

IB HL

GEOGRAPHY

COURSE GUIDE OSLO INTERNATIONAL SCHOOL

PHILOSOPHY

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students’ awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

COURSE CONTENT

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

Within group 3 subjects, geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Programme geography course integrates both physical and human geography, and ensures that students acquire elements of both scientific and socio‑economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic

circumstances and social and cultural diversity.

TEACHING METHODS

During the study of each of the themes, a variety of teaching and learning methods will be used. Generally the themes are explored with an emphasis on the analysis of case studies. Teaching and learning methods will include lecturing, discussions, group work, role plays, textbook and computer/Internet exercises, using visual aids like videos, dvds and power point presentations, and fieldwork. The teacher generally introduces, presents and analyses the topics while interpretation forms the basis for class discussions and student assignments.

STUDENT RESPONSIBILITIES

Students are expected to learn and demonstrate not only knowledge, but also practical skills.

Students are required to:

* Arrive at lessons with suitable equipment (required textbooks, notebook, relevant hand-outs, writing equipment, colour pencils and a ruler).
* For tests they should bring writing equipment like a sharp pencil, an eraser, a pen, a few colour pencils and a ruler.
* Keep materials distributed in class organised.
* Complete given tasks and homework on time.
* Take active part in class discussions.
* Conduct fieldwork.

AIMS

**Group 3 aims**

The aims of all subjects in **group 3, individuals and societies** are to:

encourage the systematic and critical study of: human experience and behaviour; 1. physical, economic and social environments; and the history and development of social and cultural institutions

2. develop in the student the capacity to identify, to analyse critically and to evaluate theories,

concepts and arguments about the nature and activities of the individual and society

3. enable the student to collect, describe and analyse data used in studies of society, to test

hypotheses, and to interpret complex data and source material

4. promote the appreciation of the way in which learning is relevant both to the culture in

which the student lives, and the culture of other societies

5. develop an awareness in the student that human attitudes and beliefs are widely diverse

and that the study of society requires an appreciation of such diversity

6. enable the student to recognize that the content and methodologies of the subjects in

group 3 are contestable and that their study requires the toleration of uncertainty.

**Geography aims**

In addition, the aims of the **geography** syllabus at SL and HL are to enable students to:

7. develop an understanding of the interrelationships between people, places, spaces and the

environment

8. develop a concern for human welfare and the quality of the environment, and an

understanding of the need for planning and sustainable management

9. appreciate the relevance of geography in analysing contemporary issues and challenges,

and develop a global perspective of diversity and change.

OBJECTIVES

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

1. Demonstrate knowledge and understanding of specified content

–– Demonstrate knowledge and understanding of the core theme—patterns and change

----Demonstrate knowledge and understanding of two optional themes

–– In internal assessment, demonstrate knowledge and understanding of a specific

geographic research topic

2. Demonstrate application and analysis of knowledge and understanding

–– Apply and analyse geographic concepts and theories

–– Identify and interpret geographic patterns and processes in unfamiliar information, data

and cartographic material

–– Demonstrate the extent to which theories and concepts are recognized and understood in

particular contexts

3. Demonstrate synthesis and evaluation

–– Examine and evaluate geographic concepts, theories and perceptions

–– Use geographic concepts and examples to formulate and present an argument

–– Evaluate materials using methodology appropriate for geographic fieldwork

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

–– Select, use and apply the prescribed geographic skills in appropriate contexts

–– Produce well‑structured written material, using appropriate terminology –– Select, use and apply techniques and skills appropriate to a geographic research question

SYLLABUS OUTLINE

Standard Level

The Diploma Programme geography syllabus at standard level is divided into three parts: geographical skills, core theme and optional themes.

**Geographic skills—integrated throughout the course**

**Part** **1:** Geographic themes

There are seven optional themes.

Two optional themes are required at SL.

The following have been chosen:

1. Leisure, tourism and sport
2. Food and health

**Part** **2:** **SL Core**

**Geographic perspectives—global change**

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

**Fieldwork**

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

**Geographic skills**

These skills are essential to the study of geography and reflect the subject’s distinctive methodology and approach. Teaching these skills enriches the students’ understanding of geography and enables them to apply the techniques of geography and use appropriate terminology. It is essential that the skills are covered throughout the **whole** syllabus and that they are introduced and integrated where appropriate, depending on the context, in the different themes and the HL extension. It is essential that the skills are all taught at some stage of the course and are not treated in isolation.

