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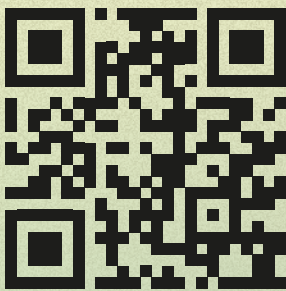
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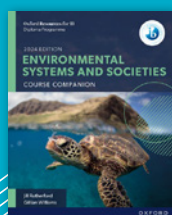
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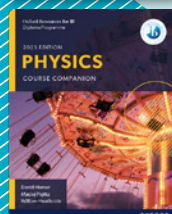
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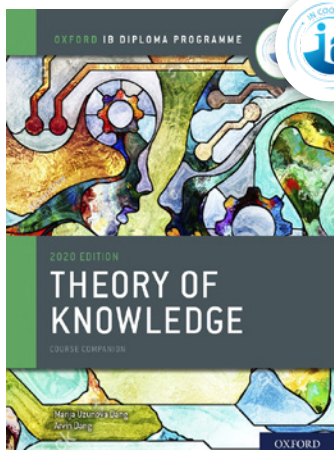
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Diploma Programme

DP



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DP

1 Readers, writers and texts

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?

1.4 The Real and Imagined

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.

Kelli 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 father to his son. Wakanda, 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 spacecraft 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 fantastical 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 immovable politics and inherent implications of a black superhero (though he has been preceded by the Blade trilogy and 2004's *Constantine*, among others). The birth of *Black Panther* in 1966 (created by Stan Lee and Jack Kirby) was a landmark moment in the history of the superhero genre.

USA 2018
Certificate 12A 134m 22s

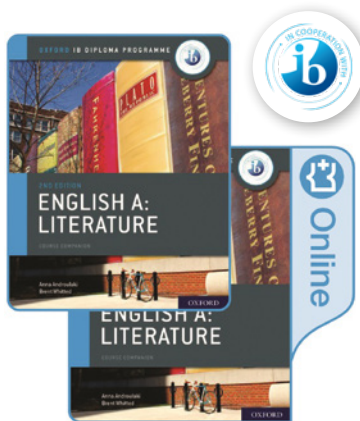
Director Ryan Coogler

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
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English A: Literature

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- 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

This chapter is based on the area of exploration "Readers, writers and texts". The objectives of this chapter are to:

- introduce students to the skills involved in literary study
- exemplify the use of these skills in interpreting texts representing a variety of genres
- investigate the ways writers write from creative or personal and from critical or scholarly perspectives
- guide students toward integrating these skills and perspectives by adopting and practising them in their own writing
- provide constructive advice for generating students' literary aptitude, helping them appreciate literature (and also writing about literature) as a skilled art form.

The "Readers, writers and texts" area of exploration aims to introduce students to the skills and approaches required to examine literary texts closely, as well as to introduce metacognitive awareness of the work of the discipline by considering the following guiding conceptual questions:

1. Why and how do we study literature?
2. How are we affected by texts in various ways?
3. In what ways is meaning constructed, negotiated, expressed and interpreted?

Introduction

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 (1995), 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

TOP What knowledge can audiences from different times and places gain from reading a text?

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English, French and Spanish B
















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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



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- Prepare learners for the step up from pre-16 courses to DP via Economics Course Preparation
- Cement knowledge via the Study Guide's concise summaries of course content and key definitions

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

13 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 nation's 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

Table 13.1 Macroeconomic objectives

In studying an economy as a whole, a significant concern is the level of the economy's total output. We will see later in this chapter that this is also known as the economy's national income and we will look at the different ways in which this national income can be measured.

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:

Figure 13.1 Two-sector circular flow of income model

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.

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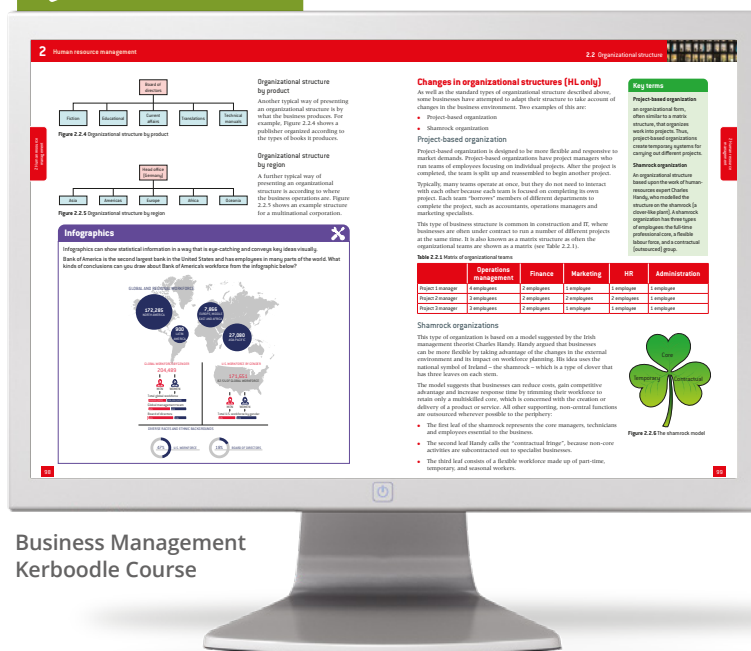
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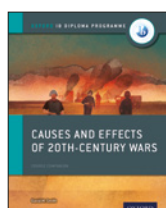


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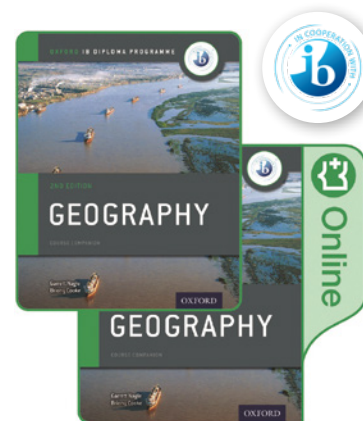
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DP

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 or bases in soils, caused by low weathering rates, a lack of biomass, insufficient nutrients to support arable farming.
Periglacial	Snow and ice cover on the fringe of glaciated areas ('per' means edged 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 subsoil. To be classified as permafrost the land must have been frozen for at least two years.
Weathering and erosion	Weathering is the breakdown (disintegration) of the Earth's surface in situ (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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Politics Course Book

Concept boxes throughout show how key concepts in global politics can be linked and applied to different topics.

