

OIB GEOGRAPHY 2020 SYLLABUS: AIM



- The curriculum is an adaptation of the French programme, in which the core elements of the French requirements are met, whilst certain areas are further developed to meet the Cambridge requirements.
- Teachers are encouraged to view the entire curriculum as one big jigsaw – where the individual themes are the ‘*sum of the parts*’.
- Students need to be given opportunities to explore certain elements of the curriculum in depth to be able to demonstrate their ability to analyze, evaluate and think critically.
- Students must be given opportunities to build on their prior knowledge and show they can be synoptic (demonstrate how Geography can be split into themes but is effectively interlinked and interdependent – in the OIB we call this the ‘big picture approach’).



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It is important to remember that Geography is an academic discipline built upon key concepts outlined below. Teachers are expected to embed the key concepts through the study of the topics, both in general and specifically through examples and case studies.

1. **Space:** The implications of spatial distributions and patterns of a range of human geographical phenomena.
2. **Scale:** The significance of spatial scale in interpreting environments, features and places from local to global.
3. **Place:** The importance of human characteristics which create distinctive places with different opportunities and challenges.
4. **Environment:** How the interactions between people and their environment create the need for environmental management and sustainability.
5. **Interdependence:** How the complex nature of interacting physical systems, human systems and processes creates links and interdependencies.
6. **Diversity:** The significance of the similarities and differences between places, environments and people.
7. **Change:** The importance of change and the dynamic nature of places, environments and systems.



1. MARITIME AREAS AND GEOPOLITICS

The overarching idea of this theme is to analyze the importance of maritime areas in today's increasingly globalized world. **The first major element is to consider the importance of maritime areas to globalization and the global economy.**

Maritime hubs and major maritime flows link to the explaining and evaluation of key geographical theories such world systems theory (Wallerstein). They play a major role in the spatial organization and distribution of TNCs, both as key resource locations or through access to ports and global trading network. The changing nature of the Arctic presents opportunities for the opening of new shipping routes. **The second main feature of the module is the study of geopolitics as maritime areas are increasingly contested spaces.** Geopolitics is the study of earth's resources on international relations, and this module provides many opportunities to consider this through the study of Exclusive Economic Zones, and disputes over strategic maritime passages.



1. MARITIME AREAS AND GEOPOLITICS

- Teachers are encouraged to do an introduction to globalization to consider the key flows and interactions to put maritime areas into the wider context. Global patterns of interactions should be analyzed, and indices such as the KOF would be useful to explore so students gain an understanding into how globalization is measured, and how maritime areas can be key to many of the criteria.
- **Opportunities to build on prior knowledge:** Maritimization of economies and maritime areas are key to global trade and notably the spatial organization of TNCs. Students studied the location of global industry and production in here, so the associated dynamics and role of maritime areas can be used to add knowledge to this. Also presents an opportunity to use what was in our previous syllabus on the spatial organization and distribution of TNCs – access to maritime trade being integral to this. You are encouraged to revisit, or introduce some case studies on the organization and activity of TNCs, in order to emphasize the importance of access to key maritime hubs.
- **Synopoticity:** The role and importance of maritime areas in the distribution of global power, links to the 2nd theme so students should be encouraged to explore links between maritime patterns and unequal integration of different territories in globalization. Opportunities for annotated map work here to be exploited.



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: The opening up of new shipping routes in the Arctic (North West/East passage)

Details: put students in group of 5/6 and allocate a role.

- 1) *USA government*
- 2) *China government*
- 3) *Russia government*
- 4) *Environmentalist*
- 5) *Indigenous resident (Inuit)*
- 6) *Oil company representative*
- 7) *Tourist company representative*

Key concepts
**Place, Environment,
Change, Interdependence**

Students must be given information to help them acquire what their position on the issue of topic is (guided discovery). This may well be dependent on the political affiliation of the politician in question !

By having a debate, students should be able to acquire a variety of different viewpoints about the issues to ultimately be able to explain the opportunities (quicker routes, facilitate global trade, access to new resources, tourism) and the challenges (threats to the environment, accessibility, issues about ownership and possibility for increased global conflict, indigenous communities).



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: Conflict in EEZs

Details: give students a range of photos of the South China Sea. Students must then match the photos with the correct caption. This would allow for the conflict over resources to be visualised by students and break up the monotony of reading articles and text.

