

HODDER EDUCATION

INTERNATIONAL BACCALAUREATE

PRINT & DIGITAL RESOURCES

2023



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 **HODDER**
EDUCATION

We have been publishing in cooperation with the IB since 2014, a partnership which has enabled us to work with IB teachers from across the world.

Developed by expert IB authors and shaped by IB educators our resources are focused on providing the best support by offering an extensive range of teacher and student resources through the PYP to the IB Diploma.



The IB logo signifies that the content in the textbook has been reviewed by the IB to ensure it fully aligns with current IB curriculum and offers high-quality guidance and support for IB teaching and learning.

Resources co-published with the International Baccalaureate:

- Align fully with current IB curriculum
- Have passed IB's rigorous quality-assurance process
- Were reviewed by IB subject matter experts
- Are appropriate for IB World Schools

“Hodder Education is making our lives so much easier! Your books are one of the best investments we ever made in our implementation of the MYP.”

Gabriela Deambrosio, Monterey High School, California, United States of America

Meet our IB Authors

John Sprague

I've been working with Hodder Education since 2014 when I was brought on board as editor of *IB Review* then later as co-author of the newest versions of the Theory of Knowledge textbooks. My strategy for writing has always been to write like there is a teacher reading over the shoulder of the student because the teachers need as much support as the students, especially in TOK. My other strategy was to write for my twin boys who were just about to start the IB! Writing for others has been the best way for me to develop and solidify my own TOK-intuitions and help my own students develop theirs.



Zara Kaiserimam

Although nothing can beat the buzz of being in a classroom, for me, developing resources and designing tasks comes a close second, and I've loved working on the MYP by Concept series! Unlike other programmes, the MYP gives teaching practitioners the space to be as creative as they like; assessment is largely skills based, and as long as these skills are being honed and students nurtured, teachers have autonomy over the texts and content they deliver. As a writer for the MYP by Concept series, I've been afforded the same freedom, and I am delighted that I've been able to include texts, topics and tasks that I not only love, but that have been a success in my own classroom. While other exam boards are only now having discussions about diversifying the curriculum, the IB has been promoting a more inclusive approach to education for decades and I hope this has been reflected in my books.



Paul Hoang

I have been writing for Hodder Education for most of my professional teaching career, starting as a contributing author to *Business Review* and later as lead author for several IGCSE and IB publications for Economics and Business Management. Hodder Education has always given me the autonomy and flexibility to create resources that appeal to teachers and students alike, whilst providing me with the support and guidance that I have needed.



Rita Bateson

I first met the team at Hodder Education in my previous role as a Curriculum and Assessment Manager for the IB, while reviewing the upcoming publications for MYP. This close partnership, with the MYP by Concept Series as the only officially recognised MYP publication at the time I was impressed by their understanding and fluency with IB philosophy, as well as MYP concepts. I've been a passionate advocate for mathematics education and when the chance came up to work more directly with them, as an author, I jumped at it! Working closely with the team I was proud to be involved in the authoring of MYP by Concept for MYP 1–5.



Welcome to our 2023 Catalogue

Inside you will find a range of print and digital resources for the IB from PYP to the Diploma programme. We support IB schools across the continuum with a range of unique and innovative resources that are aligned with the IB's values of encouraging both personal and academic achievement.

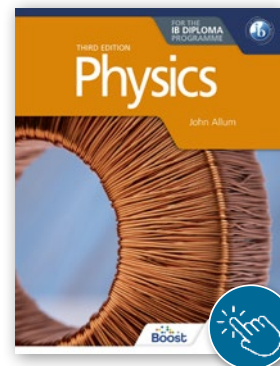
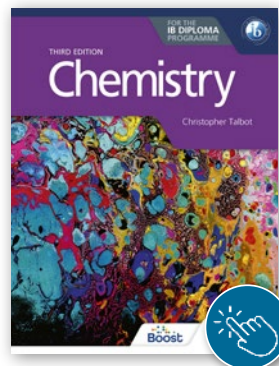
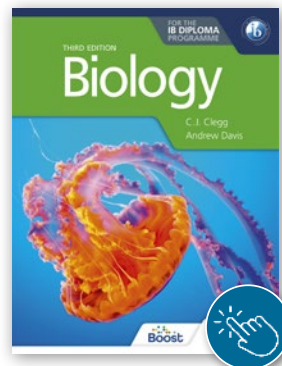


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Indicates which titles also have digital options available including eBooks and/or Boost Subscriptions

What's new?



Includes new Diploma courseBooks and MYP by Concept 4&5 developed in cooperation with the International Baccalaureate™ (IB)

IMPORTANT: Pricing in this catalogue is for 2023. Boost products are subject to VAT. Every effort has been made to ensure details are correct at the time of going to press. Hodder Education reserves the right to change the specifications and prices without prior notice.

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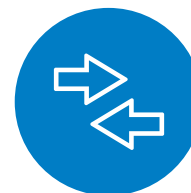
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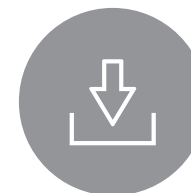
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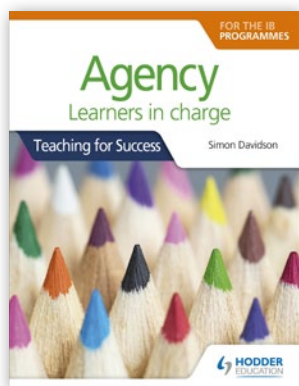
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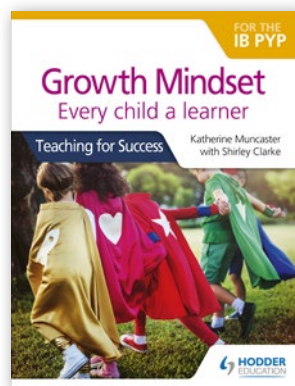
PRINT

Simon Davidson

Teach for success and implement effective strategies to develop a learning community that supports student agency and self-efficacy with this essential guide developed by an experienced PYP educator.

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Katherine Muncaster with Shirley Clarke

Teach for success with this 'must-have' handbook for anyone looking to embed a growth mindset culture, essential for supporting agency, physical and emotional wellbeing, and inquiry-based learning.

