

International Baccalaureate Diploma Programme Subject Brief

Individuals and Societies: Business management - Higher level

First assessments 2016 - Last assessments 2022



I. Course description and aims

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
Unit 1: Business organization and environment	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	

Unit 2: Human resource management 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 relations	30
Unit 3: Finance and accounts 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
Unit 4: Marketing 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
Unit 5: Operations management 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
Internal assessment	30

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
 - the HL extension topics.

- 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.
- Demonstrate synthesis and evaluation of:
 - business strategies and practices, showing evidence of critical thinking
 - business decisions, formulating recommendations
 - the HL extension topics.
- 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 (%)
External		4.5	75
Paper 1	Structured and extended response questions	2.25	35
Paper 2	Structured and extended response questions	2.25	40
Internal		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

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 - Standard level

First assessments 2016 - Last assessments 2022



I. Course description and aims

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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. 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
Unit 1: Business organization and environment 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	40
Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation	15

Unit 3: Finance and accounts 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
Unit 4: Marketing 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
Unit 5: Operations management 5.1 The role of operations management 5.2 Production methods 5.3 Location	10
Internal assessment	15

III. Assessment model

By the end of the business management SL 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
- 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 (%)
External		3	75
Paper 1	Structured questions	1.25	35
Paper 2	Structured and extended response questions	1.75	40
Internal		15	25
Written commentary	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

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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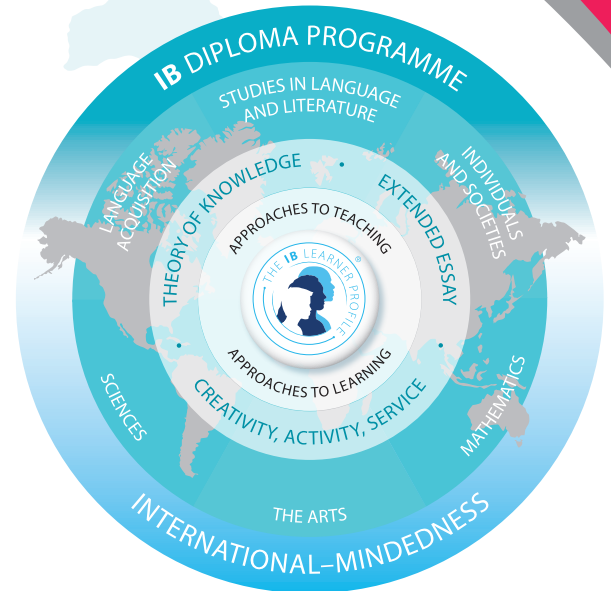
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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics - Higher level

First assessments 2022 - last assessments 2029



I. Course description and aims

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

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

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	10
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure— externalities and common pool or common access resources 2.9 Market failure— public goods 2.10 Market failure— asymmetric information 2.11 Market failure— market power 2.12 The market's inability to achieve equity	70
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity— aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)— monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	75

Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	65
Internal assessment Portfolio of three commentaries	20

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4 hours 45 mins	80
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	20
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	30
Paper 3	Policy paper based on all units of the syllabus	1 hour 45 mins	30
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	20

III. Assessment model

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

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of specified content
- 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
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries
- Demonstrate application and analysis of the HL 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 HL extension topics
- Select and use economic data using economic theory to make policy recommendations

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

IV. Sample questions

Paper 1

- Explain two tools open to a central bank to conduct expansionary monetary policy.
- Using real-world examples, evaluate the effectiveness of monetary policy to achieve low unemployment.

Paper 2

- Using an exchange rate diagram, explain how the increase in the interest rate by the Nigerian central bank might prevent the continued fall in the value of the naira.

Paper 3

- Using the data provided, and your knowledge of economics, recommend a policy that could be introduced by the government of Country X in response to the expected fall in the world price of coffee.

