**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IB Geography 12 Course Outline**

***Physical Geography and Management*Paper 1: Geographic Themes**

* **Geophysical Hazards**i.e. earthquakes, volcanoes, mass movement / mass wasting
* **Extreme Environments**i.e. cold and high-altitude environments (polar, glacial areas, periglacial areas, high mountains in non-polar latitudes) and hot, arid environments (hot deserts and semi-arid areas)
* **Freshwater (HL)**i.e. drainage basins, rivers, wetlands, water security, dams, flood mitigation

**Note: Due to the impact of the COVID-19 pandemic, IB announced that for the May 2022 exam for both SL and HL, students will only answer for one option on Paper 1. Hence, we will only finish *Geophysical Hazards.***

***Human Geography: Patterns and Change*Paper 2: Geographic perspectives— global change   
(mid-Dec. to mid-March)**

**Unit 1: Changing population**

* **Population and economic development patterns**   
  i.e. physical and human factors affecting population distribution on a global scale, classification and global distribution of low-income countries / middle-income countries & emerging economies / high-income countries, voluntary internal migration, core-periphery patterns, and megacity growth
* **Changing Population and Places**i.e. population pyramids, demographic transition model, fertility rate, life expectancy, dependency ratios, forced migration and internal displacement
* **Challenges and Opportunities**i.e. global and regional/continental trends in family size, sex ratios, and ageing/greying, policies associated with managing population change focusing on:policies related to ageing societies**,** pro-natalist or anti-natalist policies**,** gender equality policies and anti-trafficking policies

**Unit 2: Global climate—vulnerability and resilience**

* **Causes of Global Climate Change**

i.e. the atmospheric system, including the natural greenhouse effect and energy balance (incoming shortwave radiation and outgoing longwave radiation), changes in the global energy balance, and the role of feedback loops

* **Consequences of Global Climate Change**

i.e. changing sea levels, incidence and severity of extreme weather events, including drought, spatial changes in biomes, habitats and animal migration patterns, changes to agriculture, impacts of climate change on people and places, including health hazards, migration and ocean transport routes

* **Responses to Global Climate Change**i.e. disparities in exposure to climate change risk and vulnerability, including variations in people’s location, wealth, social differences (age, gender, education), risk perception, global geopolitical efforts, carbon emissions offsetting and trading

**Unit 3: Global resource consumption and security**

* **Global trends in consumption**i.e. poverty reduction / “new global middle class”, measuring ecological footprints, global patterns and trends in renewable and non-renewable energy sources
* **Impacts of changing trends in resource consumption**i.e. national water security, national food security, national energy security, the impact of climate change on the water-food-energy nexus
* **Resource stewardship**i.e. divergent views on population and resource consumption trends – pessimists including neo-Malthusians vs. optimists including Esther Boserup, resource stewardship strategies including recycling and the role of the UN Sustainable Development Goals

***Globalization***

### **Paper 3: Geographic perspectives—global interactions [HL] (mid-Match through April)**

**Unit 4: Power, places and networks**

* **Global interactions and global power**i.e. globalization indices, superpower influence economically, politically, and culturally, G7/G20, Organization for Economic Cooperation and Development (OECD), Organization of Petroleum Exporting Countries (OPEC), International Monetary Fund (IMF), and New Development Bank (NDB)
* **Global networks and flows**i.e. global trade, international aid, debt relief, international remittances, illegal flows of trafficked people and goods, foreign direct investment (FDI) and transnational corporations (TNCs)
* **Human and physical influences on global interactions**i.e.multi-governmental organizations (MGOs) and free trade zones, economic migration controls and rules, a “shrinking world” due to technological advancements in global data flow, transport, and communications, natural resource availability

**Unit 5: Human development and diversity**

* **Development opportunities**   
  i.e. UN Sustainable Development Goals criteria, Human Development Index (HDI), Gender Inequality Index (GII), empowering women and indigenous or minority groups, microfinancing, “fair trade”, TNC social responsibility
* **Changing identities and cultures**  
  i.e. diffusion of cultural traits, cultural imperialism, glocalization and cultural hybridity, diasporas, cultural landscape changes
* **Local responses to global interactions**i.e. rejection of globalized production, campaigns against TNCs, local sourcing of foods and goods by citizens, anti-immigration movements, government controls on personal freedom to participate in global interactions, trade protectionism and resource nationalism, the role of “civil society” in international-mindedness