Students are expected to demonstrate competence in the use of geographic skills in examination papers and internal assessment as appropriate. Those skills indicated below in italics are **not** assessed in the externally assessed examination papers.

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| **Skill** | **Examples** |
| Locate and differentiate elements of the Earth’s surface | Using:   * direction * latitude * longitude * grid references and area references * scale * political units. |
| Interpret, analyse and, when appropriate, construct tables, graphs, diagrams, cartographic material and images | All kinds of maps, including:   * isoline and isopleth maps * choropleth maps * topological maps * dot maps * flow maps * thematic maps (including mental maps) * topographic maps * proportional symbols * aerial photographs * ground‑level photographs * satellite images * graphs, including scatter, line, bar, compound, triangular, logarithmic, bipolar graphs * pie charts * flow diagrams/charts * population pyramids * Lorenz curves * cross‑profiles (sections) * rose diagrams * development diamonds. |
| Undertake statistical calculations to show patterns and summarize information | Such as:   * totals * averages (means, medians, modes) * frequencies * ranges of data (differences between maximum and minimum) * densities * percentages * ratios. |
| Research, process and interpret data and information | Types of data and information:   * measures of correlation (including Spearman rank and Chi‑squared) * measures of concentration and dispersion (including nearest neighbour and location quotients) * measures of spatial interactions * measures of diversity * indices and ratios (including Gini coefficient, ecological footprint, Human Development Index (HDI), dependency ratio) * textual information * observations * opinions, values and perceptions.   Processing and interpreting:   * classify data and information * analyse data and information * describe patterns, trends and relationships * make generalizations and identify anomalies * make inferences and predictions * make and justify decisions * draw conclusions * evaluate methodology. |
| Collect and select relevant geographic information | Making:   * observations * images.   Conducting:   * interviews.   Taking:   * measurements. |
| Evaluate sources of geographic information | In terms of:   * accuracy * relevance * bias. |
| Produce written material (including essays, reports and investigations) | Presenting:   * material in a clear and well‑structured way.   Responding:   * appropriately to command terms. |

**Syllabus Content- Part 1: Geographic themes**

## Option D: Geophysical hazards

This optional theme focuses on geophysical hazard events. This includes internal earth processes, such as earthquakes and volcanic activity. It also encompasses mass movements such as landslides, rockslides, debris or mud flows. The theme also includes human impacts and responses. Case studies of contrasting geophysical hazard events need to be undertaken (“contrasting” can be interpreted as severity of impacts and/or locations with different socio-economic realities):

* **two** earthquake hazard events of similar magnitudes but with **contrasting** human impacts
* **two** volcanic hazard events in **contrasting** plate boundary locations
* **two** mass movement hazard events with **contrasting** physical characteristics (fast/slow; solid/loose).

Through study of this optional theme, students will develop their understanding of processes, places, power and geographic possibilities. They will additionally gain understanding of more specialized concepts including **risk** and **vulnerability** (both of which vary according to the local context) and also **resilience** and**adaptation** (in relation to pre-event and post-event disaster management).

