

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, a ruler colour pencils).
* For tests they should bring writing equipment like a sharp pencil, an eraser, a pen 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 at SL and three

optional themes at HL

–– At HL only, demonstrate knowledge and understanding of the HL extension—global

interactions

–– 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

–– At HL only, demonstrate synthesis and evaluation of the HL extension—global interactions

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

Higher Level

The Diploma Programme geography syllabus at higher level is divided into parts:

**Geographic skills—integrated throughout the course**

**Part** **1:** **Core** **theme—patterns** **and** **change** **(SL/HL)**

There are four compulsory topics in this core theme.

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

**Part** **2:** **Optional** **themes** **(SL/HL)**

There are seven optional themes.

Three optional themes are required at HL.

**The following options have been chosen:**

D. Hazards and disasters—risk assessment and response

E. Leisure, sport and tourism

F. The geography of food and health

**Part 3: HL extension—global interactions (HL only)**

There are **seven** compulsory topics in the HL extension.

1. Measuring global interactions

2. Changing space—the shrinking world

3. Economic interactions and flows

4. Environmental change

5. Sociocultural exchanges

6. Political outcomes 7. Global interactions at the local level

**Fieldwork (SL/HL)**

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

**Geographic skills (SL/HL)**

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. |

**Part 1: Core**

**Patterns and change**

The core theme provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the United Nations’ Millennium Development Goals (MDGs), in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. An evaluation of the progress made towards meeting these goals is also provided.

The core theme also develops knowledge of the likely causes and impacts of global climate change, a major contemporary issue of immense international significance. An understanding of this issue is the fundamental basis for the section on patterns in environmental quality and sustainability.

#### **Definitions**

The definitions of the terms used in studying the core theme vary from one source to another. To avoid confusion, the following definitions are given and expected of students.

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| **Term** | **Definition** |
| Core and periphery | The concept of a developed core surrounded by an undeveloped periphery. The concept can be applied at various scales. |
| Ecological footprint | The theoretical measurement of the amount of land and water a population requires to produce the resources it consumes and to absorb its waste under prevailing technology. |
| Global climate change | The changes in global patterns of rainfall and temperature, sea level, habitats and the incidences of droughts, floods and storms, resulting from changes in the Earth’s atmosphere, believed to be mainly caused by the enhanced greenhouse effect. |
| GNI | Gross national income (now used in preference to gross national product—GNP). The total value of goods and services produced within a country together with the balance of income and payments from or to other countries. |
| Migration | The movement of people, involving a change of residence. It can be internal or external (international) and voluntary or forced. It does not include temporary circulations such as commuting or tourism. |
| Remittances | Transfers of money/goods by foreign workers to their home countries. |
| Soil degradation | A severe reduction in the quality of soils. The term includes soil erosion, salinization and soil exhaustion (loss of fertility). |
| Water scarcity | Can be defined as:   * physical water scarcity, where water resource development is approaching or has exceeded unsustainable levels; it relates water availability to water demand and implies that arid areas are not necessarily water scarce * economic water scarcity, where water is available locally but not accessible for human, institutional or financial capital reasons. |

