

# International Baccalaureate Catalogue 2025

Resources for schools following a British, International  
or International Baccalaureate curriculum



# Pearson for International Schools

At Pearson, we have been publishing high-quality IB resources for almost two decades.

In this catalogue you will find details of our resources to provide your IB learners with everything they need for their IB journey, from PYP to MYP to DP and beyond.

## HIGHLIGHTS

**Psychology for the IB Diploma Programme** – Developed in cooperation with the IB for the new 2025 Subject Guide.



**The Exhibition Game: TOK in the World** – The only game available that supports TOK assessment, developed in cooperation with the IB to help your students prepare for their Internal Assessment (IA) task.
















**Environmental Systems and Societies for the IB Diploma Programme** – A new edition of our popular student book developed in cooperation with the IB, and fully revised in line with the 2024 Subject Guide.



**Global Politics for the IB Diploma Programme** – Written by experienced IB teachers, a brand-new student book developed for the new 2024 Subject Guide, in cooperation with the IB.




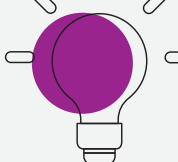
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## GOOD TO KNOW

This catalogue contains a selection of our IB resources. To view the full range, please visit [pearson.com/international-schools](https://www.pearson.com/international-schools)

 All products are suitable for English Language Learners (ELL)



\* Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP) are trademarks of the International Baccalaureate Organisation (IB), which was not involved in the production of these products. This excludes our collaboration resources, which carry the IB In Cooperation logo on their front covers, and have been developed in cooperation with the IB.



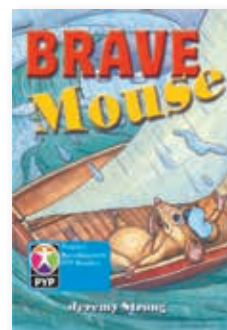
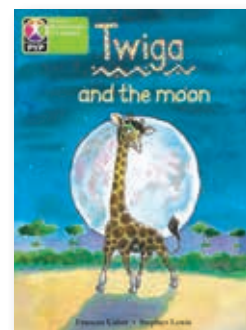
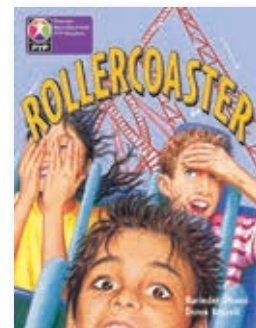
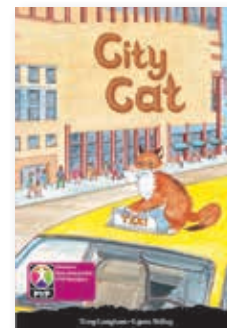
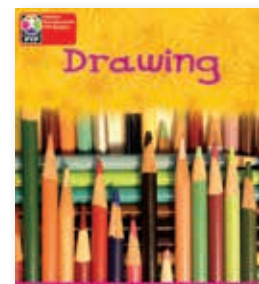
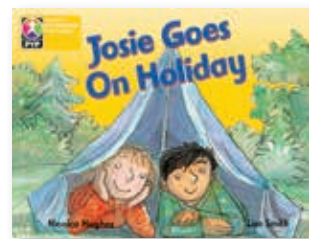


# Primary Years Programme Readers

**Specially designed to motivate younger learners and help them develop vital inquiry-based reading strategies.**

This collection of 120 inquiry-based Readers provides plenty to explore, in line with the IB PYP core principles.

The ready-made library is clearly categorised by age and organised into themes. These Readers span the six units of inquiry to support your PYP pupils with their learning.



A variety of fiction and non-fiction will motivate all learners.



The rain stopped. The giraffes came out from the trees and walked about by the river. Twiga looked up at the sky. 'Look,' he said. 'The moon is back. When I am tall can I eat the moon?'

iv



'You can't eat the moon,' said Twiga's father. 'But I will show you something that you can eat when you grow up.' He gave Twiga some beautiful fruit from the top of a very tall tree. 'Mmmm, that's good,' said Twiga.

15

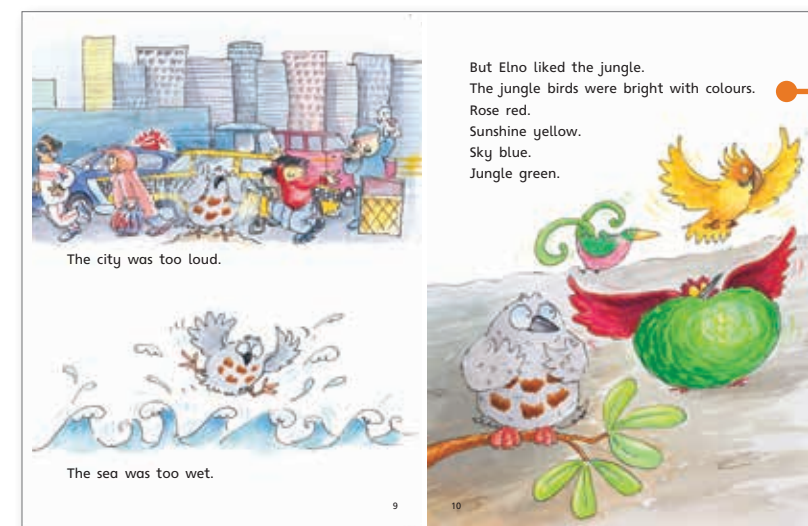
## Summary of components:

- 120 high-quality, inquiry-based Readers.
- Money-saving packs available, organised by grade/year and theme.
- To evaluate this series, visit [pearsoninternational-schools.com/pyp](https://pearsoninternational-schools.com/pyp)

## ELL

These books teach the higher-order skills and strategies that thinking readers need, and support comprehension and oral language.

Readers have a strong international approach and are all linked to the IB Learner Profile.



Readers offer a wealth of exploration opportunities, in line with the core principles of the IB PYP.

Download the PYP Readers Structure Chart at [pearsoninternational-schools.com/pyp](https://pearsoninternational-schools.com/pyp)

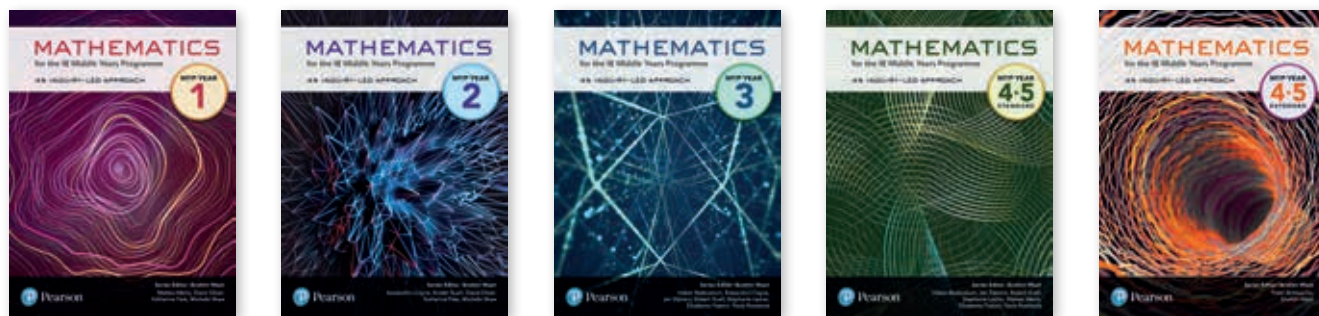






# Mathematics for the Middle Years Programme

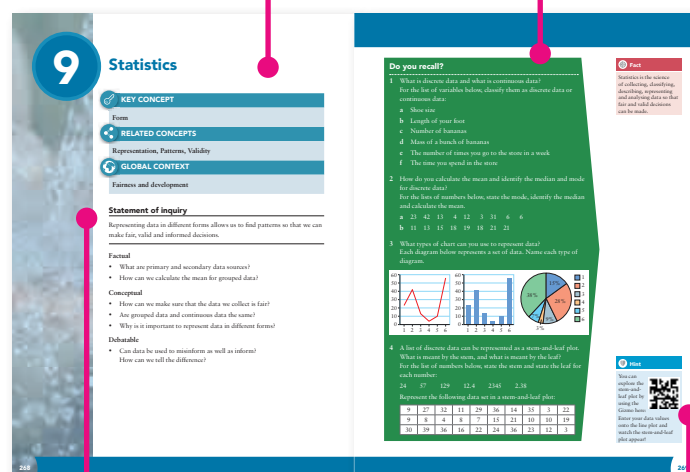
Put learners in charge with an exploratory inquiry-led approach to MYP Mathematics in our series, written for the 2020 curriculum.



- Each full-colour book and accompanying eBook contains detailed worked examples, ideas for investigations, reflections, differentiated exercises, and check your knowledge questions to put learning into practice.
- Clear links to key concepts, related concepts and global contexts in addition to statements of inquiry and inquiry questions for each chapter.
- ATLs identified throughout.
- Each book in our MYP Mathematics series is supported by a Teacher Guide, which includes detailed unit plans, prerequisites, extra questions, ideas for group work and much more.
- Written by an international team of highly experienced authors and teachers, and led by Series Editor, Ibrahim Wazir, this series fully matches the 2020 Guide.

Key concept, related concepts and global context identified for each chapter.

Reminders of prior learning.

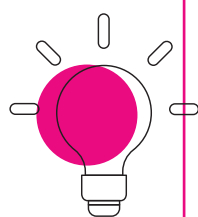


Statement of inquiry and inquiry questions for each chapter.

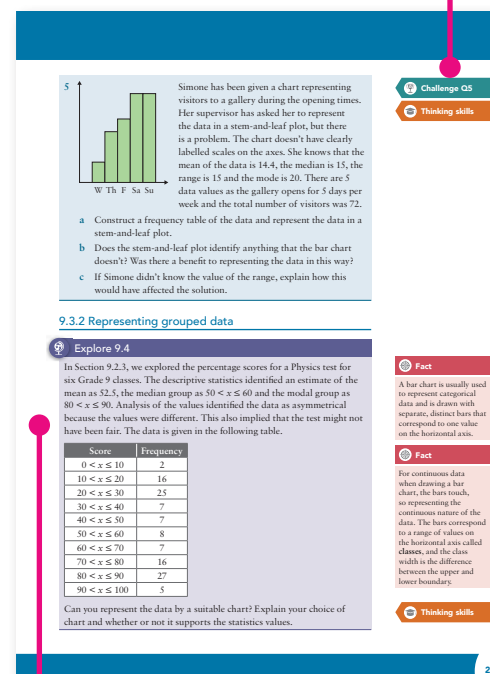
QR codes linking to additional digital resources.