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Geophysical systems**  Suggested teaching time 6–8 hours | |
| How geological **processes** give rise to geophysical events of differing type and magnitude | Mechanisms of plate movement including internal heating, convection currents, plumes, subduction and rifting at plate margins  Characteristics of volcanoes (shield, composite and cinder) formed by varying types of volcanic eruption; and associated secondary hazards (pyroclastic flows, lahars, landslides)  Characteristics of earthquakes (depth of focus, epicentre and wave types) caused by varying types of plate margin movement and human triggers (dam building, resource extraction); and associated secondary hazards (tsunami, landslides, liquefaction, transverse faults)  Classification of mass movement types according to cause (physical and human), liquidity, speed of onset, duration, extent and frequency |
| **2. Geophysical hazard risks**  Suggested teaching time 6–8 hours | |
| How geophysical systems generate hazard risks for different **places** | The distribution of geophysical hazards (earthquakes, volcanoes, mass movements)  The relevance of hazard magnitude and frequency/recurrence for risk management  Geophysical hazard risk as a product of economic factors (levels of development and technology), social factors (education, gender), demographic factors (population density and structure) and political factors (governance)  Geographic factors affecting geophysical hazard event impacts, including rural/urban location, time of day and degree of isolation |
| **3. Hazard risk and vulnerability**  Suggested teaching time 6–8 hours | |
| The varying **power**of geophysical hazards to affect people in different local contexts | * ***Two****contemporary contrasting case studies****each****for volcanic hazards, earthquake hazards and mass movement hazards (see guidance above)* * *For each geophysical hazard type, the case studies should develop knowledge and understanding of:*   + geophysical hazard event profiles, including any secondary hazards   + varied impacts of these hazards on different aspects of human well-being   + why levels of vulnerability varied both between and within communities, including spatial variations in hazard perception, personal knowledge and preparedness |
| **4. Future resilience and adaptation**  Suggested teaching time 6–8 hours | |
| Future **possibilities** for lessening human vulnerability to geophysical hazards | Global geophysical hazard and disaster trends and future projections, including event frequency and population growth estimates  Geophysical hazard adaptation through increased government planning (land use zoning) and personal resilience (increased preparedness, use of insurance and adoption of new technology)  Pre-event management strategies for mass movement (to include slope stabilization), earthquakes and tsunami (to include building design, tsunami defences), volcanoes (to include GPS crater monitoring and lava diversions)  Post-event management strategies (rescue, rehabilitation, reconstruction), to include the enhanced use of communications technologies to map hazards/disasters, locate survivors and promote continuing human development |
| **Synthesis (Sy), Evaluation (Ev) and Skills (Sk) opportunities** | |
| These suggestions can be integrated into the study of the above. No additional teaching time is required. | How hazard risk is a function of **spatial interactions** between different human and physical processes **[Sy]**  The varying spatial **scale** of the processes and challenges associated with different kinds of geophysical event and their aftermaths **[Sy/Ev]**  Different **perspectives** on how geophysical hazard risks should be managed **[Ev]**  How spatial patterns of risk and vulnerability can be represented graphically **[Sk]** |

## Option E: Leisure, sport and tourism

This optional theme focuses on ways in which people in a growing number of global contexts make use of their leisure time. As more people join the “global middle class”, they have disposable incomes allowing participation in tourism, including international travel and different types of sport. Sport can also be an important use of leisure time for people on low incomes who cannot afford to participate in tourism.

While tourism often has an urban focus, rural areas provide another important geographical setting for touristic activities, including walking, enjoying wilderness, doing extreme sports or visiting heritage sites. The uses made of places vary greatly, depending on physical geography, history and level of economic development.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including **consumption** (of landscapes), **carrying capacity** and **threshold** (in relation to environmental stress) and **sustainability** (in relation to long-term management of touristic resources).