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| **CONTENT** | **LEARNING OUTCOMES**  Students should (be able to) |
| **1. Populations** **in** **transition**   * Population change * Responses to high and low fertility * Movement responses—migration * Gender and change | Explain population trends and patterns in births (Crude Birth Rate), natural increase and mortality (Crude Death Rate, infant and child mortality rates), fertility and life expectancy in contrasting regions of the world. Analyse population pyramids. Explain population momentum and its impact on population projections.  Explain dependency and ageing ratios. Examine the impacts of youthful and ageing populations. Evaluate examples of a pro‑natalist policy and an anti‑natalist policy.  Discuss the causes of migrations, both forced and voluntary. Evaluate internal (national) and international migrations in terms of their geographic (socio‑economic, political and environmental) impacts at their origins and destinations.  Examine gender inequalities in culture, status, education, birth ratios, health, employment, empowerment, life expectancy, family size, migration, legal rights and land tenure. |
| **2. Disparities in wealth and development**   * Measurements of regional and global disparities * Origin of disparities * Disparities and change      * Reducing disparities | Define indices of infant mortality, education, nutrition, income, marginalization and Human Development Index (HDI). Explain the value of the indices in measuring disparities across the globe.  Explain disparities and inequities that occur within countries resulting from ethnicity, residence, parental education, income, employment (formal and informal) and land ownership.  Identify and explain the changing patterns and trends of regional and global disparities of life expectancy, education and income.  Examine the progress made in meeting the Millennium Development Goals (MDGs) in poverty reduction, education and health.  Discuss the different ways in which disparities can be reduced with an emphasis on trade and market access, debt relief, aid and remittances.  Evaluate the effectiveness of strategies designed to reduce disparities. |
| **3. Patterns in environmental quality and sustainability**   * Atmosphere and change * Soil and change * Water and change * Biodiversity and change * Sustainability and the environment | Describe the functioning of the atmospheric system in terms of the energy balance between solar and longwave radiation. Explain the changes in this balance due to external forcings (changes in solar radiation, changes in the albedo of the atmosphere and changes in the longwave radiation returned to space). Discuss the causes and environmental consequences of global climate change.  Explain the causes of soil degradation. Discuss the environmental and socio‑economic consequences of this process, together with management strategies.  Identify the ways in which water is utilized at the regional scale. Examine the environmental and human factors affecting patterns and trends in physical water scarcity and economic water scarcity. Examine the factors affecting access to safe drinking water.  Explain the concept and importance of biodiversity in tropical rainforests. Examine the causes and consequences of reduced biodiversity in this biome.  Define the concept of environmental sustainability. Evaluate a management strategy at a local or national scale designed to achieve environmental sustainability. |
| **4. Patterns in resource consumption**   * Patterns of resource consumption * Changing patterns of energy consumption * Conservation strategies | Evaluate the ecological footprint as a measure of the relationship between population size and resource consumption. Identify international variations in its size. Discuss the two opposing views (neo‑Malthusian and anti‑Malthusian) of the relationship between population size and resource consumption.  Examine the global patterns and trends in the production and consumption of oil.  Examine the geopolitical and environmental impacts of these changes in patterns and trends. Examine the changing importance of other energy sources.  Discuss the reduction of resource consumption by conservation, waste reduction, recycling and substitution. Evaluate a strategy at a local or national scale aimed at reducing the consumption of one resource. |

**Part 2: Optional themes**

### Option D: Hazards and disasters—risk assessment and response

Environmental hazards exist at the interface between physical geography and human geography. Natural hazard events are often exacerbated by human actions, although conversely, human‑induced hazard events are also affected by natural environmental conditions. The principles involved in studying natural hazards are identical to those involved in studying human‑induced hazards.

The focus of this optional theme is on the full range of human adjustments and responses to hazards and disasters at a variety of scales. The term “natural disaster” is deliberately avoided in this theme because it is not considered to be an accurate reflection of the multitude of underlying reasons that expose people to risk and subsequently create the pre‑conditions necessary for a disaster to occur.

In studying this theme, students are expected to examine the following four hazards.

* Either earthquakes or volcanoes
* Hurricanes (tropical cyclones, typhoons)
* Droughts
* Any one recent human‑induced (technological) hazard resulting in an explosion or escape of hazardous material

These four hazards do not necessarily require an equal allocation of time; the precise balance will vary according to local preferences. The syllabus is designed to allow for flexibility but it is recommended that the overall approach should be concept by concept (such as vulnerability, risk and risk assessment), rather than entirely thematic (hazard by hazard). At least one case study of a hazard event (or disaster) is required for each of the four hazard types.

#### **Definitions**

The definitions of the terms used in studying this theme, “Hazards and disasters—risk assessment and response”, vary from one source to another. To avoid confusion, the following definitions are given and expected of students.