## GOOD TO KNOW

- Both our IB MYP Mathematics and IB Diploma Mathematics resources follow the same inquiry-led approach.
- Find Ibrahim Wazir's mapping document matching our MYP and DP Mathematics resources to the US Common Core Standards at [pearsoninternational-schools.com/myp](https://www.pearsoninternational-schools.com/myp).



Differentiated practice questions.



Learners are encouraged to explore concepts and problems.

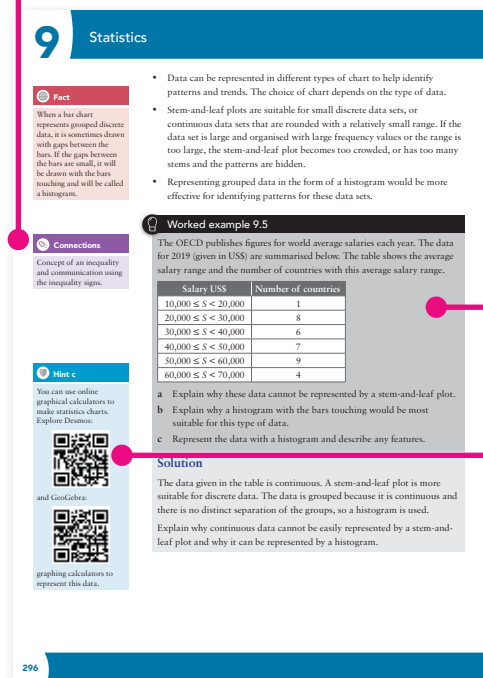


**Meet the Series Editor:**  
Ibrahim Wazir is a leading expert in IB Mathematics. Watch him discuss using an exploratory approach in the classroom in an on-demand webinar.



Scan me

Connections to other areas highlighted.

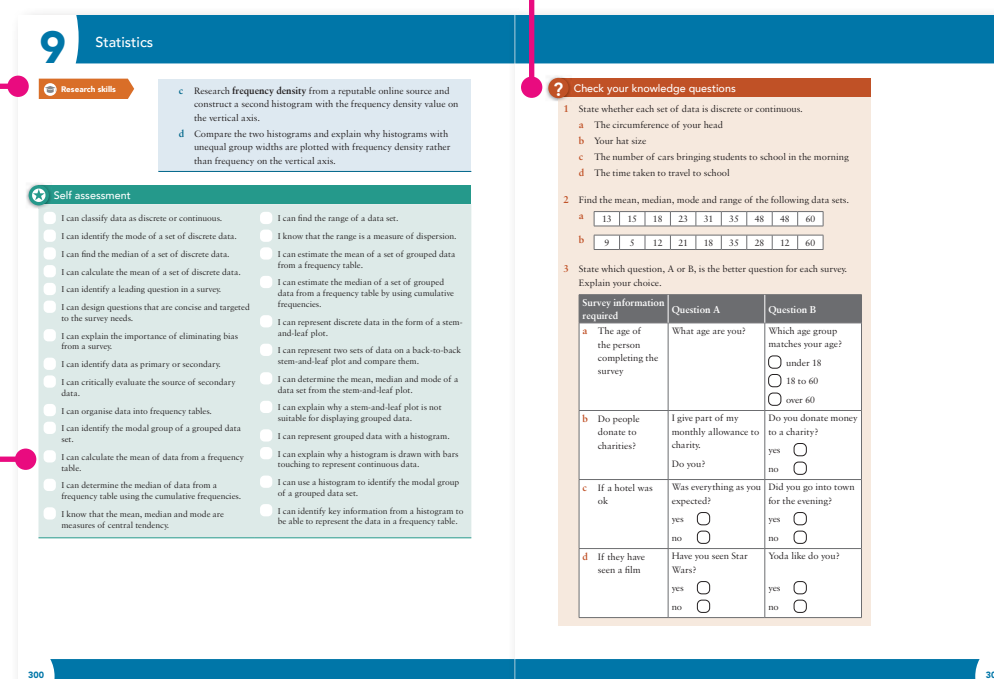


Clear and structured worked examples throughout.

Hint boxes help learners tackle problems.

Check your knowledge questions at the end of each chapter to check understanding and put learning into practice.

ATLs identified.



End of chapter checklists to help learners track their progress.



# IB Diploma Programme co-published resources



# For the IB Diploma Programme

At Pearson, we've been publishing in cooperation with the IB since 2022 and are proud to be an official co-publisher for the IB Diploma Programme for Environmental Systems and Societies, Global Politics, Biology, Chemistry and Physics, and Theory of Knowledge.

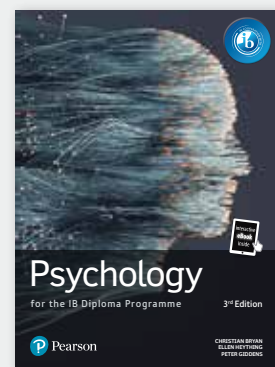
This year, we're expanding even more on our range of co-published resources with a brand-new edition of our **Psychology student book**.

All our co-published resources have undergone a thorough quality check by the IB. This ensures that:

- they align perfectly with the latest curriculum, covering all the essential learning objectives;
- have been reviewed and approved by IB subject matter experts;
- have successfully passed the IB's comprehensive quality-assurance evaluation;
- are appropriate for IB World Schools worldwide.

## NEW: First teaching in 2025

- DP Psychology



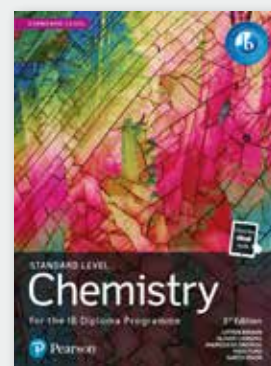
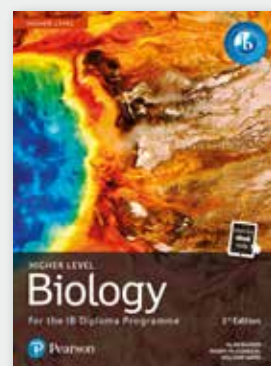
## First assessments in 2026

- DP Environmental Systems and Societies
- DP Global Politics



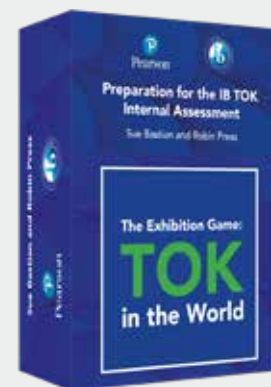
## First assessment in 2025

- DP Biology
- DP Chemistry
- DP Physics



## NEW IB co-published resources also available

- TOK: Exhibition Game (see pages 10–11).
- Theory of Knowledge (see pages 8–9).



## Core Curriculum Theory of Knowledge

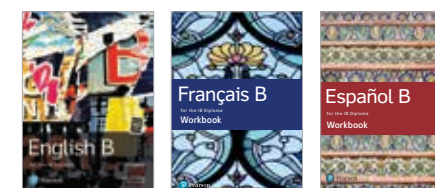


Look out for the IB Cooperation logo on the front covers of our co-published resources

## Studies in Language and Literature

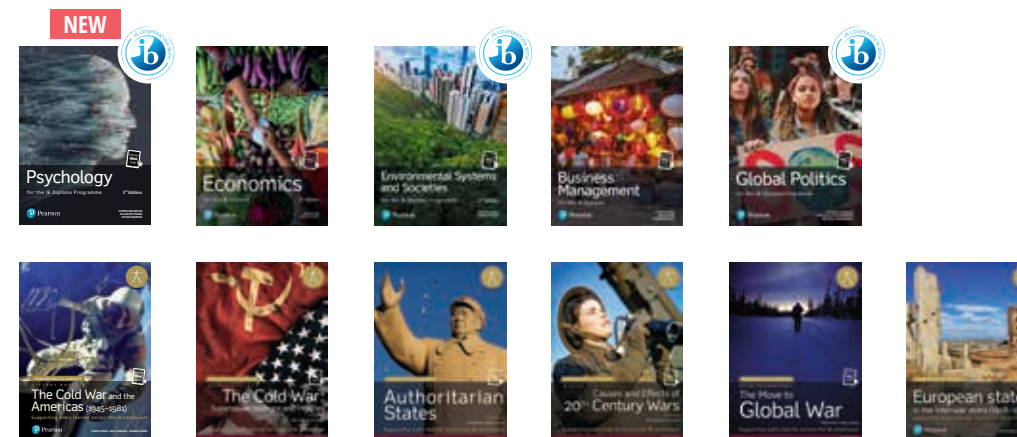


## Language Acquisition

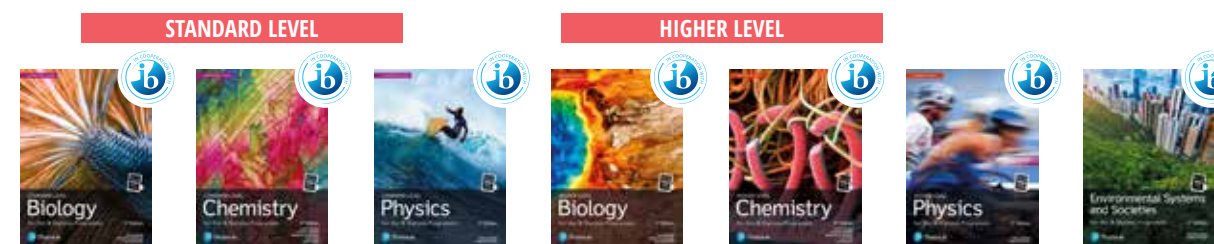


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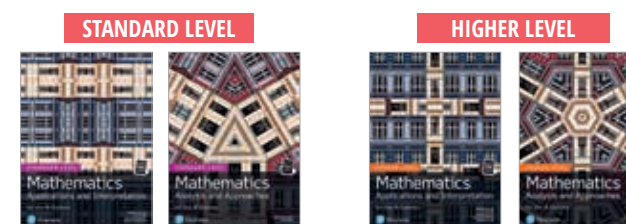
## Individuals and Societies



## Sciences



## Mathematics



### Included with each title:

- Student Book: print or digital.
- Digital resources to support teaching and revision.
- eBook offered with a 2-year subscription, and included with the purchase of the print title or available as a separate purchase.