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Subscription is per year

FREE

To download a free mapping chart showing Reading Planet mapping directly to the PYP themes, or to take out a 30 day trial visit: risingstars-uk.com/pyp

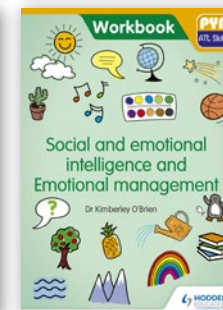
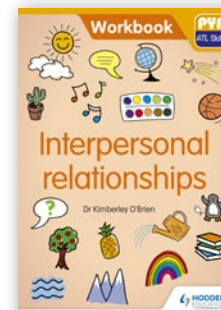
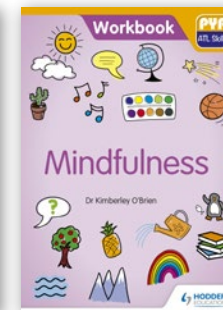
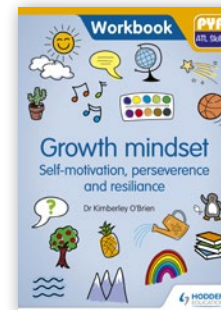
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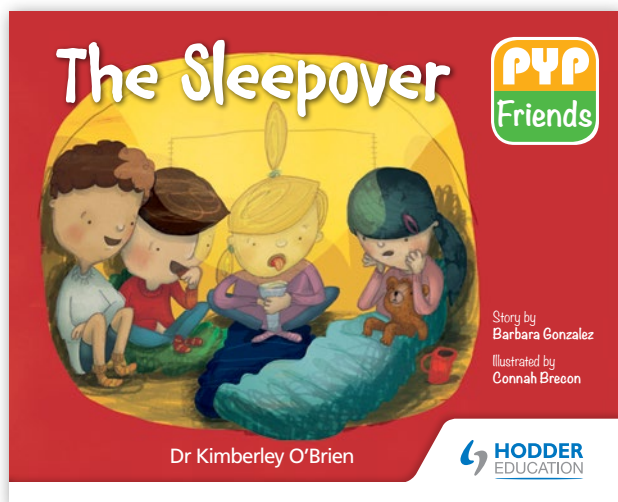
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PYP Friends Storybooks

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Inspired by the stories of young clients at the Quirky Kid Clinic in Australia, the PYP Friends Storybooks help you deliver the PYP and create inviting and intentional learning spaces which support physical and emotional wellbeing.

Child psychologist **Dr Kimberley O'Brien** teams up with talented illustrator **Connah Brecon** to create this inspiring childhood adventure and social skills programme.

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A new boy Theo joins the school. Learn how to start a conversation and make friends.

Ups and Downs

What makes a good friend? Learn how to repair a broken friendship.

Fair Play

A story to illustrate competition and how it can bring out the best and worst in people. Learn about group dynamics and how to join a group.

Lochie's Little Lie

A story about honesty in friendships, the importance of compromise and being flexible.

The Sleepover

A story about being pushed out of your comfort zones —what is strange and unfamiliar and learning about team dynamics by finding out how to work together.

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MYP BY CONCEPT 1–3

Our detailed guide at the start of each MYP by Concept book will help you understand and use our resources to their full potential.

How to use this book

Welcome to Hodder Education's *MYP by Concept* series! Each chapter is designed to lead you through an *inquiry* into the concepts of mathematics and how they interact in real-life global contexts.

The *Statement of Inquiry* provides the framework for this inquiry, and the *Inquiry questions* then lead us through the exploration as they are developed through each chapter.

KEY WORDS

Key words are included to give you access to vocabulary for the topic. **Glossary** terms are highlighted and, where applicable, **search terms** are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through action.

ATL

- Activities are designed to develop your *Approaches to Learning* (ATL) skills.

Assessment opportunities in this chapter:

- Certain parts of the activities are *formative* as they allow you to practise certain of the MYP Mathematics Assessment Criteria. Other activities can be used by you or your teachers to assess your achievement against all parts of an assessment criteria.

Each chapter is framed with a *Key concept* and a *Related concept* and is set in a *Global context*.

Each chapter covers one of the four branches of mathematics identified in the MYP Mathematics skills framework.

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

Both standard and extended are included in this book. Extended is signposted.

You are prompted to consider your conceptual understanding in a variety of activities throughout each chapter.

Finally, at the end of each chapter, you are asked to reflect back on what you have learnt with our *Reflection table*, maybe to think of new questions brought to light by your learning.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?
Factual		
Conceptual		
Debatable		
Approaches to Learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills? Novice Learner Practitioner Expert

Links to:

Like any other subject, Mathematics is just one part of our bigger picture of the world. Links to other subjects are discussed.

We will reflect on this learner profile attribute ...

- Each chapter has a *IB Learner Profile* attribute as its theme, and you are encouraged to reflect on these too.

Problem

Complex

Challenging

Worked examples and practice questions are given in colour-coded boxes to show the level of difficulty:

Hint

In some of the activities, we provide Hints to help you work on the assignment. This also introduces you to the new Hint feature in the on-screen assessment. These Hints will give additional guidance or shortcuts to improve your proficiency.

Take action

While the book provides many opportunities for action and plenty of content to enrich the conceptual relationships, you must be an active part of this process. Guidance is given to help you with your own research, including how to carry out research, how to make change in the world informed by Mathematics, and how to link and develop your study of Mathematics to the global issues in our twenty-first century world.



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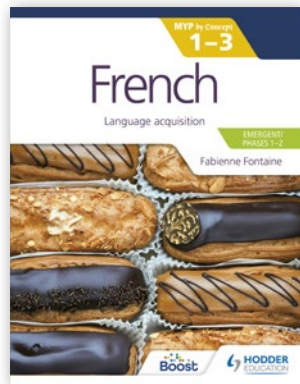
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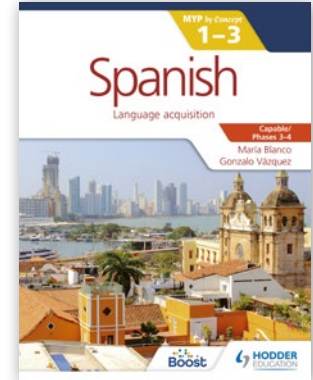
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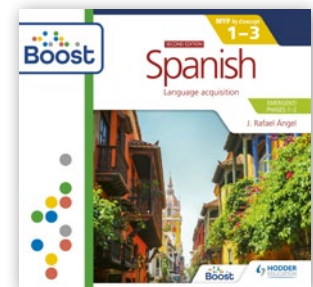
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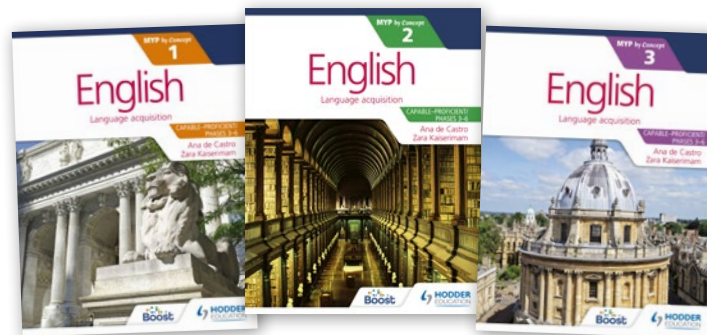
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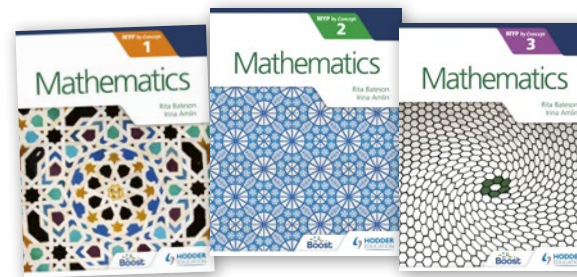
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MYP 1-3

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Interdisciplinary Thinking for Schools: Ethical Dilemmas MYP 1, 2 & 3

