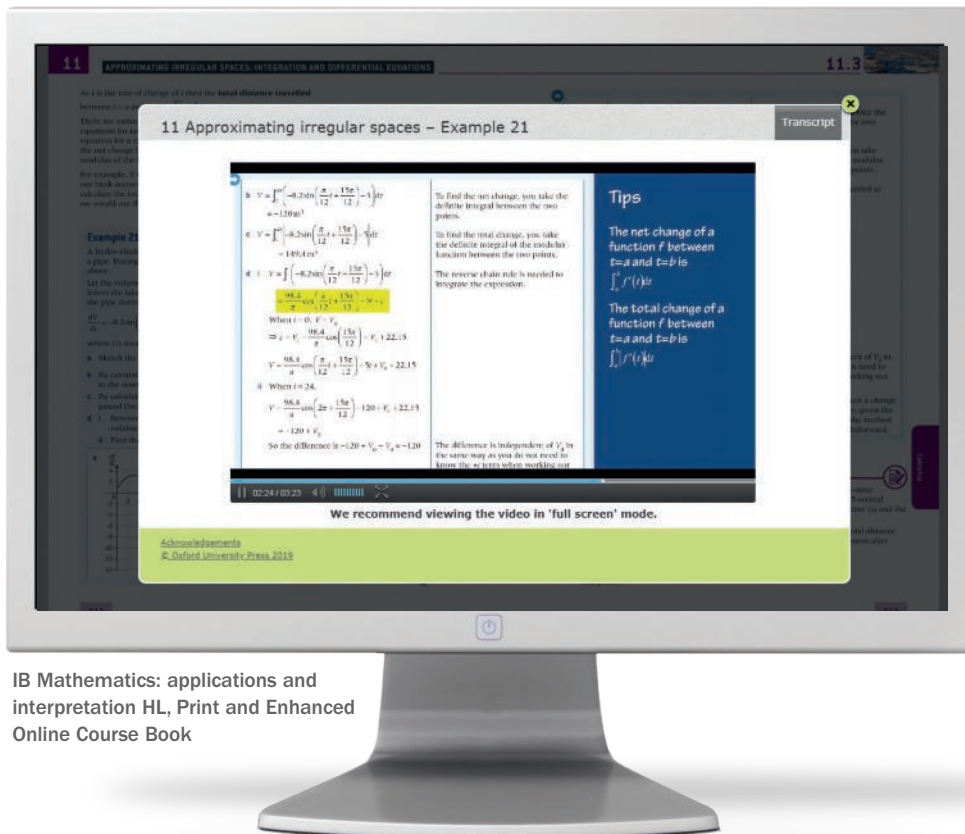
$$f'(x) = 2 \cos 2x + 2x \sin x^2$$

Skills check

- Find the area of the trapezium.
- Differentiate each function.
 - $y = 3x^2 - 2\sqrt{x} + \frac{4}{x^2}$
 - $f(x) = \cos 5x + \sin^2 x$
 - $s = \ln 5t - 2e^{t^2}$

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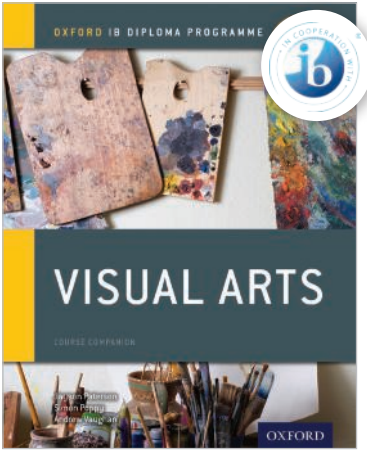
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DP
Mathematics



Visual Arts

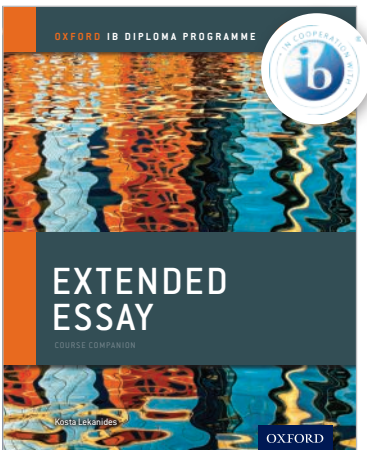
Build assessment confidence

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- Thoroughly understand all assessment components and requirements, with breakdowns of exam criteria and strategic advice
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Extended Essay

