The International School Hannover Region is committed to providing a **high-quality, international education** within a **creative** and **caring** environment to enable its students to become life-long learners and open-minded, compassionate citizens.

Strategies to promote the attributes of the IB Learner Profile:

The geography syllabus is closely linked to the IB learner profile, which strives to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who help create a better and more peaceful world. By following the geography syllabus, students will have fulfilled the attributes of the IB learner profile. For example, the requirements of the internal assessment provide opportunities for students to develop every aspect of the profile. For each attribute of the learner profile, a number of examples selected from the geography syllabus are given below.

Inquirers:	Through the continued development of geographic skills, students are required to collect and select relevant geographic information. They acquire the skills necessary to conduct inquiry and research and show independence in the learning of geography.
Thinkers:	Through the continued development of geographic skills, students research, process and interpret a wide variety of data and information. They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators:	Through the continued development of geographic skills, students produce varied written material. They understand and express ideas and information confidently and creatively in a variety of modes of communication (including essays, reports and investigations).
Balanced:	Within the processes of developing the Internal Assessment, students are required to collect primary data and the subsequent treatment, display and analysis of this information requires the students to be balanced.
Reflective:	The Internal Assessment requires students to evaluate their own methodology, developing clear and logical arguments and drawing relevant conclusions where appropriate. Students must give thoughtful consideration to their own learning and experience. They must be able to assess and understand their strengths and limitations in order to support their learning and personal development.

Links to the Middle Years Programme:

Geography is often offered as one of the subjects in the humanities subject group within the IB Middle Years Programme (MYP). Geography is a natural way to build on the areas of interaction, concepts and humanities skills outlined in the MYP. Basic issues that are raised within the conceptual areas of change, systems, global awareness, and place and space are all solid foundations for IB Diploma Programme geography and can be developed to meet the specific demands of the syllabus. The Diploma Programme geography course extends the key skills learned in MYP humanities: technical, analytical, decision-making and investigative. Equally, the organization and presentation strategies introduced in the MYP humanities subject area will become more sophisticated while presenting and undertaking work within the Diploma Programme geography course.

The aims of geography are to:

1. encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions
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
3. enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
4. promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies
5. develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
6. enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.
7. develop an understanding of the interrelationships between people, places, spaces and the environment
8. develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
9. appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Geography and Theory of Knowledge:

Students of group 3 subjects study individuals and societies. This means that they explore the interactions between humans and their environment in time and place. As a result, these subjects are often known collectively as the "human sciences" or "social sciences". As with other subject areas, there is a variety of ways of gaining knowledge in group 3 subjects. For example, archival evidence, data collection, experimentation, observation, and inductive and deductive reasoning can all be used to help explain patterns of behaviour and lead to knowledge claims. Students in group 3 subjects are required to evaluate these knowledge claims by exploring knowledge issues such as validity, reliability, credibility, certainty and individual as well as cultural perspectives.

The relationship between each subject and theory of knowledge is important and fundamental to the Diploma Programme. Having followed a course of study in geography, students should be able to reflect critically on the various ways of knowing and methods used in human sciences. In doing so, they will become "inquiring, knowledgeable and caring young people" (IB mission statement).

During the Diploma Programme geography course, a number of issues will arise that highlight the relationship between theory of knowledge and geography. Some of the questions that might be considered during the course are identified below.

- 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 do maps reflect reality?
- Do regions have boundaries?
- To what extent might it be true that geography combines the methods of human and natural sciences?
- Some geographical topics, such as climate change, are controversial. How does the scientific method attempt to address them? Are such topics always within the scope of the scientific method?
- What scientific or social factors might influence the study of a complex phenomenon such as global warming?
- Often in geography a model of reality is created. What does this mean? What are the advantages and disadvantages of creating a geographic model? In what areas of geography are models most common?
- Arguably, while some aspects of geography can be measured, others cannot. Is this the case? What is it about a quality that means it cannot be quantified?
- If humans are individual and unique, does this mean that there can be no reliable laws in human geography?
- Many geographers and others value diversity in human affairs. Is globalization therefore a bad thing?

