

Group 3: Individuals and Societies

Course Title: Business Management

Level offered: HL and SL

Course Description:

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.

Course Structure / Topics covered:

- 1) Business organization and environment

Introduces the nature and types of business within an economy and examines the interaction between businesses and their environment.

- 2) Human resource management

Looks at people in organizations, focusing on their roles, relationships and management in business.

- 3) Finance and accounts

Explores the use of accounting and financial information as an aid to decision making.

- 4) Marketing

Focuses on identifying and satisfying customer needs in a changing and competitive international environment.

- 5) Operations management

Examines the way organizations use and manage resources to produce goods and services.

Assessment:**Internal Assessment (25%)**

HL: Research project to report on an issue facing an organization or a decision to be made by an organization (Max 2000 words)

SL: Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization (Max 1500 words)

External Assessment (75%)

An external examination consisting of 2 papers.

Paper 1 questions are based on a case study issued in advance, with additional unseen materials.

Paper 2 questions are based on stimulus materials.

Resources and Texts:

Hoang P – Business Management 3rd Edition (IBID, 2014) ISBN 9781921917240

Teacher(s) to speak to: Mr. J. Ngan

Group 3: Individuals and Societies

Course Title: Economics

Level offered: HL and SL

Course Description:

The aims of the economics syllabus at SL and HL are to enable students to:

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

Course Structure / Topics covered:

- 1) Microeconomics
- 2) Macroeconomics
- 3) International economics

4) Development economics

Assessment:

Internal Assessment (20%)

Portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media (max 750 x 3)

External Assessment (80%)

HL: An examination consisting of 3 papers.

Paper 1: An extended response paper

Paper 2: A data response paper

Paper 3: HL extension paper

SL: An examination consisting of 2 papers.

Paper 1: An extended response paper

Paper 2: A data response paper

Resources and Texts:

Blink J & Dorton I – IB Economics Course Book 2nd Edition: Oxford IB Diploma Programme (Oxford University Press, 2012) ISBN 9780198390008

Teacher(s) to speak to:

Mr. J. Ngan

Group 3: Individuals and Societies

Course Title: Geography

Level offered: HL and SL



Course Description:

As the IB says *“Geography is a dynamic subject that is 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. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes. Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences.*

The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that 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. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.”

Course Structure / Topics covered:

Part 1: Geographic themes — there are seven options. Two options are studied at SL, and three at HL

- Freshwater—drainage basins*
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards*
- Leisure, tourism and sport
- Food and health*
- Urban environments*

* options that have been covered at KCCIS

Part 2: Core content (for SL and HL) - Geographic perspectives—global change

- Population distribution—changing population
- Global climate—vulnerability and resilience
- Global resource consumption and security

Part 2 (HL core extension): Geographic perspectives—global interactions (HL only)

- Power, places and networks
- Human development and diversity
- Global risks and resilience

The Internal Assessment (IA), (for SL and HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation

In addition, **geographic skills** are integrated throughout the course.

Assessment:

Internal Assessment

One fieldwork investigation. Contributes 25% and 20% of the total marks for **SL and HL** respectively.

External Assessment

SL – Paper 1 (Geographic themes) 1 hour 30 minutes and **Paper 2 (Core content)** 1 hour 15 minutes (contributing 35% and 40% of the total marks respectively) **Total examination time: 2 hours 45 minutes**

HL - Paper 1 (Geographic themes) 2 hours 15 minutes and **Paper 2 (Core content)** 1 hour 15 minutes (contributing 35% and 25% of the total marks respectively) **Paper 3 (Geographic perspectives—global interactions)** 1 hour (contributing 20% of the total marks) **Total examination time: 4 hours 30 minutes**

Resources and Texts:

Geography Course Companion' (2nd edition) (Nagle & Cook)

'Our Changing Planet' and relevant option books from the 'Planet Geography' series (S. Codrington)

'Geography Study Guide for the IB Diploma' (2nd edition) (Nagle & Cook)

Internet: typically dedicated educational material and news sites

Teacher(s) to speak to: Mr. M. Appleby

Group 3: Individuals and societies

Course Title: History

Level offered: HL and SL

Course Description:

The IB Diploma Programme (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.

Course Structure / Topics covered:

Paper 1

The Move Towards Global War - This prescribed subject focuses on military expansion from 1931 to 1941. The first case study explores Japanese expansionism from 1931-1941, and the second case study explores German and Italian expansionism from 1933-1940.

Paper 2

Authoritarian States - This topic focuses on exploring the conditions that facilitated the rise of authoritarian states in the 20th century, as well as the methods used by parties and leaders to take and maintain power.

Causes and Effects of 20th Century Wars- This topic focuses on the causes, practice and effects of war in the 20th century. The topic explores the causes of wars, as well as the way in which warfare was conducted, including types of war, the use of technology, and the impact these factors had upon the outcome.

