



**|IB Diploma Geography|**

**|Student Information Package|**

**|2018 – 2020|**

This package includes the following:

1. 2-year course syllabus
2. external and internal assessment breakdown
3. method of internal assessment

The purpose of this package is to inform each student on the structure and content of the 2-year course. The detailed course syllabus will assist students who want to plan ahead.

**Student Performance**

To enhance your performance in this course, consider the following:

1. Homework, assignments and tests are essential instruments of evaluation, thus providing you with invaluable feedback of your current understanding of the topic.
2. The subject matter for this course is such that you are required to read a great deal from various sources of information. The best way to approach your reading tasks and at the same time staying abreast of the main issues, is to read on a regular basis from the textbook, Twitter, Diigo, National Geographic, geographypods.com and blogs to be introduced over the duration of the course (**three times a week**).
3. It is your responsibility and right to seek out help from us when you require it. Staying “muddled” can be both distressing and disabling for you, thus clear up immediately any confusion you may have about the course.

Mr. Roberts will publish all the work on an online (www.fetcheducation.org) where you will be able to access syllabus details, helpful web links and other information related to the course.

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# **IB Geography 2018 - 2020**

The following topics will be covered over the two years. As indicated in the table, the Geographical Skills and Topographic Mapping will not be studied as separate topics but will be incorporated throughout the course.

Make sure that you refer to these syllabus details as we go through the course. There is a space for notes so that you can note when each piece of content has been covered in class. We will not necessarily go over everything in detail in class – it will be up to you to cover some of the material at home.

### **Geography and international-mindedness**

The geography course conceptually and contextually embodies international and global awareness in several distinctive approaches. It examines key world issues, such as the nexus of sustainable environmental, societal and economic development, and climate change. It considers examples and case studies at a variety of scales, from local to regional, national, international and global. Throughout the course, teachers have considerable flexibility in their choice of examples and case studies as content in order to ensure that Diploma Programme geography is a highly appropriate way to meet the needs of all students, regardless of their geographical location. Inherent to the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

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 and ever shrinking world.

## The IB learner profile

The geography syllabus is closely linked to the IB learner profile, which strives to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who help create a better and more peaceful world. By following the geography syllabus, students will have fulfilled the attributes of the IB learner profile. For example, the requirements of the internal assessment provide opportunities for students to develop every aspect of the profile.

For each attribute of the learner profile, a number of examples selected from the skills and content of the geography syllabus are given below.

|  |  |
| --- | --- |
| **Learner profile attribute** | **Geography syllabus** |
| Inquirers |  |
| Knowledgeable |  |
| Thinkers |  |
| Communicators |  |
| Principled |  |
| Open-minded |  |
| Caring |  |
| Risk-takers |  |
| Balanced |  |
| Reflective |  |

## Geography Discipline

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.

## Geography and theory of knowledge (TOK)

Students of group 3 subjects study individuals and societies. This means that they explore the interactions between humans and their environment in time and place. As a result, these subjects are often known collectively as the “human sciences” or “social sciences”. As with other subject areas, there is a variety of ways of gaining knowledge in group 3 subjects. For example, archival evidence, data collection, experimentation, observation, and inductive and deductive reasoning can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty and individual as well as cultural perspectives.

The relationship between each subject and theory of knowledge is important and fundamental to the Diploma Programme. Having followed a course of study in group 3, students should be able to reflect critically on the various ways of knowing and methods used in human sciences. In doing so, they will become “inquiring, knowledgeable and caring young people” (IB mission statement). During the Diploma Programme geography course, a number of issues will arise that highlight the relationship between theory of knowledge and geography. Some of the questions that might be considered during the course are identified below.

**TOK Presentation Ideas**

* Are the findings of the natural sciences as reliable as those of the human sciences? What is the meaning of “a scientific law” in each area?
* To what extent do maps reflect reality?
* Do regions have boundaries?
* To what extent might it be true that geography combines the methods of human and natural sciences?
* Some geographical topics, such as climate change, are controversial. How does the scientific method attempt to address them? Are such topics always within the scope of the scientific method?
* What scientific or social factors might influence the study of a complex phenomenon such as global warming?
* Often in geography a model of reality is created. What does this mean? What are the advantages and disadvantages of creating a geographic model? In what areas of geography are models most common?
* Arguably, while some aspects of geography can be measured, others cannot. Is this the case? What is it about a quality that means it cannot be quantified?
* If humans are individual and unique, does this mean that there can be no reliable laws in human geography?
* Many geographers and others value diversity in human affairs. Is globalization therefore a bad thing

## Group 3 aims

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

1. encourage the systematic and critical study of: human experience and behaviour; 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:

1. develop an understanding of the interrelationships between people, places, spaces and the environment
2. develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
3. Appreciate the relevance of geography in analysing contemporary issues and challenges and develop a global perspective of diversity and change.

**Student Reading List**

**IB Geography Textbooks and Wider Reading**

Below is a list of books that I have used in the past and can be found either in the school library or the local libraries. It is also possible to buy nearly all of these books off online retailers such as **Amazon**.