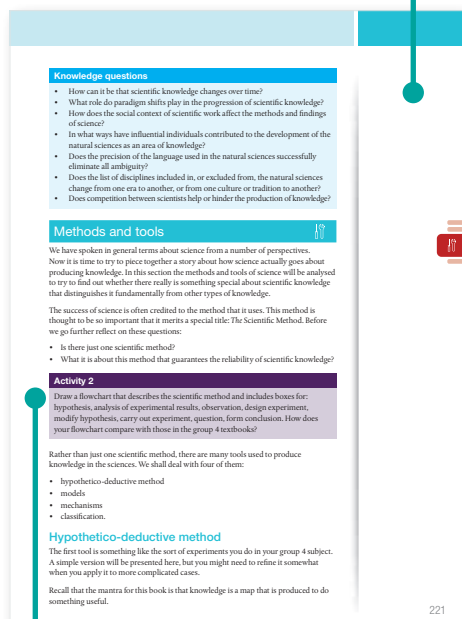
# Theory of Knowledge



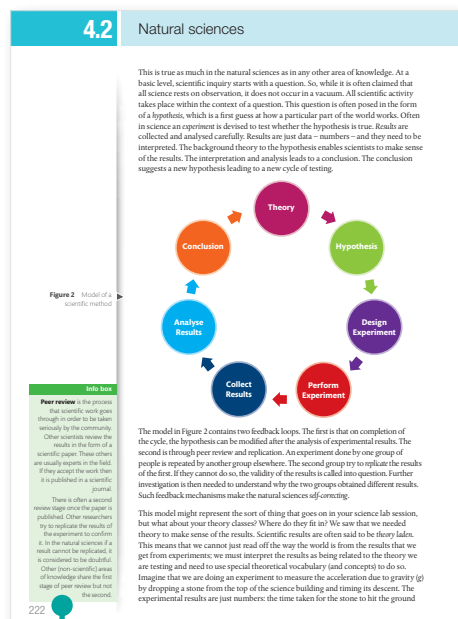
## Support your learners as they explore the latest Theory of Knowledge Subject Guide with our revised edition, written by experts and updated in cooperation with the IB in 2024

- Written by an extremely experienced authoring team, which includes examiners, curriculum reviewers and workshop leaders Sue Bastian, Julian Kitching and Ric Sim.
- Updated in 2024 with new technological and cultural examples to better reflect and represent global learners, with clear language to improve accessibility for EAL students.
- Provides learners with comprehensive coverage of the knowledge framework and includes examples of knowledge questions to help students recognise and decipher them.
- Teaches learners how to prepare and evaluate their work with support for the essay and the new exhibition assessment, helping them to develop lifelong academic skills beyond what's needed to pass exams.
- Provides full coverage of the 2020 Subject Guide including the Core, Optional themes, and Areas of Knowledge.

Each chapter is structured to match the knowledge framework.



A wealth of ideas for individual and class activities.

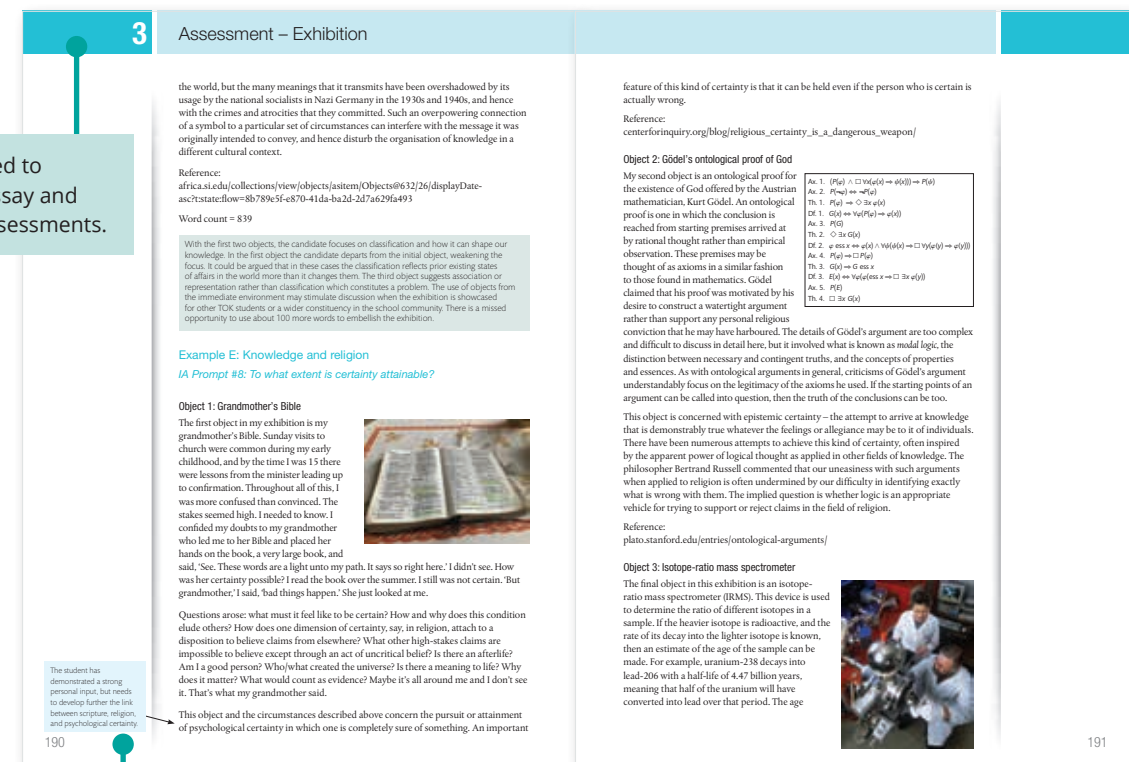


Extra information for interest and further reading.



Scan this code to access free trials

Chapters dedicated to support for the essay and new exhibition assessments.



Examiners' comments to give further guidance.

Virtual exhibition objects to give students ideas for their own exhibition.

## Meet the expert authors



Sue Bastian – *Series Editor* Explore Sue's new TOK Exhibition Game on pages 10-11

Sue Bastian has served the IB for over forty years as a TOK teacher, workshop leader, examiner, textbook author and assessor first in the Philippines and later at the UN School in New York City. She is now concentrating on designing lessons and instructional games for the TOK classroom.



Julian Kitching – *Author*

Julian Kitching has been involved with the IB for more than 35 years as teacher of Biology and TOK, DP coordinator, workshop leader, curriculum review member, author and assessor while working at IB schools in Germany and Ghana. He is currently Head of the Secondary Division at Aves International Academy in the port city of Tema, Ghana.



Ric Sims – *Author*

Ric Sims has taught TOK for nearly three decades, as well as Economics, Philosophy, Maths and Music for the Diploma Programme. He has served on the examining team since the late 1990s, including more than a decade as an assessor. He has participated in four curriculum reviews, led workshops for TOK teachers, and is a regular keynote speaker.





# TOK Exhibition Game

NEW



The only game available that supports TOK assessment



- Developed by TOK experts, Sue Bastian and Robin Press, in cooperation with the IB to help your students prepare for their TOK Internal Assessment (IA) task.
- It is a rehearsal for the real thing – a learning by doing – to help students understand what they need to do to present their IA Exhibition.
- The Game is a simulation of the Exhibition with a scoresheet adapted from the Exhibition Assessment Instrument. The focus is on how TOK manifests in the real world.
- Available in English, French and Spanish.



Scan this QR code to access the How to Play Guide

“The size and feel and look of the colourful images all add to the way the game allows for imaginative responses and thoughtful connections. The ideas to include one blank object card, and two with sample object specifications were brilliant!”

I can't wait to use this edition of the game in my next TOK workshop. And I know teachers always want their own copy once they have tried it in our sessions.”

Marylinne Sinclair, TOK Workshop Leader

## What the game box contains

The Game box contains: 52 Object cards including 2 Sample Context cards and 1 blank card, 35 Prompt cards, Scoresheet card, and Teacher Guide.

## How to play

### 1. Select a prompt

Students group into teams of four to six players and select a Prompt. They discuss possible interpretations of their Prompt and the issues about knowledge that it raises.



### 2. Choose the Objects

Each team chooses three Objects from the Gallery that link to their team's Prompt and give it a specific real-world context.



### 3. Discuss in teams

The teams justify how each of their three Objects contributes to understanding the knowledge question that the Prompt is asking.

### 4. Present to the group

Each team chooses a spokesperson to present their Exhibition to the class, explaining their justification for the inclusion of their three Objects in the Exhibition.

### 5. Mark the Presentation

The other teams mark the presentation based on the scoresheet, centred on the driving question: **Does the Exhibition successfully show how TOK manifests the world around us?**

Does the Exhibition demonstrate how TOK manifests in the world around us?	Score				
	Team 1	Team 2	Team 3	Team 4	Team 5
Identifies a specific real-world context for each Object / 10					
Makes clear links between the Objects and the Prompt / 10					
Justifies the contribution of each of the Objects to the Prompt / 10					
<b>Total / 30</b>					

“The Exhibition Game is a rehearsal for the real thing – a learning by doing – to prepare students to tackle their IA with confidence!”

Sue Bastian and Robin Press, creators of The Exhibition Game



# Studies in Languages and Literature

## English A Literature

Written by IB expert authors to provide you and your students with comprehensive coverage of the requirements of the latest Subject Guide.

- Key terms from the Guide are explained and highlighted including concepts, areas of exploration and global issues.
- Inclusion of carefully selected, up-to-date, diverse texts to inspire learners.
- Activities to help strengthen appreciation and understanding of different works.
- Chapter insight summaries of the main points.
- Clear learning objectives and links to TOK throughout.
- Detailed support for the assessments including the Higher Level essay and Extended Essay guidance.
- Intertextual connections and global issues highlighted.



Learning objectives at the start of every chapter.

Carefully selected, up-to-date, engaging and diverse texts from a huge range of works.

**Detailed overview**

**Learning objectives**

In this chapter you will...

- explore the question 'What is literature?'
- develop knowledge of the course through individual and collaborative activities
- engage with the aims of the IB literature course
- make connections between IB English A: literature and the IB philosophy course
- learn how the IB literature course is organised
- examine course areas of exploration:
  - readers, writers, and texts
  - time and space
  - intertextuality
- understand how the areas of exploration are linked to the course concepts
- learn about the required assessments for IB literature
- explore the purpose of the learner portfolio.

**What is literature?**

As we write this, the definition of literature is shifting and expanding to reflect the world around us. In simple terms, literature represents the **culture**, practices, and **communications** of people. From the Latin *litteratura*, 'literature' translates to 'writing formed with letters'. Broadly speaking, civilisations from Egypt to China have celebrated literature in many forms, including texts that are spoken or sung. Ancient Greek poets such as Homer and Sophocles composed poems and plays such as *The Iliad* and *Oedipus Rex* that are still studied today. Such literature provides a window into different cultures and times, but literature is more than just a marker of civilisation: it can introduce us to fantastical worlds that are fuelled by pure imagination. Of course, not every book can be considered literature and the definition of what 'makes the cut' is often elusive. When British writer Aldous Huxley published his futuristic novel, *Brave New World*, in 1932, it was regarded by some critics as political propaganda. And yet today it is hailed as a timeless classic that helped define the **dystopian** genre.

