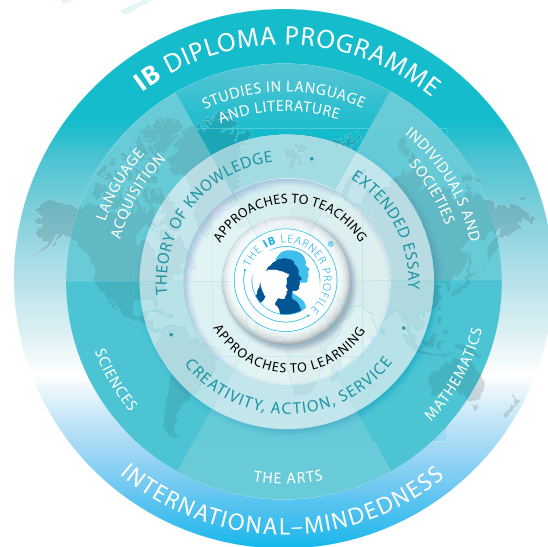


# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Economics - HL



### I. Course description and aims

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP economics course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Section 1: Microeconomics</b> 1.1 Competitive markets: demand and supply 1.2 Elasticity 1.3 Government intervention 1.4 Market failure 1.5 Theory of the firm and market structures	<b>95</b>
<b>Section 2: Macroeconomics</b> 2.1 The level of overall economic activity 2.2 Aggregate demand and aggregate supply 2.3 Macroeconomic objectives 2.4 Fiscal policy 2.5 Monetary policy 2.6 Supply-side policies	<b>50</b>
<b>Section 3: International economics</b> 3.1 International trade 3.2 Exchange rates 3.3 The balance of payments 3.4 Economic integration 3.5 Terms of trade	<b>45</b>

<b>Section 4: Development economics</b> 4.1. Economic development 4.2. Measuring development 4.3. The role of domestic factors 4.4. The role of international trade 4.5. The role of foreign direct investment (FDI) 4.6. The roles of foreign aid and multilateral development assistance 4.7. The role of international debt 4.8. The balance between markets and intervention	<b>30</b>
<b>Internal assessment</b> Portfolio of three commentaries	<b>20</b>

### III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

#### Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of the common SL/HL syllabus.
- Demonstrate knowledge and understanding of current economic issues and data.
- Demonstrate knowledge and understanding of the HL extension topics.

#### Assessment objective 2: Application and analysis

- Apply economic concepts and theories to real-world situations.
- Identify and interpret economic data.
- Demonstrate the extent to which economic information is used effectively in particular contexts.
- Demonstrate application and analysis of the extension topics.

#### Assessment objective 3: Synthesis and evaluation

- Examine economic concepts and theories.
- Use economic concepts and examples to construct and present an argument.
- Discuss and evaluate economic information and theories.
- Demonstrate economic synthesis and evaluation of the extension topics.

#### Assessment objective 4: Selection, use and application of appropriate skills and techniques

- Produce well-structured written material, using appropriate economic terminology, within specified time limits.
- Use correctly labelled diagrams to help explain economic concepts and theories.
- Select, interpret and analyse appropriate extracts from the news media.
- Interpret appropriate data sets.
- Use quantitative techniques to identify, explain and analyse economic relationships

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	80
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	30
Paper 2	Data response paper on international and development economics	1.5	30
Paper 3	HL extension paper on all syllabus content	1	20
Internal			
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20

### IV. Sample questions

#### Paper 1

- Explain why firms in monopolistic competition can make economic profit in the short run only.
- Compare and contrast the market structures of monopoly and monopolistic competition.

#### Paper 2

- State two reasons why a multinational corporation (MNC) may wish to invest in an economically less developed country (LDC).