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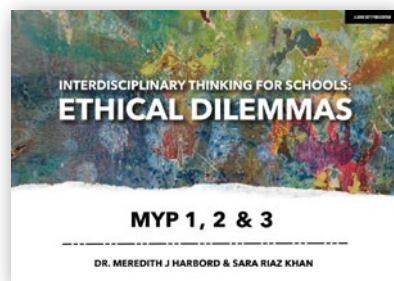
Meredith J Harbord and
Sara Riaz Khan

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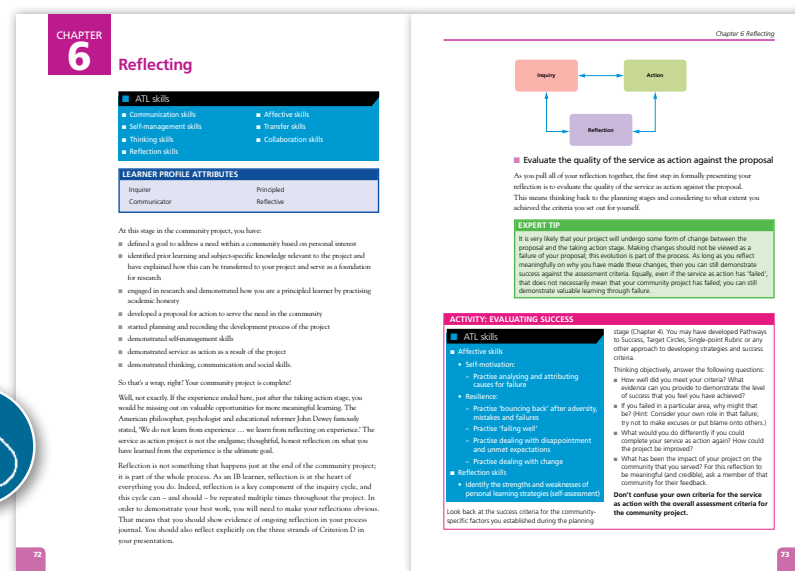
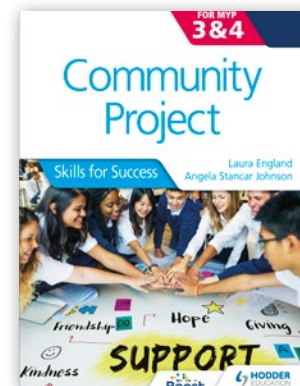
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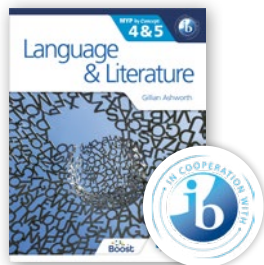
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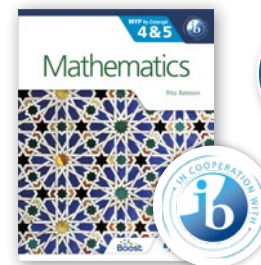
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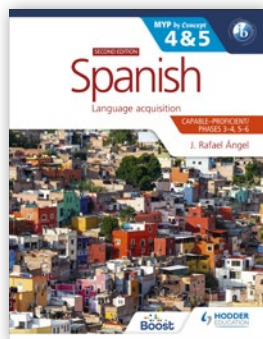
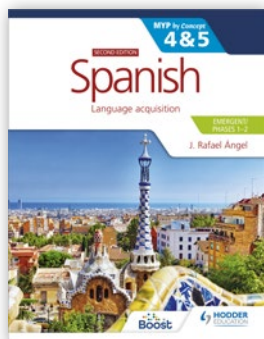
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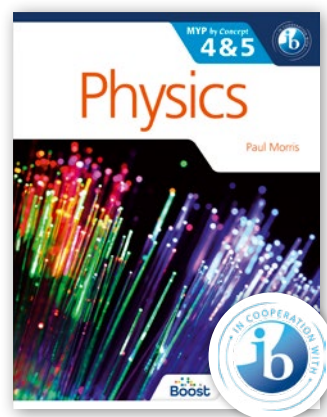
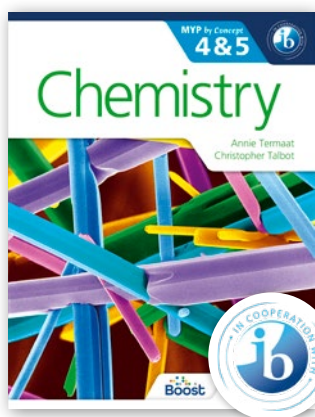
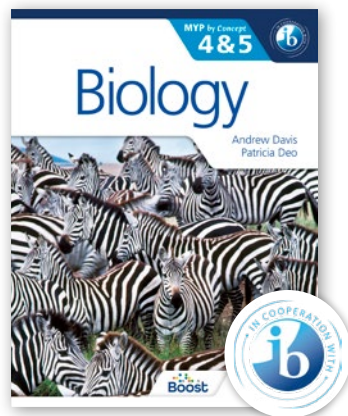
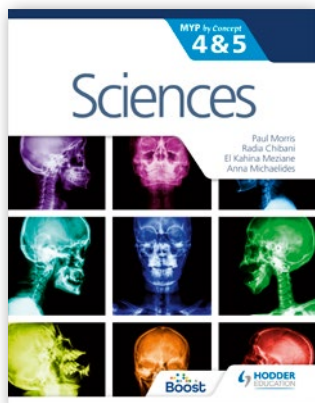
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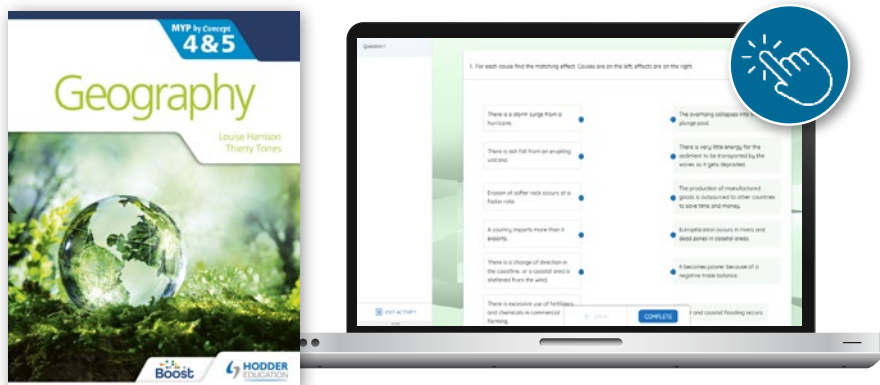
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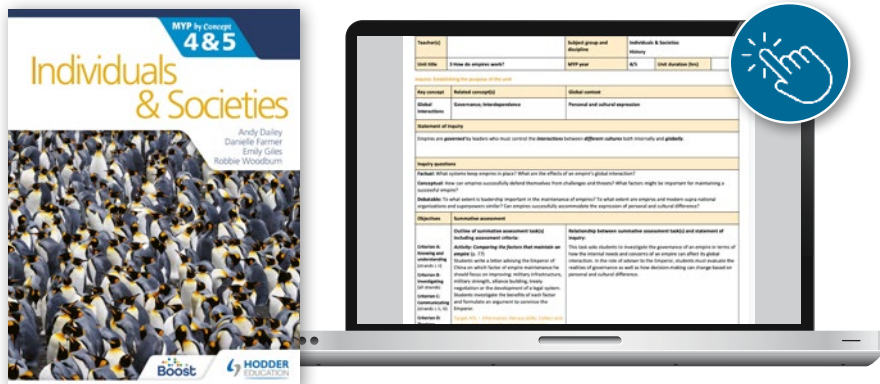
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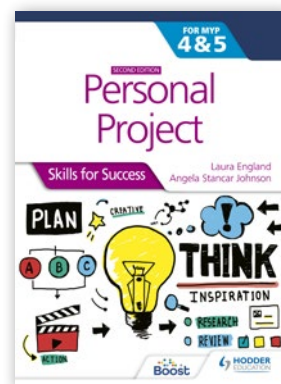
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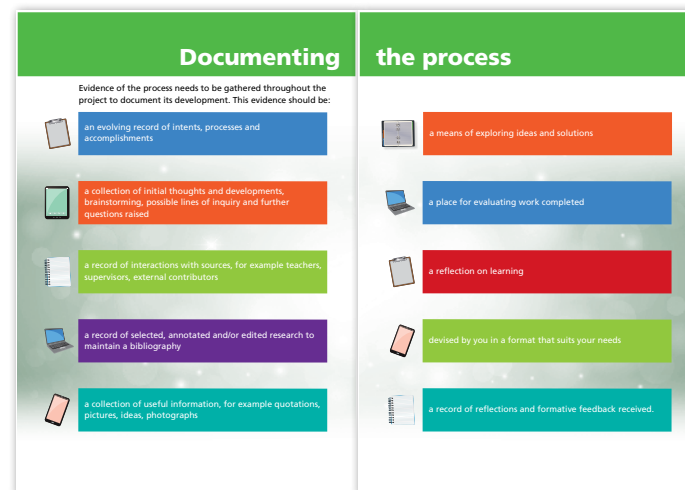
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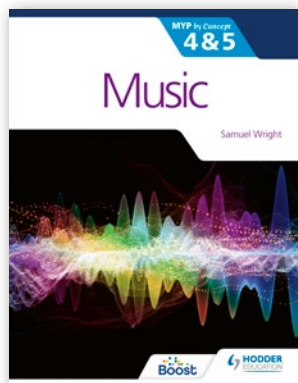
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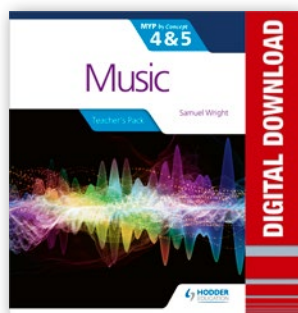
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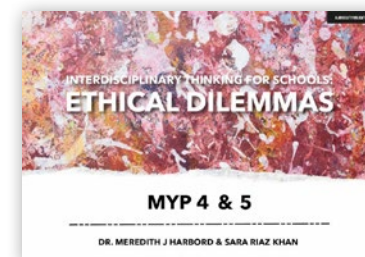
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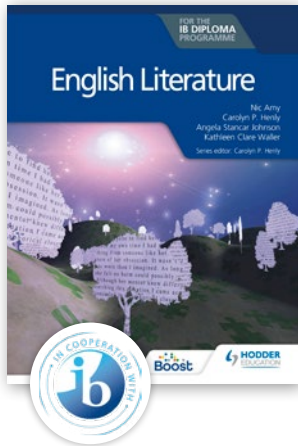
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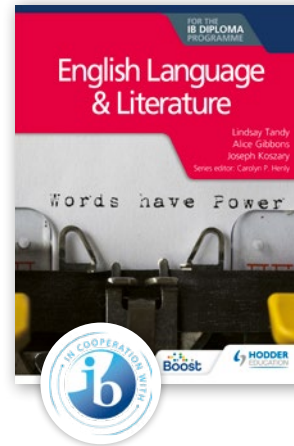
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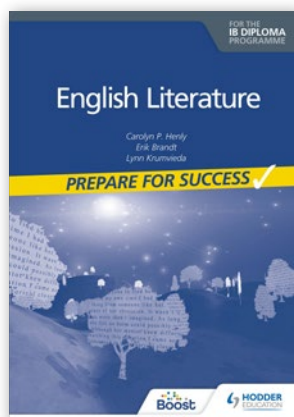
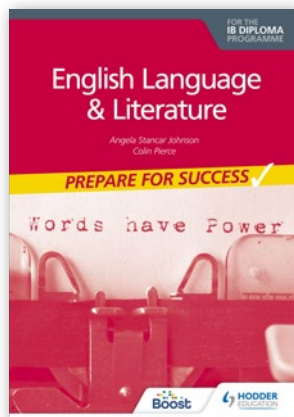
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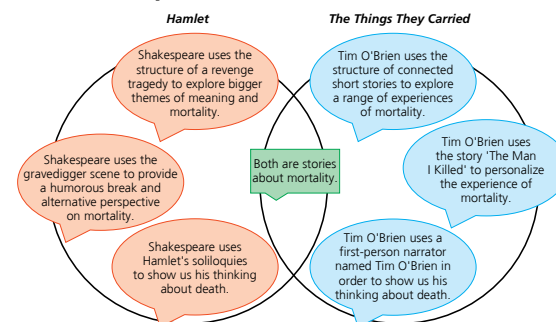