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Changing leisure patterns**  Suggested teaching time 6–8 hours | |
| How human development **processes** give rise to leisure activities | The growth and changing purpose of leisure time for societies in different geographic and developmental contexts  The categorization of touristic activities (cost, duration, destination) and sporting activities (cost, popularity, site)  The link between economic development and participation in leisure activities   * *Detailed examples to illustrate recent changes in participation for two or more societies at contrasting stages of development*   Factors affecting personal participation in sports and tourism, including affluence, gender, stage in lifecycle, personality, place of residence |
| **2. Tourism and sport at the local and national scale**  Suggested teaching time 6–8 hours | |
| How physical and human factors shape **places** into sites of leisure | Human and physical factors explaining the growth of rural and urban tourism hotspots including the role of primary and secondary touristic resources  Variations in sphere of influence for different kinds of sporting and touristic facility, including neighbourhood parks and gyms, city stadiums and national parks  Factors affecting the geography of a national sports league, including the location of its hierarchy of teams and the distribution of supporters   * *Case study of****one****national sports league*   Large-scale sporting, musical, cultural or religious festivals as temporary sites of leisure and their associated costs and benefits   * *Case study of****one****festival in a rural location, its site factors and geographic impacts* |
| **3. Tourism and sport at the international scale**  Suggested teaching time 6–8 hours | |
| The varying **power** of different countries to participate in global tourism and sport | Niche national tourism strategies with a global sphere of influence, including adventure tourism, movie location tourism and heritage tourism  The role of TNCs in expanding international tourism destinations, including the costs and benefits of TNC involvement for different stakeholders  Costs and benefits of tourism as a national development strategy, including economic and social/cultural effects  Political, economic and cultural factors affecting the hosting of international sporting events, including Olympics and football World Cup events   * *Case study of costs and benefits for****one****country hosting an international event* |
| **4. Managing tourism and sport for the future**  Suggested teaching time 6–8 hours | |
| Future **possibilities**for management of, and participation in, tourism and sport at varying scales | The consequences of unsustainable touristic growth in rural and urban tourism hotspots, including the concept of carrying capacity and possible management options to increase site resilience  The concept of sustainable tourism, including the growth of ecotourism   * ***One****case study of sustainable tourism in one low-income country*   Factors influencing future international tourism, including greater use of social media, international security and diaspora growth  The growing importance of political and cultural influences on international sport participation, including international agreements, inclusion via changing gender roles and the growing importance of the Paralympics |
| **Synthesis (Sy), Evaluation (Ev) and Skills (Sk) opportunities** | |
| These suggestions can be integrated into the study of the above. No additional teaching time is required. | How leisure use of a place is influenced by **spatial interactions** with other places [**Sy**]  People’s freedom and ability to participate in leisure activities is subject to multiple influences from personal/local to global **scales**  [**Sy/Ev**]  Different **perspectives** on the costs and benefits of how places are used for leisure activities and who is allowed to participate [**Ev**]  How trends and changes in visitor and impact data can be shown graphically [**Sk**] |

## Option F: Food and health

This optional theme looks at the geography of food and health. Economic development is often accompanied by dietary change and an epidemiological transition in which diseases of poverty become less common and diseases of affluence more common; however, this transition does not apply equally to all sectors of society.

Neither food nor health is easy to “measure”, so alternative indicators of food and health are considered. There are many interactions between, and shared influences on, food and health. The role of gender, TNCs and national governments in both food and health provision is considered. This topic considers alternative ways of assessing agricultural sustainability alongside possibilities for improving food supplies and global health over the long term.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialized concepts including some, such as **diffusion** and **barriers**, which are applicable to both food production systems and the spread of diseases. **Sustainability** is considered in relation to long-term food production.