**Unit 6: Global risks and resilience**

* **Geopolitical and economic risks**i.e.hacking, identity theft and the implications of surveillance for personal freedoms, profit repatriation and tax avoidance, drones and 3D printing
* **Environmental risks**   
  i.e. transboundary pollution, carbon footprints, industrial pollution, global agribusiness
* **Local and global resilience|**  
  i.e. “civil” society reaction to environmental and social issues, crowd sourcing technologies, cybersecurity and e-passports

***Geographic Skills* (integrated throughout the course)**

* **Locate and differentiate elements of the Earth’s surface using:** direction, latitude, longitude, grid references and area references, scale, and 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, and 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 andminimum)**,** densities**,** percentages**,** ratios.
* **Research, process and interpret data and information Types of data and information:** *measures of correlation (including Spearman rank),measures of concentration and dispersion (including nearest neighbour) 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 (see p.19-21 of Course Outline)

***Field Studies***

**Field Study work is a mandatory component of IB Geography.** A **Formal Field Study Report** accounts for **20% (HL); 30% for May 2022 / 25% (SL): 35% for May 2022 of** a student’s **final IB Grade** **(i.e. Internal Assessment).** A formal field study of **Burns Bog, Watershed Park, and the Serpentine Wildlife Management Area is currently scheduled for *Saturday Oct. 2 (Group 1) and Sunday October 3 (Group 2).***

**Other Field Study:**

* **Duprez Ravine walking trip (Spring 2022)**

**Furthermore, you are encouraged to pay attention to the news and to relate current events to the topics studied in the course.**

**Required Course Materials**:

1. TWO three ring binders (2 1/2 to 3 in.) with three hole punched, lined paper, and seven dividers (HL) and six dividers (SL)

2. Pen (**regular blue or black ink only**), pencil, ruler, highlighter, and calculator.

3. Textbook – Geography: An Integrated Approach 3rd ed.

4. All your notes and materials handed out in class should be kept in proper order as indicated on the **Notebook Organizer** handout. Your notebook will be marked.

**Attendance:** I do not expect this to be a problem but as a reminder, outstanding attendance is mandatory to ensure success and to achieving very high marks. If away, you are responsible for bringing a note explaining your absence.Lateness to class will result in detention time after school unless there is a legitimate excuse and a note to back up that excuse.

**Work Habits:** I do not expect this to be a problem either. It cannot be stressed enough how important it is to stay on top of your work. You will be required to complete several demanding assignments as well as tests in the course; however, through good study habits and a good work ethic you will be successful and will achieve excellent marks! **Geography is no exception!** You have the ability, and will be given the opportunity to achieve **exceptional marks** in this course, but **you must be willing to apply yourself to its study.**

**Late Assignments:** Most assignments may be handed in one day late with a 10% penalty. The 10% penalty will not apply if there is a legitimate excuse for lateness (i.e. away due to illness) and a note to back up the excuse. Certain assignments will be expected to be completed within class time.   
**Note: The Formal Field Study Draft, Final Formal Field Study report, and Notebook Check will not be accepted late.**

**Missed tests or quizzes:** **10% will be deducted for writing late** unless you have a legitimate excuse for missing the test / quiz and a note to back up that excuse. **Writing a test that has been missed must be done as soon as possible. There will be no opportunity to write missed tests at the end of the course.**

**Ready to Participate:** You are **expected to be prepared for each and every class** with notebook, pen and pencil and all other relevant material. Please put away and turn off cell phones when you enter the classroom unless asked to use the internet on a cell phone to do research. Please ask permission to go to the washroom and only one person out at a time. Please remain seated until dismissed by me.

**Academic Honesty: This is absolutely essential.** Unless an assignment has been designated as partner work, the work submitted must be your own. Moreover, work from previous years’ students cannot be used. For the formal field study, data collection does have a group and partner component to it, but the formal field study draft and final report with all its analysis and conclusions must be your own.