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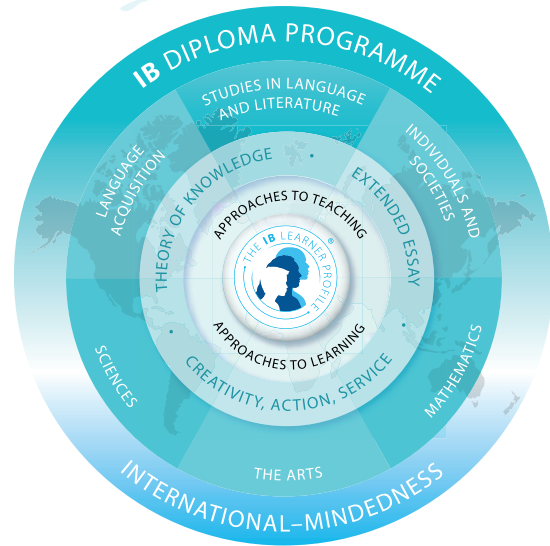
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Economics - SL



### I. Course description and aims

Economics is a dynamic social science. The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the DP **economics** course are to enable students to:

- develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- develop an appreciation of the impact on individuals and societies of economic interactions between nations
- develop an awareness of development issues facing nations as they undergo the process of change.

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Section 1: Microeconomics</b> 1.1 Competitive markets: demand and supply 1.2 Elasticity 1.3 Government intervention 1.4 Market failure	<b>35</b>
<b>Section 2: Macroeconomics</b> 2.1. The level of overall economic activity 2.2. Aggregate demand and aggregate supply 2.3. Macroeconomic objectives 2.4. Fiscal policy 2.5. Monetary policy 2.6. Supply-side policies	<b>40</b>
<b>Section 3: International economics</b> 3.1. International trade 3.2. Exchange rates 3.3. The balance of payments 3.4. Economic integration	<b>25</b>

#### Section 4: Development economics

30

- 4.1. Economic development
- 4.2. Measuring development
- 4.3. The role of domestic factors
- 4.4. The role of international trade
- 4.5. The role of foreign direct investment (FDI)
- 4.6. The roles of foreign aid and multilateral development assistance
- 4.7. The role of international debt
- 4.8. The balance between markets and intervention

#### Internal assessment

Portfolio of three commentaries

20

### III. Assessment model

There are four assessment objectives for the DP economics course. Having followed the course at standard level (SL), students will be expected to meet the following objectives.

#### Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of the common SL/HL syllabus.
- Demonstrate knowledge and understanding of current economic issues and data.

#### Assessment objective 2: Application and analysis

- Apply economic concepts and theories to real-world situations.
- Identify and interpret economic data.
- Demonstrate the extent to which economic information is used effectively in particular contexts.

#### Assessment objective 3: Synthesis and evaluation

- Examine economic concepts and theories.
- Use economic concepts and examples to construct and present an argument.
- Discuss and evaluate economic information and theories.

#### Assessment objective 4: Selection, use and application of appropriate skills and techniques

- Produce well-structured written material, using appropriate economic terminology, within specified time limits.
- Use correctly labelled diagrams to help explain economic concepts and theories.
- Select, interpret and analyse appropriate extracts from the news media.
- Interpret appropriate data sets.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	Extended response paper on microeconomics and macroeconomics	1.5	40
Paper 2	Data response paper on international and development economics	1.5	40
Internal			
Portfolio	Three commentaries based on different sections of the syllabus and on published extracts from the news media.	20	20

### IV. Sample questions

- Distinguish between structural unemployment and cyclical (demand-deficient) unemployment. Discuss policies that a government might use to reduce the levels of structural unemployment and cyclical (demand-deficient) unemployment. (Paper 1)
- Using an appropriate diagram, analyse the effect of “foreign buying of shares in South African companies” on the value of the rand. (Paper 2)

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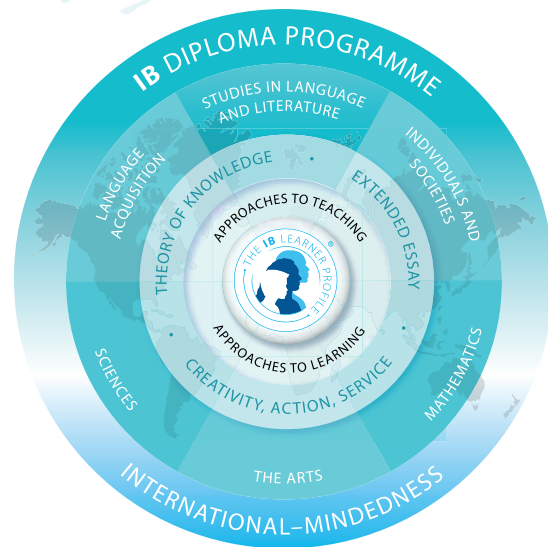
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and societies: Geography - HL



