



# Tohoku International School

## Secondary School Course Syllabus

<b>Course Title:</b> Diploma Programme Geography SL & HL	<b>Teacher:</b> Ms. Van Keer <b>Email:</b> Ivankeer@tisweb.net
<b>Level:</b> Grade 11 (21-22) Grade 12 (22-23)	<b>Time Frame:</b> 2 years
<b>Course Description:</b> <p>Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.</p> <p>Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.</p>	
<b>Course Aims:</b> <p>The aims of all subjects in the individuals and societies subject group are to:</p> <ol style="list-style-type: none"><li>1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; the history and development of social and cultural institutions</li><li>2. develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society</li><li>3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses and interpret complex data and source material</li><li>4. promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies</li><li>5. develop an awareness in the student that human attitudes and opinions are widely diverse and that a study of society requires an appreciation of such diversity</li><li>6. enable the student to recognize that the content and methodologies of the subjects in the individuals and societies group are contestable and that their study requires the toleration of uncertainty.</li></ol> <p>The aims of the geography course at SL and HL are to enable students to:</p> <ol style="list-style-type: none"><li>1. develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales</li><li>2. develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:</li></ol>	

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- acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
  - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

**Units of Study:**

Higher Level students study all of the Standard Level content, as well as additional content.

	Standard Level	Higher Level
Paper 1	Option B: Oceans and Coastal Margins	Option G: Urban Environments
	Option E: Leisure, Tourism, and Sport	
	60 hours of teaching time	30 hours of teaching time
Paper 2	Geographic Perspectives: Global Change <ol style="list-style-type: none"> <li>1. Population Distribution - Changing Population</li> <li>2. Global Climate - Vulnerability and Resilience</li> <li>3. Global Resource Consumption and Security</li> </ol>	
	70 hours of teaching time	
Paper 3		Geographic Perspectives: Global Interactions <ol style="list-style-type: none"> <li>1. Power, Places and Networks</li> <li>2. Human Development and Diversity</li> <li>3. Global Risks and Resilience</li> </ol>
		60 hours of teaching time
Internal Assessment	Fieldwork and written report	
	20 hours of teaching time	



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### Assessments:

The Internal Assessment will be a written report based on fieldwork we will undertake as a class. The other papers are exams written in May 2023.

	Standard Level	Higher Level
Paper 1	Option B: 20 marks Option E: 20 marks  35% of final grade	Option B: 20 marks Option E: 20 marks Option G: 20 marks 35% of final grade
Paper 2	50 marks  40% of final grade	50 marks  25% of final grade
Paper 3		28 marks  20% of final grade
Internal Assessment	25 marks  25% of final grade	25 marks  20% of final grade

### TIS Grade Assessment:

#### Do Nows/Participation – 10%

At the start of every class students will complete a written reflection or task. This will be a way of seeing that the student is present and engaged at the start of class. Some classes will also start with reading or homework quizzes to see that students are keeping up with assigned work.

#### Formative Assessments – 40%

These assignments are one that students complete to gain an understanding of the knowledge and/or skills required for the larger assignments in the unit. This can include things like taking notes from readings or homework, term definition sheets, questionnaires that accompany documents, outlines for written pieces, graphic organizers, and other smaller assignments. These assignments are largely graded on the students ability to complete them and comprehend the key concepts of the unit.

#### Summative Assessments – 50%

These assignments are larger pieces of work that students use their knowledge from formative assessments to complete. This includes assignments like essays, exams, group presentations, debates, research charts, source critiques, and other larger assignments. If students complete formative assessments they will be much more capable of scoring highly on these, as the formative assessments are designed to allow students to practice the necessary skills and gain the required knowledge to score highly on the larger assignments.

### Resources:

Textbook: Geography Course Companion 2nd edition by Oxford University Press

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