Development and sustainability

There are many factors that affect the ability of a state to accomplish its development goals. Interactions between various stakeholders and actors may interfere with its ability to exercise sovereignty over development-related decisions. For instance, over-dependence on development aid from IGOs or other states may limit its options in pursuing national development goals due to conditionality of the aid.

Concept: Sovereignty

Both internal and external sovereignty can determine which paths and decisions are made regarding development and sustainability. In other words, states have choices. In international relations, if a state's sovereignty is challenged, this will affect its development trajectories in significant ways. Table 2 summarizes how states can manage their development as a result of their internal and external sovereignty.

As a result of their internal sovereignty, states can...	As a result of their external sovereignty, states can...
<ul style="list-style-type: none"> manage their domestic economy. determine development policies and implement development projects. prioritize certain aspects of development over others. allocate financial, natural and human resources towards infrastructure, social services like schools and hospitals, and expanding industry. regulate the activities of non-state actors like MNCs and NGOs, and others through national laws. Decide how to protect, conserve or use the natural resources, rivers, forests and land which fall within their borders. 	<ul style="list-style-type: none"> engage in cross-border trade and manage economic activity with other states and non-state actors. cooperate with other states to promote economic, human and sustainable development. approach IGOs for membership, development aid, loans and trade agreements. choose whether and how to cooperate on cross-border issues like the climate crisis, pandemics. report to IGOs on their progress towards sustainable development goals and other development indicators.

▲ Table 2 Relationship between a state's sovereignty and its development

If global trade networks experience disruptions due to shocks like wars, pandemics and natural disasters, this could limit a state's ability to import or export. For example, the Russian invasion of Ukraine in February 2022 has led to major disruptions in oil and grain exports and imports globally. With shipping costs soaring, and ports in the Black Sea no longer safe due to the war, wheat exports were heavily disrupted leading to major food insecurity in other parts of the world, especially in the Horn of Africa.

Interactions of political stakeholders and actors

▲ Figure 8 In July 2023, the UN Security Council held a meeting to discuss Russia withdrawing from the Black Sea Grain Initiative and its impact on food insecurity. The initiative was a deal brokered by the UN to allow Ukraine to export grain across the Black Sea.

If a state is dependent on taxes paid or jobs generated from an MNC operating within its borders, the state can be undermined by the MNC moving business elsewhere. For example, big tech companies like Amazon, Facebook and Apple employ various strategies to avoid paying taxes in the EU, the US and elsewhere. In 2018, Amazon, which at the time was the second largest employer with over 40,000 workers in Seattle, US. The company warned that it would move out of Seattle in response to a proposed tax law which was meant to address the homelessness crisis. Many MNCs use similar pressure tactics to avoid paying taxes, despite making billions in profits annually. Power asymmetries may affect a state's ability to negotiate favourable trade agreements.

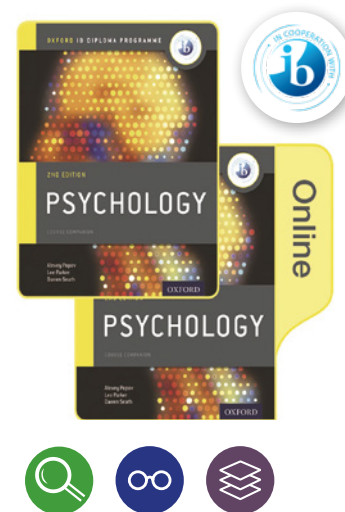
▲ Figure 9 A protest demanding fairer taxes and workers' rights at Amazon outside its HQ in Seattle, US

Psychology

Build a rich and holistic understanding

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- Prepare learners for the step up from pre-16 courses to DP via Psychology Course Preparation
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Psychology

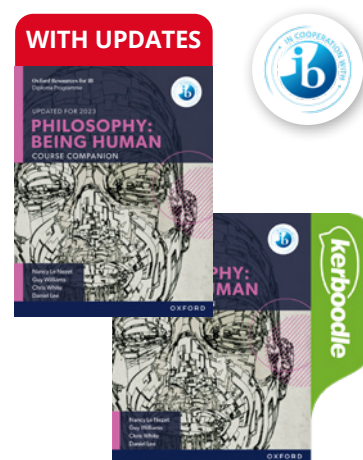
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Clarify and contextualize philosophical ideas

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- Explore philosophical ideas in their context and in relation to contemporary situations, with clear referencing and definitions, visual aids and TOK links
- Build key skills via integrated activities, suggestions for further research and reflection, and assessment guidance



Philosophy: Being Human


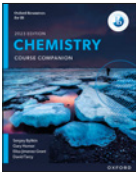
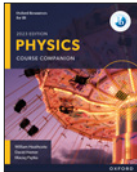