- *Chinese military warships and aircrafts take in military display over the sea, 2018*
- *US aircraft carrier Theodore Roosevelt in the strait of Malacca, 2018*
- *Protestors display placards outside the Chinese consulate in the Philippines, to protest China's reclamation activities in the sea, 2018*

A careful selection of images allows students to explore a variety of issues, notably more local conflict over resources but also how such issues can be global.



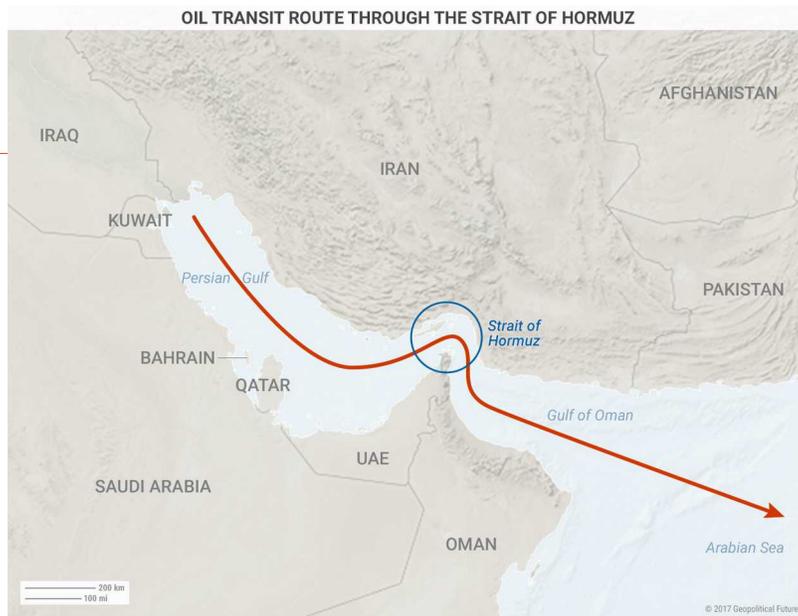
KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: Compare and contrast reasons for Geopolitical tension in different 'choke points'

The most common route for oil deliveries between these two regions (Europe and Asia) is through the Strait of Hormuz, into the Indian Ocean, and through the Strait of Malacca.

The two straits are geopolitical choke points because geographic limitations and political competition threaten access to these routes.

A COMPARE AND CONTRAST ACTIVITY PROVIDES OPPORTUNITIES TO ALLOW STUDENTS TO EXPLORE A KEY IDEA WHILST MAINTAINING FOCUS ON GLOBAL GEOPOLITICAL ISSUES RATHER THAN LEARNING INDIVIDUAL CASE STUDIES THAT DONT REALLY LINK TO A WIDER CONCEPT.



Key concepts
Diversity, Interdependence



FOCUS ON FRANCE OR BRITAIN

Key concepts
Scale, Interdependence

Exam questions should not solely focus on France or Britain, and must be worded along the lines of 'With reference to France or Britain, and other examples you have studied, explain/evaluate....'

We want to avoid a situation where students are simply describing France i.e. France has the world's largest EEZ, a military port in Toulon, protected environments such as the Scandola Reserve in Corsica, and petrol port in le Havre etc.

Suggested activity:

Pupils could read information from the Centre for International Marine Security website and be asked open analytical questions which link to the wider concepts of the course.

<http://cimsec.org/french-maritime-strategic-thought-on-the-indo-pacific/31742>

1. Using the information presented, produce a map to show France's maritime power (*links to AMQ*).
2. Using the map and the article, assess the extent to which France's maritime power is secure (*link's to other geopolitical issues studied such as tension and conflict in the Indian Ocean*).
3. With reference to France/Britain, and other examples you have studied, how far do you agree that maritime power is the key factor in a country's integration into globalisation (*OIB style*).



2. UNEQUAL INTEGRATION AND UNEQUAL DEVELOPMENT.

The overarching idea of this theme is to **analyze global inequality, both politically and economically, of which access and integration into globalization is key**. The analysis of global patterns of power must be conducted through the exploration of some of the world most powerful groups and organizations that concentrate political power. Emerging countries are perhaps providing a challenge to the established power base so the different groupings of nations and their respective influence must be considered. **The second major idea of the theme is about reducing the development gap**, so students must have an understanding as to why certain regions of the world, countries or parts of countries are underdeveloped. The evaluation of the success and failures of different means of closing the development gap must take place, on a variety of scale, and through consideration of sustainability.



