

## IB Geography – Syllabus Outline – Goetheschule Essen

### Course Framework

#### Allocated Time:

- 45 minutes/week

#### Resources:

- Geography Course Companion IB Diploma Programme (Oxford, 2017)
- Geography for the IB Diploma Study Guides (Oxford, 2017)

#### Geographic Skills:

- Locate and differentiate elements of the Earth's surface
- Interpret, analyse and, when appropriate, construct tables, graphs, diagrams, cartographic material and images
- Undertake statistical calculations to show patterns and summarize information
- Research, process and interpret data and information
- Collect and select relevant geographic information
- Evaluate sources of geographic information
- Produce written material (including essays, reports and investigations)

[[https://ibpublishing.ibo.org/d\\_3\\_geogr\\_gui\\_1702\\_1/apps/dpapp/guide.html?doc=d\\_3\\_geogr\\_gui\\_1702\\_1\\_e&part=1&chapter=9](https://ibpublishing.ibo.org/d_3_geogr_gui_1702_1/apps/dpapp/guide.html?doc=d_3_geogr_gui_1702_1_e&part=1&chapter=9)]

#### International Mindedness:

- 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.

[Geography for the IB Diploma Study Guides (Oxford, 2017): 17]

#### Theory of Knowledge (TOK):

- As with other disciplines in the human sciences, there are a variety of ways of gaining knowledge in geography —for example, archival evidence, data collection, experimentation, observation, and inductive and deductive reasoning. Geography students also explore and think critically about the interactions between people and their environment in time and place. All of these elements can be used to help explain patterns of behaviour and contribute to an examination of how we know what we claim to know. (→ see integration in syllabus)

[Geography for the IB Diploma Study Guides (Oxford, 2017): 14]

#### 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.

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- To become an **inquirer** and **knowledgeable**, students take part in the field study (*internal assessment*) in which they develop skills for inquiry and research. They collect data with their fellow students but work also independently to investigate their research question.
- To become a **thinker** and **caring**, students use critical and creative thinking skills to find solutions to current existing problems like *climate change* or *resource consumption* (Units 2 and 3) and make sustainable decisions to act responsible to meet future needs.

[\[https://ibpublishing.ibo.org/d\\_3\\_geogr\\_gui\\_1702\\_1/apps/dpapp/guide.html?doc=d\\_3\\_geogr\\_gui\\_1702\\_1\\_e&part=1&chapter=8\]](https://ibpublishing.ibo.org/d_3_geogr_gui_1702_1/apps/dpapp/guide.html?doc=d_3_geogr_gui_1702_1_e&part=1&chapter=8)

Year	Table of Contents	Geographic Skills / Key Terms
<b>Year 1</b>		
2 Options (free to choose) (for HL-students) 1 Option (free to choose) (for SL-students)	Available Options <ul style="list-style-type: none"> <li>- A: Freshwater – Drainage basins</li> <li>- B: Oceans and coastal margins</li> <li>- C: Extreme environments</li> <li>- D: Geophysical hazards</li> <li>- E: Leisure, tourism and sport</li> <li>- F: The geography of food and health</li> </ul> TOK integration: <ul style="list-style-type: none"> <li>- e.g. Option E: Explain how gender influences leisure time in societies at different stages of development. (Knowledge and Society)</li> <li>- e.g. Option F: Is <i>in vitro</i> meat less objectionable than traditionally obtained meat - as it does not involve killing and reduces the risk of animal cruelty - or is it unnatural and are scientists interfering with nature? (Knowledge and Science)</li> </ul>	<ul style="list-style-type: none"> <li>- continuity and level of participation in class through encouraging students to include existing knowledge</li> <li>- provision of opportunities to reflect on thematic maps and in-depth map analysis assignments</li> <li>- mock exams and exam practice</li> <li>- check your understanding questions at the end of each subchapter</li> <li>- key terms depending on the chosen options</li> </ul>
Units 1, 2, 3	Unit 1: Changing Population <ul style="list-style-type: none"> <li>- Population and economic development patterns</li> <li>- Changing populations and places</li> <li>- Challenges and opportunities</li> </ul> Unit 2: Global Climate – vulnerability and resilience <ul style="list-style-type: none"> <li>- The causes of global climate change</li> <li>- The consequences of global climate change</li> </ul>	<ul style="list-style-type: none"> <li>- analysis of physical processes, global developments and human factors influencing different places</li> <li>- future possibilities for managing these processes</li> <li>- mock exams and exam practice</li> <li>- check your understanding questions at the end of each subchapter</li> </ul>

