

## Diploma Programme subject outline—Group 3: individuals and societies

<b>School name</b>	<b>Gymnazium a SOS Rokycany</b>	<b>School code</b>	<b>061768</b>
<b>Name of the DP subject</b> <i>(indicate language)</i>	<b>Geography</b>		
<b>Level</b> <i>(indicate with X)</i>			
	Higher	<b>X</b>	Standard completed in two years
			Standard completed in one year *
<b>Name of the teacher who completed this outline</b>	Antonio Laurel	<b>Date of IB training</b>	March 2021
<b>Date when outline was completed</b>	05/2021	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Geography, Category 1

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

Prescribed subject	Topics	HL option and sections

## 1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	<b>Topic/unit</b> <b>(as identified in the</b> <b>IB subject guide)</b>  <i>State the topics/units in the order you are planning to teach them.</i>	<b>Contents</b>	<b>Allocated time</b>			<b>Assessment instruments to be used</b>	<b>Resources</b>  <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	45	minutes.		
			In one Week there are	5	classes.		
<b>Year 1</b>	Unit 1: Changing population	-Population distribution in China; -Population distribution in South Africa; -Megacity growth, Mumbai; -Forced migration from Syria; -Japan’s ageing population; -China’s one child policy; -Pro natalist policies in Russia; -Literacy and gender in Kerala; -Trafficking of Nigerian women to Europe; -Ethiopia and the demographic dividend.	30 hours/40 lessons/13 weeks			Mock exams, semester written tests, end of year oral test, essays.  Unit 1 – written test during the first week of December.	Textbook, technical and official websites, interviews, presentations.

	Unit 2: Global climate – vulnerability and resilience	<ul style="list-style-type: none"> <li>-Negative feedback in Greenland; -The retreat of Swiss glaciers;</li> <li>-The destruction of forests in the USA;</li> <li>-Climate change and the UK; - Flooding in Bangladesh;</li> <li>-Vulnerability and adaptation in Ghana;</li> <li>-Corporate change mitigation in the USA.</li> </ul>	20 hours/27 lessons/9 weeks	Unit 2 – Written test during the last week of February.	
	Unit 3: Global resource consumption and security	<ul style="list-style-type: none"> <li>-Economic growth in Vietnam;</li> <li>-Food, water and energy security in Hindu Kush;</li> <li>-Improving food security in South Africa.</li> </ul>	10 hours/14 lessons/5 weeks	Unit 3 – Written test during the second week of April.	
	Option G: Urban environments	<ul style="list-style-type: none"> <li>-Land use in New York;</li> <li>-Gentrification and relocation in Cape Town;</li> <li>-Changing urban environment in Shanghai;</li> <li>-Urban decline in Detroit;</li> <li>-Urban microclimate, Seoul;</li> <li>-Air pollution in Delhi, India;</li> <li>-Managing air pollution in Mexico City;</li> <li>-Urban crime, Iran and Nigeria;</li> <li>-Urban deprivation and regeneration in Barcelona;</li> <li>-Protecting Lagos;</li> <li>-Masdar City, UAE;</li> <li>-Tokyo’s ecological footprint;</li> <li>-Environmental measures in Chicago;</li> <li>-Songdo International Business District, South Korea.</li> </ul>	25 hours/33 lessons/11 weeks	Option G – Written test during the second last week of June, first part of the program, and another written test during the last week of September, part two of the program.	