### I. Course description and aims

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The aims of the geography higher level courses are to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society

- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

## II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Part 1: Geographic themes - seven options. Three at HL.</b></p> <p>Each option has a structured question and one extended answer question from a choice of two.</p>	90
<p><b>Part 2: HL core</b></p> <p>Geographic perspectives - global change Population distribution - changing population Global climate - vulnerability and resilience Global resource consumption and security</p>	70
<p><b>Part 2: HL core extension</b></p> <p>Geographic perspectives - global interactions Power, places and networks Human development and diversity Global risks and resilience</p>	60
<p><b>Internal Assessment</b></p> <p>Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation</p>	20

- Select, use and apply a variety of appropriate skills and techniques
- Select, use and apply the prescribed geographic skills in appropriate contexts
  - Produce well-structured written material, using appropriate terminology
  - Select, use and apply techniques and skills appropriate to a geographic research question.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1	Geographic themes - two options. Each option has a structured question and one extended answer question from a choice of two.	2.25	35
Paper 2	Geographic perspectives - global change. Paper 2 Section A Three structured questions Paper 2 Section B Infographic or visual stimulus (structured questions) Paper 2 Section C One extended answer question (from a choice of two)	1.25	25
Part 2 HL core extension	Geographic perspectives - global interactions. Choice of three extended answer questions, with two parts, based on each HL core unit	1.0	20
Internal Written report	Based on fieldwork	20	20

## III. Assessment model

Having followed the geography higher level course, students will be expected to:

- Demonstrate knowledge and understanding of specified content
- The core theme: 'Geographic perspectives - global change'
  - Three optional themes
  - The HL core extension: 'Geographic perspectives - global interactions'
  - An internally assessed specific geographic research topic

Demonstrate application and analysis of knowledge and understanding

- Apply and analyse geographic concepts and theories
- Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
- Demonstrate the extent to which theories and concepts are recognised and understood in particular contexts

Demonstrate synthesis and evaluation

- Examine and evaluate geographic concepts, theories and perceptions
- Use geographic concepts and examples to formulate and present an argument
- Evaluate materials using methodology appropriate for geographic fieldwork

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

## IV. Sample questions

- Describe what is meant by a neo-Malthusian view.
- Discuss the connections between affluence and health.
- Explain how global interaction may be measured.

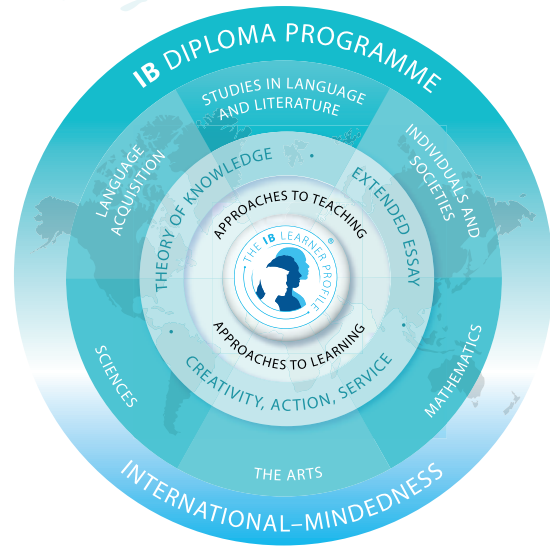
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and societies: Geography - SL



### I. Course description and aims

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The DP geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The aims of the geography standard level courses are to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material

- promote the appreciation of the way in which learning is relevant both to the student's own culture, and the culture of other societies
- develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