The question remains: 'What is literature?' While it is evident that instruction manuals or banal romances do not demonstrate literary merit, a quick internet search for a definition produces a wide range of results, revealing that there is no one accepted definition. 'For the times they are a-changin'', Bob Dylan proclaims through his music lyrics that earned him the Nobel Prize for Literature in 2016. As the definition of literature broadens, music and visual texts such as graphic novels are now classified as

**Activity 1 Why does literature matter?**

While there is no one set definition of literature, consider the observations below from literary-minded individuals across the globe who derive meaning from literature in specific ways. For these individuals, literature:

- 'allows us to be open, to listen, and to be curious' (Tracy K Smith)
- 'is dangerous: it awakens a rebellious attitude in us' (Mario Vargas Llosa)
- 'becomes the living memory of a nation' (Aleksandr Solzhenitsyn)
- 'is one of the most interesting and significant expressions of humanity' (PT Barnum)
- 'sucks you into another psyche. So the creation of empathy necessarily influences how you'll behave to other people' (Barbara Kingsolver)
- 'plays a huge role in examining difficult real-life issues' (Angie Thomas)
- 'helps us transcend ourselves' (Mohsin Hamid).

1) Which statement above most appeals to you? Why?

2) Create your own statement about literature and share it with your peers.

3) What do you notice about the statements that you and your peers have written? To what extent do they overlap or differ?

4) What does this activity reveal about the nature of literature?

5) Write your responses in your learner portfolio.

Key terms highlighted and defined.

Areas of exploration identified.

**1.1** Approaches to learning in fiction

**Activity 17 Intertextual links to natural science and mathematics**

Scientist Brian Greene readily admits that the idea of parallel universes has applications in other fields, and even mentions Borges' story by name in his book, *The Hidden Reality: Parallel Universes and the Deep Laws of the Cosmos*.

[An] early version of parallel universes resonated with themes of separate lands or alternative histories that were being explored in literature, television, and film, creative forays that continue today. (My favorites since childhood include *The Wizard of Oz*, *It's a Wonderful Life*, the Borges story 'The Garden of Forking Paths'. Collectively, these and many other works of popular culture have helped integrate the concept of parallel realities into the zeitgeist and are responsible for fueling much public fascination with the topic.)

1) In a small group, come up with a list of literary or other texts (films, TV series) in popular culture that explore time and space in parallel terms. What draws audiences to such narratives?

2) What is the significance of discussing the physics of time and space in a literary context? What might such intertextual connections yield beyond 'fueling much public fascination with the topic'?

**Connections**

In 2015, the manuscript for *The Garden of Forking Paths* was auctioned in New York for an estimated \$200,000–300,000. Beyond its merits as a quality detective fiction story, it is perhaps best known as the first example of hypertext, a key component of the World Wide Web that links one text to another in a seemingly endless maze.

**Intertextual research activity:**

Using the QR code and the Internet, research Borges' connection to hypertext.

1) What types of articles did you find? Which subject areas are represented?

2) To what extent did this experience alter your understanding of Borges and/or *The Garden of Forking Paths*?

3) Why is it significant that Borges, a man of literature, is often cited as the original source for the idea of hypertext?

**Activity 18 Lost and found in translation**

For this activity you will read two different English translations of the last paragraph of *The Garden of Forking Paths* and then use a chart to compare your findings. Translation is an exercise in interpretation. While the translator's job is to accurately convey the meaning of the original text, meanings of words are often not exact, so different translations of the same text will include variations. As you complete the activity below, consider the following:

1) To what extent can different translations of the same text affect meaning?

**TOK links.**

**Links to additional resources.**

Ideas for individual and group activities throughout.

Connections boxes highlight aspects of the text that ask learners to make connections.

## Free independent study pack

Help your students develop the IB Learner Profile traits with a FREE independent study pack, written by our expert authors. Download it at [pearsoninternational-schools.com/diploma](https://pearsoninternational-schools.com/diploma)



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## About the authors

### Jan Adkins



Jan Adkins is now retired after teaching English for 40 years, including 24 years teaching IB English. Jan was an Assistant Examiner for 15 years and has led training workshops for 25 years. She is the recipient of the Robert O Lawton Award for Teaching Excellence at Florida State University, and the Teaching Excellence Award at Eckerd College.

### Michele Lackovic



Michele Lackovic currently teaches IB Diploma Programme courses, coordinates the CAS programme, and chairs the English Department at Suncoast Community High School in Florida. She also leads teacher training workshops and marks IB English A Literature exams as well as Extended Essays.





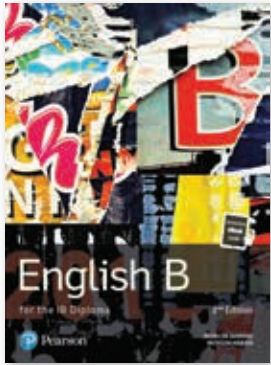
# Language Acquisition

English, French and Spanish B

## English B

Our resources are fully tailored to the 2018 Subject Guide, to teach and practise the key skills required for the reading, writing and listening assessments.

- Contains authentic text extracts, accompanied by a broad range of exercises, plus audio files for listening assessment practice in the eBook, to help students of all abilities prepare for their end of course assessment.
- Suitable for Standard Level and Higher Level students with clearly distinguished content.
- Support for the Internal Assessment.



TOK links throughout.

Tips for writing different text types.

1

Identities

Grammar in context

**ing form**

Complete these sentences using a suitable verb in the -ing form

- 1 Try to stop him \_\_\_\_\_.
- 2 I like my teacher \_\_\_\_\_ grammar to me.
- 3 He keeps the central heating \_\_\_\_\_ all winter.
- 4 The girl couldn't forgive the boy for \_\_\_\_\_ her phone.
- 5 I miss her \_\_\_\_\_ me to school in the mornings.

by Alegria Lores

Below are the reflections of an educator who now lives in Costa Rica. Do you know where that is? Look online to find the location and see what else you can discover about Costa Rica.

**What it means to be a Cuban-American-Costa Rican**

by Alegria Lores

Answering the question 'What is your native language?' is difficult for me. During my early years, my mother spoke to me in English and my father spoke to me in Spanish. She was from Minnesota, USA, and he was from Cuba. They lived in a Spanish-speaking area of Tangiers, Morocco, but we moved to New York City when I was three. There we lived among Hispanics, but school was in English. When I was nine my family moved to Costa Rica, where we settled. I married a Costa Rican and eventually adopted the Costa Rican citizenship in addition to my US citizenship.

My life has continued in this fashion, always immersed in a bilingual and bicultural environment. Depending on where it is, I become somewhat more fluent in that language – English or Spanish.

The advantages? Being equally comfortable attending school in either language, being able to translate and interpret in those languages, and the ability to have friends from many countries.

The disadvantages? Not identifying 100% with any one culture, feeling a bit like an outsider wherever I live, and people commenting 'You have a different accent!'

Would I choose to have it any other way? Absolutely not! I consider myself extremely fortunate to have had the opportunity to live and learn in two cultures and, as a result, be comfortable in both almost effortlessly!

Does language influence the way we think? Read What it means to be a Cuban-American-Costa Rican before discussing this with a partner.

TOK

Personal – Reflection

Figure 1.2 Dried flowers in a Costa Rican market

Paper 1 practice task

Write a personal blog reflecting on your first language as it relates to your identity. Think about the following questions, plus any other ideas of your own when writing your blog.

- How does your life compare with Alegria's?
- How many countries have you lived in and how many languages have you learned?
- Do you agree with the advantages and disadvantages Alegria mentions? If not, explain your opinion.
- SL students should write 250 – 400 words. HL students should write 450 – 600 words.

Tips for writing a blog

- A blog is an online journal or informational website. It is usually started by one person who may then invite others to add their thoughts or comments.
- Before you start, decide:
  - why you are writing
  - what you want to say
  - which facts you want to include.
- Organize your ideas into paragraphs with key information and supporting details.
- Give your blog a strong heading and remember that people write blogs because they feel strongly about the topic.
- A blog is written in formal or semi-formal English. You can use phrases such as 'I strongly feel' or 'it is my opinion' because the style is often like a newspaper article.
- You must remember to show your knowledge of English by thinking about your choice of vocabulary and your use of correct grammar.

How is our identity formed?

**Paper 2 practice listening task (1.1) - Alumni Speech Day**

You will hear a speech made by an alumnus at his old school's Speech Day.

1 Complete the following gaps with words from his speech. Use no more than three words for each gap.

- a Life in an office working at a desk is now (1).
- b I was shy, physically weak, rather overweight, and (2) any kind of self-confidence.
- c I grew older of course, but that alone wouldn't (4).
- d I would still have been the boy people laughed at, who wasn't (5) anything, and was afraid of everybody.
- e Sport was really popular then, as it is now, but PE classes were (6) to put it mildly.

2 What has Martin been doing since he left school?

3 List three of the problems Martin had as a teenager.

4 What did Martin do to escape his problems?

5 What effect did running have on Martin's self-confidence?

6 What is the real lesson the friend taught Martin?

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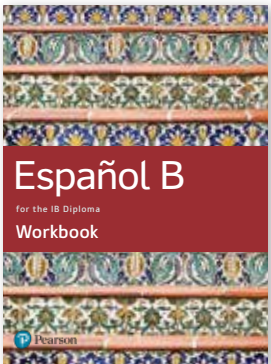
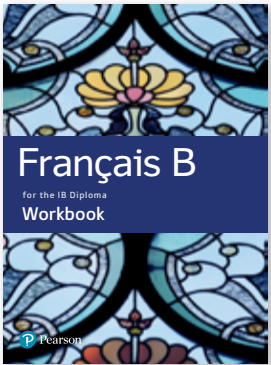
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2

Expériences

2.2 L'immigration en question

**Séance échauffement**

**Activité 1 : Immigration et vocabulaire**

Regardez ces photos.

C'est où ? C'est quoi ?

Quels mots vous viennent à l'esprit ? Justifiez. (8 mots ou concepts)

Exemple : Un **bidonville** – Les personnes vivent dans des tentes de fortune et dans des conditions de vie insalubres. On dirait un bidonville.