Syllabus Outline:

Syllabus Component	Number of Teaching Hours
Geographic skills – integrated throughout the course	
Part 1: Geographic themes Two geographic themes are required at SL 1. Urban environments 2. Freshwater – drainage basins	**60**
Part 2: HL & SL Core. Geographic perspectives – global change There are three compulsory topics in this core theme. 1. Populations distribution – changing population 2. Global climate – vulnerability and resilience 3. Global resource consumption and security	**70**
Internal Assessment – Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.	**20**
Total teaching hours	**150**

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

Assessment Component	Weighting

External assessment (2 hours 45 minutes) – Papers 1 & 2	**75%**
Paper 1 (2 hours 15 minutes) Syllabus content: Geographic themes Students answer two questions, each selected from a different option. Each option has a structured questions and one extended answer question from a choice of two. 20 marks per option Total 40 marks	**35%**
Paper 2 (1 hour 15 minutes) Syllabus content: HL & SL Core. Geographic perspectives – global change The paper has three sections: Section A – three structured questions based on each core unit. 30 marks. Section B – infographic or visual stimulus with structure questions. 10 marks. Section C – one extended answer from a choice of two. 10 marks Total 50 marks	**40%**
Internal Assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Syllabus content: Freshwater Written report based on fieldwork. Maximum 2,500 words. (25 marks)	**25%**

External assessment details

Markbands for Paper 1 (part b) and Paper 2 (part b)

	Marks 0-10
The work does not reach a standard described by the descriptors below.	0
The response is too brief, lists unconnected information, is not focused on the question and lacks structure.	1-2
The response is too general, lacks detail, is not focused on the question and is largely unstructured.	3-4
The response partially addresses the question, but with a narrow argument, an unsubstantiated conclusion, and limited evaluation.	5-6
The response addresses the whole question, the analysis is evaluated and the conclusion is relevant but lacks balance.	7-8
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.	9-10

Internal assessment – Fieldwork Report

The work will be internally assessed by the teacher and externally moderated by the IB. **Every** SL student must produce a fieldwork report.

TYPES OF INFORMATION FOR COLLECTION:

Primary Information

This information must come from the student's own observations and measurements collected in the field. This "primary information" must form the basis of each investigation. Fieldwork must provide sufficient information to enable adequate interpretation and analysis. Fieldwork investigations may involve the collection of both *qualitative* and *quantitative* primary information. The type of information collected should be determined by the aim and fieldwork question. Quantitative information is collected through measurement and may be processed using statistical and other techniques.

Qualitative information is collected though observation or subjective judgment and does not involve measurement. Qualitative information may be processed or quantified where appropriate or it may be presented through images or as text. (Students are advised to remember the word limit when presenting qualitative information as text only.) The nature of qualitative data should provide **sufficient** information for analysis and conclusion.

Secondary information

This research involves gathering information from sources that have already been compiled in written, statistical or mapped forms. Secondary information may supplement primary information but must only play a small part in the investigation. All secondary information must be referenced, using a standard author–date system, such as the Harvard system. This includes information from the internet, where references should include titles, URL addresses and dates when sites were visited. All sources of secondary information must be referenced. Footnotes may be used to reference material and, provided that these are brief, up to 15 words as noted below will not be included in the word count.

WRITTEN REPORTS:

Students should produce **one** written report of their investigation. The report must not exceed 2,500 words.

WORD LIMIT:

The following are **not** included in the word count.

- Title page
- Acknowledgments
- Contents page
- Titles and subtitles
- References
- Footnotes—up to a maximum of 15 words each
- Map legends and/or keys
- Labels—of 10 words or less
- Tables—of statistical or numerical data, or categories, classes or group names
- Calculations
- Appendices—containing only raw data and/or calculations

All the main text is included in the word count, including the research question, analysis, conclusion and evaluation, as well as all annotations over 10 words and any footnotes over 15 words.

Where work is over the word limit, moderators are advised to stop reading and students are likely to lose marks under criteria, such as E and F.

EMPHASIS:

The emphasis of the written report must be **analytical** and include focus on the method(s) employed for information collection, its treatment and analysis. A purely descriptive report and/or a long theoretical introduction must be avoided.

FORMAT:

Students are advised to use the following guidelines to format their reports, which will ensure that the reports fulfil the requirements of the criteria.

Report Section	Criterion	Marks allocated out of 30	Suggested word limit within 2,500 words
Fieldwork question and geographic context	A	3	300
Method(s) of investigation	B	3	300
Quality and treatment of information collected	C	6	500
Written analysis	D	8	850
Conclusion	E	2	200
Evaluation	F	3	300
Total		25	2,450

The suggested breakdown of the word limit is offered as **guidance** and is not prescriptive. Students will not be penalized if they write more or less for each section provided the work remains within the total word limit of 2,500 words.