**General Textbooks [SL/HL]**

* Planet Geography by Stephen Codrington
* Geography: An integrated approach by David Waugh
* Geography Course Companion by Garrett Nagle and Briony Cooke
* Geography IB Study Guide by Garrett Nagle and Briony Cooke
* Advanced Geography by Garrett Nagle

**Textbooks for the Core Themes [SL/HL]**

* Geography for the IB Diploma - Patterns and Change by Paul Guinness
* Population, Resources and Development by Jane Chrispin and Francis Jegede
* Access to Geography - Migration by Paul Guinness
* Access to Geography - Development by Garrett Nagle
* Access to Geography - Population by Jack Gillett
* Access to Geography - Economic Activity and Change by Paul Sheppard
* EPICS - Development, Globalisation and Sustainability by John Morgan

### **Freshwater - Issues and Conflict** [SL/HL]

### Water Resources: Process and Management by Victoria Bishop and Robert Prosser

### Access to Geography - Rivers and Water Management by Garrett Nagle

### Advanced Topic Masters - Rivers by Michael Raw

### **Hazards and Disasters - Risk Assessment and Response [**SL/HL]

### Hazards and Responses by Victoria Bishop

### Access to Geography - Hazards by Malcolm Skinner

### Advanced Topic Masters - Weather and Hazards by Micahel Raw

**Syllabus and Assessment Components**

|  |  |  |
| --- | --- | --- |
| **Syllabus & Assessment component** | **Teaching**  **hours/periods/weeks** | **Assessment Outline** |
| HL | |
| **Geographic skills—integrated throughout the course** | | |
| **Part 1: Optional themes**  Two optional themes are required at SL.   1. Freshwater issues and conflict 2. Urban Environments 3. Hazards | 90 hours | **Paper 1**  (1hour 30 min)  60 marks  35% |
| **Part 2: Core theme**  There are three compulsory topics in this core theme.   1. Changing Population 2. Global Climate vulnerability and resilience 3. Global resource consumption and security | 70 hours | **Paper 2**  (1hour 15 min)  50 marks  25 % |
| **Part 3:**  Geographic Perspective- global interactions | 60 hours | **Paper 3**  (1 hour)  28 marks  20% |
| **Fieldwork** | | |
| Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation. | 20 hours | 20%  25marks |
| **Total teaching hours** | **240** | |

## Geographic skills

Geographic skills are essential to the study of geography and reflect the subject’s distinctive methodology and approach. Teaching and learning these skills enrich the students’ understanding of geography and enables them to apply and use appropriate techniques and terminology. It is essential that the skills should be covered throughout the **whole** syllabus and that they are introduced and integrated where appropriate, depending on the context, in the different themes and the SL/HL core and HL extension. It is essential that the skills should be 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.

It is recognized that the ability to use GIS as a tool is a valuable geographic skill that goes beyond many of those listed below. Where GIS is accessible and practical, its use is encouraged.







## Assessment 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—global 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

**Paper 1**

### **Option A: Freshwater**

This optional theme encompasses the physical geography of freshwater in a systems framework, including core elements of hydrology (and the factors and processes that give rise to bank full discharge and flooding) and fluvial geomorphology (including river process and landform study).

It also covers the study of water on the land as a scarce resource requiring careful management, including freshwater bodies such as lakes and aquifers. This includes the ways in which humans respond to the challenges of managing the quantity and quality of freshwater, as well as the consequences (whether intended or unintended, positive or negative) of management within drainage basins.

The importance of integrated planning is emphasized, in addition to the geopolitical consequences of growing pressures on internationally shared water resources.

Through study of this optional theme, students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of other concepts including **systems** (the hydrological cycle), **flood mitigation** (attempts to tackle flooding) and **water security.**

**Command terms with definitions**

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

The assessment objectives (AOs) listed in the table are those referred to in the geography syllabus.

**Analyse** - AO2 Break down in order to bring out the essential elements or structure.

**Annotate** - AO4 Add brief notes to a diagram or graph.

**Classify** - AO2 Arrange or order by class or category.

**Compare** - AO3 Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

**Compare and contrast** - AO3 Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Construct** - AO4 Display information in a diagrammatic or logical form.

**Contrast** - AO3 Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

**Define** - AO1 Give the precise meaning of a word, phrase, concept or physical quantity.

**Describe** - AO1 Give a detailed account.

**Determine** - AO1 Obtain the only possible answer.

**Discuss** - AO3 Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Distinguish** - AO2 Make clear the differences between two or more concepts or items.

**Draw** - AO4 Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.

**Estimate** - AO1 Obtain an approximate value.

**Evaluate** - AO3 Make an appraisal by weighing up the strengths and limitations.

**Examine** - AO3 Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**Explain** - AO2 Give a detailed account including reasons or causes.

**Identify** - AO1 Provide an answer from a number of possibilities.

**Justify** - AO3 Give valid reasons or evidence to support an answer or conclusion.

**Label** - AO4 Add labels to a diagram.

**Outline** - AO1 Give a brief account or summary.

**State** - AO1 Give a specific name, value or other brief answer without explanation or calculation.

**Suggest** - AO2 Propose a solution, hypothesis or other possible answer.

**To what extent** - AO3 Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.