Paper 3

9: Early Modernisation and Imperial Decline in East Asia (1860-1912) – This focuses on developments in China and Japan from 1860-1912. It examines the largely unsuccessful attempts at modernization and reform in China. In contrast, Japan modernized rapidly and successfully during this period to emerge as a country that challenged the power in the western nations in Asia.

12: China and Korea (1910-1950) – This section focuses on China and Korea between 1910 and 1950. It examines the rise of nationalism and communism in China after the establishment of the Chinese Republic, as well as the nature of Japanese rule of Korea.

14: The People’s Republic of China (1949-2005) – This section focuses on China under the rule of the CCP, and the great changes as the CCP under Mao Zedong extended its rule and Mao’s vision of a socialist state.

Assessment:

Internal Assessment (HL- 20% weighting of course, SL -25% weighting of course)

Internally-assessed essay (25 marks)

External Assessment (HL-80% weighting of course, SL-75% weighting of course)

Paper 1 – 1 hour. Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. **(HL-20% weighting of course, SL-30% weighting of course)**

Paper 2 – 1 hr 30 mins

Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. **(HL-25% weighting of course, SL- 45% weighting of course)**

Paper 3 – 2 hrs 30 mins

Separate papers for each of the four regional options. For the selected region, answer three essay questions. **(HL only- 35% weighting of course)**

Resources and Texts:

Todd, Allan and Sally Waller, "History for the IB Diploma, Authoritarian and Single Party States", Cambridge (2012)

Rogers, Keely and Jo Thomas, "The Move To Global War", Oxford (2015)

Smith, David M. "Causes and Effects of 20th Century Wars", Oxford (2015)

Lowe, Norman, "Mastering Modern World History", Palgrave Macmillan (2013)

Vadney, T.E., "The World Since 1945", Penguin Books, (1998)

Teacher(s) to speak to: Mr. D. Wong

Group 3: Individuals and societies

Course Title: Psychology

Level offered: HL and SL

Psychology is the scientific study of human behaviour and mental process. In the IB Psychology programme, the focus is on the biological, cognitive and sociocultural levels of analysis when trying to explain psychological phenomena and understand behaviours. The interaction of these approaches to studying psychology will form 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 and others behaviours.

The contribution and the interaction of the three approaches can be best understood through the options. There are four options in the course. They focus on areas of applied psychology that includes; abnormal psychology, developmental psychology, health psychology and psychology of human relationships. These options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Subject Content

The Diploma Programme psychology course is designed to allow for in-depth analysis, evaluation and consolidation of learning. The overall aim of the course is to give students a deeper understanding of the nature and scope of psychology. This course should be taught in an integrated way, as the different parts of the syllabus complement each other. This will allow students to make comparisons and evaluate different psychological theories and arguments.

Key features of the curriculum

- The approaches to understanding behaviour are laid out in topics.
- The approaches to behaviour are compulsory for SL and HL students (except for the HL extension, which is for HL students only).
- The core will be assessed in paper 1 of the external assessment, but it also forms the foundation for teaching and learning in the options.
- The approaches to research are for both SL and HL students, which are organized to reflect the considerations made when reading or preparing a piece of research.
 - Only HL students will be formally assessed on the approaches to research in paper 3.

The syllabus is organized into two levels (Higher level and Standard level).

Syllabus component	Teaching hours	
	SL	HL
Core	90	120
Biological approach to understanding behaviour		
Cognitive approach to understanding behaviour		
Sociocultural approach to understanding behaviour		
Approaches to researching behaviour	20	60
Options	20	40
Abnormal psychology		
Developmental psychology		
Health psychology		
Psychology of human relationships		
Internal assessment	20	20
Experimental study		
Total teaching hours	150	240

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses.

Assessment:

- Students are assessed both internally and externally.
- External assessment for SL students consists of two written papers. For HL students there are three written papers.
- Both SL and HL students need to do international assessment. Internal assessment for SL and HL students need to write a report of a simple experimental study conducted by the student. This is internally marked by subject teachers and then externally moderated by IB examiner.

SL Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks)	50%
Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks)	
Paper 2 (1 hour) One question from a choice of three on one option (22 marks)	25%
Internal assessment (20 hours)	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	25%
Experimental study A report on an experimental study undertaken by the student (22 marks)	

HL Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks)	40%
Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will	

<p>reference the additional HL topic (22 marks) (Total 49 marks)</p> <p>Paper 2 (2 hours)</p> <p>Two questions; one from a choice of three on each of two options (Total 44 marks)</p> <p>Paper 3 (1 hour)</p> <p>Three short-answer questions from a list of six static questions on approaches to research (24 marks)</p>	<p>20%</p> <p>20%</p>
<p>Internal assessment (20 hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Experimental study</p> <p>A report on an experimental study undertaken by the student (22 marks)</p>	<p>20%</p>
<p>Resources and Texts: IB Psychology Course Book: Oxford IB Diploma Programme</p>	
<p>Teacher(s) to speak to: TBC</p>	