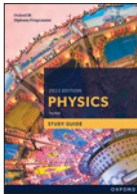

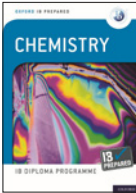
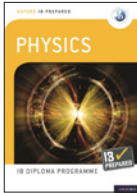
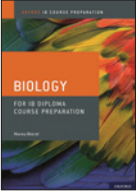
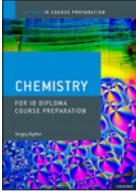
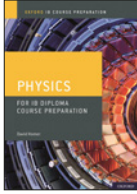
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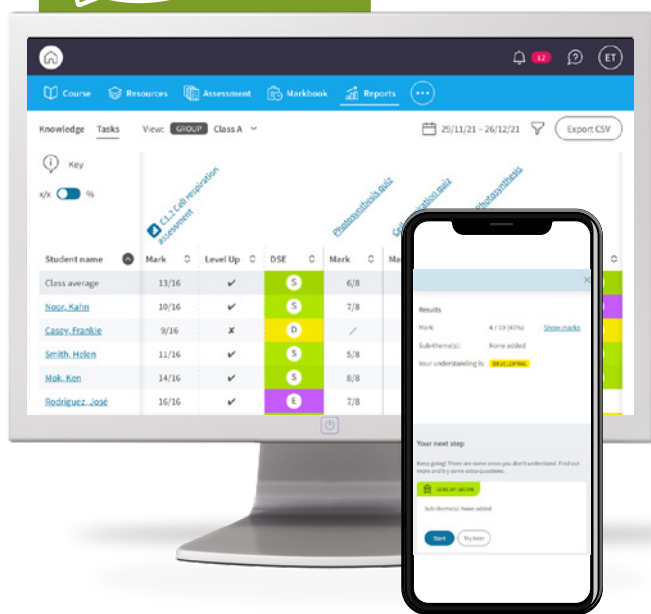


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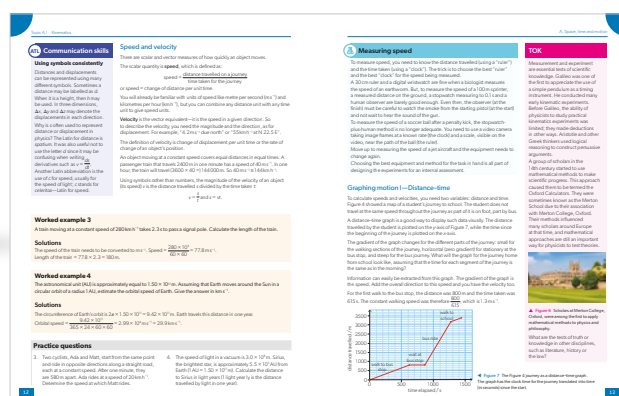
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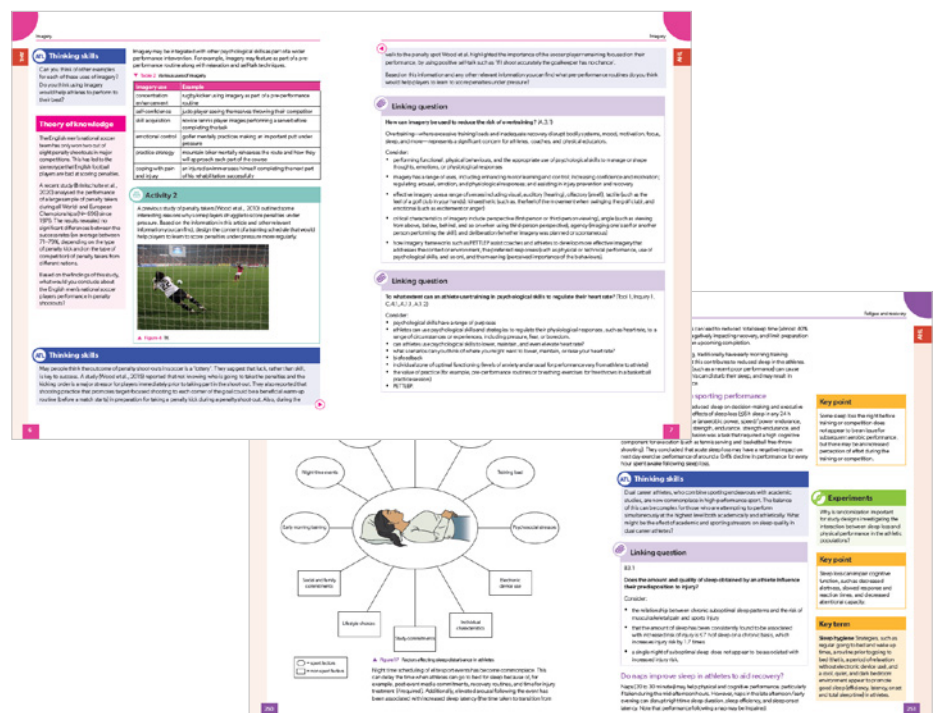
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Foundation

What is an environmental value system?

Key terms

A **perspective** is how a particular situation is viewed and understood by an individual.

An **argument** is a statement or statements made to support a personally held perspective or to counter a different one.

Values are qualities or principles that people feel have worth and importance in life. They may be individual or held by a group.

Worldviews are the lenses shared by groups of people through which they perceive, make sense of, and act within their environment.

TOK

Is the decision to shoot Harambe a value-free judgement?

To what extent is it ethical to put greater value on human life than that of animals?

Case study 1

Harambe the gorilla

In 2016, a three-year-old boy climbed into a gorilla enclosure in Cincinnati Zoo, USA. He crawled through bushes and into a shallow moat. Harambe, a lowland gorilla who had lived in zoos for 17 years, picked up the boy from the moat and carried him on to dry land. As onlookers screamed, Harambe became more agitated and a zoo worker who feared for the boy's life in the hands of a 200kg gorilla shot the animal dead. The incident was filmed and is, of course, on YouTube.

The boy had minor injuries. His parents were investigated by police but not charged. His mother was targeted by harassment on social media. Several celebrities criticized the shooting. Jane Goodall, a well-respected primatologist, said that although Harambe appeared to be protecting the child, he was so powerful that even with the best intentions, a rescue of his arm could have killed the boy.

Questions

1. What is your **perspective** on the shooting of Harambe?
2. List the **arguments** for and against the shooting.
3. What **values** do you think the zookeeper who shot Harambe held?
4. What values do you think the people who harassed the mother held?
5. What **worldviews** do you think the zoo employees held?

Figure 1 Harambe the gorilla

The spectrum of environmental value systems

Different societies hold different environmental philosophies and comparing these helps explain why societies make different choices.

- The **environmental value system (EVS)** each individual holds will be influenced by cultural, religious, economic and socio-political contexts.
- The environment or any organism can have its own intrinsic value regardless of its value to humans. How we measure this value is a key to understanding the value we place on our environment.