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We can see that one of the things the works have in common is that they focus on characters' experiences of death and tragedy. There are obvious differences in setting – *Hamlet* is set in late-Middle-Ages Denmark, while O'Brien's novel is much more contemporary. And *Hamlet*'s action takes place through a clear story arc while *The Things They Carried* unfolds in a series of interrelated stories.

What kind of exam question might this analysis answer? It's hard to think of a plausible one that we would encounter in an IB exam; maybe 'Compare and contrast the ways in which tragedy is depicted in two literary works of your choice.' This question is broad and thematic, yes, but it is a bit too simple for an IB exam question. To better prepare for the kinds of questions you will find on paper 2, it might be useful to think of something a bit more complex.

Let's imagine that the question was something like: 'Explore the ways in which authors of two works of literature depict characters confronting mortality.' This question is richer than the first in that it asks you to move beyond just what is happening in the stories and to consider literary technique. This question would require us to shift how we envision the compare and contrast:



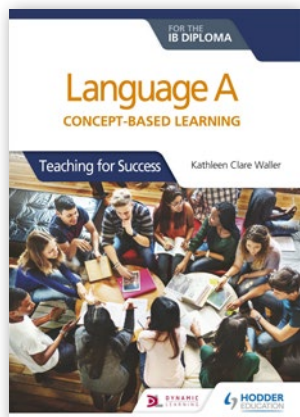
■ *Hamlet* and *The Things They Carried* – both are stories about mortality

By focusing on literary technique and authorial choice, this plan becomes more sophisticated because instead of just focusing on *what* is happening in the story, we are now focusing on *how* and *why*. This allows us to write about not just the characters' encounters with mortality but also the authors' ideas and attitudes that drive the story and the ways they convey those ideas through their choices. Still, this plan is not as rich as it could be because we have not identified anything the two stories have in common except that they both are concerned with the topic of mortality.