It is helpful if students add the number of words per section in the main body of the report and provide the total number of words on the front cover of the report.

The details below explain the requirements for each section, how each must be related to the assessment criteria and how the marks are allocated for each.

A Fieldwork question and geographic context

The fieldwork question (the precise inquiry) guides the fieldwork investigation. It must be narrowly focused, appropriate and stated as a question that can be answered through the collection of primary information in the field. (Where appropriate, students can make a brief preliminary judgment or prediction answering the fieldwork question. This prediction may be formulated as a hypothesis.)

Students must also comment **briefly** on the geographic context, explaining why and where the fieldwork investigation is to be carried out. This can include relevant spatial, physical, socio-economic conditions and other background information, concepts or characteristics. A map of the research area and/or the locations used in the fieldwork investigation is essential to provide the necessary spatial element.

Students must also state the area(s) of the syllabus to which the study relates, whether it is from the topic or development columns within the core, the optional themes or HL extension. It can be drawn from a combination of two or more topics or themes.

B Method(s) of investigation

Students must describe the method(s) used to collect information. The description may include sampling techniques, time, location and circumstances of information collection where relevant.

The method(s) used must be justified and must enable a **sufficient** quality and quantity of primary data to be produced to allow the fieldwork question to be investigated.

C Quality and treatment of information collected

Students should treat display the information collected using the most appropriate techniques. These techniques must be the most effective way of representing the type of information collected and must be well used. The precise techniques employed will differ depending on the nature of the fieldwork question but may include statistical test (include confidence limits), graphs, maps, annotated photographs and images, matrices and field sketches.

Students must also refer to the geographic context, information collected and the ways in which the material has been treated and presented.

D Written analysis

In the written analysis, students must demonstrate their knowledge and understanding of the fieldwork investigation by interpreting and explaining the information they have collected in relation to the fieldwork question. This includes recognising and trends and spatial patterns found in the information collected. Where appropriate, an attempt should be made to identify and explain any anomalies.

The treatment and display of material and the written analysis must be integrated within this section.

E Conclusion

Students should summarize the findings of the fieldwork investigation. There should be a clear, concise statement answering the fieldwork question. It is acceptable for the conclusion to state that the findings do not match the student's preliminary judgment or prediction.

F Evaluation

Students should review their investigative methodology, including methods of collecting primary information. Within this, they should consider any factors that may have affected the validity of the data, including personal bias and unpredicted external circumstances such as the weather.

Students should suggest specific and plausible ways in which the study might have been improved and could be extended in the future.

Internal assessment – criteria: Fieldwork Report

The fieldwork is assessed against 6 criteria that are related to the objectives for the Geography course and the fieldwork report.

A. **Fieldwork question and geographic context**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1	The fieldwork question is not formulated as a question or is not appropriately linked to the relevant syllabus topic or geographical theory. The fieldwork question does not allow for the collection of primary data, does not include a location or is too broad to address within the limits of the internal assessment. No locational map is included or the map is inappropriate for the fieldwork question.
2	The fieldwork question is geographical, **identifying** an appropriate link to the relevant syllabus topic, the syllabus or geographical theory. The fieldwork question **identifies** a specific location allowing for the collection of primary data and a question that can be addressed within the limits of an internal assessment. The locational map is a copy of an existing map (for example, internet or satellite map) with too many unnecessary details or lacking mapping conventions.
3	The link between the fieldwork question and the relevant syllabus topic, the syllabus or geographical theory is **described**. The link made to geographical theory allows for the possible formulation of hypotheses and predictions. The fieldwork question is geographical and focused, clearly **identifying** a precise location allowing for primary data collection within the limits of the internal assessment. One or more locational maps are presented and follow mapping conventions, providing clear information and details of the fieldwork location.

B. **Method(s) of investigation**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1	The method(s) used for information and data collection are **listed** or **outlined,** but are too general or vague or do not allow for the collection of enough information and data that are relevant to address the question formulated or the hypotheses. Data collection technologies/instruments and sampling/surveying techniques are **listed** or **outlined** but are not correctly used.
2	The method(s) used for information and data collection are **described**, **outlining** how the data collected is relevant to the question formulated and hypotheses. The method(s), data collection instruments/technologies and sampling/surveying techniques are used correctly and allow for sufficient data for quantitative and/or qualitative analysis, but it may be minimal or only one or two variables are collected.
3	The method(s) used for information and data collection are **described**, **explaining** clearly and accurately how the combination of data collected is relevant to the theory, question formulated or the hypotheses for the internal assessment. They may **describe** statistical tests if appropriate. The method(s), data collection instruments/technologies and sampling/surveying techniques are used correctly, resulting in reliable and good quality primary data supporting a relevant quantitative and/or qualitative analysis.

