

The British OIB Geography Syllabus for Terminale: Teacher's Guide

Theme 1: Maritime Areas and Geopolitics

<p>Theme 1: Maritime areas and geopolitics.</p> <p><u>Key areas:</u></p> <ul style="list-style-type: none">- Dynamics of the global economy- Geostrategic importance of maritime trade routes and exclusive economic zones- The emergence of new shipping routes- Geopolitical conflict in Maritime Zones	<p><u>Content</u> (15-17 hours)</p> <p>The maritimization of economies and the growth of international trade give the seas and oceans a fundamental role both for the supply of resources (fishery, energy, biochemical ...) and for the movement of people and material or immaterial exchanges.</p> <p>Maritime areas recognized under international law include internal waters, the territorial seas, the contiguous zone, the exclusive economic zone, the continental shelf and the high seas.</p> <p>Students should be aware of the major maritime hubs and trade routes. Students should be able to account for maritime trade patterns and link to the global economy, including the increasing power and influence of emerging economies and the delimitation of boundaries.</p> <p>The opening up of new shipping routes, for example in the Arctic, represents significant challenges and opportunities for the international community. Students should assess the potential benefits and constraints in the opening up of new maritime routes, including the environmental impacts and explore the complexities around collective governance and individual states' territorial claims.</p> <p>Students should be able to assess the importance of maritimisation on the global economy, including its influence on the spatial organisation of TNCs and the New International Division of Labour (NIDL).</p> <p>Economic Exclusive Zones (EEZs) are integral to economic development and due</p>
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	<p>to the high stakes, they can be a source of conflict. Students should be aware of the rules and regulations of EEZs and they must use a case study of an EEZ to demonstrate knowledge of its resource wealth, links to the global economy and the ongoing territorial disputes.</p> <p>Maritime canals and straits can equally be a source of international tension due their geostrategic importance. Students should use a case study of a strategic maritime passage to explore some of the geopolitical issues.</p>
<p><u>Suggested case studies to be integrated into the teaching of content</u> <i>(non-exhaustive list)</i></p> <p>The Persian gulf: conflict and challenge The South China Sea: territorial competition, economic stakes and resource exploitation The strait of Malacca: a major and strategic passage The North West Passage: a new maritime route of strategic importance</p>	
<p>Specific question on Britain or France. Teachers must choose to study either France or Britain in theme 1 and 2 but must not do the same one for both.</p>	<p>France and Britain are countries that can be considered maritime powers, in the sense that they have strategic ports and control large Exclusive Economic Zones, with France having the 2nd largest and Britain having the 5th largest EEZ in the world.</p> <p>Teacher's will be expected to refer to either France or Britain when teaching the module content, although much like with our current OIB syllabus, no exam question will be asked solely about the role of France or Britain.</p>

Key Issues	Key Terms
<p><i>Key issues may be transient and not restrictive to key content from this module only.</i></p> <p>Assess the main factors affecting maritime trade patterns.</p> <p>How far do you agree that the geostrategic importance of maritime areas is a source of international conflict, rather than cooperation?</p> <p>The benefits of the emergence of new maritime routes in the Arctic far outweigh the constraints. Discuss the validity of this view.</p> <p>Examine the reasons for geopolitical tension around maritime straits.</p> <p>Discuss the reasons for territorial dispute in Exclusive Economic Zones.</p> <p>To what extent is access to maritime trade the main factor in the spatial organisation of TNCs?</p> <p>Evaluate the importance of maritimisation as a factor in the organisation of the global economy.</p>	<p><i>Key terms may be transient and not restrictive to key content from this module only</i></p> <p>Arctic shipping routes</p> <p>Container port</p> <p>Economic Exclusive Zones (EEZs)</p> <p>Emerging country</p> <p>Globalisation</p> <p>Maritime economy</p> <p>Maritime strait</p> <p>Maritime Zone</p> <p>TNCs</p>