	Unit 4: Power, places and networks	<ul style="list-style-type: none"> <li>-China, a rising superpower;</li> <li>-Aid and Bangladesh;</li> <li>-The Tata Group;</li> <li>-The Apple Group;</li> <li>-NAFTA;</li> <li>-Incheon, South Korea;</li> <li>-Migration control in the USA.</li> </ul>	25 hours/33 lessons/16.5 weeks (simultaneously with Unit 1 and Unit 2, 2 lessons per week) Unit 4 – Written test during the last week of January.		
	Unit 5: Human development and diversity	<ul style="list-style-type: none"> <li>-Empowering women in Colombia;</li> <li>-Mapajo Lodge, Bolivia;</li> <li>-Fair trade pineapples in Ghana;</li> <li>-The Rana Plaza disaster, Bangladesh;</li>   <li>-Cultural change in Tibet;</li> <li>-Cultural change in the Andaman Islands;</li> <li>-Cultural diffusion in Seoul.</li> </ul>	30 hours/43 lessons/21 weeks (simultaneously with Unit 2 and Unit 3, 2 lessons per week) Unit 5 – Written test during the last week of June.		
<b>Year 2</b>	Internal Assessment	(explained below)	15 hours/20 lessons/7 weeks	Monthly consultations with the teacher.	
	Option C: Extreme environments	<ul style="list-style-type: none"> <li>-Switzerland, Gorner Glacier;</li> <li>-Sahara, climate changes;</li> <li>-Eastern Cape, South Africa, farming in semi-arid areas;</li> <li>-Rosemont Copper, Arizona; -Alaska National Wildlife Refuge;</li> <li>-Greenland, resource nationalism;</li> <li>-Nepal, tourism;</li> <li>-New Mexico, USA – tourism; - Middle East – resource security;</li> <li>-Yamal Peninsula, Russia – oil megaproject;</li> <li>-Sustainable farming in Egypt;</li> <li>-Sahara, solar energy;</li> </ul>	30 hours/40 lessons/13 weeks	Option C – Written test during the last week of January.	

		<ul style="list-style-type: none"> <li>-Sahel, coping in semi-arid areas;</li> <li>-Nepal landslides, 2015;</li> <li>-Haiti earthquake, 2010.</li> </ul>			
	Option B: Oceans and coastal margins	<ul style="list-style-type: none"> <li>-Philippines, Typhoon Haiyan; -South China Sea – geopolitics;</li> <li>-Arctic – geopolitics;</li> <li>-Bangladesh – flow mitigation; -Saint Lucia – coastal management;</li> <li>-USA – floods;</li> <li>-USA – oceanside littoral cell.</li> </ul>	20 hours/27 lessons/9 weeks Option B – Written test during the second week of April.		
	Unit 5: (continuation) Human development and diversity	<ul style="list-style-type: none"> <li>-Shell and Ogoniland, Nigeria;</li> <li>-Denmark’s immigration laws;</li> <li>-The “Jungle” in Calais, France;</li> <li>-Political change in Myanmar.</li> </ul>	15 hours/21 lessons/10 weeks  (simultaneously with IA and Option C, 2 lessons per week)  Unit 5 – Written test during the second week of November.		
	Unit 6: Global risks and resilience	<ul style="list-style-type: none"> <li>-Tax avoidance – Apple in Ireland;</li> <li>-Acid rain in Eastern Canada;</li> <li>-Maquiladora developments in Mexico;</li> <li>-Water problems and flower farming in Kenya.</li> </ul>	20 hours/27 lessons/13.5 weeks (simultaneously with Option C and Option B, 2 lessons per week) Unit 6 – Written test during the last week of March.  April – error margin; May – mock exams.		

## 2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

### General information

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

The internal assessment requirements at SL and at HL are the same. The time allowed is 20 hours, and the weightings are 25% at SL and 20% at HL. Students are required to undertake fieldwork collecting primary information and produce one written report that is based on a fieldwork question.

### Scheduling

Y1: The IA will be introduced at the end of year 1, during the summer the students will think about it and we start in the first lesson of year 2.

Y2: During year 2 we will have meetings and consultations as well as lessons about it throughout the year until it is concluded. It should be concluded by Easter of year 2. There won't be more than two lessons in a row about it, the 15 allocated hours will be divided among the months of year 2. Students will have access to templates and models of good quality IAs and teacher support to prepare their own.

### Assessment criteria

The purpose of this assessment, which is common to SL and HL, is to assess students' ability to demonstrate the following in relation to the fieldwork research question.