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| **Term** | **Definition** |
| Disaster | A major hazard event that causes widespread disruption to a community  or region that the affected community is unable to deal with adequately without outside help. |
| Hazard | A threat (whether natural or human) that has the potential to cause  loss of life, injury, property damage, socio‑economic disruption or environmental degradation. |
| Hazard event | The occurrence (realization) of a hazard, the effects of which changedemographic, economic and/or environmental conditions. |
| Risk | The probability of a hazard event causing harmful consequences  (expected losses in terms of deaths, injuries, property damage, economy and environment). |
| Vulnerability | The susceptibility of a community to a hazard or to the impacts of a hazard event. |

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| **Content** | **Learning Outcomes**  Students should (be able to) |
| **1.** **Characteristics of hazards**   * Characteristics | Explain the characteristics and spatial distribution of the following hazards.  • Either earthquakes or volcanoes  • Hurricanes (tropical cyclones, typhoons)  • Droughts  • Any one recent human‑induced (technological) hazard (explosion or escape of hazardous material)  Distinguish between the chosen hazards in terms of their spatial extent, predictability, frequency, magnitude, duration, speed of onset and effects. |
| **2.** Vulnerability   * Vulnerable populations * Vulnerability | Explain the reasons why people live in hazardous areas.  Discuss vulnerability as a function of demographic and socio‑economic factors, and of a community’s preparedness and ability to deal with a hazard event  when it occurs.  Explain the reasons for some sectors of a population being more vulnerable than others. |
| **3. Risk and risk assessment**  • Analysis of risk  • Hazard event prediction | Examine the relationships between the degree of risk posed by a hazard and the probability of a hazard event occurring, the predicted losses and a community’s preparedness for it.  Explain the reasons why individuals and communities often underestimate the probability of hazard events occurring.  Discuss the factors that determine an individual’s perception of the risk posed by **hazards.**  Examine the methods used to make estimates  (predictions) of the probability (in time and space) of hazard events occurring, and of their potential impact on lives and property.  Discuss these methods by examining case studies relating to **two** different hazard types. |
| **4. Disasters**  • Definition  • Measuring disasters | Distinguish between a hazard event and a disaster. Explain why this distinction is not always completely objective.  Describe the methods used to quantify the spatial extent and intensity of disasters.  Explain the causes and impacts of any **one** disaster resulting from a natural hazard.  Explain the causes and impacts of any **one** recent human‑induced hazard event or disaster.  Examine the ways in which the intensity and impacts of disasters vary in space and have changed over time. |
| 5. Adjustments and responses to hazards and disasters  • Responses to the risk of hazard events  • Before the event  • Short‑term, mid‑term and long‑term  responses after the event | Discuss the usefulness of assessing risk before deciding the strategies of adjustment and response to a hazard.  Describe attempts that have been made to reduce vulnerability by spreading the risk (aid, insurance) and by land-use planning (zoning).  Describe strategies designed to limit the damage from potential hazard events and disasters.  Describe the range of responses, at the community, national and international levels, during and after a hazard event or disaster.  Distinguish between rescue, rehabilitation and  reconstruction responses.  Explain how these responses are affected by individual and community perceptions.  Examine the factors that affected the choice of  adjustments before, and responses to, actual hazard events or disasters.  Discuss the importance of re‑assessing risk, and re‑examining vulnerability, following any major hazard event or disaster. |

### Option E: Leisure, sport and tourism

Leisure is defined for the purposes of this optional theme as any freely chosen activity or experience that takes place in non‑work time.

The leisure industry is a significant and rapidly expanding global economic sector. This option is designed to illustrate the pattern and diversity of leisure activities, their increasing popularity and their impact on environments, culture and economy on a range of scales from global to local. Issues and conflicts arise for planners and managers in meeting leisure demand, conserving natural resources and avoiding social conflict.

The theme focuses specifically on tourism, sport and recreation. Although the three terms are defined separately, they overlap and participation in them may be simultaneous. For example, a sporting activity may occur during a vacation.

#### **Definitions**

The definitions of the terms used in studying this theme, “Leisure, sport and tourism”, vary from one source to another. To avoid confusion, the following definitions are given and expected of students.