**Activité 2 : Immigration et définitions**

1 Reliez les mots de la colonne de gauche à leur définition (dans le contexte de l'immigration).

1 un(e) sans-papier	Exemple : d	a Ligne « imaginaire » qui sépare un pays d'un autre pays
2 fuir son pays		b Personne qui a entamé une démarche légale pour obtenir l'autorisation de résider dans un pays
3 l'exil		c Renvoyer quelqu'un dans son pays d'origine
4 un(e) réfugié(e)		d Personne qui est entrée illégalement (clandestinement) dans un pays
5 un(e) demandeur / demandeuse d'asile		e Situation de quelqu'un qui a été forcé de quitter son pays
6 un(e) expatrié(e)		f Action de quitter son pays, souvent pour des raisons humanitaires ou politiques
7 accueillir		g Personne qui fait le choix de s'exiler pour des raisons professionnelles
8 un(e) étranger / étrangère		h Il / elle peut être politique ou climatique. Il / elle a été contraint(e) de quitter son pays d'origine et ne peut pas y retourner.
9 une frontière		i Recevoir une personne / accepter un étranger sur son territoire
10 expulser		j Personne qui vient d'un autre pays, ou d'une autre communauté ou d'un autre groupe. Personne qui ne m'est pas familière

2 Choisissez quatre des mots de l'exercice 1 et écrivez quatre phrases pour exprimer une opinion sur l'immigration.

2.2 L'immigration en question

**Activité 3 : Pourquoi partir ?**

1 Réfléchissez aux raisons qui poussent parfois les gens à quitter leur pays natal. Dressez une liste de huit raisons.

2 Avec un(e) partenaire, essayez de justifier ces raisons. Le rôle de votre partenaire est d'essayer de vous convaincre que ce n'est pas une bonne idée et de contrecarrer vos arguments.

Exemple : En Europe, je pourrais trouver du travail et gagner de l'argent. Tu n'as pas les qualifications requises et le taux de chômage est élevé en Europe.

**2.2.1 Immigration : positive ou négative ?**

**Avantages et problèmes**

1 Faites une liste de cinq avantages et cinq problèmes que pose l'immigration :

- pour le pays où les personnes immigrer
- pour le pays dont les personnes sont originaires

A l'oral, justifiez / illustrez chacune de vos réponses.

Pour le pays où les personnes immigrer	
BIENFAITS	PROBLÈMES
Exemple : un surcroît de main-d'œuvre pour le pays d'accueil	
Pour le pays dont les personnes sont originaires	
BIENFAITS	PROBLÈMES
Exemple : La personne qui a émigré peut envoyer de l'argent à sa famille restée « au pays ».	

Approches de l'apprentissage

Compétences de communication

**convaincre** : persuader

**contrecarrer un argument** : donner un argument contraire / opposer

**Grammaire en contexte** : Adjectifs démonstratifs

ce / cet + nom  
ce - adjectif démonstratif - désigne une personne / ou un objet en particulier  
Masculin : ce bateau  
Féminin : cette femme  
Masculin et féminin pluriel : ces bateaux / ces femmes

Approches de l'apprentissage

Compétences de communication et de collaboration

ATLs identified.

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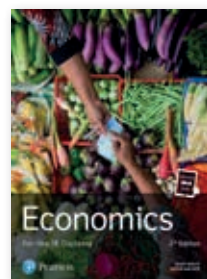
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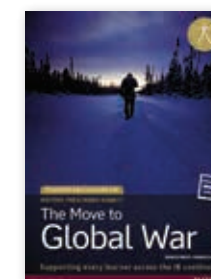


# History

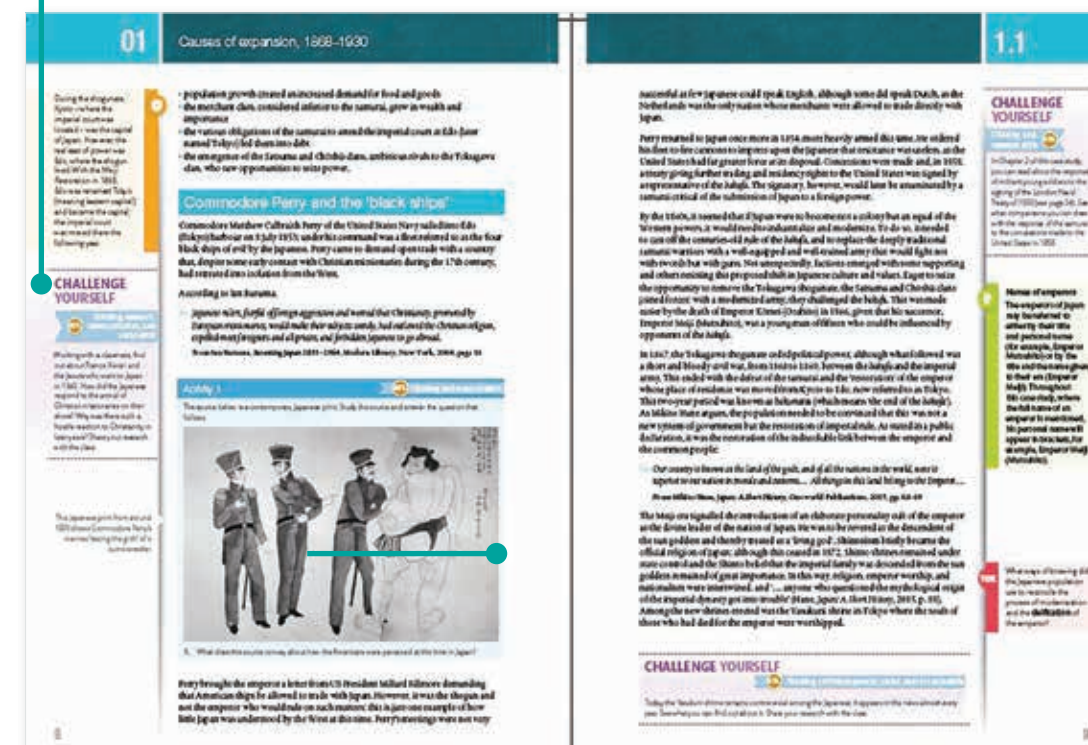
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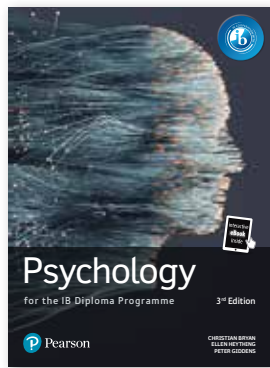
# Psychology

NEW



## This latest edition has been developed in cooperation with the IB in line with the new Subject Guide.

- Written by experienced teachers, it provides thorough explanations of concepts, contents and contexts as well as providing detailed examples to show how these interrelate. HL concepts are also explored in detail.
- Key studies are outlined and there are detailed examples of different research methods used by Psychology experts and professionals to help students form ideas for their own research methodology.
- Feature boxes help students to focus on specific areas of learning like TOK and critical thinking.
- Varied activities and comprehensive review questions help learners to recall what they have learned and consider their learning from different perspectives.
- Assessment support towards the end of the book includes advice on the exam at standard and higher level, the internal assessment, extended essay and Theory of Knowledge.
- Answers to practice questions will be available in the eBook.



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Conceptual questions link the content to the six key concepts in Psychology (bias, perspective, change, causality, measurement, responsibility). Understanding how these concepts connect to contents and contexts is key to understanding the subject.

### Sociocultural Approach

Consider the concept of responsibility for example, how do researchers study conformity ethically? Do the results of conformity research like Asch's research (1951) outweigh the potential costs to participants? What responsibilities do researchers have?

**CAS activity 49**

Discuss these questions.

- Why do people conform to group norms?
- Can you think of situations where conformity is beneficial?
- When might it be important to resist conformity?

**Cultural dimensions**

Cultures are made up of a set of attitudes, behaviors and symbols shared by a large group of people and are usually communicated from one generation to the next. Cultural groups are characterized by different norms and conventions, and cultural norms can be assessed according to where they fall on various dimensions.

Cultural dimensions refers to the academic frameworks used to describe and compare the underlying values, behaviors and attitudes that differentiate cultures from one another. These dimensions provide insight into how societies prioritize various aspects of life and interaction, impacting communication, business practices, government policies and individual behavior.

One of the most influential theorists in this area, Geert Hofstede, identified several key dimensions.

- **Power distance dimension:** This dimension refers to the extent to which less powerful members of a society accept and expect power to be distributed unequally.
- **Uncertainty avoidance dimension:** This dimension assesses a culture's tolerance for ambiguity and uncertainty, influencing how strictly rules and regulations are followed to minimize unpredictability.
- **Masculinity vs femininity dimension:** This dimension assesses a culture's preference for achievement, assertiveness and material reward for success (masculinity) versus a preference for cooperation, modesty, caring for the weak and quality of life (femininity).

Another dimension is the individualism vs collectivism dimension.

In individualistic cultures:	In collectivistic cultures:
the personal is emphasized more than the social	the social is emphasized more than the personal
individual autonomy and self-expression are encouraged, and people are viewed as unique	individual autonomy and self-expression are not encouraged
individual achievement is prioritized over the achievement of group harmony	the achievement of group harmony is prioritized over individual achievement
competitiveness and self-sufficiency are highly regarded	a person's identity is heavily based on membership of the group
a priority is placed on the goals of the individual	a priority is placed on the goals of important groups (e.g. extended families, work groups)
conformity to group norms is low	conformity to group norms is high

### Content

Markus and Kitayama (1991) investigated how **self-construals** differ between individualistic and collectivistic cultures. Self-construals refer to how individuals define themselves in relation to others as independent from others or as interdependent with others. They found that people in individualistic cultures (for example, the United States) tend to have an independent view of the self, emphasizing personal goals, traits and achievements. In contrast, people in collectivistic cultures (for example, Japan) tend to have an interdependent view of the self, focusing on their roles and relationships within the group, and prioritizing group harmony and collective goals over individual ones.

This difference in self-construal influences various aspects of behavior such as communication styles, conflict resolution and decision-making. For instance, in individualistic cultures, direct communication and asserting one's opinion are valued, whereas in collectivistic cultures, indirect communication and maintaining social harmony are prioritized.

However, while the study highlights cultural differences, it also implicitly suggests underlying human universals that transcend cultural boundaries. For instance, regardless of cultural background, all individuals navigate a complex interplay between the need for autonomy (associated more with individualism) and the need for connectedness (associated more with collectivism). Every culture has mechanisms for addressing these fundamental aspects of human experience, albeit in different ways. The similarity lies in the universal human challenge of balancing self-interest with the interests of the group, which all societies must manage. Therefore, the study illustrates that, despite cultural differences in how self-concept is constructed and expressed, the underlying human needs driving these constructions, such as belonging, esteem and understanding, remain consistent across cultures.