ASSESSMENT TRAP

Under the pressure of exam circumstances, many students make the mistake of writing two self-contained essays, one about each work, that have only a superficial connection between them. While this approach could potentially score a 4 or a 5 if done exceptionally well, in order to be successful on this exam you should aim to craft a fully integrated compare/contrast essay. As we can see with our

second attempt to compare *Hamlet* and *The Things They Carried*, we are potentially going to fall into that trap. If we were to use the diagram above, our essay may end up essentially saying 'Hamlet and *The Things They Carried* are both concerned with death. Shakespeare approaches it with these literary techniques while O'Brien uses these other techniques to different effect.'



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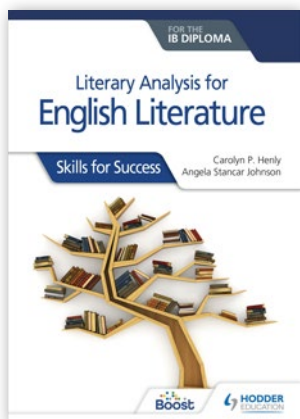
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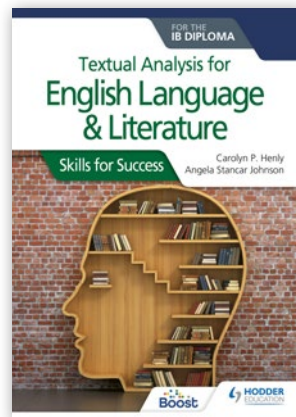
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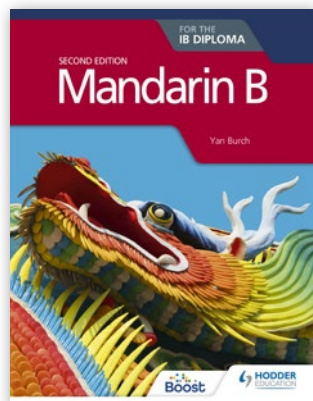
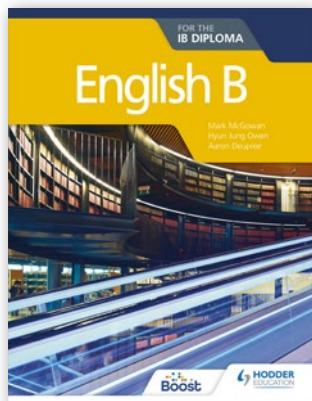
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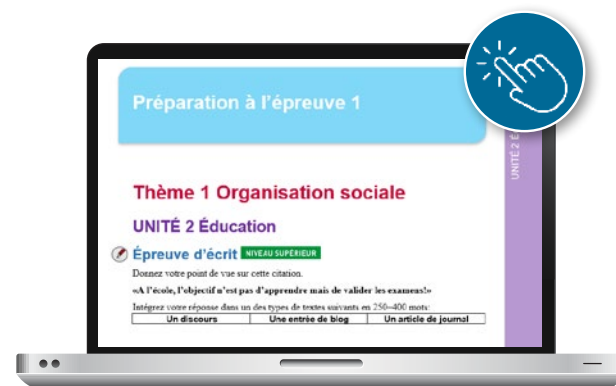
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4 Formal letter

A formal letter is the written correspondence between two parties that do not know each other personally. It is a letter usually written in a professional context such as a job application letter, a complaint letter, etc. These formal letters have specific conventions about layout, language and tone that you should follow.

Model text: Job application

Jack Miller 35 Princes Avenue London W3 5LP	— The sender's address
5th May 2020	— Date of entry
HR Department The Natural History Museum Cromwell Road London SW7 5BD	— The recipient's address
Dear Mr Hopkins,	— Greeting: 'Dear X,'
I am writing in response to the recent advertisement for the position of Key Account Sales Manager that has become available in the Natural History Museum. I would like to be considered for the position.	— Clear purpose for writing
I am an experienced sales executive with over 6 years' experience handling high-value accounts, many of which were new accounts started by myself. Examples of accounts that I have brought into Airport World are Dufry (£15k) and Fraport (£25k). In my previous role at Easyfairs I started and sold out a design agency theatre and attained sponsorship totalling £10k, which doubled the total sponsorship for the entire show.	— Relevant details
All previous sales jobs have been on a consultative basis where research, questions, listening to client needs and upselling were all essential.	
I have identified new business and market opportunities and have found new revenue streams in every job – first app sold, first website sold, first agency-sponsored section, first webinar. All projects needed to be planned and budgeted and all of the projects ran at a profit.	— Appropriate tone – your aim is to sound 'business-like'. Remember to be positive and polite
I have worked on various CRM systems and am quick to learn new systems. I am productive on all Windows programs, which helps to prepare weekly sales reports and management reporting.	
I have sold to agencies from across the globe: Korea, Australia, USA, etc., and have always had a good relationship with advertising agencies. I sold seven design companies into the luxury packaging show for the first time ever and am in regular contact with design agencies for artwork. My current company is a media company that publishes Airport World and we regularly use picture libraries for images in the magazine.	— Separate paragraph for each point
I have been a regular visitor to the Natural History Museum all my life, both as a child and now with my children, and recognise its importance to the research and teaching of the solar system, Earth's geology and life. I feel that I would be an excellent addition to the Natural History Museum Trading Company by increasing revenues and working in a manner to benefit one of the greatest museums in the world.	

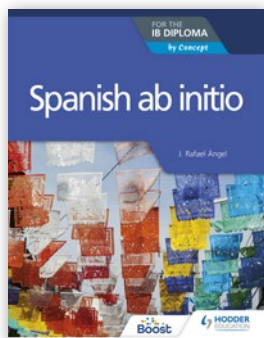
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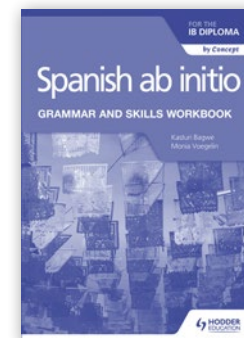
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A note from our authors

“The coursebook represents the interaction and ongoing discussions between six experienced IB educators in the field and across all regions. The authors represent years of experience in IB teaching and learning in classrooms, involvement in curriculum reviews and development, extensive examining experience, leading IB professional development workshops and engaging in DP consultation to candidate schools and course review.”

Barbara Stefanics, IB teacher, examiner, workshop leader, DP consultant and course reviewer, DS and technology faculty member My IB

“Using a very comprehensive language, students will be able to understand what they need to do to be successful not only in the external assessments but in the internal assessment and the extended essay, through the step-by-step guidance provided in this book.”

Eli Bomfim, IB teacher, examiner, workshop leader

“The numerous assessment tasks and exam-style questions will help prepare students for their IB examinations. Many diagrams and sample templates are included to help develop understanding and analysis of real-world issues.”

Tammy Earle, Director of Technology and Learning Initiatives, IB educator and examiner

New course structure

- ✓ The Student's Book has been built to mirror the new Digital Society course structure, with detailed exploration of concepts, content and the syllabus and is written by a highly experienced international team of IB educators and examiners.
- ✓ Includes relevant assessment objectives (AO) from the specification to guide teachers and students regarding the required breadth and depth of teaching and learning.