**Mr. Mleziva’s Geography Website:**

**www.mleziva.info/geog12online.htm**

**Assessment:** As you enter Grade 12, **your final % and IB Predicted Grade from the end of Grade 11 is where you start**. Tests, the formal Field Study Report Draft and Final Copy will heavily influence your IB Predicted grade and % going forward. Quality completion of basic assignments and Notebook Organization are also critical for test preparation and are a reflection of solid Work Habits.

**BCAIBWS Recommended Conversion Grid**

|  |  |  |
| --- | --- | --- |
| **IB Predicted Grade** | **Report Card Percentage  (12HL)** | **Report Card Percentage  (12SL)** |
| **1** | **0-69** | **0-49** |
| **2** | **70-75** | **50-69** |
| **3** | **76-85** | **70-75** |
| **4** | **86-89** | **76-85** |
| **5** | **90-95** | **86-89** |
| **6** | **96-97** | **90-95** |
| **7** | **98-100** | **96-100** |

**IB 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.

***Further Information Regarding Assessment***

Your **final IB Grade (available in early July 2022)** is based upon:

* ***IB Internal Assessment [HL: 20% (May 2022 - HL: 30%),   
  SL: 25% (May 2022 - SL: 35%)]***   
  ***Formal Field Study Report***  
  ***[Draft due Mon. Oct. 25, 2021 by 8:15 am (no late work accepted)]   
  [Final Report due Mon. Nov. 15, 2021 by Noon (no late work accepted)]***
* ***IB External Assessment Papers [HL: 80% (May 2022 - HL: 70%), SL: 75% (May 2022 - SL: 65%)]***

|  |  |  |
| --- | --- | --- |
| **Diploma Programme** | **SL assessment** | **HL assessment** |
| **Geographic themes**  **Two options are studied at SL, and three at HL**   * **Geophysical hazards** * **Extreme Environments  *(will not be completed for May 2022)*** * **Freshwater—drainage basins (HL) *(will not be completed for May 2022)*** | **Paper 1**  ***Note: Due to COVID-19 pandemic, answer for only one option for May 2022.***  ***SL weight 35% (May 2022: 25%)***  **45 minutes** per option question  **Total 1 hour 30 minutes For May 2022: Time – 45 min.**  Each option has a structured question and one extended answer question from a choice of two.  *20 (10 + 10) marks per option*  *Total 40 marks*  ***(May 2022: 20 marks)*** | **Paper 1**  ***Note: Due to COVID-19 pandemic, answer for only one option for May 2022.***  ***HL weight 35% (May 2022: 20%)***  **45 minutes** per option question  **Total 2 hours 15 minutes For May 2022: Time – 45 min.**  Each option has a structured question and one extended answer question from a choice of two.  *20 (10 + 10) marks per option*  *Total 60 marks*  ***(May 2022: 20 marks)*** |
| **SL and HL core**  **Geographic perspectives—global change**   * Population distribution—changing population * Global climate—vulnerability and resilience * Global resource consumption and security | **Paper 2**  ***SL weight 40% (May 2022: 40%)***  **Total 1 hour 15 minutes For May 2022: Time – 1 hr.**  **Paper 2 Section A**  Three structured questions, based on each SL/HL core unit  *30 marks*  **Paper 2 Section B**  Infographic or visual stimulus, with structured questions  *10 marks*  **Paper 2 Section C**  ***Note: Due to COVID-19 pandemic, Section C removed for May 2022.***  One extended answer question from a choice of two  *10 marks Total 50 marks*  ***(May 2022: 40 marks)*** | **Paper 2**  ***HL weight 25% (May 2022: 25%)***  **Total 1 hour 15 minutes For May 2022: Time – 1 hr.**  **Paper 2 Section A**  Three structured questions, based on each SL/HL core unit  *30 marks*  **Paper 2 Section B**  Infographic or visual stimulus, with structured questions  *10 marks*  **Paper 2 Section C**  ***Note: Due to COVID-19 pandemic, Section C removed for May 2022.***  One extended answer question from a choice of two  *10 marks*  *Total 50 marks*  ***(May 2022: 40 marks)*** |
| **HL only**  **Geographic perspectives—global interactions**   * Power, places and networks * Human development and diversity   Global risks and resilience | **Paper 3**  ***HL weight 20% (May 2022: 25%)***  **Total 1 hour**  Choice of three extended answer questions, with two parts, based on each HL core unit  *28 marks*  *Part A—12 marks*  *Part B—16 marks* |