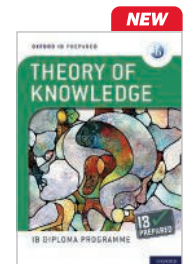
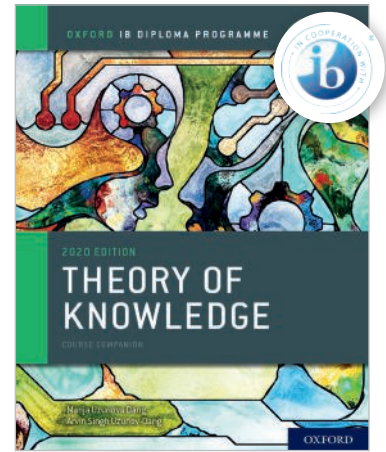
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Theory of Knowledge

Engage in high-level critical thinking and reflection

Supporting the latest TOK syllabus, these inquiry-based resources are developed directly with the IB to help learners analyze and articulate areas of knowledge.

- Provide a thorough and in-depth account of this complex subject with practical applications so students can see clearly how TOK can be useful in real-world situations
- Build deep understanding and reflection with concepts woven into tasks and discussions, plus clear links to other subject areas, ATL skills and the IB Learner Profile
- Engage in challenging tasks and activities to develop life-long thinking skills, and scaffold knowledge to enable assessment success
- The Enhanced Online Course Book provides students with access to extra support, including; skills quizzes and key concept posters
- Provide strategic guidance on assessment, sample material and exam-style practice opportunities via new IB Prepared: Theory of Knowledge



DP

Interdisciplinary

8 Human sciences

The last example brings together ideas from throughout this chapter: the role of quantification, the problems of measurement and the implications of applying simple knowledge to complex phenomena. At its core, the Anthropocene might be a problem of growth. The United Nations Conference on Sustainable Development in 2012 opened with the video linked here, tracing how the growth of humanity became a force that shapes the state of the world, especially since the 1950s. For this reason, we zoom in on knowledge issues of growth—what do we know about it, what kinds of responsibilities rest with that knowledge, and what kind of action can we take based on it?

Search terms: "Welcome to the Anthropocene" on Vimeo

Making connections
Knowledge and language
The language of growth
The language used to describe growth has changed as our knowledge about environmental impact and natural resource depletion has grown. What started out as economic growth evolved into sustainable growth and has now split, with the dominant concept being green growth, while an increasingly audible academic and political minority advocate for a post-growth paradigm.

For discussion
Predictive knowledge in the Anthropocene
In the context of the Anthropocene, we often hear estimates and approximations of how much time we have to act on various issues before it is too late. Predictions and fears of economic and ecological collapse are certainly not new. In 1972, systems scientists at MIT famously predicted that ecosystems would collapse by the mid-21st century. Their report, "Limits to Growth", was criticized and ridiculed as disaster fantasy, for simplistic and pessimistic simulations that assumed little technological progress, and for leaving an anti-growth agenda. Well before then,

IV. Ethics

in 1798, Thomas Malthus argued that human life would end in misery because of unchecked consumption growth. His logic seemed inescapable: resources were finite, while needs and wants were growing quickly—but then came technology.

Both sets of predictions are yet to come true—but the "Limits to Growth" thesis has become much more popular in the 21st century. Independent groups of scientists have observed that contemporary data suggest we are on the trajectory predicted by the MIT team. How do they know this? It is possible, of course, to look at the details of their methodology but, for the purposes of analysis in TOK, more general questions can be asked about the power and validity of predictive knowledge.

1. What counts as evidence for the accuracy of a prediction?
2. If experts suggest different courses of action based on different predictions, which criteria can we use to judge which one is more reliable?
3. Given the complexity of the calculations underlying predictive knowledge about the state of the world, what is the role of trust in communicating this knowledge?
4. Does predictive knowledge bestow special responsibilities on those who produce it?

wellbeing, and the living standards of typical people have all been put forward as important indicators that are more feasible than they might seem.