Concepts

- ✓ The teaching of digital society is conceptually-focused and grounded in international real-world issues.
- ✓ The key concepts change, expression, identity, power, space, systems, values and ethics are integrated into units to ensure that a thread is woven throughout to enhance overall understanding.

“The use of concepts is very important in the course as they provide a way of delving deeply into many aspects of the impacts and implications of uses of digital technology.”
Michael Fitzpatrick, IB educator, examiner and course reviewer

Content

- ✓ The coursebook follows the new guide exactly, making it easier for learners to comprehend assessment objectives, with specific chapters and activities featured for conducting inquiries suitable for SL and HL students and added extended inquiries for HL students.
- ✓ There are many opportunities to make connections across the IB Diploma with links to Theory of Knowledge, ATL activities and Extended Essay.
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Carol Hancox, IB teacher and examiner

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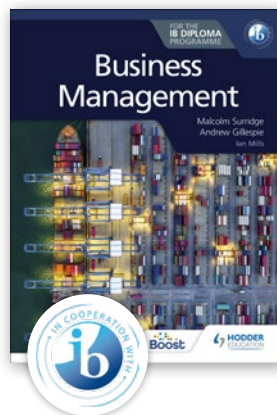
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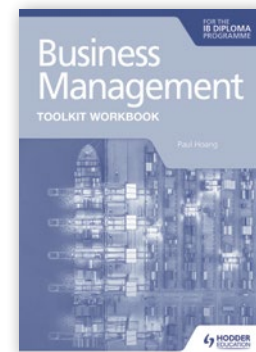
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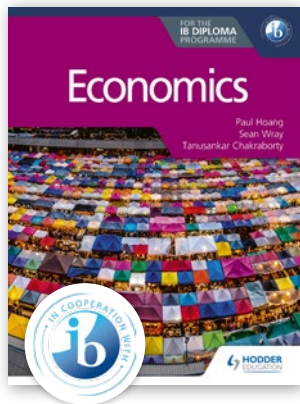
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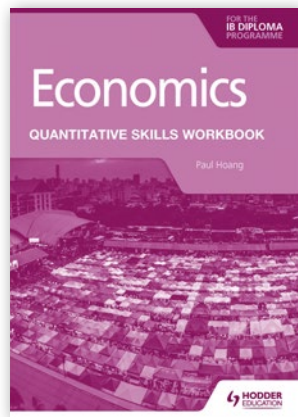