## II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Part one: Geographic themes - seven options. Two options are studied at SL</b></p> <ul style="list-style-type: none"> <li>• Freshwater—drainage basins</li> <li>• Oceans and coastal margins</li> <li>• Extreme environments</li> <li>• Geophysical hazards</li> <li>• Leisure, tourism and sport</li> <li>• Food and health</li> <li>• Urban environments</li> </ul>	60
<p><b>Part two SL Core Geographic perspectives - global change</b></p> <ul style="list-style-type: none"> <li>• Population distribution - changing population</li> <li>• Global climate - vulnerability and resilience</li> <li>• Global resource consumption and security</li> </ul>	70
<p><b>Internal assessment</b> SL Fieldwork</p> <p>Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation</p>	20

- Use geographic concepts and examples to formulate and present an argument
- Evaluate materials using methodology appropriate for geographic fieldwork
- Select, use and apply a variety of appropriate skills and techniques
- Select, use and apply the prescribed geographic skills in appropriate contexts
- Produce well-structured written material, using appropriate terminology

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1	Geographic themes - two options. Each option has a structured question and one extended answer question from a choice of two.	1.5	35
Paper 2	Geographic perspectives - global change. Paper 2 Section A Three structured questions Paper 2 Section B Infographic or visual stimulus Paper 2 Section C One extended answer question	1.25	40
Internal Written report	Based on fieldwork. Fieldwork question to be based on any suitable topic from the syllabus	20	25

## III. Assessment model

Having followed the geography higher level course, students will be expected to:

Demonstrate knowledge and understanding of specified content

- The core theme: 'Geographic perspectives - global change'
- Two optional themes
- An internally assessed specific geographic research topic
- Demonstrate application and analysis of knowledge and understanding
- Apply and analyse geographic concepts and theories
- Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
- Demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
- Demonstrate synthesis and evaluation
- Examine and evaluate geographic concepts, theories and perceptions

## IV. Sample questions

- State the three components that are used to calculate the Human Development Index
- Explain how trade and access to markets may reduce disparities
- Explain how and why the following factors may influence population density in hot, arid areas: human discomfort and inaccessibility
- Using examples, examine how extreme environments offer both challenges and opportunities for mineral extraction.

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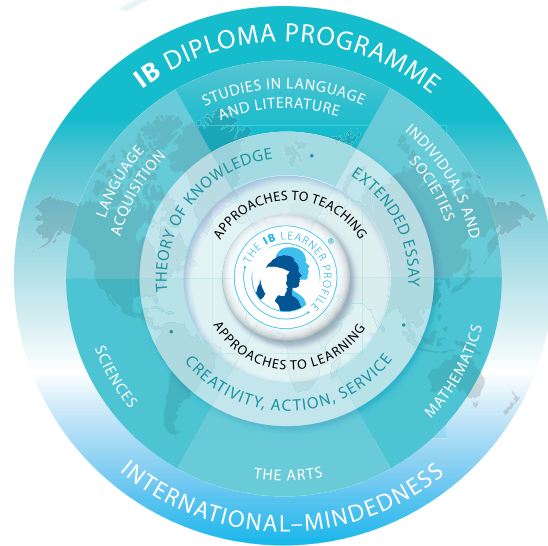
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: History - HL



### I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world

- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Prescribed subjects</b> <b>One of the following, using two case studies, each taken from a different region of the world:</b> <ol style="list-style-type: none"> <li>1. Military leaders</li> <li>2. Conquest and its impact</li> <li>3. The move to global war</li> <li>4. Rights and protest</li> <li>5. Conflict and intervention</li> </ol>	<b>40</b>

<b>World history topics</b> <b>Two of the following, using topic examples from more than one region of the world:</b> <ol style="list-style-type: none"> <li>Society and economy (750–1400)</li> <li>Causes and effects of medieval wars (750–1500)</li> <li>Dynasties and rulers (750–1500)</li> <li>Societies in transition (1400–1700)</li> <li>Early Modern states (1450–1789)</li> <li>Causes and effects of Early Modern wars (1500–1750)</li> <li>Origins, development and impact of industrialization (1750–2005)</li> <li>Independence movements (1800–2000)</li> <li>Evolution and development of democratic states (1848–2000)</li> <li>Authoritarian states (20th century)</li> <li>Causes and effects of 20th-century wars</li> <li>The Cold War: Superpower tensions and rivalries (20th century)</li> </ol>	<b>90</b>
<b>HL options: Depth studies</b> <b>One of the following:</b> <ol style="list-style-type: none"> <li>History of Africa and the Middle East</li> <li>History of the Americas</li> <li>History of Asia and Oceania</li> <li>History of Europe</li> </ol>	<b>90</b>
<b>Internal assessment</b> Historical investigation	<b>20</b>

#### Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5	80
Paper 1	Source-based paper based on the five prescribed subjects	1	20
Paper 2	Essay paper based on the 12 world history topics	1.5	25
Paper 3	Essay paper based on one of the four regional options	2.5	35
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	20

### III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at higher level (HL), students will be expected to meet the following objectives.

#### Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

#### Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

#### Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

### IV. Sample questions

#### Paper 1

When presented with five sources related to the enforcements of the provisions of the treaties, disarmament and London Naval Conference (1930), students will:

- explain the significance of the Conference
- compare and contrast the views of the Conference presented in different sources
- assess the value and limitations of sources
- use the sources and their own knowledge to discuss the extent to which they agree with the view that the London Naval Conference was unsuccessful.

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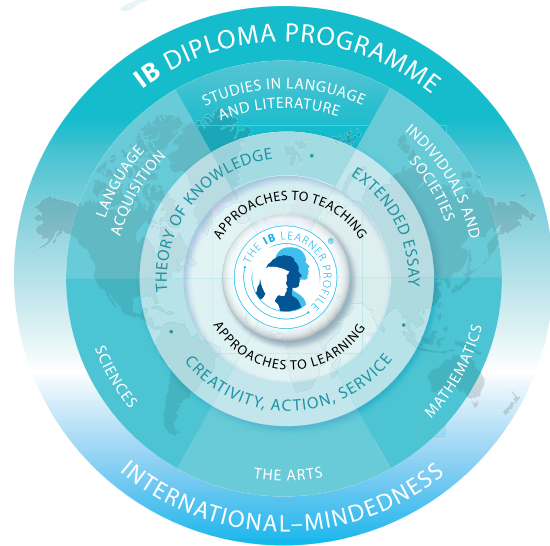
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: History - SL



### I. Course description and aims

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world

- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Prescribed subjects</b> <b>One of the following, using two case studies, each taken from a different region of the world:</b> <ol style="list-style-type: none"> <li>1. Military leaders</li> <li>2. Conquest and its impact</li> <li>3. The move to global war</li> <li>4. Rights and protest</li> <li>5. Conflict and intervention</li> </ol>	<b>40</b>

<b>World history topics</b> <b>Two of the following, using topic examples from more than one region of the world:</b> <ol style="list-style-type: none"> <li>Society and economy (750–1400)</li> <li>Causes and effects of medieval wars (750–1500)</li> <li>Dynasties and rulers (750–1500)</li> <li>Societies in transition (1400–1700)</li> <li>Early Modern states (1450–1789)</li> <li>Causes and effects of Early Modern wars (1500–1750)</li> <li>Origins, development and impact of industrialization (1750–2005)</li> <li>Independence movements (1800–2000)</li> <li>Evolution and development of democratic states (1848–2000)</li> <li>Authoritarian states (20th century)</li> <li>Causes and effects of 20th-century wars</li> <li>The Cold War: Superpower tensions and rivalries (20th century)</li> </ol>	<b>90</b>
<b>Internal assessment</b> Historical investigation	<b>20</b>

### III. Assessment model

There are four assessment objectives for the DP history course. Having followed the course at standard level (SL), students will be expected to meet the following objectives.

#### Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources.

#### Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources.

#### Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations.
- Synthesize information from a selection of relevant sources.

#### Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian.
- Formulate an appropriate, focused question to guide a historical inquiry.
- Demonstrate evidence of research skills, organization, reference and selection of appropriate sources.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2.5	75
Paper 1	Source-based paper based on the five prescribed subjects	1	30
Paper 2	Essay paper based on the 12 world history topics	1.5	45
Internal			
Historical investigation	A historical investigation into a topic of the student's choice.	20	25

### IV. Sample questions

Paper 2 (HL and SL)

- Examine the impact of industrialization on standards of living and working conditions in one country.
- Compare and contrast the impact on women of the policies of two authoritarian states, each chosen from a different region.
- Compare and contrast the role of technology in determining the outcome of two 20th-century wars.
- Examine the impact of the US policy of containment on superpower relations between 1947 and 1964.

