IB Diploma Geography Syllabus

Fall 2015 to Spring 2017

# Instructor Information

|  |  |  |
| --- | --- | --- |
| Instructor | Email | Website |
| **Nicole St.Pierre** | [nstpierre@lisbahamas.org](mailto:nstpierre@lisbahamas.org) | www.stpgeography.weebly.com |

## Required Materials

We use three different textbooks at various times throughout the course, as well as the website above.

* IB Geography Course Companion, written by Garrett Nagle & Briony Cooke, Oxford Press
* Planet Geography, written by Stephen Condrington, Solid Star Press
* IB Geography Revision Guide, written by Garett Nagle & Briony Cooke, Oxford Press

# General Course Information

# *(All Course Information Sourced From the IB Geography Subject Outline)*

## Description

## "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 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.

## *…The geography course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the geography course are developed within the context of the course itself.”*

## Curriculum 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; physical, economic and social environments; the history and development of social and cultural institutions
* 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
* enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material
* promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
* develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity
* 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.

## The aims of the Geography course at SL and HL are to:

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

## Theory of Knowledge in the Study of Geography

## 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.

* 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?

## Theory of Knowledge in the Study of Geography Continued

* 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? 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?
* 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?

# Course Overview (SL/HL)

## There are four parts to this course: i) ‘the core’, ii) ‘optional themes (3)’, and iii) ‘global interactions’ sections, as well as the requisite IA (international assessment) as in all IB courses. Standard Level students are expected to complete the core and two optional themes (Oceans and Sport) as well as the IA while Higher Level Students complete all three sections (core, three options, and global interactions) and the IA.

## Part One: Core (SL/HL)

## 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.

## As much of the content as possible is taught through appropriate examples and case studies, preferably chosen from a limited number of countries (between three and five) of contrasting levels of development. Although many of the ideas are reflected in differences at the local or sub-national scale, the emphasis in the core theme is on national, regional and global trends and patterns.

# Course Overview (SL/HL) Continued

**Subtopics (Core):**

## Populations in Transition; evaluate population trend/patterns such as fertility, migration, gender and change

## Disparities in Development; measure regional/global disparities, identify trends and possible solutions

## Patterns in Environmental Quality and Sustainability; describe atmospheric global change, and issues of soil, water and biodiversity; examine sustainability concepts and sustainable solutions to climate change.

## Patterns in Resource Consumption; examine resource and energy consumption, conservation strategies

## Part Two: Optional Themes (SL: Two and HL: Three)

## Based on the local and regional geography, strengths of the teacher and interest of the students, three themes are chosen out of seven to study in depth. At LIS, we have chosen “Oceans and their Coastal Margins” “Leisure, Sport & Tourism” and “The Geography of Food and Health” – all important and pressing topics for the world more generally and the Bahamas in particular.

Option 1 – (B): Oceans and Their Coastal Margins (SL/HL)

## Covering over 70% of the Earth’s surface, oceans are of great importance to humans in a number of ways. This optional theme provides an introduction to the physical characteristics and processes of the oceans with particular reference to the atmosphere–ocean link, concentrating on the important role that oceans play in influencing climatic conditions. Issues arising from the oceans as resource bases are also considered.

## The emphasis in the section on coastal margins is on management. Consequently, a detailed study of the physical characteristics and processes of coasts is not required, although some knowledge is essential for understanding management strategies.

**Subtopics:**

## Introduction to Oceans; describe the distribution of oceans, ocean floor features, oceanic water

## Oceans and Climate; Explain thermal energy transfers, El Nino and La Nina, carbon storage and acidification

## The Value of Oceans; identify and describe abiotic and biotic ocean resources, examine conservation policies

## Geopolitics of Oceans; discuss sovereignty rights, geopolitical conflicts over ocean resources

## Coastal Margins; examine coastal processes, competing land uses, coastline pressures, management strategies

## Coral Reefs and Mangroves; discuss sovereignty rights, geopolitical conflicts over ocean resources

# Course Overview (SL/HL) Continued

Option Two – (E): Sport, Leisure & Tourism (SL/HL)

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

**Subtopics (Leisure, Sport and Tourism):**

## Leisure at the International Scale - Tourism; identify and describe changes in supply and demand

## Leisure at the International Scale - Sport; examine factors influencing international participation and success

## Local/Regional Tourism and Sport; evaluate tourism management in urban areas, ecotourism, examination of carrying capacities, examine league hierarchies and membership, spatial pattern examination

Option Three – (F): The Geography of Food and Health (HL Only)

## 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’ Development Goals (MDGs), particularly those that challenge hunger and combat disease.

