



**CARSON GRAHAM
SECONDARY**

COURSE OUTLINE – DP GEOGRAPHY

Course Description:

Geography answers where and why human activities occur across the global. It is a critical study of the human experience and the origins of cultural and economic patterns. Throughout this two-year course, students analyze the relationship between human activities and their impact on the environment. It also encourages the development of international awareness by examining contemporary issues such as poverty, sustainability and resource consumption. As the course progresses, students deepen their understanding of the challenges the world faces by exploring themes such as urbanization and the uneven access to health and food. Students who choose the Higher Level option continue their studies by examining global interactions: our place in a complex and shrinking world. While thinking globally, students act locally to build an awareness of their own responsibility to their community. Supporting this, the fieldwork component of the course will be on a local scale where students collect and analyze data then present their work in a written report.

Assessment Objectives:

There are four assessment objectives for the SL and HL Diploma Programme geography course. Having followed the course at SL or HL, students will be expected to do the following.

1. Demonstrate knowledge and understanding of specified content
 - Demonstrate knowledge and understanding of the core theme—patterns and change
 - Demonstrate knowledge and understanding of two optional themes at SL and three optional themes at HL
 - At HL only, demonstrate knowledge and understanding of the HL extension—global interactions
 - In internal assessment, demonstrate knowledge and understanding of a specific geographic research topic
2. Demonstrate application and analysis of knowledge and understanding
 - Apply and analyse geographic concepts and theories
 - Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
 - Demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
3. Demonstrate synthesis and evaluation
 - Examine and evaluate geographic concepts, theories and perceptions
 - Use geographic concepts and examples to formulate and present an argument
 - Evaluate materials using methodology appropriate for geographic fieldwork
 - At HL only, demonstrate synthesis and evaluation of the HL extension—global interactions
4. Select, use and apply a variety of appropriate skills and techniques
 - Select, use and apply the prescribed geographic skills in appropriate contexts
 - Produce well-structured written material, using appropriate terminology
 - Select, use and apply techniques and skills appropriate to a geographic research question





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Assessment Overview & Timeline:

The SL course consists of:

- 4 CORE themes
- 2 OPTIONAL themes
- 20 hours of FIELDWORK

Standard Level (SL):

Paper 1- The Core: Patterns and Change	Paper 2- 2 Options	Internal assessment (IA) Fieldwork
40%	35%	25%

The HL course consists of:

- 4 CORE themes
- 3 OPTIONAL themes
- HL EXTENSION (global interactions)
- 20 hours of FIELDWORK

Higher Level (HL): Paper 1

Paper 1- The Core: Patterns and Change	Paper 2- 3 Options	Paper 3- HL extension (global interactions)	Internal assessment (IA) Fieldwork
25%	35%	20%	20%

Timeline

Year 1:

Core # 1	Populations in Transition	SL/HL
Core # 2	Disparities in Wealth	SL/HL
Option #1	Urban Environments	SL/HL
<i>INTERNAL ASSESSMENT: Fieldwork Investigation Report</i>		
Core # 3	Patterns in Environmental Sustainability	SL/HL
Core # 4	Patterns in Resource Consumption	SL/HL

Year 2:

Option #2 (The Geography of Food and Health)	SL/HL
Option #3 (Freshwater Issues and Conflicts)	HL
HL Extension (Global Interactions)	HL

EXTERNAL ASSESSMENT: Final Exams





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Grade Descriptors:

Grade 7

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 analyse 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 analysing and evaluating data or problem solving.

Grade 6

Demonstrates detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, 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 analyse and evaluate data or to solve problems competently.

Grade 5

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 analyse and evaluate data or to solve problems.

Grade 4

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

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

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

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.

BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.





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Approaches to Learning (ATL)

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories in the DP are:

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