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	<ul style="list-style-type: none"> <li>- Responding to climate change</li> </ul> <p>Unit 3: Global resource consumption and security</p> <ul style="list-style-type: none"> <li>- Global trends in consumption</li> <li>- Impacts of changing trends in resource consumption</li> <li>- Resource stewardship</li> </ul> <p>TOK integration:</p> <ul style="list-style-type: none"> <li>- e.g. Unit 1: How does the language related to migration influence the way in which some migrants are perceived by certain groups? (Knowledge and Language)</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 1: North-South divide, Development gap, OPEC, G7/G8, G10/Paris Club</li> <li>- Unit 2: Adaptation, Albedo, Anthropogenic, (Enhanced) Greenhouse effect, Global warming, Mitigation, Resilience, Vulnerability</li> <li>- Unit 3: Biocapacity, Ecological footprint, Energy security, Food security, Nexus, Virtual (or embedded) water, Water security</li> </ul>
<i>Optional: Extended Essay (as an extension of the term paper written in the German Geography class)</i>	<ul style="list-style-type: none"> <li>- <i>It is important that the topic of the essay is geographic and gives a clear indication of the nature of the research.</i></li> <li>- <i>The essay topic may relate to an area of the Diploma Programme geography course, but this is not a requirement. Students can also explore other areas of the wider subject, such as how global issues can be examined through the lens of geography.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>An EE in geography gives the student an opportunity to apply a range of geographic skills to complete an independent and in-depth research investigation using geographic concepts, methodologies, theories and sources with a clear spatial emphasis.</i></li> </ul>
<b>Year 2</b>		
1 Option ( <i>Option G → linked to German Syllabus</i> )	<p>Option G: Urban Environments</p> <ul style="list-style-type: none"> <li>- The variety of urban environments</li> <li>- Changing urban systems</li> <li>- Urban environmental and social stresses</li> <li>- Building sustainable urban systems for the future</li> </ul> <p>TOK integration:</p> <ul style="list-style-type: none"> <li>- Explain why informal activities are important in the economy of developing world cities. (Knowledge and Politics)</li> </ul>	<ul style="list-style-type: none"> <li>- variations of urban places as a consequence of economic and demographic processes</li> <li>- possibilities for future urban developments</li> <li>- mock exams and exam practice</li> <li>- check your understanding questions at the end of each subchapter</li> <li>- Option G: Urban area, Informal/formal activities, Suburbanization, Gentrification, Counter-urbanization, Re-urbanization/urban renewal, Urban circular system, Urban ecological footprint</li> </ul>
Units 4, 5, 6	<p>Unit 4: Power, Places and Networks</p> <ul style="list-style-type: none"> <li>- Global interactions and global power</li> </ul>	<ul style="list-style-type: none"> <li>- the interconnectedness of global and local places</li> <li>- processes influencing global developments</li> </ul>