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| **Term** | **Definition** |
| Carrying capacity | The maximum number of visitors/participants that a site/event can satisfy at one time. It is customary to distinguish between environmental carrying capacity (the maximum number before the local environment becomes damaged) and perceptual carrying capacity (the maximum number before a specific group of visitors considers the level of impact, such as noise, to be excessive). For example, young mountain bikers may be more crowd‑tolerant than elderly walkers. |
| Leisure | Any freely chosen activity or experience that takes place in non‑work time. |
| Primary tourist/recreational resources | The pre‑existing attractions for tourism or recreation (that is, those not built specifically for the purpose), including climate, scenery, wildlife, indigenous people, cultural and heritage sites. These are distinguished from secondary tourist/recreational resources, which include accommodation, catering, entertainment and shopping. |
| Recreation | A leisure‑time activity undertaken voluntarily and for enjoyment. It includes individual pursuits, organized outings and events, and non‑paid (non‑professional) sports. |
| Resort | A settlement where the primary function is tourism. This includes a hotel complex. |
| Sport | A physical activity involving a set of rules or customs. The activity may be competitive. |
| Tourism | Travel away from home for at least one night for the purpose of leisure. Note that this definition excludes day‑trippers. There are many possible subdivisions of tourism. Sub-groups include:   * ecotourism—tourism focusing on the natural environment and local communities * heritage tourism—tourism based on a historic legacy (landscape feature, historic building or event) as its major attraction * sustainable tourism—tourism that conserves primary tourist resources and supports the livelihoods and culture of local people. |

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| **Content** | **Learning Outcomes**  Students should (be able to) |
| **1.** **Leisure**   * Definitions | Discuss the difficulties in attempting to define leisure, recreation, tourism and sport.  Discuss the influence of accessibility, changes in technology and affluence upon the growth of these activities. |
| **2.** **Leisure** **at** **the** **international** **scale:** **tourism**   * Changes in demand * Changes in supply | Explain the long- and short‑term trends and patterns in international tourism.  Examine the changes in location and development of different tourist activities.  Explain the growth of more remote tourist destinations. |
| **3.** **Leisure** **at** **the** **international** **scale:** **sport**   * International participation and success      * Case study of a contemporary international sports event | Examine the social, cultural, economic and political factors affecting participation and success in two major international sports.  Analyse the geographic factors that influenced the choice of venue(s).  Examine the factors affecting the sphere of influence for participants and supporters.  Evaluate the short- and long‑term geographic costs and benefits of hosting such an event at both the local and national level. |
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| **4.** **Leisure** **at** **the** **national/regional** **scale:** **tourism**   * Case study of a national tourist industry * Case study of ecotourism * Tourism as a development strategy | Examine the economic, social and environmental impacts of tourism.  Evaluate the strategies designed to manage and sustain the tourist industry.  Examine the importance of tourism as a development strategy for low‑income countries. |
| **5.** **Leisure** **at** **the** **national/regional** **scale:** **sport**   * Case study of a national sports league | Explain the hierarchy of a league and the location of its teams. Examine the relationship between team location and the residence of its supporters. |
| **6.** **Leisure** **at** **the** **local** **scale:** **tourism**   * Tourism management in urban areas * Tourism management in rural areas | For one named city or large town:   * describe the distribution and location of primary and secondary tourist resources * discuss the strategies designed to manage tourist demands, maximize capacity and minimize conflicts between local residents and visitors, and avoid environmental damage.   Examine the concept of carrying capacities in a rural tourist area.  Discuss strategies designed to maximize capacity and minimize conflicts between local residents and visitors, and avoid environmental damage. |
| **7.** **Leisure** **at** **the** **local** **scale:** **sport** **and** **recreation**   * The leisure hierarchy * Intra‑urban spatial patterns * Urban regeneration | Explain the relationship between urban settlements and recreational and sports facilities in terms of frequency, size, range and catchment area.  Examine the distribution and location of recreational and sports facilities in urban areas and relate the patterns to accessibility, land value and the physical and socio‑economic characteristics of each urban zone (from the central business district to the rural–urban fringe).  Discuss the role of sport and recreation in regeneration strategies of urban areas. |
| **8.** **Sustainable** **tourism**   * Sustainable tourism | Define sustainable tourism.  Examine the extent to which it might be successfully implemented in different environments. |

### Option F: The geography of food and health

This optional theme is based on the underlying premise that the health of a population is the direct consequence of having enough food, a balanced diet and reduced susceptibility to disease. It covers a large area of knowledge, and time constraints mean that some parts may need to be covered in breadth rather than in depth.