For much of history, our viewpoint has been that the Earth's resources are unlimited and that we can exploit them with no fear of them running out. And for much of history that has been true. A much smaller human population in the past has been just one species among many. The words and phrases we use describe how we have seen the environment: "fighting for survival", "battle against nature", "man or beast", "conquering Everest", "taming the elements". It is only in very recent times that humans have been able to control our environment and even think about terraforming living conditions to make them habitable for humans on Mars.

The Industrial Revolution of the 1800s in Europe and North America brought technological development. This meant humans were often to explore, conquer and subdue the planet for industrial growth. This ideology has the worldview that economic growth improves the lot of all. But now it is clear that the Earth's resources are finite because the Earth is finite. Humans may be the first species to change the conditions on Earth and so make it unfit for human life.

Key terms

An **environmental value system (EVS)** is a model that shows the inputs affecting our perspectives and the outputs resulting from our perspectives.

TOK

How does our perspective influence the language we use to describe our relationship with the Earth?

To what extent does evaluative language affect our perspective on the environment?

What is your environmental worldview?

You have a view of the world that is formed through your experiences of life—your background, culture, education and the society in which you live. This is your paradigm or worldview.

Activity 1

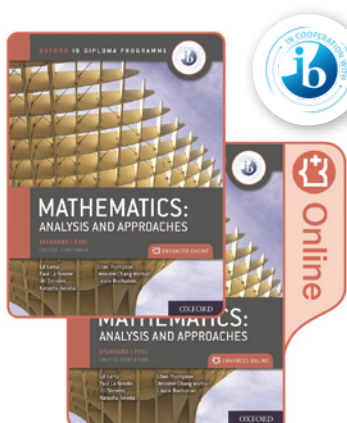
Figure 2 Relationships and influences on your EVS

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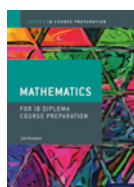
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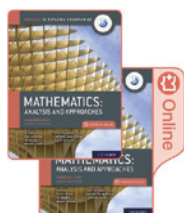
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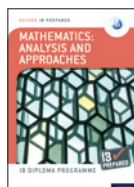


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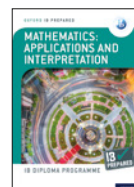


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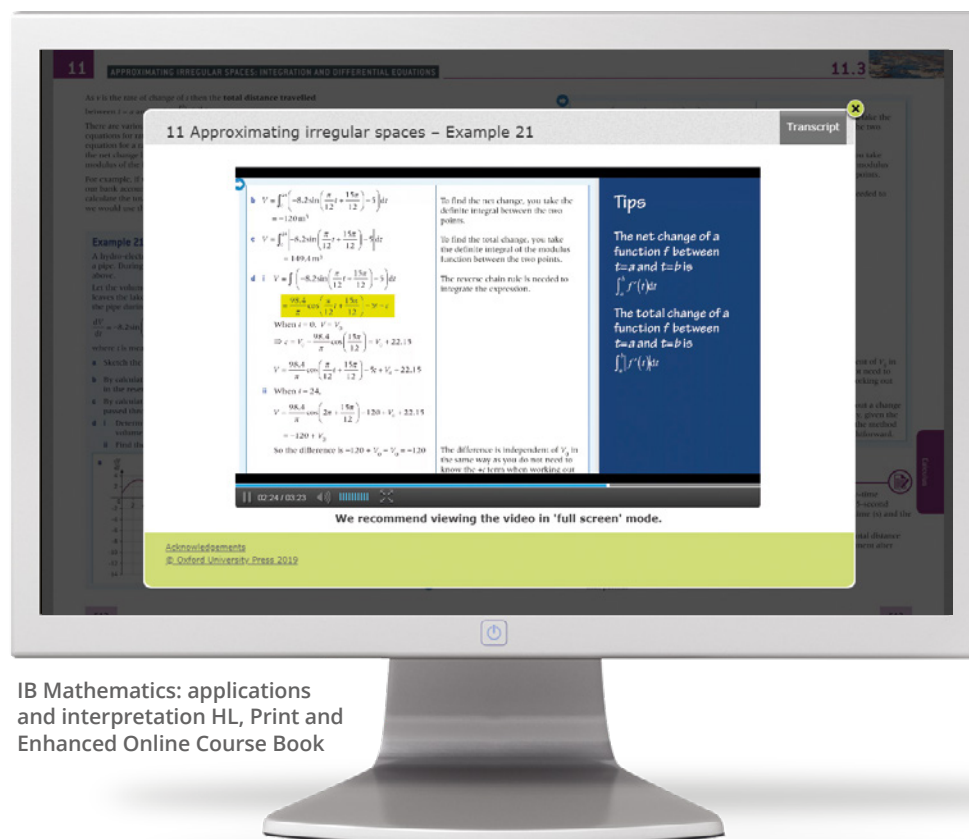
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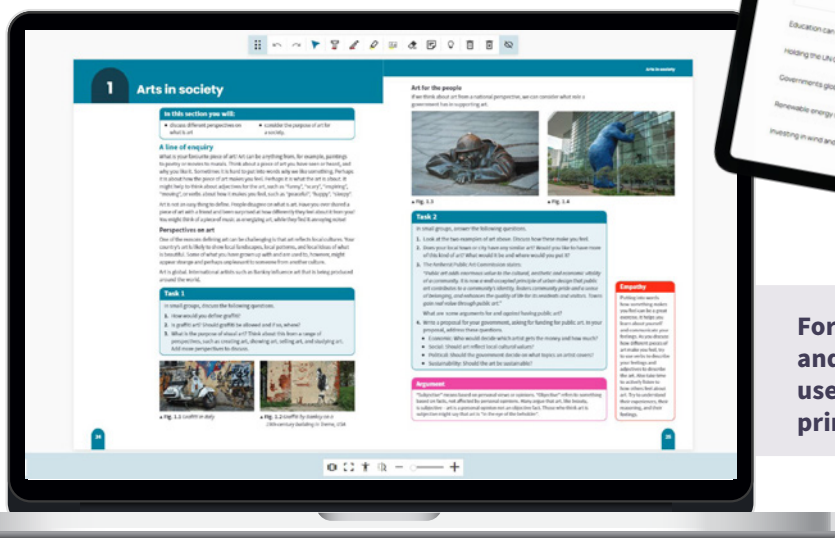
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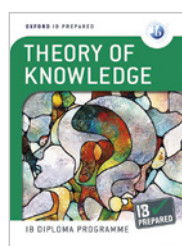
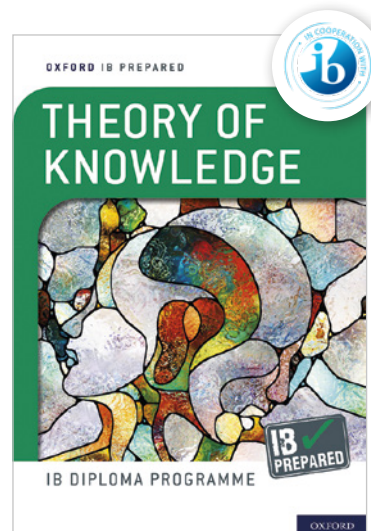
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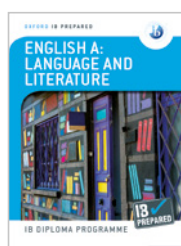
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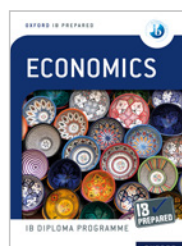
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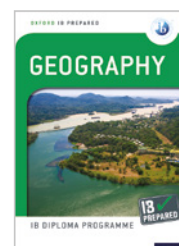
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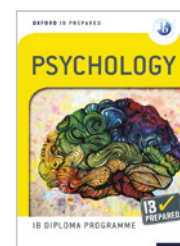
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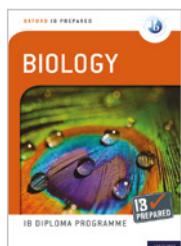
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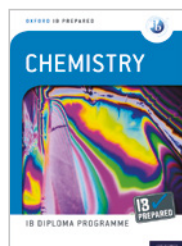
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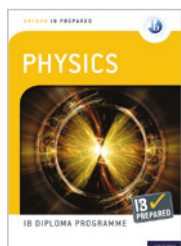
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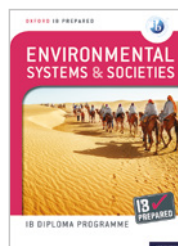
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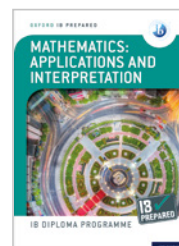
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1