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Measuring food and health**  Suggested teaching time 6–8 hours | |
| Ways of measuring disparities in food and health between **places** | Global patterns in food/nutrition indicators, including the food security index, the hunger index, calories per person/capita, indicators of malnutrition  The nutrition transition, and associated regional variations of food consumption and nutrition choices  Global patterns in health indicators, including health-adjusted life expectancy (HALE), infant mortality, maternal mortality, access to sanitation and the ratio between doctors/physicians and people  The epidemiological transition, the diseases continuum (diseases of poverty to diseases of affluence), and the implications of a global ageing population for disease burden |
| **2. Food systems and spread of diseases**  Suggested teaching time 6–8 hours | |
| How physical and human **processes**lead to changes in food production and consumption, and incidence and spread of disease | The merits of a systems approach (inputs, stores, transfers, outputs) to compare energy efficiency and water footprints in food production, and relative sustainability in different places  The physical and human processes that can lead to variations in food consumption  The importance of diffusion (including adoption/acquisition, expansion, relocation) in the spread of agricultural innovations, and also in the spread of diseases, and the role of geographic factors (including physical, economic and political barriers) in the rate of diffusion  Geographic factors contributing to the incidence, diffusion and impacts (demographic and socio-economic) of vector-borne and water-borne diseases   * *One detailed example of a vector-borne disease and one detailed example of a water-borne disease* |
| **3. Stakeholders in food and health**  Suggested teaching time 6–8 hours | |
| The **power** of different stakeholders in relation to influence over diets and health | The roles of international organizations (such as the World Food Programme, Food and Agriculture Organization of the United Nations, and World Health Organization), governments and NGOs in combating food insecurity and disease  The influence of TNCs (agribusinesses and the media) in shaping food consumption habits  Gender roles related to food and health, including food production/acquisition and disparities in health  Factors affecting the severity of famine, including governance, the power of the media and access to international aid   * ***One****case study of the issues affecting a famine-stricken country or area* |
| **4. Future health and food security and sustainability**  Suggested teaching time 6–8 hours | |
| Future **possibilities**for sustainable agriculture and improved health | Possible solutions to food insecurity, including waste reduction   * ***One****case study of attempts to tackle food insecurity*   Advantages and disadvantages of contemporary approaches to food production, including genetically modified organisms (GMOs), vertical farming and in vitro meat  The merits of prevention and treatment in managing disease, including social marginalization issues, government priorities, means of infection and scientific intervention  Managing pandemics, including the epidemiology of the disease, prior local and global awareness, international action and the role of media   * ***One****case study of a contemporary pandemic and the lessons learned for pandemic management in the future* |
| **Synthesis (Sy), Evaluation (Ev) and Skills (Sk) opportunities** | |
| These suggestions can be integrated into the study of the above. No additional teaching time is required. | The **spatial interaction** between geographies of health and food/nutrition [**Sy**]  Contrasts in the **scale** of causes and solutions to food and health challenges [**Sy/Ev**]  **Perspectives** of stakeholders on the priorities for health care and food security [**Ev**]  How patterns in health and the diffusion of disease can be represented graphically [**Sk**] |

**Syllabus Content-Part 2: SL and HL Core**

## Geographic perspectives-­­­­global change

The core theme provides an overview of the geographic foundation for the key global issues of our time. The purpose is to provide a broad factual and conceptual introduction to the geography of population dynamics, climate change and resource consumption issues.

The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Each unit examines issues at different scales from local to global, as well as the interaction between different places.

Attention should be given to the positive aspects of change (not only the negative ones), to the need to accept responsibility for seeking solutions to the demographic, economic and environmental issues—and, where appropriate, to the management strategies adopted to meet the challenges.

It is not intended for the units to be taught sequentially. The approach to teaching is not prescribed, and the content can be taught with flexibility according to the interests of the learners.

Each section of a unit is allocated 7–8 hours of teaching time, which includes time to develop AO3 (synthesis/evaluation) and AO4 (mapping/graphical) skills.

## Unit 1: Changing population

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Population and economic development patterns**  Suggested teaching time 7–8 hours | |
| How population varies between**places** | Physical and human factors affecting population distribution at the global scale  Global patterns and classification of economic development:   * low-income countries * middle-income countries and emerging economies * high-income countries   Population distribution and economic development at the national scale, including voluntary internal migration, core-periphery patterns and megacity growth   * *Two detailed and contrasting examples of uneven population distribution*   **Synthesis, evaluation and skills opportunities**  The relative importance of different influences on where people live and **spatial interactions** between places at varying **scales** |
| **2. Changing populations and places**  Suggested teaching time 7–8 hours | |
| **Processes** of population change and their effect on people and places | Population change and demographic transition over time, including natural increase, fertility rate, life expectancy, population structure and dependency ratios   * *Detailed examples of two or more contrasting countries*   The consequences of megacity growth for individuals and societies   * ***One****case study of a contemporary megacity experiencing rapid growth*   The causes and consequences of forced migration and internal displacement   * *Detailed examples of two or more forced movements, to include environmental and political push factors, and consequences for people and places*   **Synthesis, evaluation and skills opportunities**  How the impacts of population change and **spatial interactions**between places can be categorized and represented graphically |
| **3. Challenges and opportunities**  Suggested teaching time 7–8 hours | |
| Population **possibilities** and**power** over the decision-making process | Global and regional/continental trends in family size, sex ratios, and ageing/greying  Policies associated with managing population change, focusing on:   * policies related to ageing societies * pro-natalist or anti-natalist policies * gender equality policies and anti-trafficking policies   The demographic dividend and the ways in which population could be considered a resource when contemplating possible futures   * *One case study of a country benefiting from a demographic dividend*   **Synthesis, evaluation and skills opportunities**  How population change may affect the power balance between groups of people at local, national and international **scales** |