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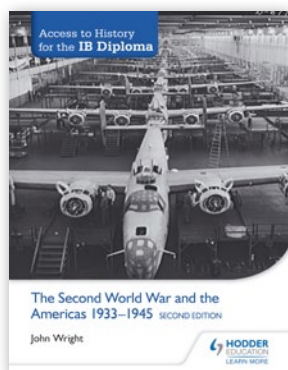
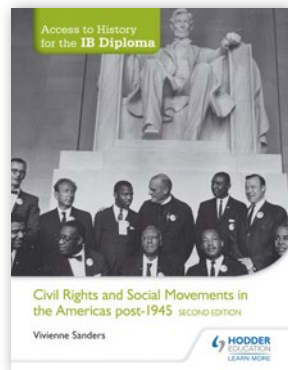
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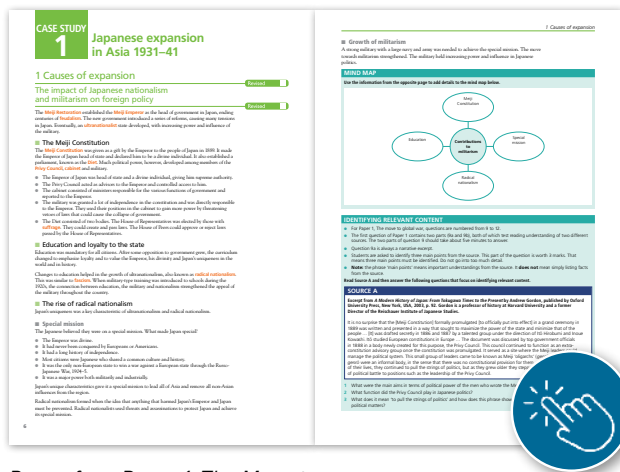
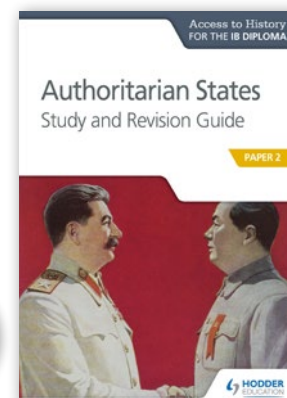
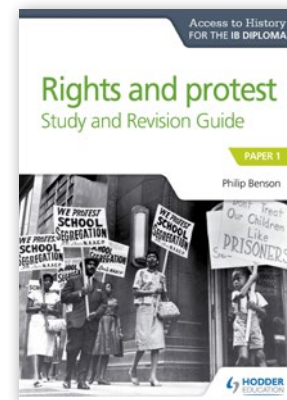
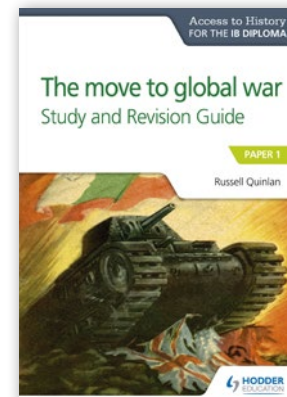
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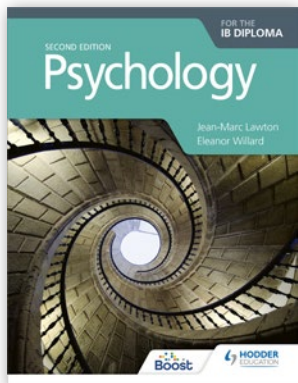
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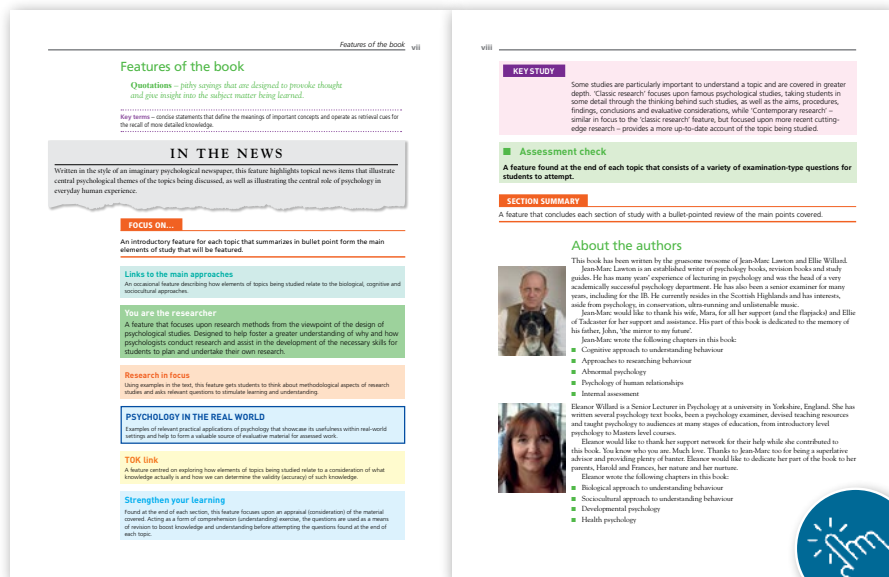
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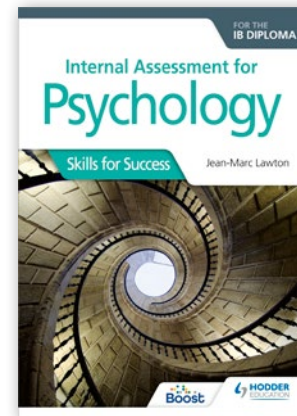
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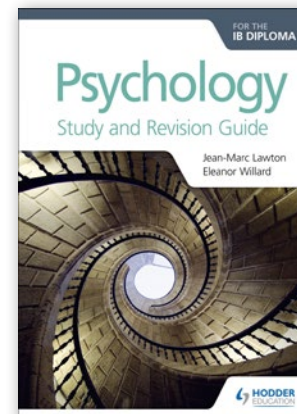
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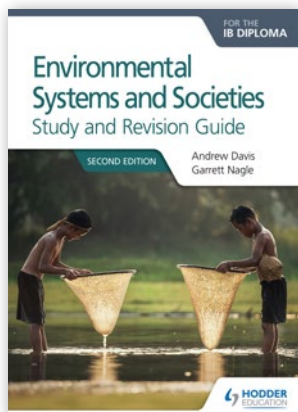
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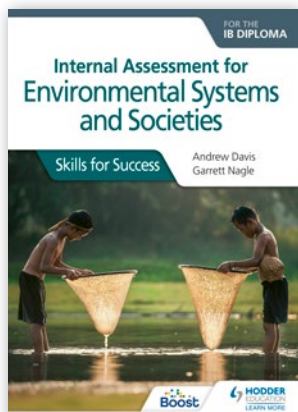
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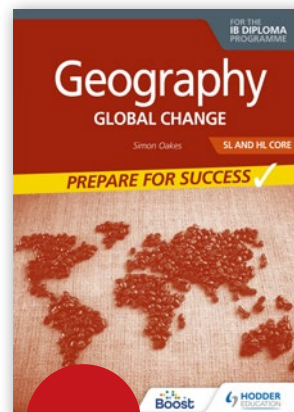
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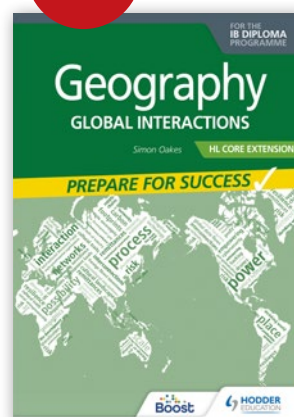
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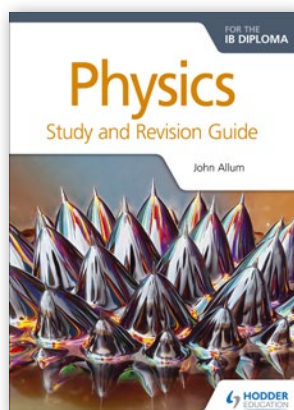
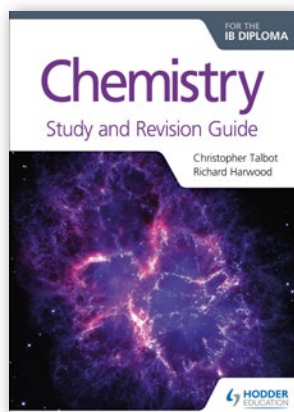
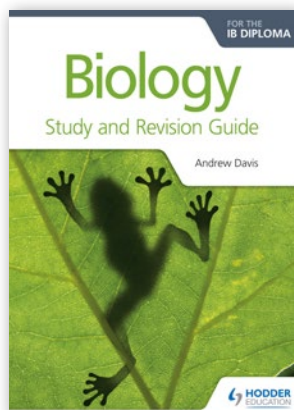
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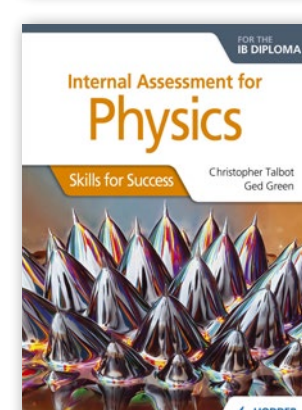
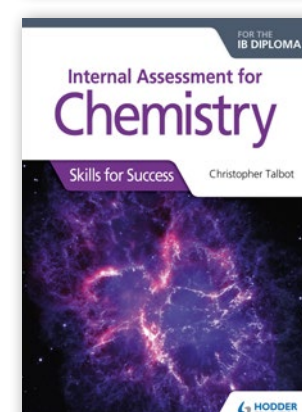