C. **Quality and treatment of information collected**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1-2	The information and data collected is mostly not relevant, or not sufficient, to address the question or hypotheses formulated. The information and data have mostly been presented in such a way that is either not appropriate for what has been collected or does not allow for **analysis** of the question formulated. The graphs, tables, diagrams or other illustrations do not follow conventions (labelling, titles, and so on) or contain frequent errors.
3-4	Most of the information and data collected is relevant to the question formulated or the hypotheses, allowing for partial **analysis** or answering of the question formulated. The information and data have been presented in ways appropriate for the data type. The graphs, tables, diagrams or other illustrations follow conventions (labelling, titles, and so on), with occasional errors.
5-6	The information and data collected is all directly relevant to the question formulated or the hypotheses, and is sufficient in quantity and quality to allow for **analysis** or answering of the question formulated. The most appropriate techniques have been used effectively for the presentation of information and data collected. The graphs, tables, diagrams or other illustrations follow conventions (labelling, titles, and so on).

D. **Written analysis**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1-2	The written analysis includes descriptive techniques that are not all appropriate to the data and the question formulated. The data or information presented is **outlined** without explicit link to the question or hypotheses formulated. Obvious trends and patterns are **listed**.
3-4	The written analysis includes descriptive techniques that are appropriate to the data and the question formulated. Any statistical techniques used either are not relevant to the question formulated or contain errors. The data and information, trends and patterns presented are **described** and linked explicitly to the question or hypotheses formulated. The written analysis allows for answering the question formulated in a descriptive way.
5-6	The written analysis includes descriptive and statistical techniques (if appropriate to the question formulated) that are appropriate to the data and the question formulated. The data and information, trends, patterns and statistics are **described** and linked explicitly to the question or hypotheses formulated. Outliers and anomalies in the data, if present, are **listed.** The written analysis allows for answering the question formulated, although there are gaps in the supporting evidence.
7-8	The written analysis includes descriptive and statistical techniques (with confidence levels if appropriate) that are appropriate to the data and the question formulated. The trends, patterns and statistics found, including outliers and anomalies if present, are **explained** and linked to the question formulated, hypotheses, geographical theory, the fieldwork location and methods used. The written analysis allows for answering the question formulated, with no or only minor gaps in the supporting evidence.

E. **Conclusion**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1	A conclusion to the fieldwork question is formulated, which is partially supported by the analysis.
2	There is a clear conclusion to the fieldwork question, which is supported by the analysis.

F. **Evaluation**

Marks	Level Descriptor
0	The work does not reach the standard described by the descriptors below.
1	Strengths and/or weaknesses of the data collection methods and suggestions for improvement are **listed**, but these are mostly superficial, not appropriate, or not relevant to the study.

2	Strengths and/or weaknesses of the data collection methods and suggestions for improvement are **outlined**, and these are mostly appropriate and relevant to the study.
3	The most appropriate and relevant strengths and/or weaknesses are **explained** regarding the data collection methods, the formulation of the fieldwork research question, the presentation of data/information and the choice of location. Suggestions for improvement are **outlined** and the potential impact of these improvements is **explained**.

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 defined 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
Break down in order to bring out the essential elements of structure.

Annotate
Add brief notes to a diagram or graph.

Classify
Arrange or order by class or category.

Compare
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
Display information in a diagrammatic or logical form.

Contrast
Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

Define
Give the precise meaning of a word, phrase, concept or physical quantity.

Describe
Give a detailed account.

Determine
Obtain the only possible answer.

Discuss
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
Make clear the differences between two or more concepts or items.

Draw
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
Obtain an approximate value.

Evaluate
Make an appraisal by weighing up the strengths and limitations.

Examine
Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Explain
Give a detailed account including reasons or causes.

Identify
Provide an answer from a number of possibilities.

Justify
Give valid reasons or evidence to support an answer or conclusion.

Label
Add labels to a diagram.

Outline
Give a brief account or summary.

State
Give a specific name, value or other brief answer without explanation or calculation.

Suggest
Propose a solution, hypothesis or other possible answer.

To what extent
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.