

The IB Geography syllabus is divided into three parts: the Core Theme, Optional Themes and a Higher Level Extension. In IB1 students will complete the Core Theme (Paper 1) of the course – which focuses on the key global issues of our time, in particular poverty, gender equality, health and education and environmental sustainability –, and will also start the study of the Optional Themes (Paper 2) – which include Freshwater – issues and conflicts, Oceans and their coastal margins, extreme environments, Hazards and disasters – risk assessment and response, Leisure, sport and tourism, The geography of food and health, Urban environments. In their IB1 year, students will complete a field study that is required for internal assessment by the IBO and will count for 20% of their final mark for this course. This requirement is the same for both SL and HL students.



Source: www.mrfcj.org/media/images/articles2/Geography_of_Climate_Justice.jpg

On the first part of IB2, students will continue to build upon geographical skills utilized in IB1, while completing the remaining optional themes of the course and the HL Extension, which looks at global interactions, flows and exchanges arising from the disparities that exist between places. The remaining time will be spent on mock exams, revision and study leave for the IB examination.

Geographical skills, while not being a distinct unit, will be integrated

throughout the entire course to ensure that

students will have competency in a number of skills such as map interpretation, basic statistical techniques, the analysis and interpretation of graphical data.

Throughout both years, a wide variety of teaching and learning methods is employed; didactic teaching, teacher-directed, group work, student presentations, role-play simulations, project work, examination practice, computer-based learning and fieldwork, films, documentaries, news reports, satellite images, GIS mapping, photographic resources, Internet resources are all employed in this visually stimulating and relevant subject.

What will I learn?

Apart from the specific content of the course, you are going to:

- Develop a global perspective and a sense of world interdependence.
- Develop an understanding of the interrelationship between people, place and the environment.
- Develop a concern for the quality of the environment, and an understanding of the need to plan and manage for present and future generations.
- Appreciate the relevance of Geography in analysing contemporary world issues, and develop and modify values and attitudes in relation to geographical problems and issues.
- Recognize the need for social justice, equality and respect for others; appreciate diversity; and combat bias, prejudice and stereotyping.
- Develop an appreciation of the range of geographical methodologies and apply appropriate techniques of inquiry.

Geography and Theory of Knowledge (TOK)

Theory of Knowledge plays a special role in the Geography course by providing an opportunity for students to reflect about the way in which they are learning, such as:

- 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 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?

Like Geographical skills, Geography/TOK activities will be integrated throughout the entire course, namely in articulation with the TOK subject and subject teacher.

Geography and Creativity, Activity, Service (CAS)

Geography and CAS can complement each other in many different ways, namely in allowing students to develop their intercultural awareness and understanding through an active and purposeful use of the knowledge they are acquiring in the Geography in the real-life experiences provided by CAS. Geography/CAS can be integrated throughout the entire course, in articulation with CAS activities and the CAS coordinator.

Are there any requirements?

No subject specific minimum requirements, although ideally an IGCSE in Geography, English Language and Mathematics would help in coping with the demands of the subject. It is not necessary to have studied Geography at IGCSE level.

What materials will I need?

Apart from an open mind and a willingness to learn, you will not need any materials for the course, as these will be provided to you. Further reading and Internet resources will be suggested throughout the course. Start reading and watching the news, if you don't already. And by the way...how often do you go to the library?

How will I be evaluated?

In-School assessment		
In an effort for a student's grade to reflect their most current and consistent level of achievement, cumulative notes will be calculated throughout the year in the following manner (approximate breakdown):	Homework, case studies and tests	70%
	IB Internal Assessment	20%
	In-School final assessment	10%

IB assessment	SL	HL
Internal Assessment	25%	20%
Paper 1: 1½ hours	40%	25%
Paper 2: 2 hours	35%	35%
Paper 3: 1 hour	-	20%
Teaching periods	4	6

Where can I find more information about the course?

Your teacher will provide you the Geography course outline. Please also feel free to meet with him at school or email him at nunesvilhena@gmail.com.

Where next?

Geography is not career-specific, but it is highly regarded as an established academic subject, which produces students who have been trained in the use of many key skills. Students who continue their geographic education post-18 will often decide to specialise at some stage in one aspect of the subject and eventually seek employment in that particular specialism. Otherwise, Geography provides an excellent foundation from which to launch into an extremely varied range of careers. Geography will give students wishing to follow a career related to international business, government/diplomacy, journalism or law, an in-depth understanding of the key issues in today's world. The Food and Health Optional Theme will be of particular interest to students wishing to study Medicine. Indeed Geography would be suitable Group 3 subject for any student wishing to follow a science-based career, as many universities will accept Geography as a Science subject.



Source: http://www.thegreatcourses.com/media/catalog/product/cache/1/image/800x600/of396e8a55728e79b48334e699243c07/1/7/1761---base_image.1424269355.jpg