The topic on health serves as an introduction to the theme, with more detailed coverage required for the remaining two topics on food and disease. These latter sections relate to some of the United Nations’ Millennium Development Goals (MDGs), particularly those that challenge hunger and combat disease.

Detailed case studies are recommended, especially when impacts and evaluations are required. Case studies of two diseases are required, chosen from two different categories out of the following three: vector‑borne, water‑borne or sexually transmitted disease.

#### **Definitions**

The definitions of the terms used in studying this theme, “The geography of food and health”, vary from one source to another. To avoid confusion, the following definitions are given and expected of students.

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| **Term** | **Definition** |
| Food miles | A measure of the distance that food travels from its source to the consumer. This can be given either in units of actual distance or of energy consumed during transport. |
| HALE | Health‑adjusted life expectancy, based on life expectancy at birth but including an adjustment for time spent in poor health (due to disease and/or injury). It is the equivalent number of years in full health that a newborn can expect to live, based on current rates of ill health and mortality. |
| Transnational corporation (TNC) | A firm that owns or controls productive operations in more than one country through foreign direct investment. |

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| **Content** | **Learning Outcomes**  Students should (be able to) |
| **1.** **Health**   * Variations in health * Measuring health * Prevention relative to treatment | Describe the variations in health as reflected by changes in life expectancy at national and global scales since 1950. Explain the patterns and trends in terms of differences in income and lifestyle.  Evaluate life expectancy, infant mortality rate (IMR) and child mortality, HALE (health‑adjusted life expectancy), calorie intake, access to safe water and access to health services as indicators of health.  Discuss the geographic factors that determine the relative emphasis placed by policy‑makers, in one country or region, on prevention as opposed to treatment of disease. |
| **2.** **Food**   * Global availability of food * Areas of food sufficiency and deficiency * Case study * Production and markets * Addressing imbalances * Sustainable agriculture | Identify global patterns of calorie intake as one measure of food availability.  Distinguish between malnutrition, temporary hunger, chronic hunger and famine.  Discuss the concept of food security.  Explain how changes in agricultural systems, scientific and technological innovations, the expansion of the area under agriculture and the growth of agribusiness have increased the availability of food in some areas, starting with the Green Revolution and continuing since.  Examine the environmental, demographic, political, social and economic factors that have caused areas of food deficiency and food insecurity.  Examine the variety of causes responsible for a recent famine.  Examine the impacts at a variety of scales of trade barriers, agricultural subsidies, bilateral and multilateral agreements, and transnational corporations (TNCs) on the production and availability of food.  Evaluate the relative importance of food aid, free trade and fair trade in alleviating food shortages.  Examine the concept of sustainable agriculture in terms of energy efficiency ratios and sustainable yields.  Examine the concept of food miles as an indicator of environmental impact. |
| **3.** **Disease**   * Global patterns of disease * . The spread of disease * Geographic factors and impacts | Explain the global distribution of diseases of affluence.  Explain the global distribution of diseases of poverty.  Explain how the geographic concepts of diffusion by relocation and by expansion apply to the spread of diseases. Examine the application of the concept of barriers in attempts to limit the spread of diseases. Describe the factors that have enabled reduction in incidence of a disease.  Examine the geographic factors responsible for the incidence and spread of two diseases.  Evaluate the geographic impact of these two diseases at the local, national and international scales.  Evaluate the management strategies that have been applied in any one country or region for one of these diseases. |

**Part 3: HL extension**

***Definitions***

The definitions of the terms used in studying the HL extension, global interactions, vary from one source to another. To avoid confusion, the following definitions are given and expected of students.