TOK: AN OVERVIEW

THE AIMS OF THIS BOOK

The primary aim of this book is to help you and your teacher navigate your way through the two final assessment tasks for TOK, with an emphasis on the skills and qualities needed. However, this book also recognizes that the importance of TOK goes beyond a final set of grades and that the skills and qualities required will continue to be useful a long way beyond your study of the IB Diploma Programme. Ultimately, it will help to build skills and qualities in you that will be useful for many years to come.

This book is written primarily with you as students in mind, but it should also be of use to teachers who are also learners. The aim is that it can help you as a way of navigating the course and then explicitly support the final assessments.

There are three main sections in this book:

- an overview of the areas of knowledge (AOKs) and the themes
- the writing and assessment of the essay
- the writing and assessment of the exhibition.

Table 1.1 gives an overview of the two assessment pieces associated with the course.

	Internal or external assessment	Marking	Focus	Percentage
TOK exhibition	Internal assessment (IA)	The exhibition is marked by teachers and moderated by the IB	Themes	33%
TOK essay	External assessment	The TOK essay is marked by examiners moderating by the IB	Areas of knowledge	67%

▲ Table 1.1: Summary of TOK assessment pieces

THE BASICS OF TOK

TOK is about exploring knowledge. However, to provide a most accessible structure for you the major focus is on two fundamental structures of TOK, called the areas of knowledge and the themes. Each of these is focused on a specific assessment task. To look at these in depth, the knowledge framework is used, which is made up of knowledge questions. To ensure that there is coherence in the course there are TOK concepts which you will recognize as ideas that run throughout the course. These parts will now be introduced in more depth.

6

DP

3

LEARNER PORTFOLIO

AIMS OF THE CHAPTER

This chapter will:

- help you understand the roles and functions of the learner portfolio in this course and beyond
- offer you insight into how to develop the skills necessary for success in the assessments in your learner portfolio
- invite you to practise and apply these skills in your own learner portfolio.

How your learner portfolio can help you succeed in this course and in the assessment

The learner portfolio is the backbone of the Literature A course. It serves as a running transcript of your thinking and writing process on all topics throughout the course. Ideally, it is considered as a whole, rather than as separate parts, mechanisms (or relatively automatic), conceptual, critical, and creative. Whether from your portfolio may take (digital) shared Google doc, hard copy, or a combination, it is a means of tracking your progress and providing ready evidence of effective learning. Your portfolio also provides an efficient way for you and your teacher to spot areas of difficulty and give you resources to:

- identify and improve your thinking, writing, and varied note-taking skills based on your current project
- identify and develop your areas of interest (such as global issues that matter to you personally)
- help you synthesize your ideas and gradually apply them to portfolio work that is specifically aimed at the four course assessments.

However, the most important benefit of a purposeful and strategic approach to the learner portfolio is its service as a continuous link among the four principles around which the course is planned:

- variety
- integration
- autonomy
- accountability.

The headings for each of the assessment criteria are:

- Knowledge, understanding, and interpretation (Criterion A)
- Analysis and evaluation (Criterion B)
- Focus and organization (Criterion C)
- Language (Criterion D).

14

The aims are clearly outlined at the beginning of each chapter and include an overview of what students should know and be able to do.

