



NAME: \_\_\_\_\_  
OSC GRADE 11 HL/SL GEOGRAPHY  
AUGUST 2013  
MR. IAN LOCKWOOD

OSC IBDP (HL/SL)  
**GEOGRAPHY**  
COURSE OUTLINE



### PRIMARY TEXTS

Nagel, Garrett & Briony Cooke. *IB Course Companion: Geography*. Oxford: Oxford University Press, 2011. Print.

Nagel, Garrett & Briony Cooke. *IB Geography: For the IB Diploma*. Oxford: Oxford University Press, 2009. Print.

### SECONDARY TEXTS

Codrington, Stephen. *Planet Geography*. Sydney: Solid Star Press, 2007. Print.

Guinness, Paul. *Geography for the IB Diploma (Patterns and Change and Global Interactions)*. Cambridge: Cambridge University Press, 2011. Print.

Waugh, David. *Geography: An Integrated Approach*. Walton-On-Thames Surrey: Thomas Nelson & Sons, 2009. Print.

### COURSE 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 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 III subjects, geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The Diploma Program 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.

Throughout the course, teachers have considerable flexibility in their choice of examples and case studies to ensure that Diploma Program way to meet the needs of all geographical location. Inherent 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 world.



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### **A SRI LANKAN SETTING**

OSC's geography courses take advantage of OSC's location in Sri Lanka. Whenever possible, examples and case studies will be drawn from our local situations and many of the case studies and field trips will focus on local issues that have larger global relevance. We are also in a unique position to train students in Global Information Systems (GIS). Although this is not part of the IB syllabus it is a critical geographic tool and you will benefit from skills learned in this segment of the class.

### **DISTINCTION BETWEEN SL and HL**

Students at standard level (SL) and higher level (HL) in Geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension on "global interactions." The syllabus requires the development of certain skills, attributes and knowledge as described in the assessment objectives of the course. Although the skills and activity of studying geography are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, to demonstrate critical evaluation, and to synthesize the concepts in the higher level extension.

In summary:

- SL students study two optional themes; HL students study three optional themes, providing further breadth.
- HL students study the HL extension—global interactions, and examine, evaluate and synthesize the prescribed concepts, which by their nature are complex,

Further details on the syllabus can be found in the IBO publication *Geography Guide, First examinations 2011*.

### **ASSESSMENT**

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

- I. 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 analyze 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
- Use GIS as a tool for understanding, analyzing and presenting geographical information

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)
2. Application and analysis of knowledge and understanding	30%	30%	35% (HL)	20%	30%
3. Synthesis and evaluation	5%	10%	20% (HL)	20%	10% (SL) 15% (HL)
4. Selection, use and application of a variety of appropriate skills and techniques	20%	25%	10% (HL)	40%	25%

## TOPICS COVERED IN COURSE

### PART I: GEOGRAPHICAL SKILLS (p.16-18 in *Geography Guide 2011*)

- Locate and differentiate elements of the earth's surface
- Interpret, analyze and when appropriate construct tables, graphs, diagrams, cartographic material and images
- Read, Interpret, analyze and produce maps
- 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)

## **PART II: CORE THEME: POPULATION, RESOURCES AND DEVELOPMENT**

### **1. Populations in Transition**

- Population change (5 hours)
- Responses to high & low fertility (4 hours)
- Movement responses-migration (6 hours)
- Gender and change (4 hours)

### **2. Disparities in Wealth and Development**

- Measurements of regional and global disparities (3 hours)
- Origin of disparities (3 hours)
- Disparities and change (5 hours)
- Reducing disparities (5 hours)

### **3. Patterns in environmental quality & sustainability**

- Atmosphere and change (4 hours)
- Soil and change (4 hours)
- Water and change (5 hours)
- Biodiversity and change (3 hours)
- Sustainability and the environment (3 hours)



### **4. Patterns in resource consumption**

- Patterns of resource consumption (4 hours)
- Changing patterns in energy consumption (2+6 hours)
- Conservation strategies (4 hours)

## **PART III: OPTIONAL THEMES (total of 120 Hours for HL/ 60 hours for SL)**

### **Section A**

- A Freshwater-issues and conflicts**
- B Oceans and their coastal margins**
- C Extreme environments (cold, high-altitude and hot etc.)**
- D Hazards and disasters-risk assessment and response**
- E Leisure, sport and tourism**
- F Geography of food and health**
- G Urban environments**

### **Higher Level Extension: Global Interactions (60 hours)**

- 1. Measuring global interactions (4 hours)
- 2. Changing space – the shrinking world (12 hours)
- 3. Economic interactions and flows (8 hours)
- 4. Environmental change (8 hours)
- 5. Sociocultural exchanges (8 hours)
- 6. Political outcomes (10 hours)
- 7. Global interactions at the local level (10 hours)

## **EXPECTATIONS**

1. Attend class and be punctual.
2. Keep up with the assigned reading. Aside from readings in the main textbook, you will sometimes be given weekly readings highlighting geographical issues.

3. Take detailed notes in your notebook on any reading as well as classroom discussions and lectures. Maintain a neat and organized folder of handouts that you can use for exam review.
5. Be willing to work in groups.
6. Complete assignments on time. Late work is discouraged and generally not accepted. Under exceptional conditions the penalty for late work is -10% for every day that the work is late.
7. Do not use mobile devices (phones, laptops, tablets etc.) for non-class related activities. If this becomes a problem the devices will be taken away from you.

### GRADING\*

Tests/Quizzes	50%	
Projects & Group Work		15%
Fieldwork/Internal Assessment	25%	
Participation	10%	

\*The relative proportion of these grades varies depending on the term.

### TESTS & QUIZZES

Quizzes and tests will be given throughout the school year to assess your understanding of key issues. Grades from these will contribute to your term grades and predicted grades. Questions will often be taken from past IB exams in order to prepare you for the exam in May 2014. Tests and quizzes will always assess cumulative knowledge as well as the current unit.

### FIELDWORK/INTERNAL ASSESSMENT

The fieldwork component is one of the key aspects that help make the Geography HL syllabus different from the SL syllabus. During the two-year period you will undertake two investigations that involve the collection, analysis and presentation of field data.

### GENERAL ASSIGNMENTS

Whenever you hand in an assignment, be sure to include your name, the class and the date in the upper right corner of an A4 page (use the first page of this handout as a model). The assignment should have a title at the top-center of the first page. Typed work is preferred and sometimes insisted upon. Be sure to check your paper for spelling and grammatical mistakes.

### FURTHER INFORMATION

You can find more information about OSC's Geography course in the *Course Guide of the International Baccalaureate Diploma Program Grades 11 and 12(2013-14)* and the IBO publication *Geography Guide, First Examinations 2011*.

### CONTACT

If you have questions you can e-mail me at [ilockwood@osc.lk](mailto:ilockwood@osc.lk)

I maintain a **Wiki** that is a repository of resources and links for all of my classes at:

<http://mangotree.wikispaces.com/>

My blog, which covers educational adventures, can be found at: <http://ianlockwood.wordpress.com/>