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| **Term** | **Definition** |
| Civil society | Any organization or movement that works in the area between the  household, the private sector and the state to negotiate matters of public concern. Civil societies include non‑governmental organizations (NGOs), community groups, trade unions, academic institutions and faith‑based organizations. |
| Core and periphery | The concept of a developed core surrounded by an undeveloped  periphery. The concept can be applied at various scales. |
| Cultural imperialism | The practice of promoting the culture/language of one nation in another. It is usually the case that the former is a large, economically or militarily powerful nation and the latter is a smaller, less affluent one. |
| Food miles | A measure of the distance food travels from its source to the consumer. This can be given either in units of actual distance or of energy consumed during transport. |
| Globalization | “The growing interdependence of countries worldwide through the  increasing volume and variety of cross‑border transactions in goods and services and of international capital flows, and through the more rapid and widespread diffusion of technology” (source: IMF). |
| Globalization indices | The AT Kearney *Foreign Policy* index measures twelve variables, which are subdivided into four “baskets”: economic integration, personal contact, technological connectivity and political engagement. Nations are ranked according to a calculated globalization index. The KOF index measures three main dimensions of globalization:  economic, political and social, and nations are ranked accordingly. It is designed by the Swiss Federal Institute of Technology on a yearly basis. |
| Glocalization | A term that was invented to emphasize that the globalization of a  product is more likely to succeed when the product or service is  adapted specifically to each locality or culture in which it is marketed.  The increasing presence of McDonald’s restaurants worldwide is an  example of globalization, while changes made to the menus of the  restaurant chain, in an attempt to appeal to local tastes, are an example of glocalization. |
| GNI | Gross national income (now used in preference to gross national  product—GNP). The total value of goods and services produced within a country together with the balance of income and payments from or to other countries. |
| Outsourcing | The concept of taking internal company functions and paying an outside firm to handle them. Outsourcing is done to save money, improve quality or free company resources for other activities. |
| Time–space convergence | The reduction in the time taken to travel between two places due to  improvements in transportation or communication technology. |
| **Transnational corporation (TNC)** | A firm that owns or controls productive operations in more than one  country through foreign direct investment. |

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| **Content** | **Learning Outcomes**  Students should (be able to) |
| 1. Measuring global interactions  • Global participation  • Global core and periphery | Describe and evaluate one of the following two  globalization indices: the AT Kearney index or the KOF index, as a measure of global interaction. Describe how the globalization index may be represented spatially.  Discuss the spatial pattern of global interactions through the mapping of core areas at the focus of interaction (network hubs/nodes), the peripheries and areas relatively unaffected by these interactions. |
| 2. Changing space—the shrinking world  • Time–space convergence and  the reduction in the friction of distance  • Extension and density of networks | Explain how a reduction in the friction of distance results in time–space convergence.  Examine the relative changes in the speed and capacity of two types of transport (air, ocean, road, rail, pipeline) responsible for the flow of goods, materials and people.  Examine the changes in a transport, internet or  telecommunications network in terms of the extension of links and nodes and the intensity of use at a national or global scale.  Describe the role of information and communications technology (ICT) in civil society and the transmission and flow of images, ideas, information and finance.  Examine the contrasting rates, levels and patterns of adoption of an element of ICT in two countries. |
| 3. Economic interactions and flows  • Financial flows  • Labour flows    • Information flows | Examine the importance of loans, debt repayment, development aid, remittances, foreign direct investment and repatriation of profits in the transfer of capital between the developed core areas and the peripheries.  Examine the influence of governments, world trading organizations and financial institutions (such as the World Trade Organization, International Monetary Fund and World Bank) in the transfer of capital.  Explain the causes and effects of one major flow of labour between two countries.  Explain the role of ICT in the growth of international outsourcing. |
| 4. Environmental change  • Degradation through raw material production  • The effects of transnational  manufacturing and services  • Transboundary pollution  • Homogenization of landscapes | Identify the effects of agro‑industrialization and changes in international production and consumption on the physical environment.  Discuss the environmental consequences of increasing international demand for one raw material. Examine the concept of food miles and the environmental consequences of increasing volumes of air freight.  Discuss the reasons for and consequences of the relocation of polluting industries (such as some TNCs) and waste disposal (such as ICT, chemical and nuclear waste) to countries with weaker environmental controls and safety regulations.  Describe **one** major pollution event affecting more than one country and examine the consequences of and responses to this event.  Examine the growth of environmental awareness as a consequence of these global interactions.  Examine the role of **one** international civil society organization in fostering improved environmental management.  Explain the evolution of uniform urban landscapes; the effects of common commercial activity, structures, styles of construction and infrastructure. |
| 5. Sociocultural exchanges  • Cultural diffusion: the process  • Consumerism and culture  • Sociocultural integration | Describe cultural traits in terms of language, customs, beliefs, dress, images, music, food and technology.  Examine the diffusion of cultural traits resulting from the international movement of workers, tourists and commodities.  Describe the role of TNCs and the media in spreading consumer culture. Select **two** different branded commodities and examine the spatial and temporal pattern of adoption on a global scale.  Examine the role of diasporas in preserving culture in **one** country and the adoption of minority traits by host societies.  Examine the impact of cultural diffusion on **one**  indigenous and remote society through the influence of international interactions.  Examine the ways in which international interactions may result in the homogenization and dilution of culture.  Define and exemplify the concept of cultural imperialism. |
| 6. Political outcomes  • Loss of sovereignty  • Responses | Discuss the links between the diminishing effectiveness of political borders and the flow of goods, capital, labour and ideas, and the role of **one** multi‑governmental organization such as the European Union (EU), the  Association of Southeast Asian Nations (ASEAN), the North American Free Trade Agreement (NAFTA) and MERCOSUR (the common market of South America).  Discuss the shift of power from nation state to TNCs as a result of their economic size and dominance. Compare the wealth of TNCs with that of nation states.  Examine the resurgence of nationalism in one country as it attempts to retain control of its resources and culture.  Discuss anti‑globalization movements.  Discuss the attempts to control migration into one country. |
| 7. Global interactions at the local level  • Defining glocalization  • Adoption of globalization  • Local responses to globalization  • Alternatives | Distinguish between the terms **globalization** and **glocalization**.  Examine the extent to which commercial activities at a local scale have become globalized. Examine the reasons  why the level and rate of adoption varies from place to place.  Discuss civil society responses to globalization; the adoption, adaptation (glocalization) or rejection of globalized goods, services and cultural traits.  Evaluate the relative costs and benefits of local  commercial production to the producer, the consumer and the local economy, compared with the costs and benefits of globalized production.  Describe the role of civil societies in raising awareness of local and global environmental, social and cultural issues.  Examine the role of civil societies in supporting local economic activity and strengthening local cultural values.  Discuss the position held by anti‑globalization groups.  Evaluate the quality of life of a contemporary  non‑globalized society. |