## Unit 2: Global climate-vulnerability and resilience

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Causes of global climate change**  Suggested teaching time 7–8 hours | |
| How natural and human **processes**affect the global energy balance | The atmospheric system, including the natural greenhouse effect and energy balance (incoming shortwave radiation and outgoing longwave radiation)  Changes in the global energy balance, and the role of feedback loops, resulting from:   * solar radiation variations, including global dimming due to volcanic eruptions * terrestrial albedo changes and feedback loops * methane gas release and feedback loops   The enhanced greenhouse effect and international variations in greenhouse gas sources and emissions, in relation to economic development, globalization and trade  **Synthesis, evaluation and skills opportunities**  The complexity of the dynamic climate system and the **spatial interactions** of different processes and feedback mechanisms |
| **2. Consequences of global climate change**  Suggested teaching time 7–8 hours | |
| The effects of global climate change on **places**, societies and environmental systems | Climate change and the hydrosphere, atmosphere and biosphere, including:   * water stored in ice and oceans, and changing sea levels * carbon stored in ice, oceans and the biosphere * incidence and severity of extreme weather events, including drought * spatial changes in biomes, habitats and animal migration patterns * changes to agriculture, including crop yields, limits of cultivation, soil erosion   Impacts of climate change on people and places, including health hazards, migration and ocean transport routes  **Synthesis, evaluation and skills opportunities**  The uneven spatial distribution of effects and uncertainty about their timing, scale and impacts for individuals and societies |
| **3. Responding to global climate change**  Suggested teaching time 7–8 hours | |
| **Possibilities** for responding to climate change and **power** over the decision-making process | Disparities in exposure to climate change risk and vulnerability, including variations in people’s location, wealth, social differences (age, gender, education), risk perception   * *Detailed examples of two or more societies with contrasting vulnerability*   Government-led adaptation and mitigation strategies for global climate change:   * global geopolitical efforts, recognizing that the source/s of greenhouse gas emissions may be spatially distant from the countries most impacted * carbon emissions offsetting and trading * technology, including geo-engineering   Civil society and corporate strategies to address global climate change   * *Case study of the response to climate change in****one****country focusing on the actions of non-governmental stakeholders*   **Synthesis, evaluation and skills opportunities**  Why **perspectives** and viewpoints may be different about the need for, practicality and urgency of action on global climate change |

## Unit 3: Global resource consumption and security

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Global trends in consumption**  Suggested teaching time 7–8 hours | |
| How global development **processes** affect resource availability and consumption | Global and regional/continental progress towards poverty reduction, including the growth of the “new global middle class”  Measuring trends in resource consumption, including individual, national and global ecological footprints  An overview of global patterns and trends in the availability and consumption of:   * water, including embedded water in food and manufactured goods * land/food, including changing diets in middle-income countries * energy, including the relative and changing importance of hydrocarbons, nuclear power, renewables, new sources of modern energy   **Synthesis, evaluation and skills opportunities**  How different patterns and trends are interrelated and involve **spatial interactions**between different places |
| **2. Impacts of changing trends in resource consumption**  Suggested teaching time 7–8 hours | |
| How pressure on resources affects the future security of **places** | The water–food–energy “nexus” and how its complex interactions affect:   * national water security, including access to safe water * national food security, including food availability * national energy security, including energy pathways and geopolitical issues   The implications of global climate change for the water–food–energy nexus   * *Detailed examples of two countries with contrasting levels of resource security*   The disposal and recycling of consumer items, including international flows of waste  **Synthesis, evaluation and skills opportunities**  How **perspectives** on, and priorities for, national resource security vary between places and at different **scales** |
| **3. Resource stewardship**  Suggested teaching time 7–8 hours | |
| **Possibilities** for managing resources sustainably and**power** over the decision-making process | Divergent thinking about population and resource consumption trends:   * pessimistic views, including neo-Malthusian views * optimistic views, including Boserup * balanced views, including resource stewardship   Resource stewardship strategies, including:   * the value of the circular economy as a systems approach for effective cycling of materials and energy * the role of the UN Sustainable Development Goals and progress made toward meeting them   **Synthesis, evaluation and skills opportunities**  Different **perspectives** on global resource use and the likely effectiveness of management actions at varying **scales** |

## **Syllabus Content-Part 2: HL Core Extension**

## Geographic perspectives-global interactions

#### Rationale and conceptual framework

This study of global interactions has a broader perspective than a more conventional study of globalization that emphasizes a linear process involving the domination and the imposition of Western culture on the world. In the context of this syllabus, global interaction suggests a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.