Theme 2: Unequal Integration and Unequal Development in a Globalised World

<p>Theme 2: Unequal integration and unequal development in a globalised world.</p> <p>Key areas:</p> <ul style="list-style-type: none">- Regions are unequally integrated into the global economy- The dynamics of global governance	<p>Content (15-17 hours)</p> <p>Integration into the global economy is unequal and certain regions exert more influence than others. Students should be aware of the global patterns of power and influence. Interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.</p> <p>National governments have a key role to play in the integration of territories into the global economy notably through Special Economic Zones and trade blocs. Trade blocs can be beneficial to member countries and can facilitate access to the global economy, but they can be equally restrictive to global trade. Students should be aware of the world's major trade agreements and explore the advantages and disadvantages in the grouping together of nations.</p> <p>The global governance of international organisations is another key factor in the global economy. Students should assess the role of key international organisations such as the World Bank, IMF and the WTO in the global economy and explore the associated dynamics related to global governance as emerging countries continue to increase their power and influence.</p> <p>Despite the global economy being in constant evolution, certain regions, at many different scales, lack access to the global economy and development progress remains slow. Students must study the reasons for lack of integration in the global economy and underdevelopment in Least Developed Countries (LDCs).</p> <p>Students must evaluate a range of development strategies, from different</p>
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	<p>actors, and their success in reducing global inequality.</p> <p>Students should also consider unequal integration into the global economy at national level. At the national scale, many countries display vast regional inequalities. Students must study the causes of such regional inequality and evaluate the strategies used to address them.</p>
<p><u>Suggested case studies to be integrated into the teaching of content</u> (<i>non-exhaustive list</i>)</p> <p>France and Britain's role in the global economy and in global decision making. China's South East Coast for SEZs ASEAN as a trade bloc. Development strategies in Sub Saharan Africa Regional inequality in Russia or Brazil.</p>	
<p>Specific question on Britain and France Teachers must choose to study either France or Britain in theme 1 and 2 but must not do the same one for both.</p>	<p>As G7 countries, both Britain and France are amongst the world's influential countries politically and economically. This should be explored through the teaching of the core content although no exam question will be asked solely about Britain or France.</p>

Key Issues	Key Terms
<p><i>Key issues may be transient and not restrictive to key content from this module only.</i></p> <p>Account for global patterns of territorial integration into the global economy.</p> <p>To what extent is the grouping of nations a cause of unequal territorial integration into the global economy.</p> <p>The increasing power and influence of emerging countries is changing the nature of global economic governance. Discuss the validity of this statement.</p> <p>Examine the role of international organisations in globalisation.</p> <p>Governance is the main reason for underdevelopment and lack of integration into the global economy in LDCs. Discuss the validity of this statement.</p> <p>Compare and contrast the success of different development strategies in reducing global inequality.</p> <p>To what extent do development strategies respect sustainability.</p> <p>Evaluate the role of different actors in reducing global inequality.</p> <p>How far do you agree that the role of the state is becoming increasingly limited due to globalisation?</p> <p>Assess the extent to which locational factors are the main cause of regional inequality within countries.</p> <p>With reference to Britain or France, and other examples you have studied, evaluate the role of the major economic powers in global governance.</p>	<p><i>Key terms may be transient and not restrictive to key content from this module only</i></p> <p>Development strategies</p> <p>Global governance</p> <p>Global inequality</p> <p>International Organisations</p> <p>Least Developed Country (LDC)</p> <p>NGOs</p> <p>Trade blocs</p> <p>Regional Inequality</p> <p>UN sustainable development goals.</p>