2. UNEQUAL INTEGRATION AND DEVELOPMENT

Teachers are encouraged to do an introduction to global patterns of development, how it principally measured and consider the recent changes to approaches in measuring development. Global patterns of development should now link to higher level conceptual understanding i.e. core (integrated) or the periphery (not integrated). The role of powerful organizations (WTO, IMF, World Bank) should be analyzed as well as the influence different countries have on these organizations and how, or if, this power balance is changing. Students should also consider the grouping of nations (G7, NAFTA, EU etc) and how such practice concentrates power and influence, as well as considering the extent to which we are witnessing a power shift with the rise of the BRICs.

Opportunities to build on prior knowledge: Development and causes for underdevelopment studied previously can link to more complex ideas of unequal integration in a globalized world. Students will have studied reasons for location of industry, factors relating to certain regions being underdeveloped and such can link to higher level ideas such as World Systems Theory and the role of countries in powerful organisations that concentrate global power and decision making.

Synopoticity: Opportunities to link the theme 3, which is an in depth study of the EU, when considering the grouping of nations into trade blocs and political organisations. Students can also be expected to consider the extent to which maritime power links to other types of power and influence or could change the status of countries regarding the power status (Russia exploitation of resources in the Arctic).



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Geographical enquiry: why does global power and influence vary spatially?

Students need to explain the structure, organisation and purpose of some of the world's leading organisations and groups (UN, G8, G20, OPEC, WTO, BRICs NDB etc) in order to be able explain the spatial inequalities. Get students to think about these organisations and their influence by a thinking activity such as asking which organisations they have studied have most power and influence over the following (idea taken from *geography all the way – paid resource*);

- The USA
- A low income nation seeking development assistance
- The price you and your family pay for fuel
- An upper-middle income country
- France
- The World

Key concepts
Space, Place, Scale,
Interdependence

They must explain and justify their answers.



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: Predict the future!

Once students have studied global power and the emergence of newly industrialised nations (BRICs) - present students with a variety of scenarios and get them to judge the credibility of each. For example;

- 1) *Full scale globalisation and co-operation between countries.*
- 2) *Power sharing between a multiplicity of global players.*
- 3) *A world without the West (USA loses dominance to China and India)*
- 4) *Increased potential for conflict between the BRICs.*
- 5) *Expansion of regional blocs for power purposes. E.g. European Union.*

Key concepts
Space, Place, Scale,
Interdependence

Students can therefore use accompanying reading that is given to them to select evidence for or against certain predictions, instead of conducting simple comprehension based tasks. This can also link to theme 3; the challenges that the EU faces in a globalised world will be explored.



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: causes of underdevelopment on different scales

Similar to a previous syllabus, students should be able to analyse the different factors that cause underdevelopment. Here, are opportunities to explore academic theory such as the Myrdal's cumulative causation model, or John Friedman's model of regional development.

Give students case studies of countries where inequalities are stark, i.e. BRICs and ask them to evaluate the relevancy of various models.

Students can be asked to consider the relevancy of models, even if they are old!



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: Evaluate success of development strategies

Similar to a previous syllabus, students should be exploring the different ways in which countries/regions attempt to improve their development and integration into the global economy. There are different actors involved including international organisations (multilateral), national governments and NGOs. Use case studies to explore the success of countries employing;

- Top down methods (bilateral and multilateral aid)
- Bottom up (NGOs)
- Trade oriented reform
- Tourism (an example of tertiary sector)
- SEZs and sectoral shifting

Key concepts
Environment,
Inderdependence

Get students to evaluate which strategies are most likely to work where in the world and why. Do not miss opportunities to link to sustainable development goals.



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: Evaluate success of development strategies

Judge different projects based on sustainability through carefully chosen criteria.

| Criteria | S 1 | S 2 | S 3 | S 4 |
|---|-----|-----|-----|-----|
| Social: extends range of benefits to the greatest possible number of people | | | | |
| Social: takes as its premise that people have a contribution to make to planning, and that they know their area and its resources well | | | | |
| Economic: project is cost effective and sustainable financially | | | | |
| Economic: extends range of economic benefits to the greatest possible number of people and reduce inequality on a national scale. | | | | |
| Environmental: no impacts create short-, medium-, or long-term environmental damage | | | | |



FOCUS ON FRANCE OR BRITAIN

Key concepts
Scale, Interdependence

Build upon previous syllabus in which we focused on global cities – evaluating London’s role as a global city enables students to make links between London’s power and Britain’s role in key global organisations. Use a series of maps, articles (<https://www.bbc.co.uk/news/resources/idt-248d9ac7-9784-4769-936a-8d3b435857a8>) and other resources available on London to explore key issues.