### External assessment markbands—SL and HL

#### Paper 1 SL and HL part b (optional themes) and paper 2 SL and HL part b

Maximum mark 10 (2 marks per band)

The level descriptors per markband below describe characteristics of a typical response appropriate to a specific mark range. Verbs in bold in the criteria refer to the command terms. For the full definition, please refer to the “Glossary of command terms” section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Level descriptor** | | |
|  | **AO1: Knowledge and understanding of specified content**  **AO2: Application and analysis of knowledge and understanding** | **AO3: Synthesis and evaluation** | **AO4: Selection, use and application of a variety of appropriate skills and techniques** |
| 0 | The work does not reach a standard described by the descriptors below. | | |
| 1–2 | **The response is too brief, lists unconnected information, is not focused on the question and lacks structure.** | | |
| * The response is very brief or descriptive, **listing** a series of unconnected comments or largely irrelevant information. The knowledge and understanding presented is very general with large gaps or errors in interpretation. Examples or case studies are not included or only **listed**. * There is no evidence of analysis. * Terminology is missing, not defined, irrelevant or used incorrectly. | * No evidence of evaluation or conclusion is expected at this level. | * Information presented is not grouped logically (in paragraphs or sections). * Maps, graphs or diagrams are not included, are irrelevant or difficult to decipher (only if appropriate to the question). |
| 3–4 | **The response is too general, lacks detail, is not focused on the question and is largely unstructured.** | | |
| * The response is very general. The knowledge and understanding presented **outlines** examples, statistics, and facts that are both relevant and irrelevant. Links to the question are **listed**. * The argument or analysis presented is not relevant to the question. * Basic terminology is defined and used but with errors in understanding or used inconsistently. | * If appropriate to the question, the conclusion is irrelevant. * There is no evidence of critical evaluation of evidence (examples, statistics and case studies). | * Most of the information is not grouped logically (in paragraphs or sections). * Maps, graphs or diagrams included lack detail, are incorrectly or only partially interpreted without explicit connections to the question (only if appropriate to the question). |
| 5–6 | **The response partially addresses the question, but with a narrow argument, an unsubstantiated conclusion, and limited evaluation.** | | |
| * The response **describes** relevant supporting evidence (information, examples, case studies et cetera), **outlining** appropriate link(s) to the question. * The argument or analysis partially addresses the question or elaborates one point repeatedly. * Relevant terminology is defined and used with only minor errors in understanding or is used inconsistently. | * If appropriate to the question, the conclusions are general, not aligned with the evidence presented and/or based on an incorrect interpretation of the evidence. * Other perspectives on evidence (examples, statistics and case studies) and/or strengths and weaknesses of evidence are **listed**. | * Logically related information is grouped together (in sections or paragraphs) but not consistently. * Maps, graphs or diagrams included do not follow conventions, and include relevant and irrelevant interpretations in the text (only if appropriate to the question). |
| 7–8 | **The response addresses the whole question, the analysis is evaluated and the conclusion is relevant but lacks balance.** | | |
| * The response **describes** relevant supporting evidence correctly (information, examples and case studies) that covers all the main points of the question, **describing** appropriate links to the question. * The argument or analysis is clear and relevant to the question but one-sided or unbalanced. * Complex terminology is defined and used correctly but not consistently. | * If appropriate to the question, the conclusion is relevant to the question, aligned with the evidence but unbalanced. * Other perspectives on evidence (examples, statistics and case studies) and/or strengths and weaknesses of evidence are **described.** | * Logically related information is grouped together (in sections) consistently. * Maps, graphs or diagrams included contribute to/support the argument or analysis (only if appropriate to the question). |
| 9–10 | **The response is in-depth and question-specific (topic and command term); analysis and conclusion are justified through well-developed evaluation of evidence and perspectives.** | | |
| * The response **explains** correct and relevant examples, statistics and details that are integrated in the response, **explaining** the appropriate link to the question. * The argument or analysis is balanced, presenting evidence that is **discussed**, **explaining** complexity, exceptions and comparisons. * Complex and relevant terminology is used correctly throughout the response. | * If appropriate to the question, the conclusion is relevant to the question, balanced and aligned with the evidence. * Evaluation includes a systematic and detailed presentation of ideas, cause and effect relations, other perspectives; strengths and weaknesses of evidence are discussed; (if appropriate) includes justification of the argument and conclusion. | * Response is logically structured with discussion (and if appropriate to the question, a conclusion) focusing on the argument or points made, making it easy to follow. * Maps, graphs or diagrams are annotated following conventions and their relevance is explained and support the argument or analysis (only if appropriate to the question). |

### External assessment markbands—HL

Please see the “External assessment markbands—SL and HL” section for the markbands for papers 1 and 2.