- Knowledge and understanding (assessment objective 1)—criteria A and D
- Application and analysis (assessment objective 2)—criteria A and D
- Synthesis and evaluation (assessment objective 3)—criteria D, E and F
- Select, use and apply a variety of appropriate skills and techniques (assessment objective 4)—criteria B and C

**Used criteria:** Fieldwork question and geographic context (A), Method(s) of investigation (B), Quality and treatment of information collected (C), Written analysis (D), Conclusion (E), Evaluation (F)

**For more detail see the Geography guide.**

### 3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
<p>Option B South China Sea - geopolitics</p>	<p>« There are known knowns. There are known unknowns. There are unknown unknowns. »</p> <p>I would ask the students for one of each of the above statements.</p> <p>Example answers could be:</p> <ul style="list-style-type: none"> <li>• We know that the expansion and consolidation of Chinese naval power in the South China Sea is provocative to its neighbours and the USA;</li> <li>• We know that we don't know whether this military projection will provoke a major military conflict for the control of that area;</li> <li>• We don't know whether an external player or situation will change the paradigm.</li> </ul> <p>Present data that corroborates the possible answers. The point of TOK is to get the students to think and not to simply accept the « socially comfortable » version of events.</p>

### 4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
<p>Option G Masdar City, UAE</p>	<p><b>Thinking:</b> students will have to think about the future of urban settlements in a background of extreme environments, with a tendency to get worse, and with a possible lack of resources we now take for granted such as gasoline or fresh air. Try to understand that cities will sooner or later have to change in order to adapt to changes in climate.</p> <p><b>Communication:</b> students will have to discuss possible solutions based on already existing technologies or projects, advantages and disadvantages between them.</p> <p><b>Research:</b> students will have to discover what is the state of the art in this sector and how advanced is the construction and development of Masdar City in the UAE and other similar projects around the world.</p>

## 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Unit 5 Cultural change in Tibet	<p>In Tibet nowadays, we have at least three main different cultural perspectives, the Tibetan, the Chinese and our own, the Western. By analyzing the cultural genocide that the Tibetan people are being subjected to by the Chinese authorities, the students will realize that these situations are not a thing of merely the realm of History but also of current affairs.</p> <p>The Chinese perspective on the issue cannot be forgotten and should also be analyzed. Perhaps a parallel between the Czech experience under communism and under national-socialist rule and the respective sovietization and germanization processes to which they were subjected to can be established.</p> <p>As of resources to be used, there are plenty of interviews and reports from Tibetan exiles, statements, communiques and speeches from Chinese officials and also data from the UN and the EU that can be analyzed.</p>

## 6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Unit 2 Flooding in Bangladesh	<p><b>Inquirers:</b> the students have to inquire about the causes of the flooding and the effects it may have, both primary and secondary;</p> <p><b>Knowledgeable:</b> the students need geographical information about Bangladesh and Southeast Asia, therefore, they will use various maps, atlases, or globes (virtual and non-virtual) to increase their level of knowledge together with other materials (videos, documentaries, etc...)</p> <p><b>Thinkers:</b> the students need to think of possible solutions to this problem and about how to prevent the flooding in flood zones;</p> <p><b>Communicators:</b> the students need to be able to communicate their ideas with confidence and also listen to others;</p> <p><b>Principled:</b> the students shouldn't have biased opinions or lie in order to pass on their message;</p> <p><b>Open-minded:</b> the students need to be open to different opinions and innovative ideas on the topic;</p> <p><b>Caring:</b> the plight of the local people when facing floods shouldn't be underestimated or looked upon as merely numbers and data, compassion is also necessary;</p> <p><b>Risk-takers:</b> the students shouldn't be afraid of failing or of taking their own time to reach their conclusions, be bold;</p> <p><b>Balanced:</b> to every topic, there are several opinions and solutions, a compromise often works for the best, dealing in absolutes is not advisable;</p>

	<p><b>Reflective:</b> reflection helps the students to look at things from a different perspective and to consider what could be improved or what shouldn't be repeated. They will also reflect their own work and give feedback to it.</p>
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## 7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

<p>The school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. There is also a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc.</p> <p>There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning materials.</p> <p>Overall, the amount and quality of available resources is sufficient to give effective support to the Geography course.</p>
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