Theme 3: The Position of the European Union in a Globalised World

<p>Theme 3: <i>The position of the European Union in a globalised world.</i></p> <p><u>Key areas:</u></p> <ul style="list-style-type: none">- Regional variations across the EU and development projects- Challenges facing the European Union in a changing world.	<p><u>Content</u> (12-14 hours)</p> <p>The term globalisation was used to describe unprecedented integration of the world economies. By studying the most integrated transnational organisation, the European Union (EU). Students should also be able to critically evaluate its assets, policies and weaknesses as well as its role on the global scene (<i>to be done throughout module</i>).</p> <p>The European Union is characterised by a paradoxical situation whereby a wide diversity of countries participates in the world's most integrated regional organisation (RO). Students should be aware of the diversity of the European territories at different scales as well as able to critically evaluate their different degrees of integration.</p> <p>The European policies of social, territorial and economic integration have two main aims:</p> <ul style="list-style-type: none">- the reduction of geographical inequalities,- the development and consolidation of regional or local poles in order to face global competition. <p>Students should be able to critically analyse some of the EU's policies, as well as being able to understand the impacts on sustainable development issues.</p> <p>The European Union is the world's largest trade bloc but has to face many challenges, both internal and external. For instance, students can work on the lack of a common foreign and military policy, the lack of a common answer to the migration crisis, the limits of its fiscal policy and the enlargement process.</p> <p>Students should be able to argue that the EU both favours and prevents global</p>
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	<p>integration. They need to be able to explain why the EU is an emerging superpower, one of the main actors in a globalised world without being a complete power, having a limited role in international affairs. The EU reflects global integration as well as the fragmentation inherent in globalisation.</p>
<p><u>Suggested case studies to be integrated into the teaching of content</u> <i>(non-exhaustive list)</i></p> <ul style="list-style-type: none"> - Germany: An European power with an unequal integration of its territories in globalisation - The means of transport as a way to reinforce cohesion, opening and competitiveness - The territorial impacts of the Common Agricultural Policy (CAP) 	
<p><u>Specific question on France and Britain</u></p> <p>France and its role in the EU.</p>	<p><u>Commentary</u></p> <p>France is one the original members of the EU and is one of the most influential members through political, economic and cultural influence. This should be explored when teaching the core content.</p>

Key Issues	Key Terms
<p><i>Key issues may be transient and not restrictive to key content from this module only.</i></p> <p>To what extent does the EU transcend nation states and foster integration?</p> <p>To what extent does the EU contribute to territorial cohesion?</p> <p>To what extent is the EU a major international power?</p> <p>Assess the role of the EU in globalisation.</p> <p>How far do you agree that the EU is a trade bloc favouring globalisation?</p> <p>The benefits of the European Union's assets far outweigh the weaknesses. Discuss the validity of this view.</p> <p>Evaluate the success of European policies in the development of the region.</p> <p>How far do you agree that sustainability is at the core of the European Union's policies?</p> <p>Evaluate the challenges facing the European Union in a globalised world.</p>	<p><i>Key terms may be transient and not restrictive to key content from this module only.</i></p> <p>Supranational organisations</p> <p>The European Union</p> <p>Cross-border or transnational zones</p> <p>The EU's programmes</p> <p>Cross border territory</p> <p>The Common Agricultural Policy or CAP.</p> <p>Territorial cohesion</p> <p>Globalisation</p>

Theme 4: Conclusive Project

<p>Module 4: Conclusive project: <i>non examined but part of 'contrôle continu'</i></p> <p><u>Key areas:</u></p> <ul style="list-style-type: none">- Focus on France	<p><u>Content</u> (4-6 hours)</p> <p>Geography Theme 4 Conclusive Project</p> <p>The purpose of this module is to allow students to further explore France and its territorial dynamics, whilst considering the issues previously studied at a different scale: <i>local</i>. Students would preferably use their own local geography as a case study to look at integration within the European Union and the World. Overseas centres should choose an area of France to study, and also look to exploit possible links between their locality and the French economy, society and culture.</p> <p>This conclusive theme provides teachers with an opportunity to develop students' ability to engage in local fieldwork or an independent research project. The teaching emphasis would therefore be more focused on research skills, rather than content.</p> <p>The main areas of focus should relate to:</p> <ul style="list-style-type: none">- the main geographical features of the chosen area and their role (the main metropolises, large-scale transport networks, large productive regions, etc.);- the adaptation of the specific territory to globalization, taking into account the different players in spatial planning- the goal is for students to understand how all of the elements work together and that each citizen has a role to play
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