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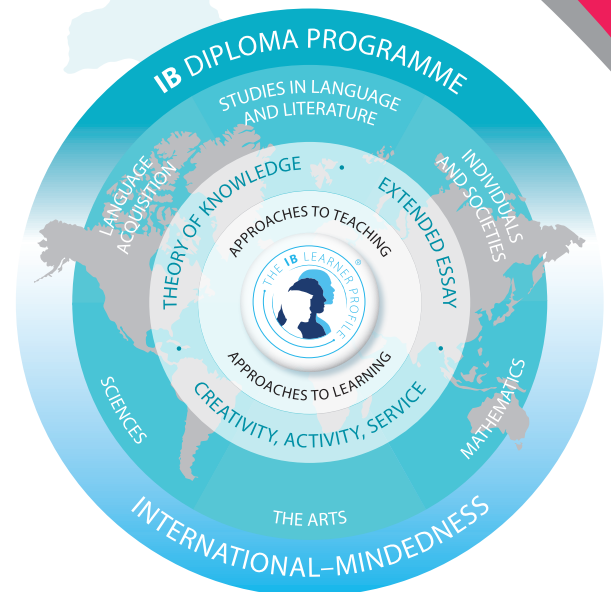
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International Baccalaureate Diploma Programme Subject Brief

Individuals and societies: Economics - Standard level

First assessments 2022 - last assessments 2029



I. Course description and aims

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

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

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

II. Curriculum model overview

Component	Recommended teaching hours
Unit 1: Introduction to economics 1.1 What is economics? 1.2 How do economists approach the world?	10
Unit 2: Microeconomics 2.1 Demand 2.2 Supply 2.3 Competitive market equilibrium 2.4 Critique of the maximizing behaviour of consumers and producers 2.5 Elasticity of demand 2.6 Elasticity of supply 2.7 Role of government in microeconomics 2.8 Market failure— externalities and common pool or common access resources 2.9 Market failure— public goods	35
Unit 3: Macroeconomics 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity— aggregate demand and aggregate supply 3.3 Macroeconomic objectives 3.4 Economics of inequality and poverty 3.5 Demand management (demand-side policies)— monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	40

Unit 4: The global economy 4.1 Benefits of international trade 4.2 Types of trade protection 4.3 Arguments for and against trade control/ protection 4.4 Economic integration 4.5 Exchange rates 4.6 Balance of payments 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	45
Internal assessment Portfolio of three commentaries	20

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		3 hours	70
Paper 1	Extended response paper based on all units of the syllabus	1 hour 15 mins	30
Paper 2	Data response paper based on all units of the syllabus	1 hour 45 mins	40
Internal			
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20 hours	30

III. Assessment model

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

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of specified content
- 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
- Analyse how economic information is used effectively in particular contexts
- In the internal assessment task: Explain the link between key economic concepts and economic commentaries

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: Use and application of appropriate skills

- Produce well-structured written material, using appropriate economic theory, concepts and terminology
- Produce and use diagrams to help explain economic theory, concepts and real-world issues
- Select, interpret and analyse appropriate extracts from the news media
- Interpret appropriate data sets
- Use quantitative techniques to identify, explain and analyse economic relationships

IV. Sample questions

Paper 1

- Explain two reasons why a government might set a price ceiling (maximum price) on a good.
- Using real-world examples, discuss the consequences of a price ceiling on stakeholders.

Paper 2

- Using a poverty cycle diagram, explain how the net increase in foreign direct investment (FDI) in Mexico between 2010 and 2015 might lead to an improvement in economic development.

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International Baccalaureate Diploma Programme Subject Brief

Interdisciplinary course: Environmental Systems and Societies - Standard Level

First assessments 2017 - last assessments 2023



I. Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course.

ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

The aims of the DP **environmental systems and societies** course are to enable students to:

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

II. Curriculum model overview

Component	Recommended teaching hours
Core content	120
1. Foundations of environmental systems and societies	16
2. Ecosystems and ecology	25
3. Biodiversity and conservation	13
4. Water and aquatic food production systems and societies	15
5. Soil systems and terrestrial food production systems and societies	12
6. Atmospheric systems and societies	10
7. Climate change and energy production	13
8. Human systems and resource use	16
Practical scheme of work	30
Practical activities	20
Individual investigation	10

The group 4 project

ESS students have the option to participate in the group 4 project. For those who participate, 10 hours of practical activities will be replaced with 10 hours of work on the group 4 project.

The group 4 project is a collaborative activity where students from different group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge. The emphasis is on interdisciplinary cooperation and the scientific processes.

III. Assessment model

There are four assessment objectives for the DP environmental systems and societies course. Having followed the course at SL, students will be expected to do the following.

Assessment objective 1

Demonstrate knowledge and understanding of relevant:

- facts and concepts
- methodologies and techniques
- values and attitudes.

Assessment objective 2

Apply this knowledge and understanding in the analysis of:

- explanations, concepts and theories
- data and models
- case studies in unfamiliar contexts
- arguments and value systems.

Assessment objective 3

Evaluate, justify and synthesize, as appropriate:

- explanations, theories and models
- arguments and proposed solutions
- methods of fieldwork and investigation
- cultural viewpoints and value systems.

Assessment objective 4

Engage with investigations of environmental and societal issues at the local and global level through:

- evaluating the political, economic and social contexts of issues
- selecting and applying the appropriate research and practical skills necessary to carry out investigations
- suggesting collaborative and innovative solutions that demonstrate awareness and respect for the cultural differences and value systems of others.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Case study	1	25
Paper 2	Short answers and structured essays	2	50
Internal			
Individual investigation	Written report of a research question designed and implemented by the student.	10	25

IV. Sample questions

Paper 1

- With reference to source material, outline two possible reasons why the snow leopard has received special attention from conservationists. [8]
- With reference to figures 6, 7 and 9 [in the resource booklet] explain how desertification and water resource shortage have led to the formation of smog in Ulan Bator. [3]

Paper 2

- Outline how the reasons for food wastage may differ between human societies. [4]
- Explain how the choice of food production systems may influence the ecological footprint of a named human society. [7]
- Discuss how different environmental value systems influence responses to the human population growth rate. [9]

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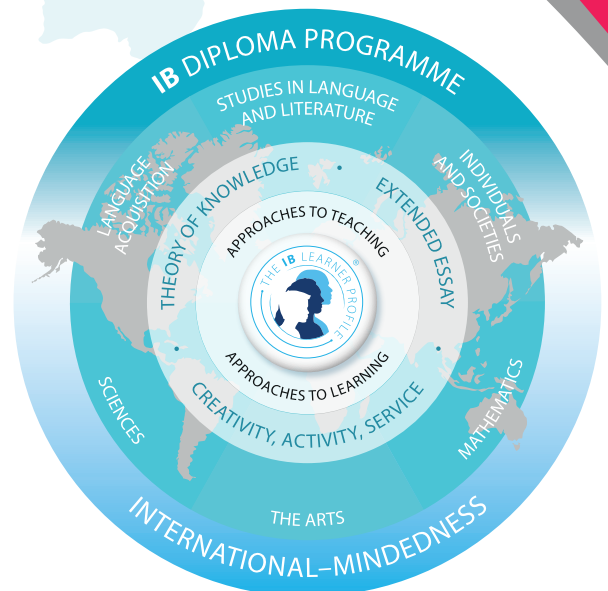
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International Baccalaureate Diploma Programme Subject Brief Individuals and Societies: Geography

First assessments for SL and HL - 2019



I. Course description and aims

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

The aims of the geography course at SL and HL are to enable students to:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:

- acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
- synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved.
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