The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into three units relating to global interactions and global development.

#### Teaching and learning guidance

This sequence of units in the HL core extension is not fixed and may be modified, although it is recommended that unit 4.1 be taught as an introduction.

### Unit 4: Power, places and networks

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Global interactions and global power**  Suggested teaching time 6–7 hours | |
| How global **power**and influence varies spatially | Globalization indices showing how countries participate in global interactions  Global superpowers and their economic, geopolitical and cultural influence   * Detailed examples of **at least two** actual or potential global superpowers   Powerful organizations and global groups:   * G7/8, G20 and Organization for Economic Cooperation and Development (OECD) groups * Organization of the Petroleum Exporting Countries’ (OPEC) influence over energy policies * global lending institutions, including the International Monetary Fund (IMF) and New Development Bank (NDB)   **Synthesis, evaluation and skills opportunities**  How wealthy and powerful places exist at varying **scales**, and how the global map is complex and subject to change |
| **2. Global networks and flows**  Suggested teaching time 6–7 hours | |
| How different **places** become interconnected by global interactions | An overview of contemporary global networks and flows:   * global trade in materials, manufactured goods and services * an overview of international aid, loans and debt relief * international remittances from economic migrants * illegal flows, such as trafficked people, counterfeit goods and narcotics   Foreign Direct Investment (FDI) and outsourcing by transnational corporations (TNCs), and ways in which this networks places and markets   * Two contrasting detailed examples of TNCs and their global strategies and supply chains   **Synthesis, evaluation and skills opportunities**  The relative importance of different flows, and the suitability of different methods for graphically representing flows and **interactions** |
| **3. Human and physical influences on global interactions**  Suggested teaching time 6–7 hours | |
| How political, technological and physical **processes**influence global interactions | Political factors that affect global interactions:   * multi-governmental organizations (MGOs) and free trade zones * economic migration controls and rules   Our “shrinking world” and the forces driving technological innovation:   * changing global data flow patterns and trends * transport developments over time * patterns and trends in communication infrastructure and use   The influence of the physical environment on global interactions:   * natural resource availability * the potentially limiting effect of geographic isolation, at varying scales   **Synthesis, evaluation and skills opportunities**  How processes that influence **spatial interactions** are interlinked in complex ways that accelerate globalization |

## Unit 5: Human development and diversity

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Development opportunities**  Suggested teaching time 6–7 hours | |
| Ways of supporting the **processes** of human development | The multidimensional process of human development and ways to measure it:   * UN Sustainable Development Goals criteria * validity and reliability of development indicators and indices, including the human development index (HDI) and gender inequality index (GII) * empowering women and indigenous or minority groups * *Detailed illustrative examples of affirmative action to close the development gap*   The importance of social entrepreneurship approaches for human development:   * the work of microfinance organizations and their networks * alternative trading networks such as “Fairtrade” * TNC corporate social responsibility frameworks and global agreements   **Synthesis, evaluation and skills opportunities**  How actions to support human development involve **spatial interactions** from local to global **scales** |
| **2. Changing identities and cultures**  Suggested teaching time 6–7 hours | |
| How global interactions bring cultural influences and changes to **places** | The global spectrum of cultural traits, ethnicities and identities, and ways in which the spectrum of diversity is widening or narrowing at different scales  The effects of global interactions on cultural diversity in different places:   * the diffusion of cultural traits, and cultural imperialism * glocalization of branded commodities, and cultural hybridity * cultural landscape changes in the built environment   How diasporas influence cultural diversity and identity at both global and local scales   * *Case study of a global diaspora population and its cultures(s)*   **Synthesis, evaluation and skills opportunities**  Differing evidence and **perspectives** on how diversity is changing at local, national and global **scales** |
| **3. Local responses to global interactions**  Suggested teaching time 6–7 hours | |
| The varying **power** of local places and actors to resist or accept change | Local and civil society resistance to global interactions:   * rejection of globalized production, including campaigns against TNCs and in favour of local sourcing of food and goods by citizens * rise of anti-immigration movements   Geopolitical constraints on global interactions:   * government and militia controls on personal freedoms to participate in global interactions * national trade restrictions, including protectionism and resource nationalism   The role of civil society in promoting international-mindedness and participating in global interactions, including social media use and campaigning for internet freedom   * *Two detailed examples of places where restricted freedoms have been challenged*   **Synthesis, evaluation and skills opportunities**  How acceptance of, or resistance to, global interactions takes different forms and occurs at different **scales** |