#### Paper 3 HL part a

Maximum mark 12 (3 marks per band)

The level descriptors per markband below describe characteristics of a typical response appropriate to a specific mark range. Verbs in bold in the criteria refer to the command terms. For the full definition, please refer to the “Glossary of command terms” section.

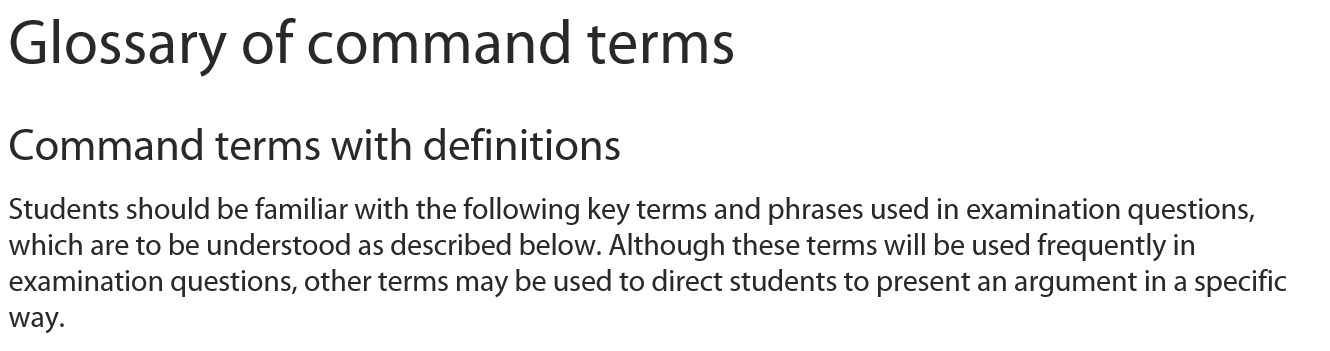
|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Level descriptor** | | |
|  | **AO1: Knowledge and understanding of specified content**  **AO2: Application and analysis of knowledge and understanding** | **AO3: Synthesis and evaluation** | **AO4: Selection, use and application of a variety of appropriate skills and techniques** |
| 0 | The work does not reach a standard described by the descriptors below. | | |
| 1–3 | **The response is general, not focused on the question, and lacks detail and structure.** | | |
| * The response is very brief or general, **listing** a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not to the question. * Evidence (that is, facts, statistics, examples or theories) is **listed**, lacks detail, and the relevance to the question is unclear. * Evidence is not used to formulate an argument or an analysis. * Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. | * No evidence of synthesis or evaluation is expected. | * Information is **listed** but is not grouped together in paragraphs, or paragraphing is erratic. * If present, the conclusion is brief, does not summarize the argument and/or does not address the question. |
| 4–6 | **The response only partially addresses the question; evidence is both relevant and irrelevant and is largely unstructured.** | | |
| * The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. * A mix of relevant and irrelevant evidence is **outlined** (that is, facts, statistics, examples or theories) and any links to the question are only **listed**. * The evidence presented supports only one element or interpretation of the question. * Key geographical terms are defined briefly. The terminology used is both relevant and irrelevant to the question. | * No evidence of synthesis or evaluation is expected. | * Paragraphs do not reflect grouping of information that addresses a specific element of the question. * If present, the conclusion is one-sided, addressing only part of the question. |
| 7–9 | **The response addresses most parts of the question and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.** | | |
| * The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. * Relevant evidence (that is, facts, statistics, examples or theories) is **described**, focused on the question and mostly correct. Links with the question are **described**. * The analysis **outlines** a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. * Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. | * No evidence of synthesis or evaluation is expected. | * A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. * The conclusion repeats and summarizes the analysis or argument, but may contain new information as well. |
| 10–12 | **The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.** | | |
| * All aspects of the question are addressed and the response meets the requirements of the command term. * Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are **explained** and relevant. * The response **explains** how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. * Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. | * No evidence of synthesis or evaluation is expected. | * Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. * The conclusion summarizes the evidence and argument, and links all back to the question. |

