



Welcome to IB Geography Higher Level (HL)

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The International Baccalaureate program is designed for students who are mature and highly motivated. Students are expected to work on their own or small groups. Students are expected to listen and share ideas. Students are expected to think about concepts from a local and global perspective.

Geography is a dynamic subject that grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space (IB Geography Guide, 2019). Geography is a course best learned through active participation and discussion. My hope is that Geography will open your mind to the human, physical and environmental aspects of the world we live in and create a greater understanding of international mindedness and ethical

behavior.

Theory of Knowledge and CAS experiences connect to each subject group. The subject of Geography will allow you to connect Geography to TOK and Geography topics to your CAS experiences.

For Example:

TOK – how has ready access to vast amounts of information and the way the internet has contributed to our shrinking world, changed our understanding of knowledge?

CAS – volunteering at a senior’s home, feeding the homeless, tutoring young people, writing your government official, promoting sustainable development...

Electronic Device(s)

Laptops, smart phones and/or tablets are useful in this class. You will be asked to bring them with you. Policies will be discussed.

1. Arrive on time and prepared to work.

- This means being seated, books open, electronics away, remove ear buds when the 2nd tone goes.

2. Participate fully and positively.

- Maintain an open mind and a positive attitude. Be ready to listen, learn and share your ideas.
- I expect you to participate by working individually and with others.

3. Always put in your best effort

- All assignments, large or small, are important and will “count”.
- Putting in your best effort means doing YOUR OWN WORK. All assignments, essays and projects that are to be handed in for marks are expected to be of a quality suitable for the grade level. Assignments must be well researched and neatly presented. (See PMSS handbook)

4. Show courtesy and respect always.

- RESPECT yourself, your teachers, and your classmates
- Listen actively to whomever is speaking – another student, me, the announcements, etc. We all have the right to be heard and therefore it is imperative that we do not call out over others.
- Electronic Devices
 - Cell/Smart Phones/ laptops etc. I will discuss the use of these devices in class.
 - If your phone rings in class, I will answer the phone.

5. Don’t be absent! But if you are...

- It is your responsibility to come to me to find out what you have missed.
- You need to be here to learn...so some assignments cannot be made up for marks.
- Tests – be here to write them. It is important that you do not miss any tests.

7. Cheating

- If you are caught cheating, you will receive zero and referred to the office.

8. You are responsible for your own learning...and I am here to help!

- I am available for tutorial before and after school, or during Flex – drop be or make an appointment.

9. Predicted Grades

- I predict your grade ☺



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Textbooks

Grade 11 - Our Changing Planet (Paper 2)

Grade 12 – Oxford Geography 2nd Edition

Planet Geography for IB Diploma Program – Stephen Codrington

1. Our Dynamic Planet (Paper 1)
2. Our Connected Planet (Paper 3)

Geographic Perspectives – Global Change Grade 11 – Paper Two – Exam (50 marks)

Grade 11 - Paper 2 – HL weight 25%, a total of 1 hour and 15 minutes. **Section A** - Three structured questions based on each HL core unit 30 marks. **Section B** - Infographics or visual stimulus with structured questions 10 marks.

Section C – one extended answer question from a **choice of two** 10 marks

1. Population Distribution – Changing Population
 - a. Population and economic development patterns
 - b. Changing population and places
 - c. Challenges and opportunities
2. Global Climate – vulnerability and resilience
 - a. Causes of global climate change.
 - b. Consequences of global climate change
 - c. Responding to global climate change
3. Global Resource consumption and security
 - a. Global trends in consumption
 - b. Impacts of changing trends in resource consumption.
 - c. Resource stewardship
4. HL Option - Urban Environments **Option G**
 - a. The variety of urban environments
 - b. Changing urban systems
 - c. Urban environmental and social stresses
 - d. Building sustainable urban systems for the future

Geographic Themes Grade 12 (teacher will choose 3 options) - Paper One (60 marks)

Paper 1 – HL weight 35%, 45 minutes per option question a total of 2 hours and 15 minutes. Each option has a structured question and one extended answer question from a **choice of two.** 20 marks (10 + 10) marks per option

1. Freshwater- Drainage Basins **Option A**
 - a. Drainage Basing Hydrology and Geomorphology
 - b. Flooding and Flood Mitigation
 - c. Water Scarcity and Water Quality
 - d. Water management and futures
2. Food and Health **Option F**
 - a. Measuring Food and Health
 - b. Food systems and spread of diseases.
 - c. Stakeholders in food and health
 - d. Future health and food security and sustainability

Geographic Perspectives – Global Interactions -Paper Three (28 marks) Exam 1 hour (20%)

Paper 3 – HL weight 20%, a total of 1hour. Choice of three extended questions with two parts based on each HL Core Extension. **Part A – 12 marks Part B – 16 marks**

1. Power, places, and networks
 - a. Global interactions and global power
 - b. Global networks and flows
 - c. Human and physical influences on global interactions
2. Human Development and Diversity
 - a. Development opportunities
 - b. Changing identities and cultures
 - c. Local responses to global interactions
3. Global Risk and resilience
 - a. Geopolitical and economic risks
 - b. Environmental risks
 - c. Local and global resilience

IB Internal Assessment – 25 marks (20%)

The Internal assessment is compulsory for the success and completion in this course. It allows students to investigate a topic of choice in detail. The internal assessment allows student to apply what they have learned in the course to a study. For Geography HL the internal assessment is worth 20% and requires students to spend approximately 20 hours inside and outside of the classroom. Students will receive guidance from their teacher.

Some important notes:

Teachers are only allowed to only give advice to students on their first draft and the comments must be brief. The second draft is final, and teachers are **NOT** allowed to give any further feedback.

**Geographic skills will be taught throughout the course:*

For Example:

- **Read, interpret, analyze, and produce maps.**
- **Interpret topographic maps where appropriate.**
- **Read, interpret, analyze, and construct graphs.**
- **Undertake statistical calculations to show patterns and change.**
- **Manipulate and interpret data using qualitative techniques.**
- **Undertake geographical investigation.**
- **Produce written material.**

Examination tips will be provided throughout the course.

Mark Breakdown

Ministry of Education Marks	IB Mark Breakdown
Grade 11 100% Unit Tests and quizzes from the prescribed learning outcomes	All assignments and tests will be based on the IB scale model <u>(1-7)</u> . This model will be used to evaluate how well you are able to understand the Prescribed Learning Outcomes See Group 3 Grade Descriptors
Grade 12 Semester One 100% Unit Tests and quizzes from the prescribed learning outcomes	
Grade 12 Semester Two 100% (non-moderated) Internal Assessment	

Work Habits

Work habits are based on the rubric below and each student's ability to complete the canned notes that are assigned after each unit.

Criteria	N (needs improvement)	S (satisfactory)	G (good)
Punctuality	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
Organization	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
Teamwork	Interrupts, distracts, or disrupts the learning environment; difficulty working a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

Group 3 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 analyze 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 analyzing 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 analyze, 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 analyze 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 analyze 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.

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.

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.