



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 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 seniors home, feeding the homeless, tutoring young people, Model UN

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 at all times.

- **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. – Place the device on top of your desk. 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.

6. Keep up to date! Check your marks! Hand in your work on time!

7. Cheating

- Any issues will be handled in accordance with the IB Academic Honesty policy

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

- I am available for tutorial before and after school – drop by 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 – Planet Geography for IB Diploma Program – Stephen Codrington

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

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

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

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. Oceans and their coastal margins **Option B**
3. Extreme environments **Option C**
4. Geophysical Hazards **Option D**
5. Leisure, Tourism and Sport **Option E**
 - a. Changing leisure patterns
 - b. Tourism and sport at the local and national scale
 - c. Tourism and sport at the international scale
 - d. Managing tourism and sport for the future
6. 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
7. 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 Perspectives – Global Interactions -Paper Three (28 marks) Exam 1 hour (20%)

Paper 3 – HL weight 20%, a total of 1 hour. 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% Assignments and tests from the prescribed learning outcomes Grade 12 Semester One 100% Assignments and tests from the prescribed learning outcomes Unit Tests & Quizzes Grade 12 Semester Two 80% Assignments and tests from the prescribed learning outcomes 20% (non-moderated) Internal Assessment | 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 |

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.

External assessment markbands—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. | | |
| | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> No evidence of evaluation or conclusion is expected at this level. | <ul style="list-style-type: none"> 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). |

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|--------------|---|--|--|
| 3–4 | The response is too general, lacks detail, is not focused on the question and is largely unstructured. | | |
| 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 |
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • If appropriate to the question, the conclusion is irrelevant. • There is no evidence of critical evaluation of evidence (examples, statistics and case studies). | <ul style="list-style-type: none"> • 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. | | |
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | | |
| | 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 |
| | <ul style="list-style-type: none"> • The response describes relevant supporting evidence correctly (information, examples and case studies) that covers all the main <small>points of the question,</small> 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | | |
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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). |

Command terms

Classification of command terms

Key command terms are used in the syllabus content under the development column, as described in the structure of the syllabus section, to indicate the depth of understanding that is required of students. These are classified below according to the assessment objectives of:

- 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.

There is a progression in demand from AO1–AO3, while AO4 terms are specific to particular skills and examination questions. The command terms within each classification are listed in alphabetical order in the following table.

Students must also be familiar with these terms to understand the depth of treatment required in examination questions. A command term used in an examination question will either be from the same classification as specified in the development column or a less demanding command term. For example, if the command term in the development column is “explain”, and is classified as AO2, an examination question could contain the command term “explain”. Alternatively, another command term such as “suggest” that is also classified as AO2 could be used, or one associated with AO1, such as “describe”. The allocation of marks in examination questions also reflects this classification of the assessment objectives.

Definitions of these command terms are listed in the appendix.

| Objective | Key command term | Depth |
|---|---|--|
| AO1 Knowledge and understanding of specified content | Define Describe Determine Estimate Identify Outline State | These terms require students to demonstrate knowledge and understanding. |
| AO2 Application and analysis of knowledge and understanding | Analyse Classify Distinguish Explain Suggest | These terms require students to use and analyse knowledge and understanding. |
| AO3 Synthesis and evaluation | Compare Compare and contrast Contrast Discuss Evaluate Examine Justify To what extent? | These terms require students to make a judgment based on evidence and when relevant construct an argument. |
| AO4 Selection, use and application of a variety of appropriate skills and techniques | Annotate Construct Draw Label | These terms require students to demonstrate the selection and application of skills. |

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. |