**CAS activity 50**

Tell a story about this fish. Is it a leader or is it being excluded by the group and chased away? Does this story tell us anything about your natural tendencies to be more individualistic or collectivistic?

Visit this website: <https://playhowstuffworks.com/quizzes/are-you-more-of-an-individualist-or-collectivist>. Calculate your individualism and collectivism scores and consider to what extent personal experiences and differences can be generalized to wider populations.

Interesting facts in the margin provide extra insight and background to the subject.

Activities allow students an opportunity to explore and deepen their knowledge of Psychology independently, creatively or through discussion within their class.

TOK boxes help learners to see Psychology studies and research in the wider context of their learning about Theory of Knowledge.

### Introduction to Concepts

**Figure 1.8** A man selling natural medicines from his stall in Lima's Mercado Central, Peru.

Indigenous perspectives offer insight into behavior supported by a long history of Indigenous wisdom and experience. These perspectives can emphasize an interconnectedness with nature and other people, stressing a holistic approach to health that encompasses physical, mental and emotional dimensions. Acknowledging and respecting Indigenous perspectives can be important for promoting cultural humility, equity and social justice.

**Alternative explanations and interpretations**

Psychology is open to alternative hypotheses or perspectives that may offer different ways of understanding a behavior. Being open-minded toward alternative explanations is necessary for scientific inquiry and **critical thinking** because it prompts researchers to investigate different perspectives and hypotheses before making conclusions. For example, when investigating social media use and mental health, researchers may hypothesize that high levels of social media use creates greater feelings of loneliness. However, alternative explanations could include reverse causality (lonely people may use social media more than people who are not lonely) or third variables (for example, personality traits may affect both loneliness and social media use).

Investigating alternative explanations of behavior helps researchers to test the robustness of their findings and identify confounding variables. They promote skepticism and intellectual rigor because, by considering different perspectives and variables, researchers can strengthen the validity and reliability of their research and avoid oversimplifications. Acknowledging alternative interpretations promotes humility and open-mindedness and encourages researchers to be open to new evidence and to refining existing theories.

**CAS activity 13**

To what extent is humility essential to reliable and valid research?

### Concepts

## Responsibility

**Responsibility** refers to the moral obligation to carry out research with integrity and with consideration and compassion for all stakeholders' well-being. This requires adhering to ethical guidelines, ensuring research validity and eliminating the risk of harm. Psychologists conduct research with human and animal participants, emphasizing respect and ethical treatment, and prioritizing informed consent, confidentiality, anonymity and voluntary participation in human research. For example, in a study that investigates the effects of social media on adolescents, researchers gain informed consent and ensure confidentiality and anonymity. In animal models/research, considerable effort is made to eliminate the risk of harm, such as using fewer animals and using alternatives such as computer modelling whenever possible. In animal research into addiction, researchers use techniques that minimize harm, for example, non-invasive procedures. Psychologists conduct ethical research by promoting integrity and compassion and by prioritizing respect and minimizing harm, and so they contribute to responsible scientific inquiry.

**Concept-related terms**

**Ethical principles**

Ethical principles are frameworks that guide the priorities and decisions of psychologists and researchers, aiming to prioritize participants' welfare while maximizing benefits to the psychology community. Ethical principles shape research practices by influencing the choice of research topic and the design and procedure of studies. **Ethical considerations** apply to all aspects of research including informed consent, participant rights, confidentiality and anonymity. In a study examining the effect of alcohol consumption on aggression, researchers would obtain informed consent from participants ensuring they understand the study's purpose and procedures and any risks to participants. The right to withdraw is made available to participants, minimizing the risk of coercion. Anonymity in data collection protects participants' privacy and allows for frank and honest responses that increase the data's reliability and validity.

**Responsibility** refers to the moral obligation to carry out research with integrity and with consideration and compassion for all stakeholders' well-being. Why do some communities of psychologists impose ethical constraints on their work, while others do not? To what extent are the methods used in the human sciences limited by the ethical considerations involved in studying human beings?

Are codes of ethical conduct for researchers required in countries that have robust and effective legal systems? For example, do researchers have different ethical responsibilities when they are working with human subjects compared to when they are working with animals?

### Cognitive Approach

**CAS activity 34**

Checking your digit span! Work with a partner. Devise eight strings of digits each, starting with a string of three (e.g. 682), then four (e.g. 9184), five (e.g. 36187) and so on until you have a string of 10 numbers. Do not let your partner see the number sequences you have devised.

Now one of you reads out your three-digit string while the other writes down your digits in the same sequence immediately after hearing them. Work in order through the eight-digit strings until each string has been read out and recalled.

Now swap roles and repeat the procedure, so that the other person reads out their strings of digits. Note your scores.

- How did you try to remember the numbers?
- How might you increase your short-term memory span?

Research alternative models of memory such as the Levels of Processing approach. How can competing explanations in the human sciences be resolved?

**Confirmation bias**

Confirmation bias is defined as a cognitive bias that influences individuals to favor, seek out, interpret and remember information in a way that confirms their pre-existing beliefs or hypotheses, while giving disproportionately less consideration to alternative possibilities.

**Figure 2.14** Confirmation bias

Confirmation bias occurs across various contexts, including decision-making, belief formation and interpersonal relationships. This bias can lead to overconfidence in personal beliefs and can maintain or strengthen beliefs in the face of contrary evidence (Figure 2.14). Essentially, confirmation bias can cause individuals to selectively gather or recall information that supports their own opinions, leading to a skewed perception of reality. The bias highlights the impact of pre-existing attitudes on the interpretation of new information, potentially hindering objective analysis and critical thinking.

For example, Lord, Ross and Lepper (1979) asked participants with opposing views on the death penalty to examine evidence from two studies regarding the effectiveness of capital punishment as a deterrent to crime. One study suggested that the death penalty was effective as a deterrent to crime, while the other study suggested that the death penalty was not an effective deterrent. The crucial point was that the data from these studies could be interpreted in different ways, depending on one's prior beliefs. Participants were divided based on their existing views on the death penalty – either strongly in favor or strongly against.

**Conceptual question**

While confirmation bias studies provide important insights into human decision-making, can the potential benefits of research justify partial relaxation of ethical standards, especially when using deceptive techniques?

After reading summaries of the two studies, each group was asked to evaluate the methodology and overall persuasiveness of the studies. Participants who were pro-death penalty found the study supporting the deterrent effect of the death penalty to be more convincing and methodologically sound, while they criticized the study that argued against the deterrent effect. Conversely, participants who were anti-death penalty found the study that supported their stance (against the deterrent effect) to be more credible and well-conducted, while they found faults in the study supporting the death penalty's effectiveness. This selective evaluation of the same set of data, based on pre-existing beliefs, demonstrates how individuals give more weight to evidence that supports their initial beliefs and discounted evidence that contradicted them, leading to further polarization of their views.

**CAS activity 35**

Look at the study by Lord, Ross and Lepper (1979) as an example. The important point was that the data from the studies they used could be interpreted in different ways, depending on one's prior beliefs. Design a similar study (which you should not carry out) to investigate the effect of cognitive bias on a specific perception or behavior.

**Dual processing theory**

Kahneman (2011) proposed a dual system model that explains the difference between two types of thinking.

- System 1: Intuitive thinking (automatic), which is seen as quick, requires limited effort and is more influenced by biases.
- System 2: Rational thinking (controlled), which is seen as slower, requires intentional effort over time and is less influenced by biases.

Therefore, Kahneman's (2011) dual system model assumes that thinking and decision-making can be divided into relatively quick and intuitive decisions and relatively slow and more rational decisions.

Kahneman and Tversky (1983) demonstrated **conjunction fallacy** through a seemingly straightforward questionnaire. Conjunction fallacy refers to the tendency that specific conditions are seen as more probable than a single, general condition – when the opposite is true. Therefore, it is an example of intuitive thinking over more rational thinking. Participants, varying from statistically naive undergraduates to sophisticated PhD candidates, were presented with a description of a character called 'Linda', who was written

Link boxes show how one topic or area of study can be present in more than one section of the book connecting Concepts, Contents and Contexts.



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Hints for success boxes.

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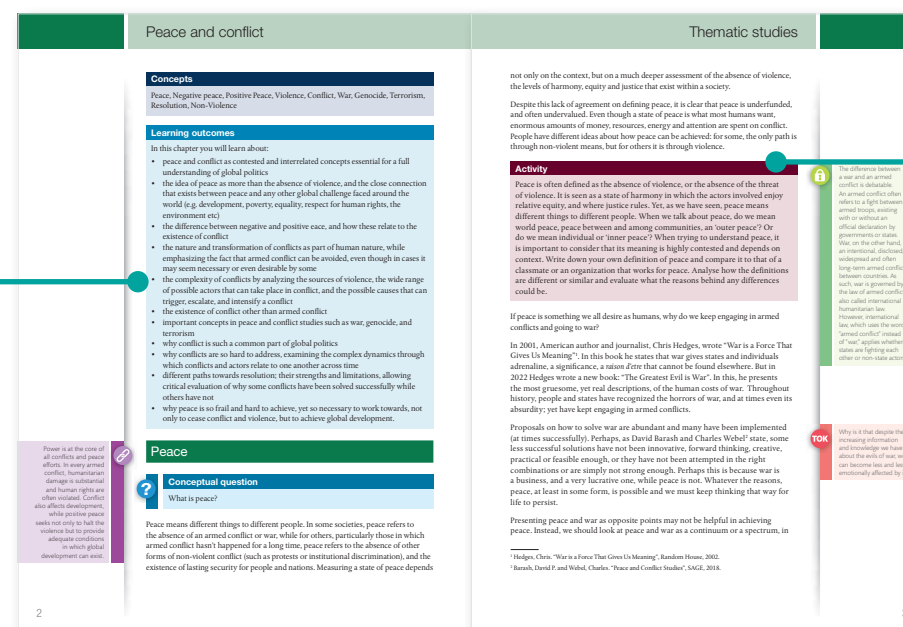


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Activities throughout.

Key fact boxes summarise the main learning points.

TOK boxes encourage consideration of knowledge issues in context.



Learning outcomes at the start of each chapter that link to the concepts.