Topic summaries focus on the main points of the subunits. They provide the basic definitions and cover all the key contents on which students may be examined.

There are an abundance of assessment questions and sample student answers with advice on how to best approach the questions to ensure learners understand assessment requirements and avoid common errors.

Annotated student answers provide students with practice opportunities and useful feedback.

4

SOCIOCULTURAL APPROACH TO ESSAYS

Assessing the choice of sociocultural strategy

Assessing the choice of sociocultural strategy for the discussion of the influence of globalization on the development of the individual is a complex task. It requires a deep understanding of the sociocultural context of the individual and the ability to analyze and evaluate the impact of globalization on the individual. The following table provides a summary of the key factors to consider when assessing the choice of sociocultural strategy.

Factor	Consideration
1. The individual's background	Consider the individual's cultural, social, and economic background. This will help you understand the context in which the individual is operating and the challenges they may face.
2. The individual's experiences	Consider the individual's life experiences, including their education, work, and relationships. These experiences will shape their perspective on globalization and its impact on the individual.
3. The individual's values and beliefs	Consider the individual's core values and beliefs, which will influence their attitude towards globalization and their choice of sociocultural strategy.
4. The individual's resources	Consider the individual's access to resources, such as education, healthcare, and social support. These resources will determine the individual's ability to cope with the challenges of globalization.

The following table provides a summary of the key factors to consider when assessing the choice of sociocultural strategy.

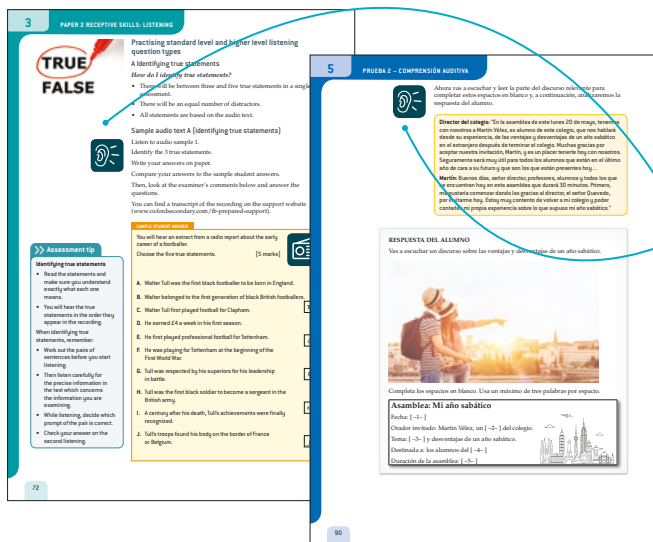
Factor	Consideration
1. The individual's background	Consider the individual's cultural, social, and economic background. This will help you understand the context in which the individual is operating and the challenges they may face.
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4. The individual's resources	Consider the individual's access to resources, such as education, healthcare, and social support. These resources will determine the individual's ability to cope with the challenges of globalization.

52

53

Correct answers in the sample student response are highlighted in green and incorrect or incomplete answers are highlighted in red. Positive or negative feedback on the student's response is given in the green and red pull out boxes.

These examiners' comments will help students understand how marks may be scored or missed.

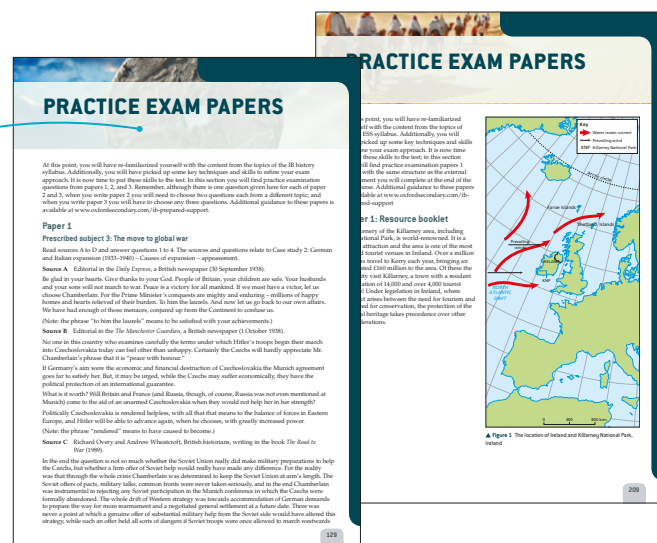


Throughout the IB Prepared Languages B resources, you will find listening icons which indicate that audio clips are available on our free support website:

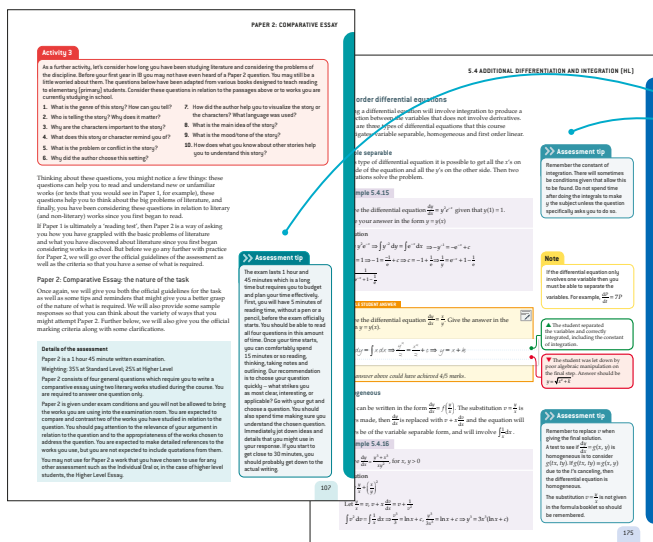
www.oxfordsecondary.com/ibprepared-support

These icons provide students with an opportunity to practice their receptive skills in preparation for paper 2 of the external assessment and for the oral assessment in the Internal Assessment.

Practice examination questions in the same structure as the external assessment are included. Answers can be found on the IB Prepared support site.