→ Figure 8.7 The planetary boundaries (www.earth-systems.org)

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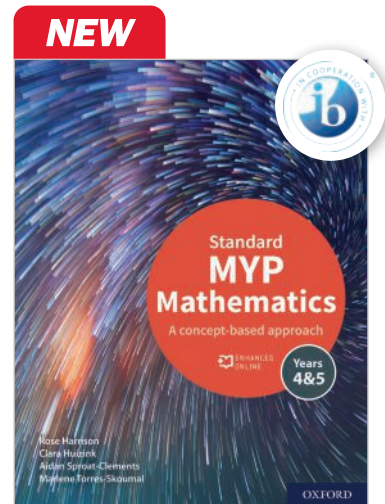
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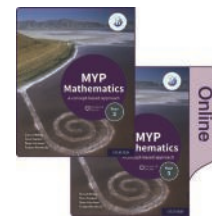
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Jennifer Burgraff, IB Coordinator Wisconsin USA

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Embed understanding through practice

Unit review criterion A

Launch additional digital resources for the chapter

Key to Unit review question levels:


Level 1-2
Level 3-4
Level 5-6
Level 7-8


1 What are the next two terms in each of the following sequences? **Explain** your reasoning.


a 5 10 20 40 80 — — —
 b 1 6 11 16 21 — — —
 c 31 28 31 30 31 — — —
 d 96 48 24 12 6 — — —
 e 10 20 30 40 50 — — —

Not all sequences follow a mathematical pattern. In part c, look carefully at the numbers and think about what might come in groups of 31, 30, etc.

2 Identify the core of each pattern.

a 

b 

c 

3 Translate each of the following phrases into a mathematical expression. Use whatever letter or symbol you like for the original number.

a 28 divided by a number b A number decreased by 4
 c 4 more than a number d 17 times a number
 e A number added to 12 f A number multiplied by 13
 g 6 less than a number h 3 more than twice a number

4 Translate these mathematical expressions back into words.

a $4x$ b $\frac{63}{a}$ c $y - 15$ d $61 + z$ e $3x + 7$


5 Substitute the given number into each expression to find the value of the expression.

a $x - 12$, when $x = 20$ b $15 - 3x$, when $x = 2$ c $\frac{x+4}{6}$ when $x = 20$

6 Solve each equation.


a $x + 25 = 40$ b $7x = 56$ c $m - 10 = 11$ d $\frac{d}{8} = 3$
 e $9b = 63$ f $w - 14 = 6$ g $h + 52 = 61$ h $z - 19 = 21$
 i $\frac{d}{10} = 15$ j $12x = 96$ k $m + 25 = 44$ l $\frac{n}{7} = 7$
 m $g - 15 = 23$ n $5y = 55$ o $a - 71 = 43$ p $36 - x = 12$

7 a Draw the next two shapes in the sequence below. **Explain** the pattern in words.



b Determine what the 10th term in the sequence would be, without drawing it. How do you know?
 c Will the number 78 be in this sequence? **Explain** why or why not.
 d Write down a rule to find the next term of the sequence if you know the one before it.

8 a Draw the next two shapes in the pattern and **explain** the pattern in words.



b Determine what the 20th term in the sequence would be, without drawing it. How do you know?
 c Will the number 46 be in this sequence? **Explain** why or why not.
 d Write down a rule to find the next term of the sequence if you know the one before it.

112 3 Algebraic expressions and equations
113

MYP Mathematics

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Build skills and knowledge through inquiry

1 How do they measure up?

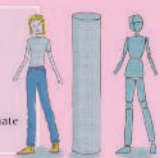
Statement of Inquiry:
 Representing numbers in different forms to simplify them can help understand human-made systems.

Key Concept: Form is the understanding that the underlying structure and shape of an entity is distinguished by its properties.

F What is an approximation? What is a human-made system?
 Approximation is a quantity or a representation that is nearly but not exactly correct.

Estimating
 Using a model can help you calculate reasonable estimates. The average human body is about 60% water.

- Modelling your body as a cylinder, calculate an estimate for the volume of water in your body.
- How could you improve your model to make your estimate more accurate?



C How does simplifying lead to better results?
 Simplification is the process of reducing to a less complicated form.

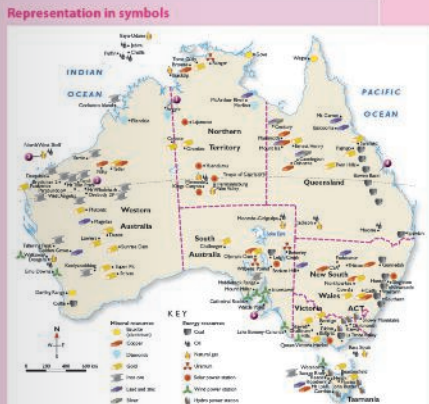
Simplified Chinese
 In the writing of the Chinese language, many traditional characters are very complex, making the written language hard to learn. Beginning in 1949, in an effort to increase literacy, simplified Chinese was introduced. Simplified Chinese is probably easier to learn, because it has fewer strokes per character. Pinyin is the conversion of Chinese characters to a Roman script, based on pronunciation.