II. Curriculum model overview

Syllabus component	Teaching hours	
	SL	HL
Geographic themes—seven options SL—two options; HL— three options <ul style="list-style-type: none"> • Freshwater • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments 	60	90
SL and HL core Geographic perspectives—global change <ul style="list-style-type: none"> • Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security 	70	70

HL only Geographic perspectives—global interactions • Power, places and networks • Human development and diversity • Global risks and resilience		60
Internal assessment SL and HL Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	20	20
Total teaching hours	150	240

III. Assessment model

There are four assessment objectives (AOs) for the SL and HL geography course. Having followed the course at SL or HL, students will be expected to do the following:

1. Demonstrate knowledge and understanding of specified content

- between areas of film focus and film elements employed by
- the core theme—global change
- two optional themes at SL and three optional themes at HL
- at HL, the HL extension—global interactions
- in internal assessment, a specific geographic research topic.

2. 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.

3. 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
- at HL only, demonstrate synthesis and evaluation of the HL extension—global interactions.

4. Select, use and apply a variety of appropriate skills and techniques

- select, use and apply:
 - prescribed geographic skills in appropriate contexts
 - techniques and skills appropriate to a geographic research question.
- produce well-structured written material, using appropriate terminology.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		2.75	4.5	75	80
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal		20	20	25	20
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

IV. Sample questions

- Examine the role of plate margin type in determining the severity of volcanic hazards.
- Evaluate the success of attempts to predict tectonic hazard event and their possible impacts.
- Evaluate the role of agribusiness and new technologies in increasing world food supply.
- Examine the relationship between food security and health.
- Using examples, analyse how technological developments can threaten the security of states.
- To what extent does a global culture exist?

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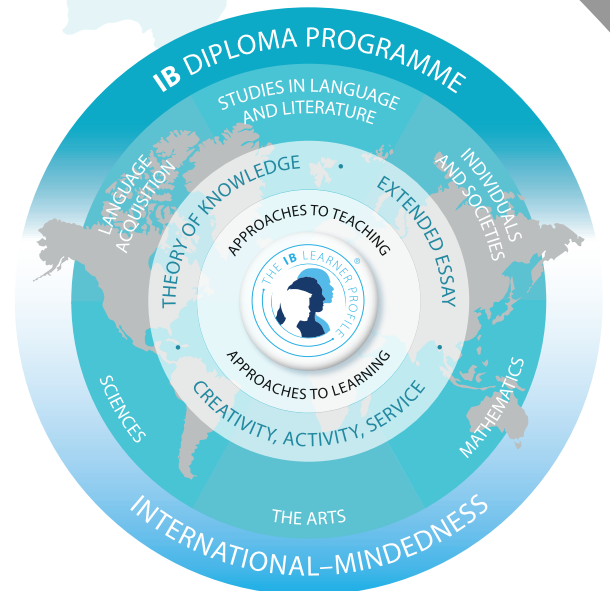
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International Baccalaureate Diploma Programme Subject Brief Individuals and Societies: Global politics - Standard Level

First assessments 2017 - last assessments 2024



I. Course description and aims

The 21st century is characterized by rapid change and increasing inter-connectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and trans-national perspective.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens:

“politics” provides a uniquely rich context in which to explore the relationship between people and power. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

II. Curriculum model overview

Component	Recommended teaching hours
Core units: People, power and politics Four compulsory units: <ol style="list-style-type: none"> 1. Power, sovereignty and international relations 2. Human rights 3. Development 4. Peace and conflict 	130
Engagement activity An engagement on a political issue of personal interest, complemented with research.	20

III. Assessment model

There are four assessment objectives for the DP global politics 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 key political concepts and contemporary issues in global politics.
- Demonstrate understanding of relevant source material.
- Demonstrate understanding of a political issue in a particular experiential situation.

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts.
- Identify and analyse relevant material and supporting examples.
- Use political concepts and examples to formulate, present and sustain an argument.
- Apply knowledge of global politics to inform and analyse experiential learning about a political issue.

Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology.
- Organize material into a clear, logical, coherent and relevant response.
- Demonstrate evidence of research skills, organization and referencing.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	75
Paper 1	Stimulus-based paper based on a topic from one of the four core units	1.25	30
Paper 2	Extended response paper based on the four core units	1.75	45
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	25

IV. Sample questions

Paper 1

- Contrast the views of two sources within the stimulus material regarding the relationship between NGOs and the state.
- “NGOs are insignificant actors in global politics.” Using the sources and your own knowledge evaluate this claim.

Paper 2

- To what extent is state sovereignty an outdated concept in the 21st century?
- Evaluate the claim that humanitarian intervention is a justifiable intrusion into the sovereignty of a state.

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International Baccalaureate Diploma Programme Subject Brief

Individuals and Societies: Global politics - Higher Level

First assessments 2017 - last assessments 2024



I. Course description and aims

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and trans-national perspective.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

II. Curriculum model overview

Component	Recommended teaching hours
Core units: People, power and politics Four compulsory units: <ol style="list-style-type: none"> 1. Power, sovereignty and international relations 2. Human rights 3. Development 4. Peace and conflict 	130
Engagement activity An engagement on a political issue of personal interest, complemented with research.	20
HL extension: Global political challenges Political issues in two of the following six global political challenges are researched and presented through a case study approach. <ol style="list-style-type: none"> 1. Environment 2. Poverty 3. Health 4. Identity 5. Borders 6. Security 	90

III. Assessment model

There are four assessment objectives for the DP global politics 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 key political concepts and contemporary issues in global politics.
- Demonstrate understanding of relevant source material.
- Demonstrate understanding of a political issue in a particular experiential situation.
- Demonstrate in-depth knowledge and understanding of political issues in two detailed case studies.

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts.
- Identify and analyse relevant material and supporting examples.
- Use political concepts and examples to formulate, present and sustain an argument.
- Apply knowledge of global politics to inform and analyse experiential learning about a political issue.
- Apply knowledge of global politics to analyse political issues in two case studies.

Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.
- Demonstrate synthesis and evaluation of different approaches to, and interpretations of, political issues in two case studies.

Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology.
- Organize material into a clear, logical, coherent and relevant response.
- Demonstrate evidence of research skills, organization and referencing.
- Present ideas orally with clarity.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4	60
Paper 1	Stimulus-based paper on a topic from one of the four core units	1.25	20
Paper 2	Extended response paper based on the four core units	2.75	40
Internal			
Engagement activity	A written report (2,000-word maximum) on a political issue explored through engagement and research.	20	20
HL extension: global political challenges	Two video-recorded oral presentations (10-minute maximum each) of two case studies chosen from two different HL extension topics.	90	20

IV. Sample questions

Paper 1

- According to the stimulus material, what are three advantages of NGOs over other actors in global politics?
- Explain the term “civil society”, using both the information in the sources and examples you have studied.

Paper 2

- “A national or regional approach to human rights enforcement is more effective than a global approach.” Discuss.
- Evaluate the claim that humanitarian intervention is a justifiable intrusion into the sovereignty of a state.

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International Baccalaureate Diploma Programme Subject Brief Individuals and Societies: History - Higher Level

First assessments 2017 - last assessments 2025



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

World history topics Two of the following, using topic examples from more than one region of the world: <ol style="list-style-type: none"> 1. Society and economy (750–1400) 2. Causes and effects of medieval wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Evolution and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century) 	90
HL options: Depth studies One of the following: <ol style="list-style-type: none"> 1. History of Africa and the Middle East 2. History of the Americas 3. History of Asia and Oceania 4. History of Europe 	90
Internal assessment Historical investigation	20

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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International Baccalaureate Diploma Programme Subject Brief