Suggested activities:

1. Reading the article (link above) highlight the different economic, political and cultural elements that make London a global city.
2. Can the success of London be cause of regional inequality within Britain? (*allows for link to other areas of the course such as regional inequality and unequal integration into globalisation at national level*).
3. Complete the table below to show the impact on London on other regions in the UK (*links to academic theory i.e. Myrdal's cumulative causation*).

| | Spread effects | Backwash effects |
|---------------|----------------|------------------|
| Area / Region | | |
| Why (explain) | | |



3. THE EUROPEAN UNION IN A GLOBALIZED WORLD.

The overarching idea of this theme is to analyze some of the key concepts at a different scale: regional. Unequal integration and unequal development across the territory of the EU is to be explored, which provides an excellent opportunity for students to use maps and produce annotated maps. Development projects, in order to strengthen unity and reduce disparities, must be evaluated with sustainability again as a central component. The challenges and opportunities facing the EU in today's globalized world must be assessed, as well as the policies implemented in order to maintain its position as an important global power.



THEME 3: THE POSITION OF THE EUROPEAN UNION IN A GLOBALISED WORLD.

Teachers are encouraged to work at different scales as they may consider the role of the EU as a global power but also to present its regional role. 'United in diversity', the motto of the EU has to be illustrated with precise cases. Studying different challenges and policies will allow the students to better evaluate the assets and weaknesses of the EU. The students should also see the link between the different scales, as the EU tries to reduce regional inequalities and in the meantime to strengthen some core areas in order to meet the challenges presented by globalisation.

Difficulties and Opportunities to build on prior knowledge: The difficulty is to study some European key issues while the students do not have all the historical or institutional knowledge concerning European Union. And we do not have time to recap its history, the enlargement process, etc ... except if we include them in some of the key points we might study. (see activity about the new migration pact discussed by the European institutions in sept 2020).

Students should be able to well understand and illustrate with different ideas the term **PARADOXICAL**.

Synopoticity: Opportunities to link the themes 1 and 2 as the EU has to deal both with problem of development and insertion into globalisation. Students here can also be expected to consider the extent to which such a trade bloc favors globalisation and at the same time prevents it by developing regionalisation



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity:

To what extent is the European union a global power?

*Details: divide the class in 2 categories,
the pros and the cons*

Key concepts

Trade bloc

Power

Globalisation

- 1) Hard and soft powers
 - 2) Military-economic-cultural and technological means and influence
 - 3) Sovereign states and a trade bloc
 - 4) ZEE and overseas territories
-

*Students must be given **only examples**. They may be enough detailed. These short but various cases force them to find arguments . They are also encouraged to use reformulated examples .*



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity: the use of maps

By using different maps, student have to prove that the **diversity** of the European territories exists in different **fields**, at **different scales**.

MAPS of the European Union

- 1) physical features,
- 2) Densities and urbanisation rate
- 3) main transportations ways,
- 4) main religious groups,
- 5) Wealth by NUTS (the EU administrative subdivisions,
- 6) ...

Key concepts

Diversity

Scale and space

Students are prepared to comment some maps and have to adopt a geographical point of view by changing the scale of their analysis.

This can also be the basis of 2 annotated maps, one to show that EU is “*united in diversity*” and one to present the unequal integration of German territory in globalisation.



KEY AREAS FOR ANALYSIS, EVALUATION AND CRITICAL THINKING

Suggested activity:

Understand why the EU laws are made of compromises

Once students have studied a case study such as the new immigration pact that is being discussed at the moment by the European institutions, ask the students to draw their **own flow chart** to understand how laws are decided into the EU.

We can give or show them a text presenting the role of each European institution with K terms that must be used in their flow chart.

Ask students to discuss what are the advantages and limits of such a way to adopt law.

Key concepts
Challenges



4. CONCLUSIVE THEME ON FRANCE

This theme is not to be examined!

Projects are currently ongoing to provide guidance as to how it should be taught. The overarching idea is that the school's locality should be explored in order to investigate and illustrate some of what has previously been considered, but this time on a local scale.