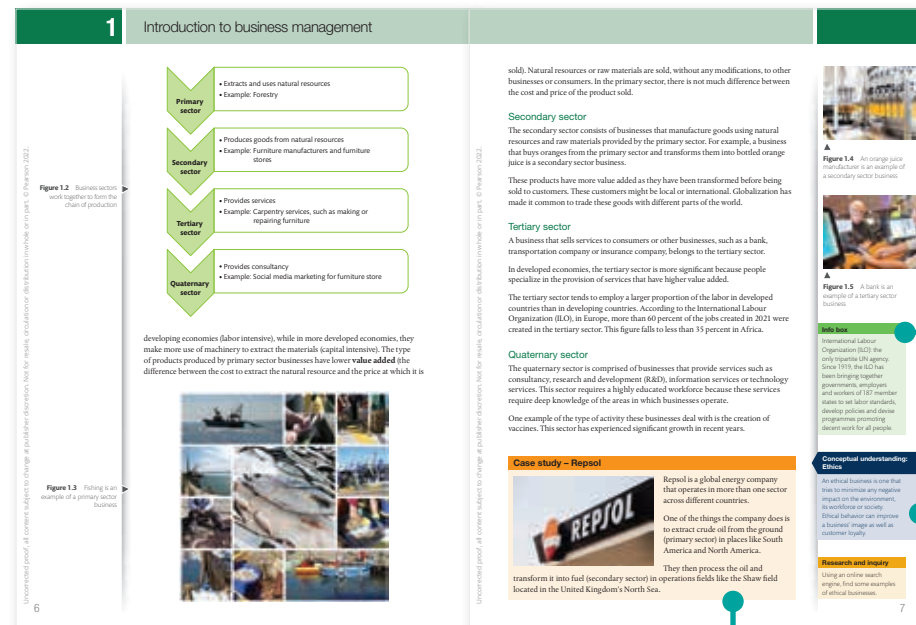
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- Links to engaging online resources to consolidate knowledge and explore topics further.
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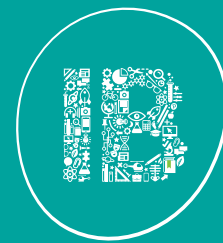
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Interesting information boxes to inspire learners to make links to real-life contexts.

Concepts highlighted and explained.

Engaging global case studies to bring the subject to life.



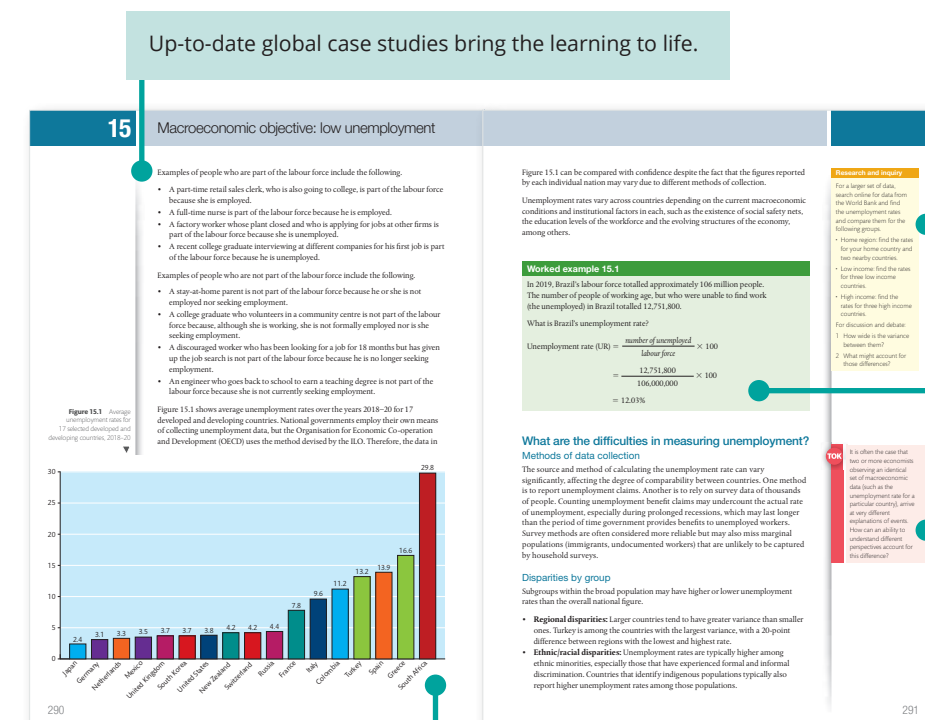
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- Links to TOK highlighted throughout.
- Specific guidance on Internal and External Assessment (Papers 1, 2 and 3 and the Extended Essay), including practice exam questions.
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Areas for further inquiry or research highlighted.

Worked examples show how to carry out calculations in detail.

TOK integrated throughout.

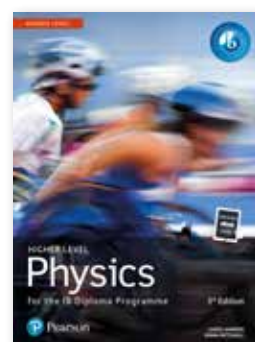
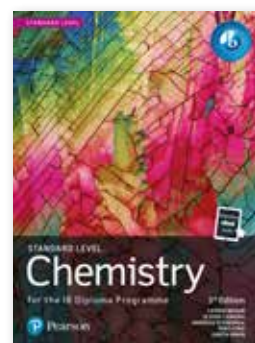
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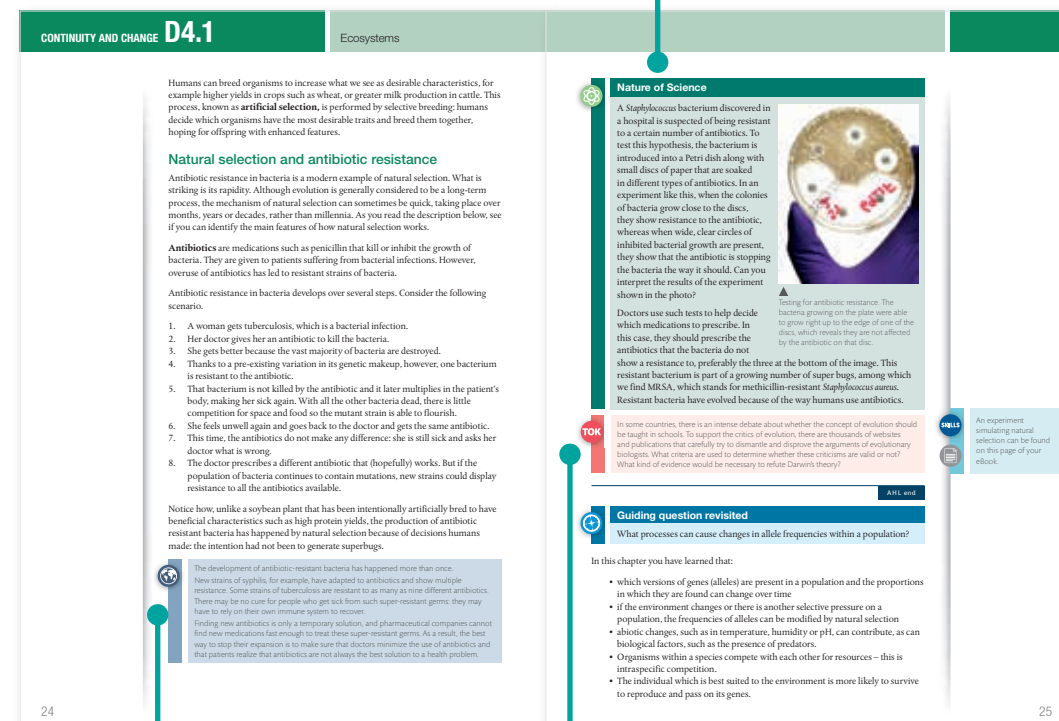
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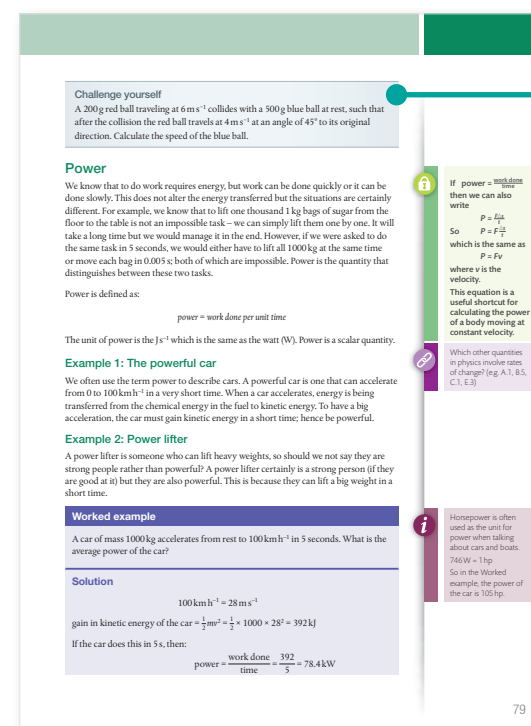
Nature of Science boxes included as related themes and questions arise.



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TOK boxes stimulate thought and consideration of knowledge issues as they arise in context.

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Key fact boxes identify key learning points.

Hints for success boxes give advice on how to approach questions, identifying common pitfalls.



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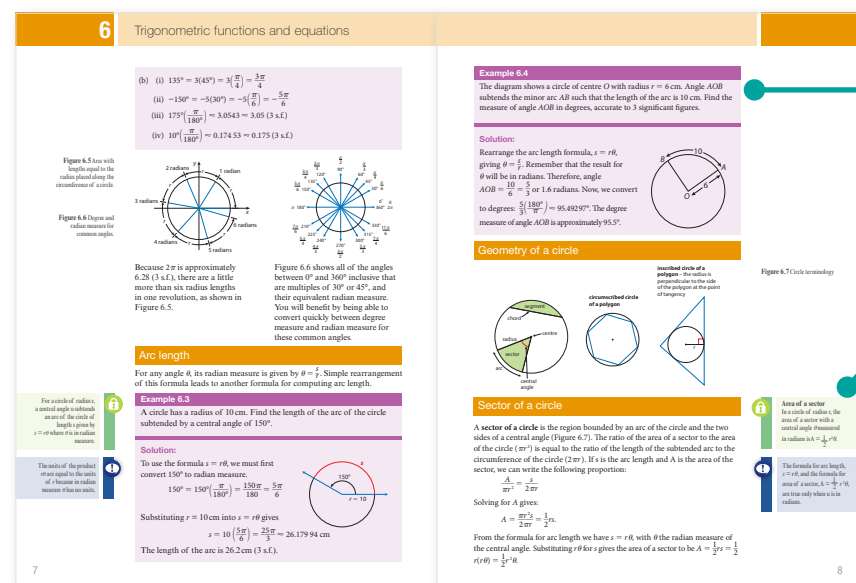




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- Rich and wide-ranging TOK chapter, written by highly experienced TOK examiner, Ric Sims.
- Guidance on the Internal Assessment.
- Standard Level and Higher Level textbooks to ensure every student has the content they need for their learning journey.