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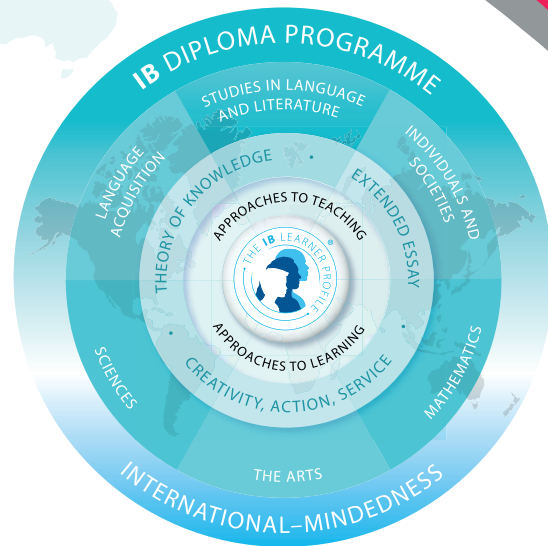
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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Psychology - HL



The IB Diploma Programme higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies, test hypotheses; and interpret complex data and source material
- enable the student to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for the better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behavior
- understand and use diverse methods of psychological inquiry.

## II. Curriculum model overview

### Psychology higher level

<b>Core</b>	90 hours of instruction on three topics <ul style="list-style-type: none"> <li>• The biological level of analysis</li> <li>• The cognitive level of analysis</li> <li>• The sociocultural level of analysis</li> </ul>	90 hours
<b>Options</b>	30 hours of instruction on two additional topics <ul style="list-style-type: none"> <li>• Abnormal psychology</li> <li>• Developmental psychology</li> <li>• Health psychology</li> <li>• Psychology of human relationships</li> <li>• Sport psychology</li> </ul>	60 hours
<b>Additional higher level</b>	Qualitative research in psychology	50 hours
<b>Experimental study</b>	Introduction to experimental research methodology	40 hours
<b>Total teaching hours</b>		<b>240 hours</b>

### III. Assessment model

#### Assessment for psychology higher level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognised university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that demonstrate:

- knowledge and comprehension of specified content, research methods, theories, such as key concepts, biological, cognitive and sociocultural levels of analysis
- application and analysis, including using psychological research and psychological concepts to formulate an argument in response to a specific question
- synthesis and evaluation of psychological theories, empirical studies, and research methods used to investigate behaviour
- selection and use of skills appropriate to psychology, the acquisition of knowledge, skills required for experimental design, data collection and presentation, data analysis and interpretation
- data analysis using an appropriate inferential statistical test and write an organised response.

Students' success in the psychology higher level course is measured by combining their grades on external and internal assessment.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive and sociocultural levels of analysis. Students in higher level courses are also assessed on their knowledge and understanding of qualitative research. For their internal assessment, psychology higher level students plan, undertake and report on a simple experimental study.

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			
<b>Paper 1</b>	Question response and an essay	2	35
<b>Paper 2</b>	Answer 2 of 15 questions in essay form	2	25
<b>Paper 3</b>	Answer three questions	1	20
<b>Internal</b>			<b>20</b>
<b>Study report</b>	A report of a simple experimental study conducted by the student		

### IV. Sample questions

The following questions appeared in previous IB Diploma Programme psychology higher level examinations.\*

1. To what extent does genetic inheritance influence behaviour? Use relevant research studies in your response. (Paper 1)
2. Evaluate two research studies investigating the role of communication in maintaining relationships. (Paper 2)
3. The study outlined above uses the phrase "inductive content analysis". Explain the advantages and disadvantages of using this research strategy in the context of this specific study. (Paper 3, with regard to a supplied study)

\* the syllabus for examinations current until 2016

# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Psychology - SL

### I. Course description and aims

The IB Diploma Programme standard level psychology course aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

In addition, the course is designed to:

- encourage the systematic and critical study of human experience and behaviour and environments
- develop the capacity to identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- enable students to collect, describe and analyse data used in studies of behaviour; test hypotheses; and interpret complex data and source material
- enable students to recognize that the content and methodologies are contestable and that their study requires the toleration of uncertainty
- develop an awareness of how psychological research can be applied for better understanding of human behaviour
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry

### II. Curriculum model overview

#### Psychology standard level

Components	90 hours
<b>Core</b>	90 hours of standard level instruction on 3 topics <ul style="list-style-type: none"> <li>• The biological level of analysis</li> <li>• The cognitive level of analysis</li> <li>• The sociocultural level of analysis</li> </ul>

<b>Options</b>	30 hours of instruction on one additional topic <ul style="list-style-type: none"> <li>• Abnormal psychology</li> <li>• Developmental psychology</li> <li>• Health psychology</li> <li>• Psychology of human relationships</li> <li>• Sport psychology</li> </ul>	30 hours
<b>Experimental Study</b>	Introduction to experimental research methodology	30 hours
<b>Total teaching hours</b>		<b>150 hours</b>

### III. Assessment model

#### Assessment for psychology standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognised university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through:

- knowledge and comprehension of specified content, research methods and theories, such as key concepts, biological, cognitive and sociocultural levels of analysis
- application and analysis, including using psychological research and psychological concepts to formulate an argument in response to a specific question
- synthesis and evaluation of psychological theories, empirical studies, and research methods used to investigate behaviour
- selection and use of skills appropriate to psychology, the acquisition of knowledge, skills required for experimental design, data collection and presentation, data analysis and interpretation
- data analysis using an appropriate statistical test and write an organised response.

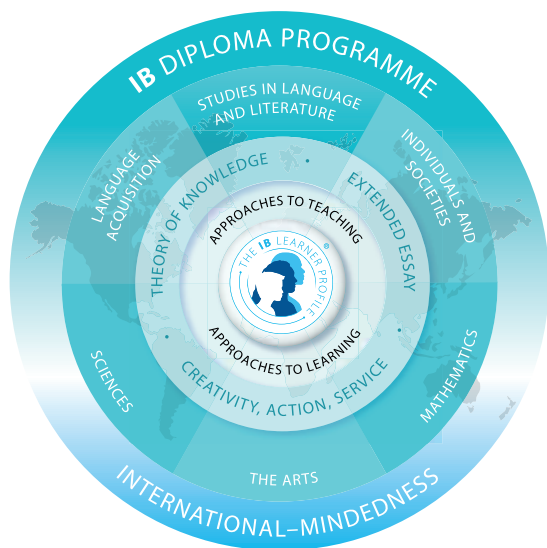
## Assessment for psychology standard level (continued)

Students' success in the psychology standard level course is measured by combining their grades on an external and internal assessment.

On external assessments, students must be able to demonstrate an understanding of both basic facts and complex concepts related to the biological, cognitive and sociocultural levels of analysis. For their internal assessment, standard level psychology students plan, undertake and report on a replication of a simple experimental study

## Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>75</b>
<i>Paper 1</i>	Question response and an essay	2	50
<i>Paper 2</i>	Answer one of 15 questions in essay form	1	25
<b>Internal</b>			<b>25</b>
<i>Study Report</i>	A report of a simple experimental study conducted by the student		



## IV. Sample questions

The following questions appeared in previous IB Diploma Programme psychology standard level examinations.\*

1. Discuss the use of one research method (e.g. experiments, case studies) in the cognitive level of analysis. Use relevant research studies in your response. (Paper 1)
2. Discuss how
  - biological, or
  - cognitive, or
  - socio-culturalfactors influence psychological disorders. (Paper 2)
3. Evaluate one theory of motivation in sport. (Paper 2)

\* the syllabus for examinations current until 2016

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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Business Management - HL



### Course Description

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Unit 1: Business organization and environment</b>	50
1.1 Introduction to business management	
1.2 Types of organizations	
1.3 Organizational objectives	
1.4 Stakeholders	
1.5 External environment	
1.6 Growth and evolution	
1.7 Organizational planning tools	