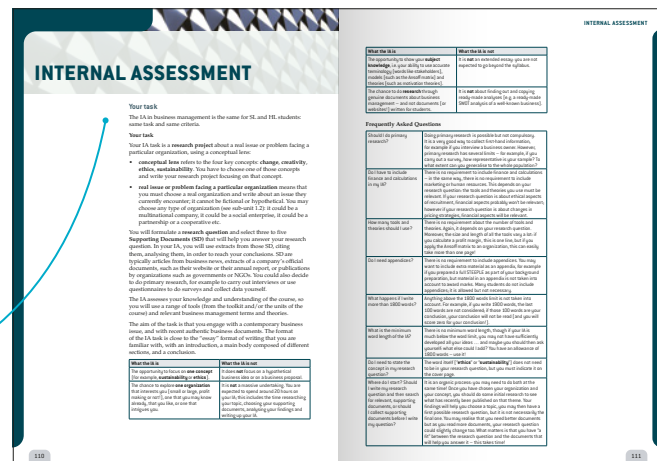


Assessment tips give advice to help students optimise their exam techniques, warning against common errors and showing how to approach particular questions and command terms.



A whole chapter in each resource is devoted to the Internal Assessment.

Spreads shown from various books in the IB Prepared series



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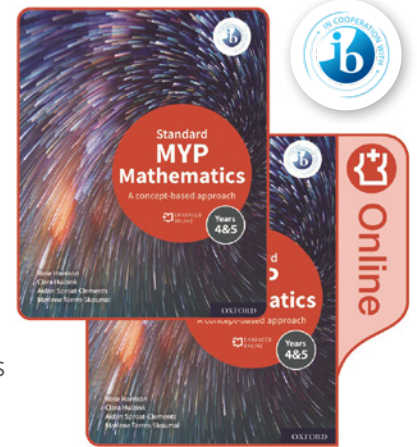
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Jennifer Burgraff, IB Coordinator Wisconsin USA

Embed understanding through practice

Unit review

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

c

d

8

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

b

c

d

112

3 Algebraic expressions and equations

113

MYP Mathematics 1 Print and Enhanced Online Course Book

Build skills and knowledge through inquiry

1 Being specific

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?

An approximation is a quantity or a representation that is nearly, but not exactly, correct. Quantity is an amount or number.

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 something to a less complicated form.

Simplified Chinese

Many traditional characters in the Chinese language are very complex, making the written language hard to learn. From 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
Horse	mǎ	马	馬
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: Globalization and sustainability

Exploration: Explore different ways of measuring human-made systems

Launch additional digital resources for this unit.

2

3

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English Language Acquisition Capable (Phases 3&4)

Build fluency and confidence

Developed directly with the IB to be fully integrated with the revised MYP framework, for first teaching in 2020. This comprehensive resource equips learners to acquire and practice essential language skills while developing wider conceptual and contextual awareness.

- 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



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ORIENTATION IN TIME AND SPACE: QUESTIONS

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.

Listening activities: notes on marking

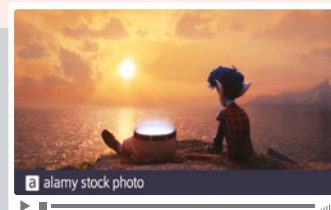
The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

Onward

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

Search words: onward trailer november disney



Answer these questions.

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

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."			

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.

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English Language Acquisition Proficient (Phases 5&6)

Build the language confidence learners need for DP

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.

- 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

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Chinese Language Acquisition

Achieve in Secondary Mandarin Chinese

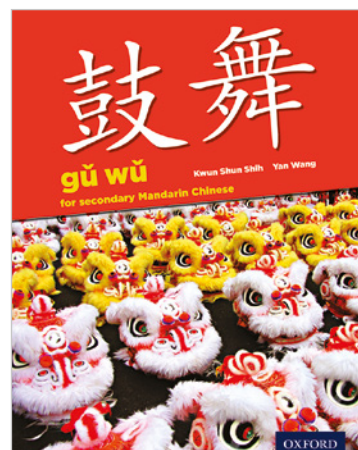
Suitable for MYP Language Acquisition (Phases 1-3) and IB DP Ab Initio frameworks, this thematic Student Book is accompanied by a Teacher Pack.

- Build and evaluate language skills with clear grammatical explanations, glossaries, theme-based activities and assessment tasks
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Gǔ Wǔ for Secondary Mandarin Chinese

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Spanish Language Acquisition Emergent (Phases 1&2)

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



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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

a. ¿Qué sabes de Costa Rica? Habla con tus compañeros/-as.

dónde está

qué es

clima

capital

otra información

b. 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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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



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10.5 Las noticias

Escuchamos

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

Criterio A1

Informados e instruidos

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.

Criterio B1

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

Noticia 1:
La primera aspirante presidencial indígena de México, María de Jesús Patricia, 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 permanecen 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 reducir 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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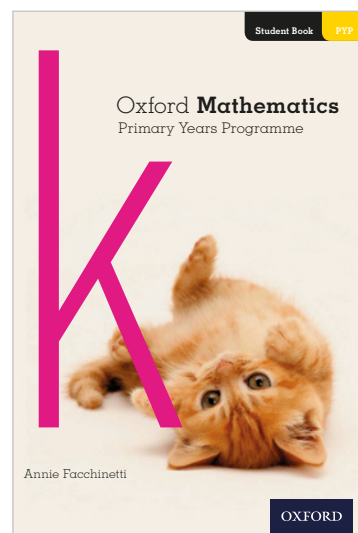
Primary Years Programme

Mathematics

Explore inquiry-based resources

Fully supporting the PYP approach, these inquiry-based resources provide comprehensive coverage of the PYP Mathematics scope and sequence.