Worked examples to show how to tackle problems.

Key facts for emphasis of important points.

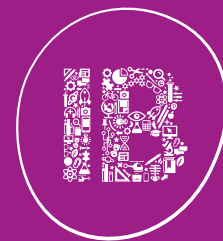
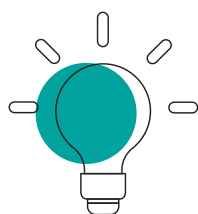
Hints and tips to help learners answer questions.



Scan the QR code to access expert Q&As with Ibrahim Wazir, access free samples, and more

## GOOD TO KNOW

- Also developed by Ibrahim Wazir, our MYP Mathematics resources follow the same inquiry-led approach, offering your learners consistent and effective maths learning. Find out more on page 4.



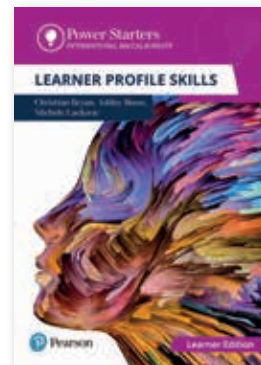
# Power Starters

Prepare your students for the next stage of their learning with this unique programme, which boosts their subject skills and Learner Profiles, so they can begin their IB Diploma with confidence.

Power Starters enables you to quickly identify gaps in learning and, in just a matter of weeks, ensure your learners have all the skills and knowledge they need for a smooth transition. Available for select IB subjects and IB Learner Profile skills.

## Is it for me?

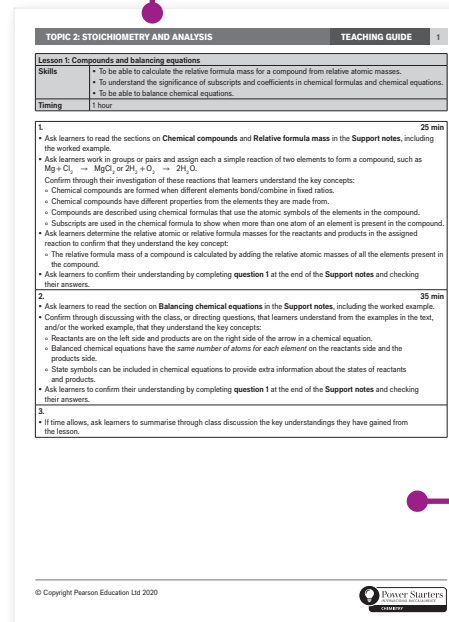
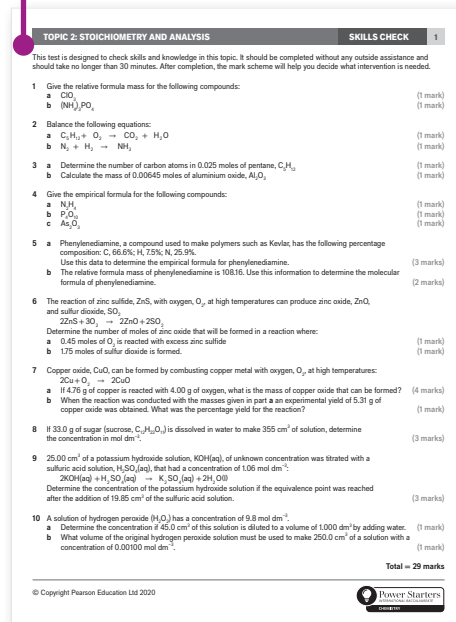
- Power Starters is for students who are about to start their IB Diploma.
- Fast, focused, and flexible programmes provide the prerequisite skills and knowledge required for students to access their IB Diploma studies.
- The perfect booster to ensure all students start the new academic year on track.
- Courses available for IB Diploma Mathematics, as well as Learner Profile skills, to prepare students for the IB Diploma's approach to learning.
- Available for selected IB Diploma subjects and as teacher-led or learner-led packages.



Scan to find out more

Diagnostic tests identify any gaps in the skills and knowledge learners need to start their new course successfully.

Intervention lesson plans and content written by IB subject experts.



Identify and tailor lesson plans to learner needs.

Check that the skills and knowledge from the lessons have been embedded with end of topic tests.



The IB Career-related Programme (IBCP) framework is built around three interconnected elements:

- **At least two Diploma Programme courses** – using our high-quality textbooks and eBooks for the IB Diploma.
- **The CP core** – includes Personal and Professional Skills, Service Learning, Language Development and a Reflective Project.
- **An approved career-related study** – we have worked in collaboration with the IB to ensure Pearson BTEC programmes offer IBCP students everything they need to succeed and to be work ready.

Pearson Resources for the IB Diploma courses

- Students choose two IB Diploma Subjects from a list of options as part of their IBCP studies.

DID YOU KNOW

- **Power Starters for the IB Learner Profile skills offers a fast and focused way for students to develop the transferable skills that are so important for the IBCP. Read more on page 26.**

BTEC

Pearson BTEC – for approved career-related study

- Pearson BTECs are high-quality, career-focused qualifications grounded in the real world of work. BTEC courses focus on skills-based learning and are designed around themed units.
- A practical approach allows BTEC learners to develop and apply the knowledge and skills that employers, colleges and universities are looking for.
- Tested throughout the course using assessments based on real-life scenarios.
- Perfect for the career-related study unit of the IBCP.
- Available in a wide range of subjects from Art and Design to Business to Construction.

To find out more about using Pearson BTECs for your IBCP students visit: [pearsoninternational-schools.com/ibcp](https://pearsoninternational-schools.com/ibcp)



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Compare curricula by age, year or grade

Age		UK	US	IB
5–6	Year 1	Key Stage 1	Kindergarten	IB PYP*
6–7	Year 2		Grade 1	
7–8	Year 3		Grade 2	
8–9	Year 4	Key Stage 2	Grade 3	
9–10	Year 5		Grade 4	
10–11	Year 6		Grade 5	
11–12	Year 7	Key Stage 3	Grade 6	MYP
12–13	Year 8		Grade 7	
13–14	Year 9		Grade 8	
14–15	Year 10	Key Stage 4 GCSE / International GCSE	Grade 9	Diploma
15–16	Year 11		Grade 10	
16–17	Year 12	Key Stage 5 AS/ A Level / International A Level	Grade 11	
17–18	Year 13		Grade 12	

\* Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP) are trademarks of the International Baccalaureate Organisation (IB), which was not involved in the production of these products – excluding Pearson co-published titles for the IB Diploma Programme, which are marked by the IB In Cooperation logo and have been developed in cooperation with the IB.

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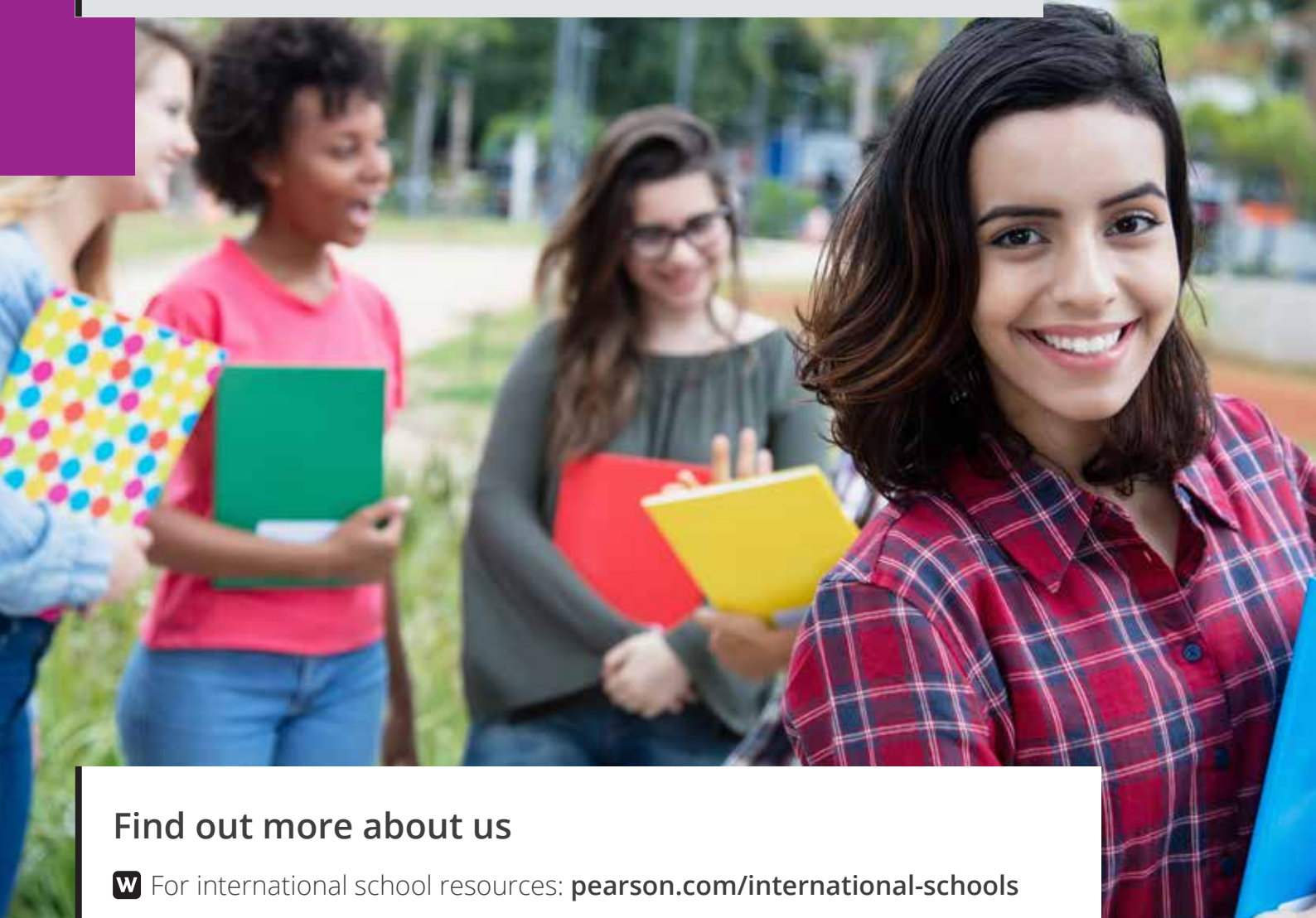
For up-to-date pricing and ISBN listings, please visit [pearsoninternational-schools.com/catalogues](https://pearsoninternational-schools.com/catalogues) and download the latest price lists.

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# Next Steps



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