Component	Recommended teaching hours
<b>Unit 2: Human resource management</b> 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation 2.5 Organizational (corporate) culture 2.6 Industrial/employee relation	30
<b>Unit 3: Finance and accounts</b> 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets	50
<b>Unit 4: Marketing</b> 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Sales forecasting 4.4 Market research 4.5 The four Ps (product, price, promotion, place) 4.6 The extended marketing mix of seven Ps 4.7 International marketing 4.8 E-commerce	50
<b>Unit 5: Operations management</b> 5.1 The role of operations management 5.2 Production methods 5.3 Lean production and quality management 5.4 Location 5.5 Production planning 5.6 Research and development 5.7 Crisis management and contingency planning	30
<b>Internal assessment</b>	30

- the six concepts that underpin the subject
- real-world business problems, issues and decisions
- the HL extension topics. 2. Demonstrate application and analysis of:
  - knowledge and skills to a variety of real-world and fictional business situations
  - business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts
- the HL extension topics.
- 3. Demonstrate synthesis and evaluation of:
  - business strategies and practices, showing evidence of critical thinking
  - business decisions, formulating recommendations
- the HL extension topics.
- 4. Demonstrate a variety of appropriate skills to:
  - produce well-structured written material using business terminology
  - select and use quantitative and qualitative business tools, techniques and methods
  - select and use business material, from a range of primary and secondary sources.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>		4.5	75
Paper 1	Structured and extended response questions	2.25	35
Paper 2	Structured and extended response questions	2.25	40
<b>Internal</b>		30	25
Research project	Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2,000 words.	30	25

### III. Assessment model

By the end of the business management HL course, students are expected to reach the following assessment objectives.

1. Demonstrate knowledge and understanding of:
  - the business management tools, techniques and theories specified in the syllabus content

### IV. Sample questions

- analyse the appropriateness of a cost-plus pricing strategy for B-Pharma's drugs
- evaluate the effectiveness of the democratic leadership style of the partners at Hands
- with reference to one or two organization(s) that you have studied, discuss how marketing strategies may differ in two cultures that you are familiar with.

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# International Baccalaureate Diploma Programme Subject Brief

## Individuals and Societies: Business Management - SL



### Course Description

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long-term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Unit 1: Business organization and environment</b>	40
1.1 Introduction to business management	
1.2 Types of organizations	
1.3 Organizational objectives	
1.4 Stakeholders	
1.5 External environment	
1.6 Growth and evolution	
1.7 Organizational planning tools	

Component	Recommended teaching hours
<b>Unit 2: Human resource management</b> 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation	15
<b>Unit 3: Finance and accounts</b> 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis 3.4 Final accounts (some HL only) 3.5 Profitability and liquidity ratio analysis 3.6 Cash flow 3.7 Investment appraisal (some HL only)	35
<b>Unit 4: Marketing</b> 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) 4.3 Market research 4.4 The four Ps (product, price, promotion, place) 4.5 E-commerce	35
<b>Unit 5: Operations management</b> 5.1 The role of operations management 5.2 Production methods 5.3 Location	10
<b>Internal assessment</b>	15

- Demonstrate application and analysis of:
  - knowledge and skills to a variety of real-world and fictional business situations
  - business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts
- Demonstrate synthesis and evaluation of:
  - business strategies and practices, showing evidence of critical thinking
  - business decisions, formulating recommendations
- Demonstrate a variety of appropriate skills to:
  - produce well-structured written material using business terminology
  - select and use quantitative and qualitative business tools, techniques and methods
  - select and use business material, from a range of primary and secondary sources.

### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>		3	<b>75</b>
Paper 1	Structured questions	1.25	35
Paper 2	Structured and extended response questions	1.75	40
<b>Internal</b>		15	25
Research project	Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1,500 words.	15	25

### III. Assessment model

By the end of the business management HL course, students are expected to reach the following assessment objectives.

- Demonstrate knowledge and understanding of:
  - the business management tools, techniques and theories specified in the syllabus content
  - the six concepts that underpin the subject
  - real-world business problems, issues and decisions

### IV. Sample questions

- apply the Boston Consulting Group (BCG) matrix to B-Pharma's product portfolio.
- examine possible strategies for Dan Electro to prevent cash flow difficulties.
- with reference to one organization that you have studied, examine what changes globalization brings about in the management of human resources.

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