- Cover the five strands of mathematics using the PYP methodology of constructing, transferring and applying meaning
- Build knowledge and skills and explore the PYP transdisciplinary themes via inquiry-based activities that are rooted in relevant, real-life contexts
- Ensure all learners are supported with guidance on differentiation, suggestions for group activities, and pre- and post-assessments for every topic




PYP


	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Student Books	 <p>978 019 031219 0</p>	 <p>978 019 031220 6</p>	 <p>978 019 031221 3</p>	 <p>978 019 031222 0</p>	 <p>978 019 031223 7</p>	 <p>978 019 031224 4</p>	 <p>978 019 031225 1</p>
Practice and Mastery Books		 <p>978 019 031226 8</p>	 <p>978 019 031227 5</p>	 <p>978 019 031228 2</p>	 <p>978 019 031229 9</p>	 <p>978 019 031230 5</p>	 <p>978 019 031231 2</p>
Teacher Books	 <p>978 019 031232 9</p>	 <p>978 019 031233 6</p>	 <p>978 019 031234 3</p>	 <p>978 019 031235 0</p>	 <p>978 019 031236 7</p>	 <p>978 019 031237 4</p>	 <p>978 019 031238 1</p>

Nurture independent, confident learners

Capacity is how much a container can hold.




This bowl has a capacity of 4 cups.



This bowl has a capacity of 10 cups.


Which of the two bowls has the bigger capacity?




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.
















Oxford Mathematics Primary Years Programme Student Book 1




MyiMaths




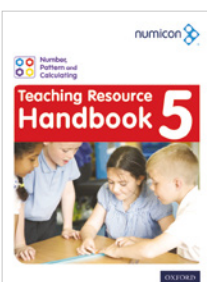
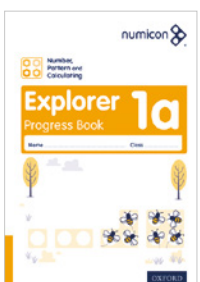

Primary MyiMaths is a digital maths resource for use in the classroom and at home, with dedicated support for PYP.

- Easily demonstrate concepts with hundreds of interactive, ready-made lessons
- Build fluency through fun maths games
- Save time and track progress with auto marking and assessment tools



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Facilitating an active, multi-sensory approach, Numicon allows learners to explore mathematics using structured imagery, apparatus and step-by-step activities.

- Build learners' confidence when problem-solving by showing how and why they arrived at their answers
- Develop understanding by applying real-life contexts to activities
- Effectively monitor learners' progress using flexible assessment tools

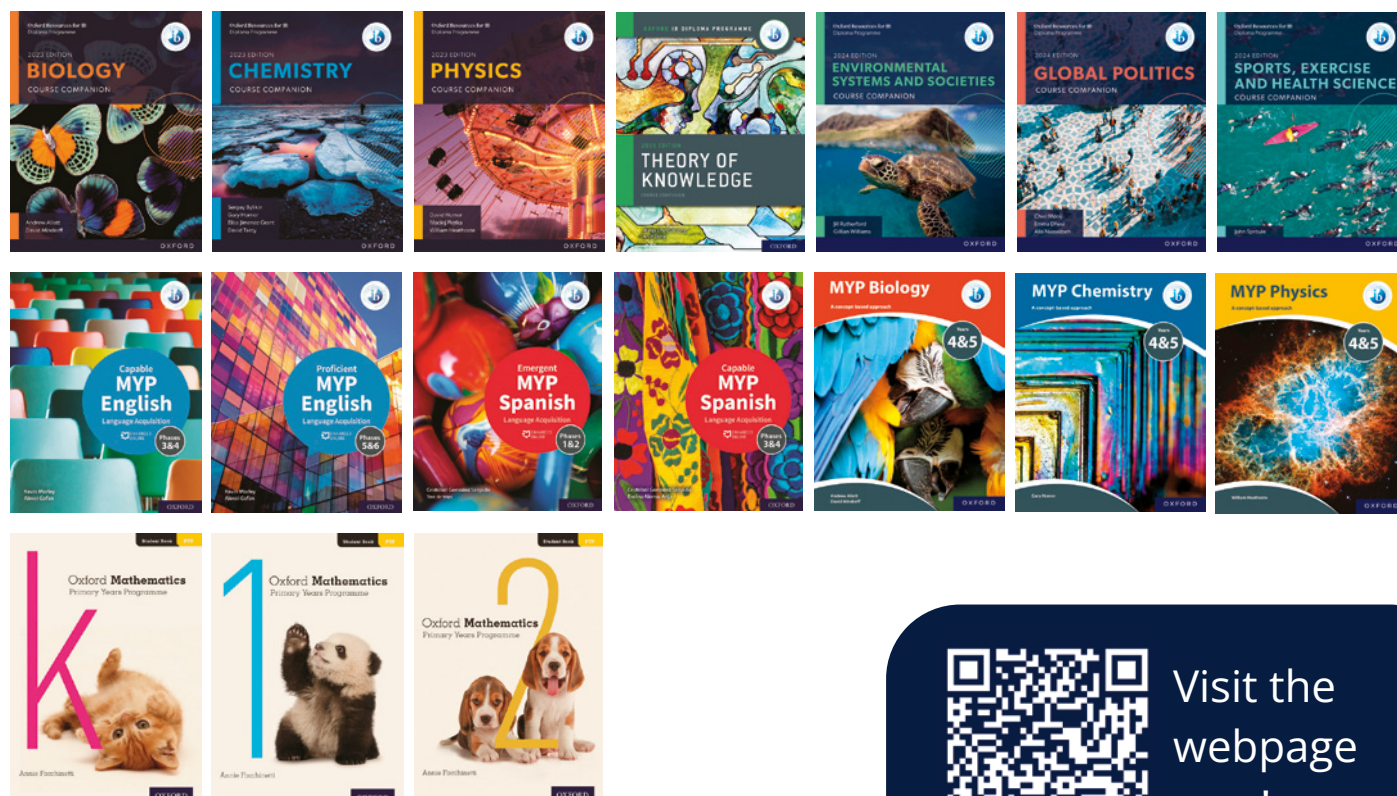
For more information about Numicon, please visit:
www.oxfordprimary.com/numicon

To download a guide that explores how to use Numicon to teach the PYP Mathematics scope and sequence, visit: www.oxfordprimary.com/pyp

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