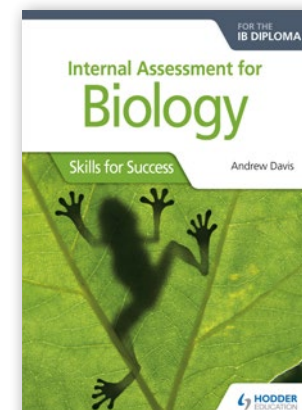
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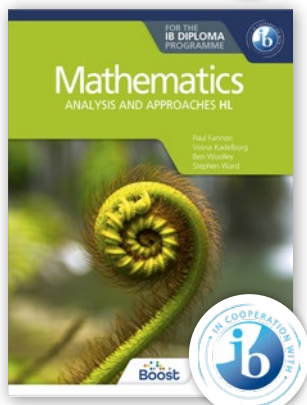
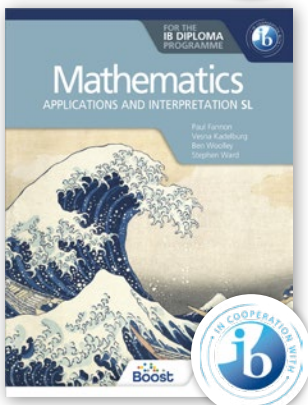
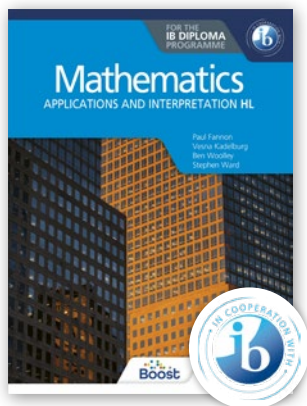
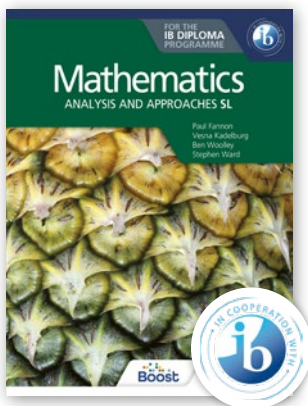
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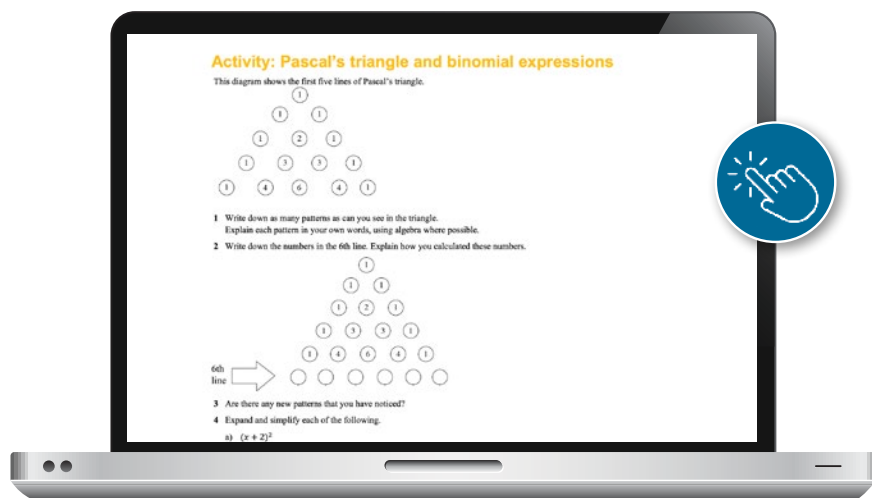
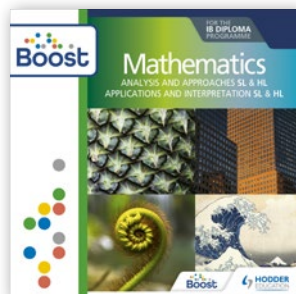
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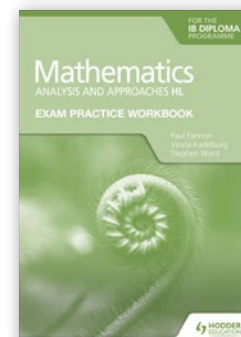
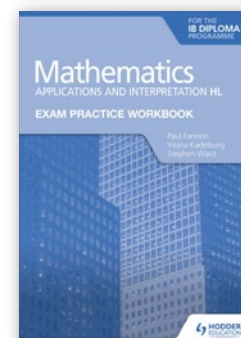
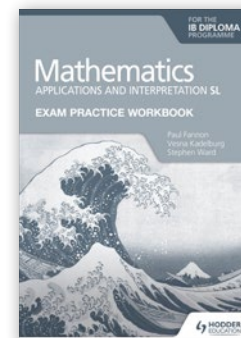
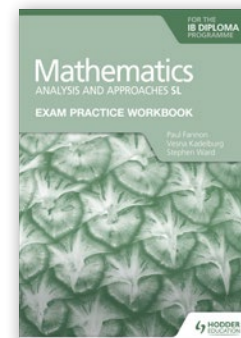
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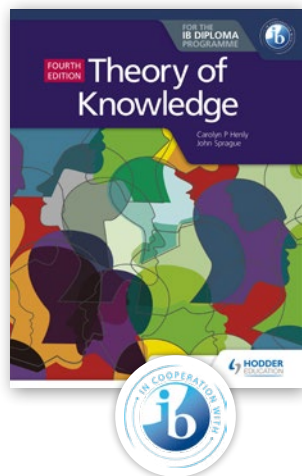
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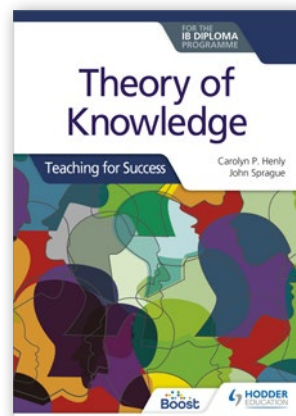
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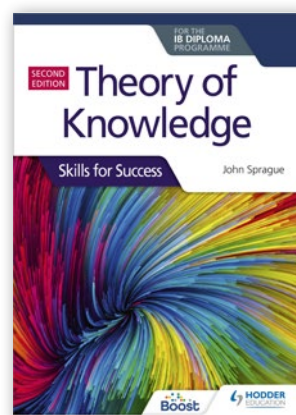
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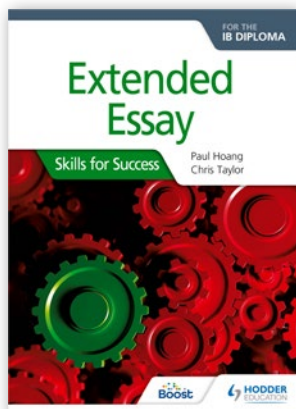
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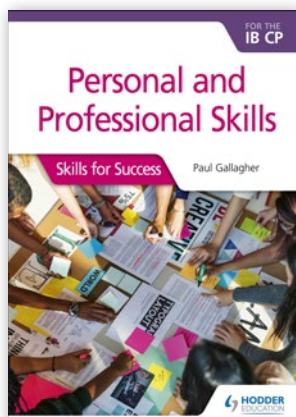
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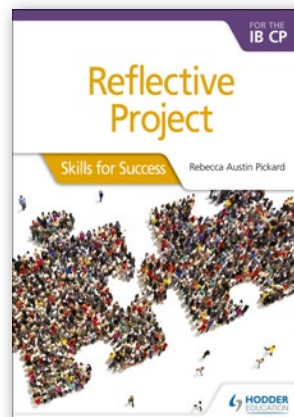
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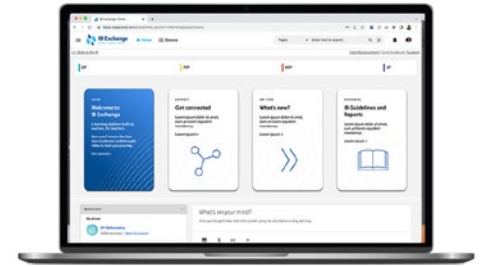
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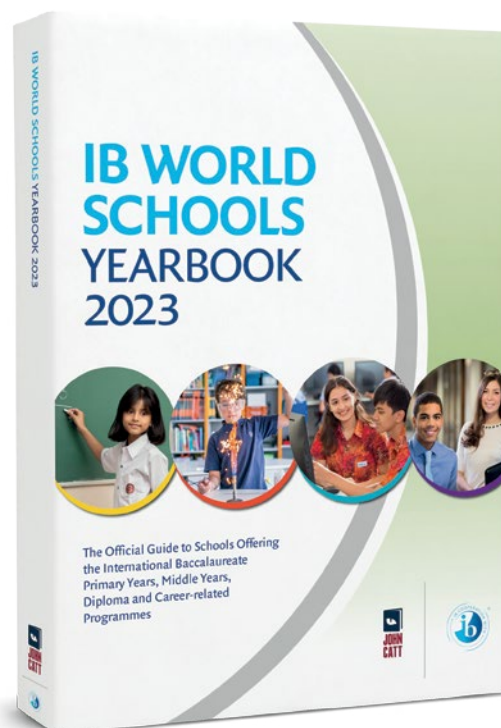
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