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| **Diploma Programme subject outline—Group 3: individuals and societies** |
| **School name** |  Lessing-Gymnasium Köln/Cologne, Germany | **School code** | 003089 |
| **Name of the DP subject***(indicate language)* |  Economics SL + HL |
| **Level***(indicate with X)* |  |
| Higher | X | Standard completed in two years | X | Standard completed in one year \* |  |  |
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| **Name of the teacher who completed this outline** | Dietrich BehringerViviane Frank | **Date of IB training****November 30th, 2016-December 3rd, 2016****in Milan, Italy** |  |
| **Date when outline was completed** | November 17th, 2017 | **Name of workshop***(indicate name of subject and workshop category)**Economics, workshop category 2* |  |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

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| **Prescribed subject** | **Topics** | **HL option and sections** |
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##### Course outline

* + Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
	+ This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
	+ This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
	+ If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

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|  | **Topic/unit**(as identified in the IB subject guide)*State the topics/units in the order you are planning to teach them.* | ***Contents******bold: IB syllabus SL******bold underlined: HL****Italics: national syllabus* | **Allocated time** | **Assessment instruments to be used** | **Resources***List the main resources to be used, including information technology if applicable.* |
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| One class is | 45 | minutes. |
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| In one week there are | 4 (SL) 5 (HL) | classes. |
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| Year 1 | **Microeconomics** | **IB syllabus:****demand and supply, market equilibrium, price mechanism, market efficiency, elasticities, indirect taxes, subsidies, price controls, costs, revenues & profits, perfect competition, monopoly, monopolistic competition, oligopoly, price discrimination, market failure***National syllabus\*:**factors of production, classification of goods, supply, demand, market-clearing price, elasticities, production possibility curve, externalities, market-failure**\*Microeconomics is already taught in year 10 according to the national syllabus; thus, when it is re-addressed in year 11 for the Diploma Programme it is a revision for the students.*  | **IB teaching hours:****SL: 48****HL: 128** | **IB internal assessment:****two commentaries, maximim of 750 words each applying to two different sections of the IB syllabus** *National syllabus:*four exams, each lasting 135 minutes | **IB course companion:** Blink, Jocelyn/ Dorton, Ian: Economics Course Companion. 2011: Oxford. *National course companion: Sowi NRW. Buchner.* *Nelson Thomas: AQA Economics. Cheltenham, UK, 2008.*  |
| **Macroeconomics** | **IB syllabus:****the level of overall economic activity, aggregate demand, aggregate supply, macroeconomic equilibrium, low unemployment, a low and stable rate of inflation, economic growth, equity***National syllabus:**macroeconomic objectives, economic growth and sustainable development, business cycle, demand-side and supply-side policies* | **IB teaching hours:****SL: 55****HL: 68** |
| *Social security (national syllabus)* | *German (and other) welfare state(s), demographic change, poverty threshold* |  |
| *Social inequality (national syllabus)* | *social inequality, poverty, stratification models* |  |
| Year 2 | **International Economics** | **IB syllabus:****free trade, protectionism, exchange rates, balance of payments, economic integration, terms of trade** | **IB teaching hours:****SL: 35****HL: 60** | **IB internal assessment:****one commentary, maximim of 750 words applying to a different section of the IB syllabus as commentary one or two***National syllabus:*three exams, each lasting 180 minutes | **IB course companion:** Blink, Jocelyn/ Dorton, Ian: Economics Course Companion. 2011: Oxford. *National course companion: Sowi NRW. Buchner.* |
| *European Union (national syllabus)* | *National syllabus:**EU norms and values, history of the EU integration process, European single market, European integration theories, European challenges: immigration, integration, financial crisis, € as a common currency* |  |
| **Development Economics** | **IB syllabus****economic development, measuring development, domestic factors, international trade, foreign direct investment, aid & debt, the balance between markets and intervention** | **IB teaching hours:****SL: 40****HL: 40** |
| *Globalization & Peacekeeping (national syllabus)* | *National syllabus:* UN, peacekeeping, human rights, democracy; characteristics, dimensions & consequences of globalization, IMF, global governance, international relations |  |

##### IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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| The prerequisite for the IB internal assessment in Economics (both SL and HL) is to, as the course progresses, complete a portfolio containing three “commentaries”, each a maximum of 750 words. The students select their own articles from the print media and write a commentary in which they apply economic theory to the real-world example discussed in the article. All three commentaries have to address a different section of the syllabus. At Lessing School, the three commentaries are written as the course progresses. Starting the term in August, the requirements are introduced to the students in November (last: November 29th, 2016) . For the first commentary, the students are asked to bring in a suitable article that either refers to *Microeconomics* or *Macroeconomics* for that are the two content areas first being addressed in class. The articles are checked by the teacher for suitability. Being aware of the assessment criteria the students are then asked to write their first draft of the commentary. The teacher checks the first draft and discusses major errors in class. The students turn in their final draft in January (last: January 10th, 2017). The final draft of commentary two is turned in in the summer, usually at the end of the term in June or July – depending on summer vacation (last: July 11th, 2017). Commentary two, as pointed out, refers to a different section of the syllabus than commentary one (usually *international economis*). The final commentary is handed in in January of the second term again, referring to another section of the syllabus (usually *development economics*). The due date will be January 10th, 2018. Note that as opposed to commentary one, no drafts are pre-checked for commentary two and three.  |

##### Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

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| **Topic** | **Link with TOK (including description of lesson plan)** |
| Microeconomics: The foundation of economics | Economics and its connection to social sciences. TOK link: Is it possible to use a scientific approach effectively in a subject that deals with human beings? Find arguments for and against. Humans develop objective and subjective concepts. These concepts are often a matter of value judgements. Do these possible problems exit in natural sciences? Evaluate. Think-pair-share: Purpose*:* generate ideas, increase students’ confidence in their answers, encourage broad participation in plenary session. This strategy has three steps: First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion. Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group before mentioning them to the large group, which may help shy students feel more confident participating.Pros and Cons Debate: Purpose: Designed to allow both sides of an issue to be presented equally in terms of time and the ability to respond to counterpoints. Debates are an integral part of both the political process and higher education. The advantages of debating include providing in depth information about an issue from from both sides and the fact that they stimulate critical thinking, often fostering deeper reflection and investigation about the given issue. It gives students the chance to collaborate in their group (pro or con), come up with well structured thinking and sound arguments. The process of debate forces each individual student to fully understand and organize the topic in a way that is not only clear to himself but can be expressed just as clearly. It also helps students to present their arguments much better in essay form at the end of the term. Debate allowes the students to understand opposing viewpoints, identify faulty logic and weigh evidence better.  |

##### Approaches to learning

##### Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

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| **Topic** | **Contribution to the development of students’ approaches to learning skills (including one or more skill category)** |
| Development economics:Aid, debt and economic development | Be reflective: Comparing the roles of aid and trade in providing economic development; Be inquisitive: Put together a report of an NGO, share the information with your classmates; Be inquisitive: Choose a developing country and identify possible trade barriers that may hinder growth and development; Be caring: Make a list of fairtrade products that can be purchased in your local supermarktet.  |

##### International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| Development economics:Economic development | Development economics is about increasing people´s freedom. Access to development chances is based upon e.g, education, health or gender related equality, societal and individual resources. Analysis and comparison from different perspectives of developing as well as from developed countries seems appropriate. The example of development chances and personal freedom contributes to the awareness of different life chances and the need to grant as many people access to e.g. education, health care et cetera. Materials being used e.g.: Economics Cource Companion texts, internet sources, youtoube explanitory videos, reports of various international newpapers and so on.  |

##### Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| Development economics | In general…Communicators – As for our students German usually is their mother-tongue, they are trained to understand and express ideas and information confidently and creatively throughout the course. In all classes, they collaborate with the other students. Being more precise…Whithin *Development Economics*, the topic *Foreign Direct Investment* (FDI) and its impact on developing countries is addressed. The students are asked to reflect the extent to which FDI is able to contribute to sustainable economic development in developing countries. Consequently, they develop the attributes of the caring and principled IB learner as through understanding the consequences they develop respect in reference to the dignity of individuals and communities. As a result, they are asked to be responsible for their own actions and to reflect these consequences. In addition, the students also become aware of the consequences FDI has on the environment of the host country. It is often criticized that multinational companies situate themselves in countries where legislation on pollution is not effective and therefore, they are able to reduce their private costs while creating external costs. In that respect the students are made aware of showing respect towards the needs and feelings of others, characteristics applying to the caring IB learner.  |

#### **Resources**

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

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| The students are able to borrow additional material from the school library, such as workbooks or readers that provide condensed summaries of the single topics, e.g. IB Economics in a Nutshell Study Guide.  |