**Subtopics:**

## Health; identify and explain patterns in income and lifestyle affecting health, measuring health and preventative versus treatment options for disease

## Food; examine the global availability of food, areas of food sufficiency and deficiency, addressing imbalances in availability and quality of food, examine concepts of sustainable agriculture

## Disease; explain global patterns of diseases of affluence and poverty, examine the spread and factors of disease

# Course Overview (SL/HL) Continued

## Part Three: Global Interactions (HL Only)

## The study of global interactions in this syllabus 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 seven topics relating to global interactions as outlined in the following table. Each topic has a conceptual base that is developed through the content.

**Subtopics:**

## Measuring Global Interactions; identify level and rate of global interactions

## Changing Space – the Shrinking World; improved ICT and Com Tech as fundamental to globalization

## Economic Interactions and Flows; identifies the economic consequences of global interactions

## Environmental Change; identifies the environmental consequences of global interactions

## Sociocultural Exchanges; identifies the sociocultural consequences of global interactions

## Political Outcomes; identifies the political consequences of global interactions

## Global Interactions at the Local Level; examine reactions to two-way responses at the local/global levels

# Course Overview (SL/HL) Continued

## Part Four: Internal Assessment

## Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching and not be a separate activity conducted after a course has been taught.

## The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours and the weightings are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and produce one written report that is based on a fieldwork question.

## Group work may be undertaken by students as described below but the written report must be the students’ individual work.

## The fieldwork topic, fieldwork question and methods of information collection may be chosen by the teacher, the whole class, small groups or individuals. In the early stages of the investigation, students may collect fieldwork information in groups and collaborate on these findings and suitable methods of presentation.

## Once the research is completed and the necessary fieldwork information and possible methods of presentation exchanged, the emphasis must be on individual work. The writing of the report, the justification of methods, the analysis and the conclusion must be entirely the work of the individual student. These elements are assessed by criteria D–F, worth a maximum of 15 marks. The quality of presentation by the individual student is also assessed by criterion G and is worth a maximum of four marks.

# Course Assessment

## IB Assessment Criteria

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 2 optional themes at SL and 3 optional themes at HL
* At HL only, demonstrate knowledge and understanding of the HL extension—global interactions
* In internal assessment, demonstrate knowledge/understanding of a specific geographic 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 extent to which theories/concepts are recognized/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

# Course Assessment Continued

## IB Mark Scheme

## IBDP Geography is assessed at the end of a two year program with summative assignments at the following distribution.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Standard Level | | Higher Level | |
| Paper One | 40% | 60 marks | 25% | 60 marks |
| Paper Two | 35% | 40 marks | 35% | 60 marks |
| Paper Three | -- | -- | 20% | 25 marks |
| Internal Assessment | 25% | 30 marks | 20% | 30 marks |

## IB Grade Boundaries

## The grade boundaries are set annually by the IB and are subject to change at any time. The boundaries given below are from May 2014 only and should only be taken as a guideline and are likely to be different in the next exam session

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | | 1 |  | | 2 | 3 | | | 4 | | 5 | | 6 7 | |
| SL | 0-13 | | | 14-28 | | | 29-39 | 40-51 | | 52-63 | | 64-75 | | 76-100 |
| HL | 0-13 | | | 14-27 | | | 28-30 | 41-52 | | 53-63 | | 64-74 | | 75-100 |

## LIS In-School Assessment

## LIS IB Students are also assessed in-school with regular formative and summative feedback. The Geography program uses a combination of small assignments, IB-style questions, and summative exams in this process.

|  |  |  |  |
| --- | --- | --- | --- |
| Report Period | Assignments | IB-Style Questions | Summative Exam |
| Mid Year Report | 20% | 40% | 40% |
| Final Report | 20% | 40% | 40% |