The table here shows the Pinyin, Simplified and Traditional characters for three nouns and three verbs.



















English	Pinyin	Simplified character(s)	Traditional character(s)
Mathematics	shù xué	数学	數學
To count	shù	数	數
To learn	xué	学	學
Book	shù	书	書
Home	jiā	家	家
To thank	xiè	谢	謝

D Can approximations ever be exact? Do more representations make understanding easier?
 Representation is the manner in which something is presented.

Representation in symbols



Maps contain symbols that represent features of the landscape or terrain. Which of the symbols below do you recognize? Are they ones that are used in places other than maps?

Global context: Globalisation and Sustainability

Exploration: Exploring different ways of measuring human-made systems

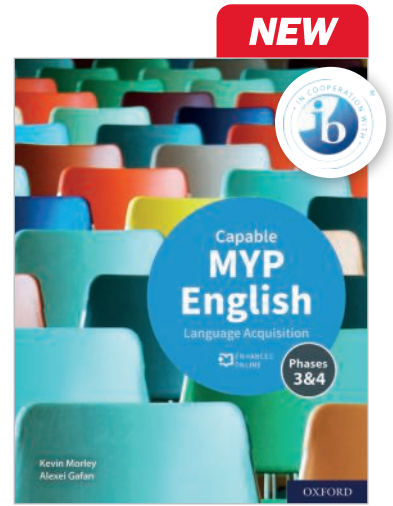
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English Language Acquisition Capable (Phases 3&4)

Build fluency and confidence

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- Build the high levels of English fluency central to student success in the IB Diploma Programme
- Connect learning material and objectives with the latest MYP curriculum structure
- Frame English language learning within the context of key and related concepts, statements of inquiry, global contexts and approaches to learning
- Facilitate inquiry-based learning that drives reflection on big picture questions as students develop language skills
- Develop confident language learners with new listening comprehension audio clips and accompanying activities embedded in the Enhanced Online Student Book



MYP

Language Acquisition

ORIENTATION IN TIME AND SPACE: QUESTS

Summative assessments: Orientation in time and space

Statement of inquiry

Statement of inquiry

One of the functions of storytelling is to communicate a sense of time and space and this can be achieved through word choice.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter: **Quests**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Does the function of a quest story depend on what the writer wants to communicate?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Is the way we communicate a story affected by our word choice?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections.

Watch and listen to the following text and then answer the questions.

Onward

<https://www.youtube.com/watch?v=A5Z7QsRGxGo>

Search words: onward trailer november disney

alamy stock photo

Answer these questions.

- What is the content of the video?
 - A short version of a quest story.
 - A trailer for a film about a quest.
 - A review of a film about a quest.
- What does the narrator do during the video?
 - Tells the viewers what to expect from the film.
 - Describes the journey that the seekers will take.
 - Explains where the audience can see the film.
- What is the purpose of the final written instruction: "Make some magic"?
 - To make the viewers think they are taking part in the quest.
 - To help the viewers understand the plot and the characters.
 - To teach the viewers how to take part in a quest.

Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.

Here you will find both an additional video and an additional Summative listening assessment.

Tick one option for each of the following statements.

Who says ... ?	The voiceover	The older brother	The younger brother
4. "Long ago the world was full of wonder."			
5. "Dad was a wizard."			
6. "We are going on a quest."			
7. "The expressway is faster."			
8. "This place may be booby-trapped!"			

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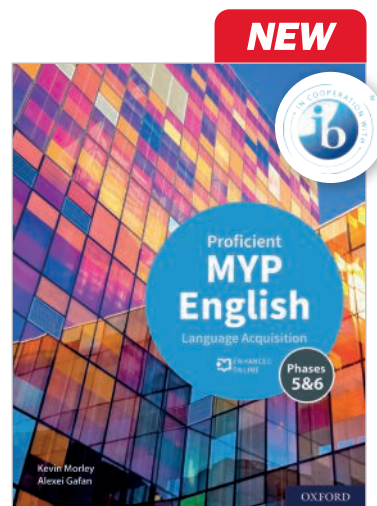
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English Language Acquisition Proficient (Phases 5&6)

Build the language confidence learners need for DP

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- Build the high levels of English fluency central to student success in the IB Diploma Programme
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- Frame English language learning within the context of key and related concepts, statements of inquiry, global contexts and approaches to learning
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Language Acquisition