Individuals and Societies: History - Standard Level

First assessments 2017 - last assessments 2025



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

World history topics Two of the following, using topic examples from more than one region of the world: <ol style="list-style-type: none"> 1. Society and economy (750–1400) 2. Causes and effects of medieval wars (750–1500) 3. Dynasties and rulers (750–1500) 4. Societies in transition (1400–1700) 5. Early Modern states (1450–1789) 6. Causes and effects of Early Modern wars (1500–1750) 7. Origins, development and impact of industrialization (1750–2005) 8. Independence movements (1800–2000) 9. Evolution and development of democratic states (1848–2000) 10. Authoritarian states (20th century) 11. Causes and effects of 20th-century wars 12. The Cold War: Superpower tensions and rivalries (20th century) 	90
Internal assessment Historical investigation	20

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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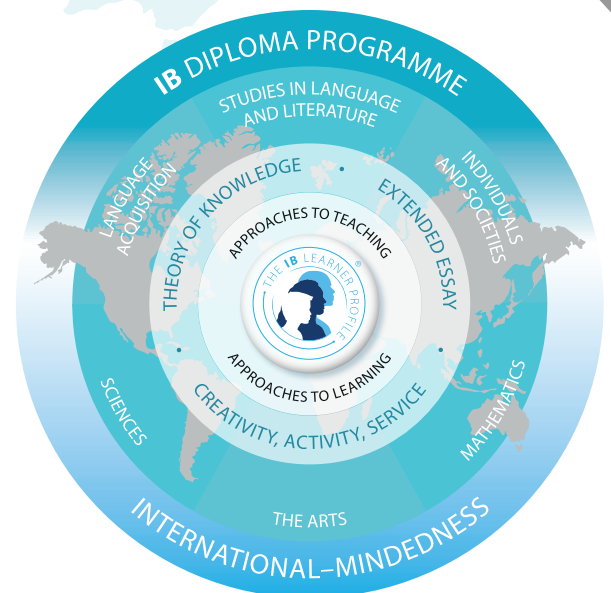
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International Baccalaureate Diploma Programme Subject Brief

Individuals and Societies: Psychology

First assessments for SL and HL - 2019



I. Course description and aims

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students'

own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

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

- develop an understanding of the biological, cognitive and socio-cultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning.

II. Curriculum model overview

Syllabus component	Teaching hours	
	SL	HL
Core <ul style="list-style-type: none"> Biological approach to understanding behaviour Cognitive approach to understanding behaviour Sociocultural approach to understanding behaviour Approaches to researching behaviour 	90	120
Options <ul style="list-style-type: none"> Abnormal psychology Developmental psychology Health psychology Psychology of human relationships 	20	40
Internal assessment Experimental study	20	20
Total teaching hours	150	240

III. Assessment model

By the end of the psychology course at SL or at HL, students will be expected to demonstrate the following.

- Knowledge and comprehension of specified content
 - Demonstrate knowledge and comprehension of:
 - key terms and concepts in psychology
 - a range of psychological theories and studies
 - the biological, cognitive and sociocultural approaches to mental processes and behaviour
 - research methods used in psychology.
- Application and analysis
 - Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
 - Demonstrate application and analysis of:
 - a range of psychological theories and research studies
 - the knowledge relevant to areas of applied psychology.
 - At HL only, analyse qualitative and quantitative research in psychology.
- Synthesis and evaluation
 - Evaluate the contribution of:
 - psychological theories to understanding human psychology
 - research to understanding human psychology
 - the theories and research in areas of applied psychology.
 - At HL only, evaluate research scenarios from a methodological and ethical perspective.

- Selection and use of skills appropriate to psychology
 - Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
 - Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
 - Write a report of a simple experiment.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
External		3	5	75	80
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
Internal		20	20	25	20
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

IV. Sample questions

- Outline one study investigating schema.
- Discuss ethical considerations linked to genetic research into human behaviour.
- (HL only)** Discuss how the use of technology affects one cognitive process.

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