#### Paper 3 HL part b

Maximum mark 16 (4 marks per band)

The level descriptors per markband below describe characteristics of a typical response appropriate to a specific mark range. Verbs in bold in the criteria refer to the command terms. For the full definition, please refer to the “Glossary of command terms” section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Level descriptor** | | |
|  | **AO1: Knowledge and understanding of specified content**  **AO2: Application and analysis of knowledge and understanding** | **AO3: Synthesis and evaluation** | **AO4: Selection, use and application of a variety of appropriate skills and techniques** |
| 0 | The work does not reach a standard described by the descriptors below. | | |
| 1–4 | **The response is general, not focused on the question, and lacks detail and structure.** | | |
| * The response is very brief or general, **listing** a series of unconnected comments or largely irrelevant information. Evidence is general or relevant to the topic, but not the question. * Evidence (that is, facts, statistics, examples or theories) is **listed**, lacks detail, and the relevance to the question is unclear. * Evidence is not used to formulate an argument or an analysis. * Everyday language is used; there is little use of geographical terminology or it is used with errors in understanding. | * No synthesis or evaluation is expected at this level. * No links are presented between the response and (sub)topics in the guide. * No valid opinion or perspective on the issue is formulated. | * Information is **listed** but is not grouped together in paragraphs, or paragraphing is erratic. * If present, the conclusion is brief, does not summarize the argument and/or does not address the question. |
| 5–8 | **The response only partially addresses the question with limited links to the guide; evidence is both relevant and irrelevant and is largely unstructured.** | | |
| * The response partially addresses the question and/or does not meet the requirements of the command term. Key evidence is not included. * A mix of relevant and irrelevant evidence is **outlined** (that is, facts, statistics, examples or theories) and any links to the question are only **listed**. * The evidence presented supports only one element or interpretation of the question. * Key geographical terms are defined briefly. Terminology used is both relevant and irrelevant to the question. | * No synthesis or evaluation is expected at this level. * The link(s) between the response and the guide focus on one topic; other potential links are **listed**. * A valid but limited opinion or perspective on the issue is formulated. | * Paragraphs do not reflect grouping of information that addresses a specific element of the question. * If present, the conclusion is one-sided, addressing only part of the question. |
| 9–12 | **The response addresses most parts of the question with developed links to the guide and outlines an analysis supported by relevant evidence but may lack clear links between paragraphs.** | | |
| * The question is broken down into parts and most parts of the question are addressed in the response, with supporting evidence for each aspect of the question. The response meets the requirements of the command term. * Relevant evidence (that is, facts, statistics, examples or theories) is **described**, focused on the question and mostly correct. Links with the question are **described**. * The analysis **outlines** a two-sided argument briefly (if appropriate) and is mostly descriptive, using examples as explanation. * Correct definitions are given, and relevant and irrelevant specialist geographical terms are used with occasional errors; or everyday language is used. | * Synthesis **or** evaluation is required at this level. * Links between the response and the guide refer to multiple topics and are **described.** * Opinion or perspective presented is aligned with the response but the links are not made explicit or the link is a general statement. Other perspectives or interpretations are **listed** without details. | * A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. * The conclusion repeats and summarizes the analysis or argument, but may contain new information as well. |
| 13–16 | **The response addresses all aspects of the question; the analysis is explained and evaluated using evidence integrated in the paragraphs, and it is well structured.** | | |
| * All aspects of the question are addressed and the response meets the requirements of the command term. * Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are **explained** and relevant. * The response **explains** how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. * Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. | * Synthesis **and** evaluation is required at this level. * Links between the response and (sub)topics from the guide are **explained** and supported by the evidence in the response. * The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence. | * Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. * The conclusion summarizes the evidence and argument, and links all back to the question. |



## Glossary of command terms

### 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.

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| 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 | AO1 | 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. |

Links to TOK in Geography  
By [Trevor Cole](http://blogs.osc-ib.com/author/triplea_tco/) Wednesday, March 24, 2010   
Source: http://blogs.osc-ib.com/ib-blogs/ib-teacher-blogs/dp\_biology/

TOK in geography

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, 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 group 3 subjects and TOK is of crucial importance 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, and in doing so, become “inquiring, knowledgeable and caring young people” (IBO mission statement).