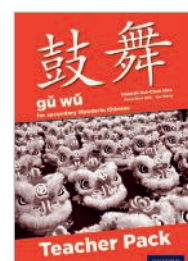
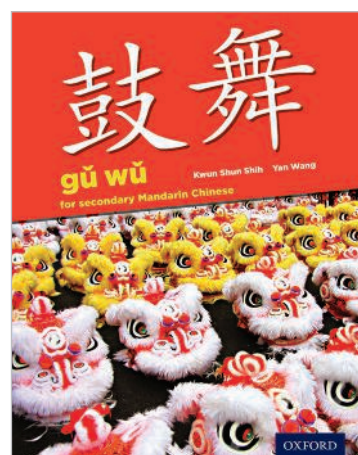
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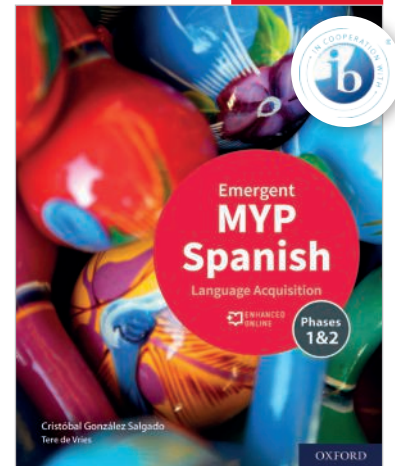
Spanish Language Acquisition Emergent (Phases 1&2)

NEW

Secure the Spanish language foundations central to success

Developed directly with the IB, to be fully integrated with the revised MYP Language Acquisition framework, for first teaching in 2020. This comprehensive, inquiry-based resource applies key and related concepts to relevant learning material, helping you fully deliver the MYP approach.

- Build a strong foundation of Spanish skills and comprehension, preparing MYP learners to progress
- Fully integrate concept-based learning with an inquiry-based unit structure that drives independent thinking
- Build interpreting, listening, speaking reading and writing skills framed within key and related concepts
- Develop vital Language Acquisition skills via new listening comprehension audio clips with accompanying activities embedded in the Enhanced Online Student Book
- Measure progress using updated formative and summative assessment tasks that are clearly linked to the new MYP eAssessment criteria



ENHANCED ONLINE

MYP

Language Acquisition

LA DIVERSIDAD GEOGRÁFICA Y CULTURAL DEL MUNDO HISPANO

12.2 ¿Qué sabes de la geografía del mundo hispano?

Contexto global
Globalización y sustentabilidad

Perfil de la comunidad de aprendizaje
Indagadores

- Trabaja en grupos de 3 o 4. ¿Cuántos países hispanohablantes conoces? Escribe una lista. Contesta también las preguntas siguientes SIN usar la tecnología.
 - En cuántos continentes hay países hispanohablantes? ¿Cuáles son?
 - Cuántos países hispanohablantes hay?
 - En el año 2050, ¿qué país del mundo va a tener probablemente el mayor número de hablantes de español?
- Luego, compara tu lista con la lista de otros grupos.
- Finalmente, usa la tecnología para buscar la información y chequear tus resultados.
- ¿Saben ustedes dónde están los países hispanohablantes? Miren los mapas y traten de establecer la ubicación de esos países.

Escuchamos

- Escucha el concurso "El lugar misterioso" y contesta las preguntas.
 - ¿Cuántos concursantes participan en el concurso? **Criterio A1**
 - ¿De qué país son los concursantes?
 - ¿Qué información es verdadera?
 - Se come una sopa sólida.
 - El guaraní es la única lengua oficial.
 - La bandera es blanca, roja y azul, y tiene dos escudos diferentes.
 - El país tiene la mejor carne del mundo.
 - La bebida nacional se llama tereré.
 - El país está rodeado un 70% por agua del mar.
 - ¿De qué país se trata?
 - Argentina
 - Bolivia
 - Brasil
 - Paraguay
 - ¿Qué convenciones de un concurso tiene este texto? **Criterio A1**
 - Relaciona las imágenes con la información del texto. ¿Qué crees que representan las imágenes? **Criterio A1**

12.3 Costa Rica, pura vida

Leemos

Perfil de la comunidad de aprendizaje
Informados e intruidos

- ¿Qué sabes de Costa Rica? Habla con tus compañeros/-as.
 - dónde está
 - qué es
 - clima
 - capital
 - otra información
- Lee el texto y comprueba.