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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

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| **Assessment component** | **Weighting** |
| **External assessment (4** **hours 30** **minutes)**  **Paper 1 (1 hour 30 minutes)**  Syllabus content: Core theme  Assessment objectives 1–4  Section A: Students answer all short‑answer questions. Some include data. (45 marks)  Section B: Students answer one extended response question. (15 marks)  Section A and section B are common to both SL and HL assessment.  (60 marks)  **Paper 2 (2 hours)**  Syllabus content: Three optional themes  Assessment objectives 1–4  Students answer three structured questions based on stimulus material, each selected from a different theme. For each theme there is a choice of two questions. (20 marks per question)  Some stimulus material is included in the resources booklet.  This paper is common to both SL and HL assessment.  (60 marks)  **Paper 3 (1 hour)**  Syllabus content: Higher level extension  Assessment objectives 1–4  Students answer one of three essay questions.  (25 marks) | **80%**  **25%**  **35%**  **20%** |
| **Internal assessment (20** **hours)**  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  Syllabus content: Any topic from the syllabus  Assessment objectives 1–4  Written report based on fieldwork. Maximum 2,500 words  (30 marks) | **20%** |
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ASSESSMENT OBJECTIVES IN PRACTICE

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| **Objectives** | **Paper 1** | **Paper 2** | **Paper 3** | **Internal assessment** | **Overall** |
| 1. Knowledge and understanding of specified content | 45% | 35% | 35% (HL) | 20% | 35% (SL)  30% (HL) |
| 1. Application and analysis of knowledge and understanding | 30% | 30% | 35% (HL) | 20% | 30% |
| 1. Synthesis and evaluation | 5% | 10% | 20% (HL) | 20% | 10% (SL)  15% (HL) |
| 1. Selection, use and application of a variety of appropriate skills and techniques | 20% | 25% | 10% (HL) | 40% | 25% |