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	<ul style="list-style-type: none"> <li>- Global networks and flows</li> <li>- Human and physical influences on global interactions</li> </ul> <p>Unit 5: Human development and Diversity</p> <ul style="list-style-type: none"> <li>- Development opportunities</li> <li>- Changing identities and cultures</li> <li>- Local responses to global interactions</li> </ul> <p>Unit 6: Global risks and resilience</p> <ul style="list-style-type: none"> <li>- Geopolitical and economic risks</li> <li>- Environmental risks</li> <li>- Local and global resilience</li> </ul> <p>TOK integration:</p> <ul style="list-style-type: none"> <li>- e.g. Unit 5: How can we measure poverty? (Knowledge and Politics)</li> </ul>	<ul style="list-style-type: none"> <li>- possibilities for managing global risks</li> <li>- mock exams and exam practice</li> <li>- check your understanding questions at the end of each subchapter</li> <li>- Unit 4: Foreign direct investment, Globalization, Global village, Offshoring, Outsourcing, Superpower</li> <li>- Unit 5: Civil society, Culture, Cultural diffusion, Cultural imperialism, Diaspora, Resource nationalism, Glocalization, Protectionism, Affirmative action</li> <li>- Unit 6: Crowdsourcing, Cybercrime, Cyber security, Drone, e-passport, Geopolitics, Profit repatriation, Reshoring, Resilience, 3D printing</li> </ul>
Internal Assessment (field study)	<ul style="list-style-type: none"> <li>- Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.</li> <li>- The fieldwork investigation will be linked to the topic of urban environments because of the school's location.</li> </ul>	<ul style="list-style-type: none"> <li>- The methods of choosing a topic, primary data gathering, survey analysis and mapping and the rules of academic honesty will have been introduced and practiced as required for the fieldwork beforehand.</li> <li>- Primary data gathering will take place between the summer and autumn holidays.</li> <li>- The skills of cooperation, organization, investigation and presentation play an important role during the whole fieldwork. The teacher has the role as a guide offering advice especially in the planning and writing stage.</li> <li>- In the data gathering stage group work is allowed as long as the final submitted paper is a student's individual work.</li> <li>- Internet, library and archive resources will be made available to the students.</li> </ul>
Additional External Assessments	<ul style="list-style-type: none"> <li>- Paper 1 (Students answer short-answer questions and one extended response question)</li> <li>- Paper 2 (Students answer structured questions based on stimulus material)</li> <li>- Paper 3 (Students answer one of three essay questions)</li> </ul>	

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### Approaches to Learning – Teaching Unit:

#### Urban Environments

- Characteristics, internal differentiation and change of cities
- Metropolisation and marginalisation as elements of a worldwide urbanisation process
- Demographic and social change as a challenge for future-oriented urban development

#### The students

- evaluate urban change processes as a challenge and opportunity for future urban planning, also taking into account the needs of men, women and children. **(thinking skills)**
- classify urban spaces according to genetic, functional and social characteristics.
- classify cities or city districts according to historical and current models of urban development. (HL)
- describe the genesis of urban structures with reference to basic urban development models.
- explain the influence of suburbanisation and segregation processes on current urban structures.
- explain the emergence of urban sub-areas characterised by a tertiary economy in connection with competing uses, sectoral change and the rent and land price structure.
- explain the interconnectedness of places of different centrality levels with their different functional features. (HL)
- evaluate the consequences of suburbanisation and segregation processes with regard to ecological aspects and the coexistence of social groups. **(thinking skills)**
- discuss chances and risks of concrete measures for the development of urban areas. **(communication skills)**
- discuss scope and limits of large-scale projects as impulses for the revitalisation of inner cities. (HL) **(communication skills)**
- describe the genesis of urban structures specific to cultural areas with reference to different urban development models. (HL)
- assess the significance of urban development models with regard to their transferability to real spaces. (HL)
- explain metropolisation as a process of concentration of population, economy and high-level functions. **(thinking skills)**
- explain the formation of megacities as a result of migratory movements due to pull and push factors.
- describe the spatial and social marginalisation in cities in developing and emerging countries.
- explain local fragmentation and polarisation as a process of current urban development intensified by globalisation. (HL)
- discuss the problem of increasing ecological and social vulnerability of urban agglomerations in connection with progressive metropolisation and marginalisation. **(communication skills)**
- present urban redevelopment measures as a necessary adaptation to changing social, economic and ecological conditions.
- evaluate measures for sustainable urban development in the field of tension between mobility and quality of life. **(thinking skills)**

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- discuss the effects of revitalisation measures under aspects of sustainable urban development.
- discuss the change of urban development models as an expression of changing economic, demographic, political and ecological framework conditions. (HL) (**communication skills**)
- discuss the opportunities and risks of concrete measures for the development of urban areas on the basis of criteria resulting from spatial planning and urban development models. (HL) (**communication skills**)
- evaluate urban change processes as a challenge and opportunity for future urban planning. (HL)
- evaluate measures for sustainable urban development in the field of tension between mobility and quality of life, also taking into account the respective needs of men, women and children. (HL) (**social skills**)

The internal assessment/field study is part of this teaching unit and gives the students the opportunity to undertake a personal research into the study of a topic of their own choice. They can collect data independently or in a group and expand their knowledge and competences of academic writing. (**research skills, self-management skills, social skills**)