Información sobre Costa Rica

Costa Rica es un país pequeño, pero rico por su gente, por su nivel de educación, por su capacidad de aprendizaje y por su especialización. Su riqueza natural consiste en su fauna, su flora, sus ríos, sus playas en ambos océanos (el Atlántico y el Pacífico), su tierra y su clima diverso los doce meses del año.

No existen preocupaciones políticas ni sociales que mantengan inestable al país. En Costa Rica no hay un ejército. El ejército de Costa Rica lo constituyen sus maestros y su gran masa trabajadora, desde un obrero hasta un biotecnólogo, todos conviviendo en paz. El pueblo costarricense se caracteriza por su legendaria cordialidad y su naturaleza amistosa. La gran mayoría de la población descende de los colonizadores españoles y europeos.

El idioma oficial es el español, no obstante, un porcentaje creciente de la población habla el inglés.

División política

El territorio del país está dividido administrativamente en siete provincias: San José, la capital; Alajuela, Cartago, Heredia, Guanacaste, Puntarenas y Limón.

Ubicación

Costa Rica tiene una extensión de 51.100 km². Limita al Norte con Nicaragua, al Sur con Panamá, al Este y al Oeste con los océanos Atlántico y Pacífico, respectivamente. Su costa Atlántica mide 255 kms, mientras que el litoral Pacífico se extiende 1.103 kms. Ambas costas gozan de una abundancia de playas de primera clase y con una vegetación exuberante.

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MYP Spanish Language Acquisition Emergent (Phases 1&2)

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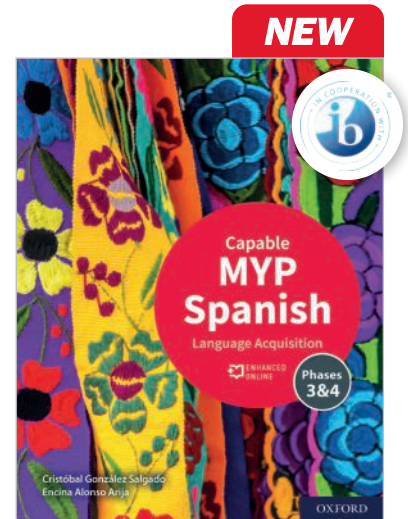
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Spanish Language Acquisition Capable (Phases 3&4)

Grow and develop sophisticated language skills

Developed directly with the IB to be fully integrated with the revised MYP Language Acquisition framework for first teaching in 2020. This comprehensive, inquiry-based resource hones the understanding and skills needed to confidently progress to the IB Diploma Programme.

- Grow and develop sophisticated language skills and comprehension, preparing MYP learners to progress
- Fully integrate concept-based learning with an inquiry-based unit structure that drives independent thinking
- Build interpreting, listening, speaking reading and writing skills framed within key and related concepts
- Develop sophisticated Language Acquisition skills via new listening comprehension audio clips with accompanying activities embedded in the Enhanced Online Student Book
- Connect activities with the MYP assessment criteria, preparing learners for summative assessment



MYP Language Acquisition

10.5 Las noticias

Escuchamos

a. Escucha las noticias de la radio (A-C) y contesta las preguntas típicas de una noticia.

1 ¿Quién? 4 ¿Dónde?
2 ¿Qué? 5 ¿Cómo? / ¿Por qué?
3 ¿Cuándo?

b. En esta unidad trabajamos las noticias de radio y las de periódicos. ¿En qué se diferencian? Marca con una cruz si las convenciones son iguales o diferentes.

	Igual	Diferente
El mensaje, la información que se transmite		
El emisor, la persona o personas que dan la noticia		
El receptor, la persona o personas que reciben la noticia		
El registro		
El canal		
La estructura		

Leemos

c. Lee estas noticias de distintos países de Latinoamérica y El Caribe y completa la tabla con las seis preguntas.

Noticia	Quiénes/ quiénes	Qué	Cuando	Dónde	Cómo	Por qué
1.						
2.						
3.						
4.						
5.						
6.						
7.						

Noticia 1:
La primera aspirante presidencial indígena de México, María de Jesús Patrino, conocida como Marichuy, podrá recabar firmas en papel para integrar la lista definitiva de candidatos presidenciales. Este era uno de los

MEDIOS DE COMUNICACIÓN

grandes escollos de su equipo de campaña (es candidata independiente), dado que gran parte de sus seguidores vive en zonas rurales sin acceso a internet. Marichuy necesitará 866.000 firmas antes de febrero de 2018 para oficializar su candidatura.