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### Unit 6: Global risks and resilience

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| **Geographic inquiry** | **Geographic knowledge and understanding** |
| **1. Geopolitical and economic risks**  Suggested teaching time 6–7 hours | |
| How technological and globalizing**processes** create new geopolitical and economic risks for individuals and societies | Threats to individuals and businesses:   * hacking, identity theft and the implications of surveillance for personal freedoms * political, economic and physical risks to global supply chain flows   New and emerging threats to the political and economic sovereignty of states:   * profit repatriation and tax avoidance by TNCs and wealthy individuals * disruptive technological innovations, such as drones and 3D printing   The correlation between increased globalization and renewed nationalism/tribalization   * Two detailed examples to illustrate geopolitical tension/conflict   **Synthesis, evaluation and skills opportunities**  How the advantages of globalization must be weighed against heightened**possibilities** of new geopolitical and economic risks |
| **2. Environmental risks**  Suggested teaching time 6–7 hours | |
| How global interactions create environmental risks for particular **places** and people | Transboundary pollution (TBP) affecting a large area/more than one country   * One TBP case study including the consequences and possible responses   Environmental impacts of global flows at varying scales:   * localized pollution, including impacts along shipping lanes * carbon footprints for global flows of food, goods and people   Environmental issues linked with the global shift of industry:   * polluting manufacturing industries * food production systems for global agribusiness   **Synthesis, evaluation and skills opportunities**  How global interactions affect the physical environment by varying degrees at different **scales** |
| **3. Local and global resilience**  Suggested teaching time 6–7 hours | |
| New and emerging **possibilities** for managing global risks | The success of international civil society organizations in attempting to raise awareness about, and find solutions for, environmental and social risks associated with global interactions   * Detailed examples of one environmental and one social civil society organization action   Strategies to build resilience:   * re-shoring of economic activity by TNCs * use of crowd-sourcing technologies to build resilience by government and civil society * new technologies for the management of global flows of data and people, including cybersecurity and e-passports   **Synthesis, evaluation and skills opportunities**  How **perspectives** vary on the severity of different risks and priorities for action |

ASSESSMENT OUTLINE

Student learning is continually assessed in the form of essays, structured assignments and data on stimulus response questions. All of these assignments are marked using established IB criteria and reported to parents and students.

GRADE DESCRIPTORS

**Grade 7 Excellent performance**

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

**Grade 6 Very good performance**

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

**Grade 5 Good performance**

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative although some ability is demonstrated to present and develop contrasting points of view; some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

**Grade 4 Satisfactory performance**

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or ‘common sense’ points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability

to interpret data or to solve problems and some ability to engage in analysis and evaluation.

**Grade 3 Mediocre performance**

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

**Grade 2 Poor performance**

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

**Grade 1 Very poor performance**

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

FINAL ASSESSMENT OUTLINE SL

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| **Assessment component** | **Weighting** |
| External assessment (2 hours 45 minutes)Paper 1 (1 hour 30 minutes) Geographic themes—two options (40 marks) | 75%35% |
| Paper 2 (1 hour 15 minutes) Geographic perspectives—global change (50 marks) | 40% |
| Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Fieldwork (20 hours) Written report (25 marks) |  |