During the course in geography a number of issues will arise that highlight the relationships between TOK and geography. Some of the questions that ***could*** be considered during the course are identified below.

* ***To what extent are the methods of the natural sciences applicable in the human sciences?***
* ***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 can empathy, intuitive, and feeling be legitimate ways of knowing in the human sciences?***
* ***Are there human qualities or behaviours that will remain beyond the scope of the human sciences?***
* ***To what extent can information in human sciences be quantified?***
* ***Do knowledge claims in the human sciences imply ethical duties?***
* ***To what extent do the knowledge claims of the social sciences apply across different ages and cultures?***
* ***To what extent can maps be viewed as the territory? Or ‘Is the map the same as the territory it represents?’***
* ***What danger is there of confusing the map, however detailed its representation is, with the actual territory?***
* ***To what extent can Global warming or Climate change be viewed as the truth?***
* ***To what extent may the change from ‘The theory of Continental drift’ to ‘The theory of Plate Tectonics’ be viewed as a paradigm shift’***
* ***To what extent can we accept the view that every event and every phenomenon is unique and as such cannot be linked to any other event or phenomenon unless we impose a likeness or pattern?***
* ***To what extent are models simply our way of imposing a ‘meaningful’ pattern on reality?***

**Approaches to Learning**

* **Approaches to learning provide the foundation for independent learning and encourage the**
* **application of students’ knowledge and skills in unfamiliar contexts**. Developing and
* applying these skills helps students learn how to learn.
* **Definition:**
* • Tools that enable students to take responsibility for their own learning and develop
* learner profile attributes
* • Represent general and subject-specific learning skills that students will develop and apply
* during the programme and beyond.
* **Aim:**
* • Produce self-regulated learners who have been explicitly taught the skills of effective
* thinking and learning

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| **ATL Skills** | **ATL Skill Clusters** |
| **Self-management** | **Organization:**  The skills of effectively managing time and tasks  **eg Notebook Check, Internal Assessment and other assignment deadlines**  **Affective:**  The skills of managing state of mind  **Reflection:**  The metacognitive skills of re-considering what has been taught and  learned by reflection on content, ATL skills and learning strategies. **eg Howe Sound / Whistler Field Study Power Point Report, Rivers Mind Map, and Weather Assignment generating a variety of Questions and Answers** |
| **Social** | **Collaboration:**  The skills of working cooperatively with others  **eg Field Study Data Collection, Physical Geography Partner Labs, UN Climate Change Conference Simulation, Where Was It Made? Globalization Group Activity** |
| **Communication** | **Communication**:  a) The skills of effectively exchanging thoughts, messages and  information through interaction; **eg Class Discussions on various topics including current events, UN Climate Change Conference Simulation** b) The skills of reading, writing and using language to communicate  information. **eg Various assignments, readings, and class discussions** |
| **Research** | **Information literacy:**  The skills of finding, interpreting, judging and creating information.  **eg Where Was It Made? Globalization Group Activity, Burns Bog/Watershed Park/SWMA Field Study – Internal Assessment (Gr. 12), Various Physical Geography Case Studies (Gr. 12 especially)**  **Media literacy:**  The skills of interacting with different media to compare and contrast  different representations of information. **eg Utilizing DVD, website, textbook, newspaper, magazine sources for many areas of the course including Physical Geography Case Studies (i.e. earthquakes)** |
| **Thinking** | **Critical thinking:**  The skills of critique of text, media, ideas and issues. **eg Classroom Discussions, UN Climate Change Conference Simulation**  **Creative thinking:**  The skills of invention —thinking creatively and developing new things and ideas. **eg Howe Sound / Whistler Field Study Power Point Report, Data representation in the Burns Bog/Watershed Park/SWMA Field Study Internal Assessment Report (Gr. 12)**  **Transfer:**  Utilizing skills and knowledge in multiple contexts. **eg utilizing information from other IB courses overlapping with topics in IB Geogarphy (eg History, Biology, Physics, Economics)** |