Noticia 2:
América Latina y el Caribe, terreno hostil para periodistas: 51 profesionales del periodismo fueron asesinados en la región entre 2014 y 2015, pero la mayoría de los casos permanecieron impunes.

Noticia 3:
A partir del 1 de enero de 2018, los hijos de cubanos nacidos en el exterior podrán obtener la nacionalidad cubana, y las personas que salieron ilegalmente de Cuba podrán regresar a la isla, según explicó el Gobierno de este país.

Noticia 4:
Esta semana, Panamá vivió una de las protestas más multitudinarias de los últimos años. Miles de personas de distintos sectores (estudiantes, funcionarios, empresarios) se manifestaron en distintas ciudades del país contra la corrupción y la impunidad, coincidiendo con los últimos escándalos de corrupción ligados a la constructora brasileña Odebrecht y que salpican al Ejecutivo.

Noticia 5:
El Congreso peruano aprobó por unanimidad una moción histórica para rechazar sistemáticamente cualquier forma de violencia o discriminación contra la mujer. Además, instó al Parlamento a seguir adoptando medidas para eliminar cualquier forma de violencia hacia la mujer.

Noticia 6:
El Gobierno uruguayo informó del descubrimiento del primer yacimiento petrolero del país.

Noticia 7:
Nicaragua y Honduras abrieron la puerta a la creación de un fondo común para enfrentar los efectos del cambio climático en la región de El Caribe.

d. Normalmente las noticias se componen de varios elementos. Relaciona cada uno con su definición.

1. Titular	a. Resume las ideas principales del texto y se coloca debajo del bloque de titulares y antes del cuerpo de la noticia.
2. Entradilla	b. Son el cuerpo de la noticia.
3. Pie de foto	c. Se utiliza para introducir un nuevo tema o un nuevo nivel de lectura de la noticia.
4. Subtítulo	d. Se coloca debajo de las imágenes para dar información sobre las mismas.
5. Firma y data	e. Cuenta quién escribe y desde dónde y cuándo.
6. Bloques de texto	f. Es el elemento en el que más se fija el lector. Debe ser atractivo y breve.

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MYP Spanish Language Acquisition Capable (Phases 3&4)	
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- Strengthen subject knowledge with awareness of wider global contexts and conceptual connections
- Develop the transdisciplinary skills that are vital to success at MYP level and progression to DP via regular ATL features



MYP

Sciences

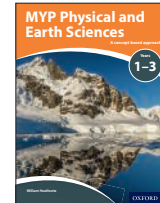
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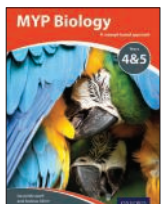


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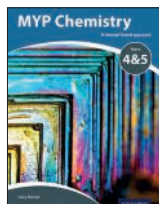
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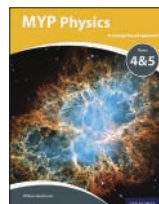
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THE EARTH

Creativity and innovation skills

Earthquakes in cities

Some cities such as Tokyo and Los Angeles are located near tectonic boundaries. As a result, they experience many earthquakes. Tokyo experiences a detectable earthquake almost every week although the majority of these are weak.

As a result of the frequent earthquakes in Japan, all new buildings have to be designed to withstand strong earthquakes. These innovative buildings have foundations that absorb the energy of the earthquake. They are also built to be flexible so that they are not damaged when they shake.

▲ The Roppongi Hills Mori Tower is one of Tokyo's tallest buildings. The foundations are built with oil-filled shock absorbers that control the swaying of the building in an earthquake.

Are other planets like the Earth?

Studying other planets enables us to draw comparisons with the Earth. Scientists want to know whether the same processes that occur on Earth are also happening on other planets—or is the Earth unique?

The planets that are most like Earth are Venus and Mars. Venus is often regarded as Earth's sister planet because it is a similar distance from the Sun and is only a little smaller than the Earth. However, its dense atmosphere creates highly inhospitable conditions on the surface. The temperature at the surface is about 460°C and the pressure is almost 100 times the atmospheric pressure on Earth. The longest time that a probe has managed to operate on the surface is just over two hours, when the Venera 12 mission landed in 1982. Despite this, scientists have been able to use radar measurements to image the surface of Venus and have found thousands of volcanoes. However, none have been seen to erupt and so it is not known whether Venus is still volcanically active. It is not thought that Venus has any tectonic activity.

