

# OIB GEOGRAPHY

## SYLLABUS TWEAKS 2021

- It was attempted to take into consideration as many different opinions and views as possible, and make final decisions which accommodate 'global' thinking amongst the community
- Some recurring ideas that were evident were as follows;
  - - *confusion related to Theme 3 on Europe*
  - - *concerns about amount of content we must cover*
  - - *repetitiveness nature of certain key issues (although we must have a variety of questions for exam selection, so some slight repetition is inevitable)*
- *concern that some questions were too open, which could cause confusion for candidates as they struggle with structuring their thinking, for example: 'account for global patterns of unequal integration within the global economy' is a huge idea and encompasses a large amount of theme 2*



# ACTIONS: REDUCE REPETITIVENESS AND CONFUSION, AND ELIMINATE 'PERIPHERAL' TOPICS WHICH ADD PRESSURE ON COVERAGE

| <u>Key issues</u>   | <u>Key terms</u>  |
|---|---|
| <p><i>Key issues may be transient and not restrictive to key content from this module only.</i></p>   | <p><i>Key terms 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>Arctic shipping routes</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>Containerisation</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>Economic Exclusive Zones (EEZs)</p>  |
| <p>Examine the reasons for geopolitical tension over maritime areas you have studied.</p>   | <p>Globalisation</p>  |
| <p>Evaluate the importance of maritimisation as a factor in the organisation of the global economy.</p>   | <p>Maritime choke points</p>  |
| <p>With reference to Britain or France, and other examples you have studied, discuss the role of the major economic powers in maritime areas.</p> | <p>Maritime Zone</p>  |
| <p><b>Gone</b></p>  | <p><b>Gone</b></p>  |
| <p><b>Discuss the reasons for territorial dispute in Exclusive Economic Zones</b></p>   | <p><b>Maritime economy</b></p>  |
| <p><b>To what extent is access to maritime trade the most important factor in the spatial organisation of TNCs</b></p>                            |   |

changed from **container port**

changed from **maritime straits**

repetitive

too reliant on content studied in here



| <u>Key issues</u>  | <u>Key terms</u>   |
|--|--|
| <i>Key issues may be transient and not restrictive to key content from this module only.</i>   | <i>Key terms may be transient and not restrictive to key content from this module only</i> |
| Evaluate the reasons for unequal integration into the global economy.  | Development strategies   |
| To what extent is the grouping of nations a cause of unequal territorial integration into the global economy.  | Emerging nations (moved from theme 1)  |
| The increasing power and influence of emerging countries is changing the nature of global economic governance. Discuss the validity of this statement. | Global governance<br>Global Inequality   |
| Examine the role of international organisations in globalisation.  | International Organisations  |
| Governance is the main reason for underdevelopment and lack of integration into the global economy in LDCs. Discuss the validity of this statement.    | Least Development Country (LDC)  |
| Compare and contrast the success of different development strategies in reducing global inequality.  | NGOs<br>Regional Inequality  |
| Evaluate the role of different actors in reducing global inequality.   | TNCs (moved from theme 1)  |
| How far do you agree that the role of the state is becoming increasingly limited due to globalisation?   | Trade blocs  |
| Assess the extent to which locational factors are the main cause of regional inequality within countries.  | Gone   |
| With reference to Britain or France, and other examples you have studied, evaluate the role of the major economic powers in global governance.         | UN sustainable development goals   |
| Gone<br>To what extent do development strategies respect sustainability.   |  |

changed from **Account for global patterns of territorial integration into the global economy**

'peripheral topics' to be further explained



# REMOVAL OF PERIPHERAL TOPICS

- To strategically make cuts to the workload, key issues and key terms referring *specifically* to **sustainability** have been removed
- This does not mean that sustainability is not an important part of our course, it is still in the key content and should be referred to throughout, where possible, particularly when evaluating development strategies
- however, is a very big concept in itself (*would be an entire module in equivalent A Level or IB courses*)
- It is thought that obliging students to answer key terms on *UN sustainable developments goals*, or asking them to evaluate solely whether development strategies respect sustainability, adds a significant amount of work when other key issues i.e. simply evaluating the overall success of development strategies, would still enable them to incorporate sustainability as part of their response, without having to have A Level knowledge that the French curriculum does not demand on this concept



| <u>Key issues</u>   | <u>Key terms</u>   |
|---|--|
| <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 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>Evaluate the success of European policies in the development of the region.</p> <p>Evaluate the challenges facing the European Union in a globalised world.</p> <p><b>Gone</b></p> <p><b>How far do you agree that sustainability is at the core of the European Union's policies?</b></p> <p><b>To what extent does the EU transcend nation states and foster integration.</b></p> <p><b>The benefits of the European Union's assets far outweigh the weaknesses. Discuss the validity of this view.</b></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><b>EU programmes</b></p> <p>Territorial cohesion</p> <p>Globalisation</p> <p><b>Gone</b></p> <p><b>Cross border territory</b></p> <p><b>The Common Agricultural Policy or CAP</b></p> |

The thinking behind elimination of certain key issues was to keep the focus on 'core' geography, not getting bogged down in detail about institutions which would arguably be a citizenship/political science course. The core geography in this module is very much the following;

- Spatial organization of EU (map production)
- Regional inequalities
- The EU in globalization
- Development projects

**It is ultimately an in-depth case study, to illustrate on a different scale, the concepts already**

# FINAL THOUGHTS

- The bigger 'open' questions, remain. Although they may well be harder to structure, it was a goal to try to make key issues as open as possible, to account for the fact that schools will approach certain things in slightly different ways, and also allow students to approach the big picture which in my opinion is only possible if students are given opportunities to demonstrate how many areas of the course link and fit together
- Too specific of a key issue may well lead people down the road of factual recall, description, certainly in my experience. Accounting for territorial integration in the context of globalisation, global economy etc is the fabric of the course, and students would have a lot to discuss and would not be expected to cover everything
- I think it is the examiners responsibility (yours) to understand this in the context of an exam and, not mark students with what they have in their head. We are pretty much reliant on examiner expertise and understanding of the syllabus