Mars, while further from the Earth, is easier to study. It also has volcanoes, the tallest being Olympus Mons, which is nearly 22 km high. It is possible that Mars once had tectonic activity, although this has not happened for many billions of years. While most of the rocks are igneous, sedimentary rocks have also been found. This indicates that Mars may once have had liquid water flowing over its surface.

▲ Maat Mons, the highest volcano on Venus, is 8 km high. It is unknown whether it is active, or whether it has been dormant or even extinct for a long time.

▲ Mars has many extinct volcanoes. Olympus Mons, the largest, is seen to the bottom right of the picture and is almost 22 km high.

▲ A cryovolcano is a volcano that has eruptions of ice and water. They occur on moons and planets in the solar system.

While Mars and Venus have extinct volcanoes, there are some places in the solar system where active volcanoes have been found. These volcanoes eject water and ice instead of hot rock. They are called **cryovolcanoes**. Cryovolcanoes have been found on some moons of Jupiter, Saturn and Neptune and it is likely that they exist elsewhere in the solar system as well. To fuel these volcanoes, the moons need a source of heat. As the moons orbit these giant planets, the large gravitational forces cause the moon to be flexed and bent as it rotates. The frictional forces that act against the deforming of the moon transfer energy to heat and heat up the inside of the moon. It is thought that the insides of these moons have liquid water in the form of giant underground oceans.

1. Why do astronomers get excited about discovering liquid water on other moons or planets?

How have humans changed the Earth?

It is tempting to see the Earth as being too large to be changed by human activity. After all, the total mass of all humans (about 385 million tonnes) is much less than the huge mass of the Earth (about 6000 million million tonnes). However, the action of humans is significant, and some scientists have proposed that the Earth has entered a new age—the Anthropocene—whereby human activity is the dominant effect on the world.

▲ This picture, taken by NASA's Cassini probe, shows plumes of ice that are ejected from Enceladus, a moon of Saturn.

MYP Physical and Earth Sciences 1-3 Student Book

IB Primary Years Programme

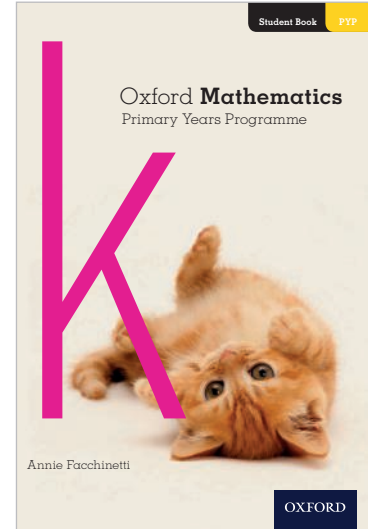


Mathematics

Explore inquiry-based resources


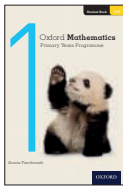
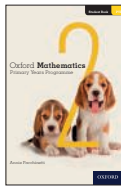

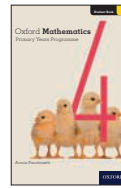
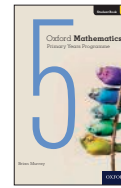


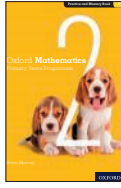




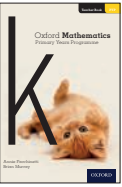
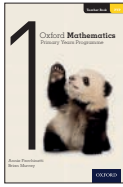
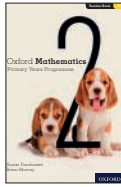

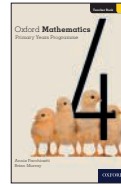


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- Cover the five strands of mathematics using the PYP methodology of constructing, transferring and applying meaning
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PYP

Mathematics


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Nurture independent, confident learners

PYP

Mathematics


Capacity is how much a container can hold.



Which of the two bowls has the bigger capacity?


This bowl has a capacity of 4 cups.


This bowl has a capacity of 10 cups.





Guided practice

1 Write the capacity of each jug in cups.

a  cups

b  cups


c  cups


d  cups



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Independent practice

1 Circle the unit you would use to measure the capacity of the items.

a  

b  

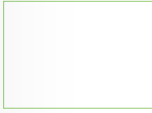
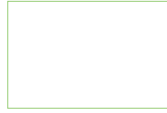
c  

d  



2

a Draw an item with a **bigger** capacity.

b Draw an item with a **smaller** capacity.

c Circle the unit you would use to measure the capacity of the items you drew.

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