Paper 3 IB Geography Learning Objectives

**HL core extension**

**Geographic perspectives- Global interactions**

Unit 4: Power, places and networks

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| Objective/ key question | Before learning | End of unit | Revision 1 | Revision 2 |
| **1. Global interactions and global power** How global **power** and influence varies spatially  |  |  |  |  |
| I can identify **Globalization indices** showing how countries participate in global interactions  |  |  |  |  |
| I understand what a **Global superpower** is and their economic, geopolitical and cultural influence  |  |  |  |  |
| *I can give detailed examples of* ***at least two*** *actual or potential global superpowers*  |  |  |  |  |
| I can identify Powerful organizations and global groups: • G7/8, G20 and Organization for Economic Cooperation and Development (OECD) groups • Organization of the Petroleum Exporting Countries’ (OPEC) influence over energy policies • global lending institutions, including the International Monetary Fund (IMF) and New Development Bank (NDB)  |  |  |  |  |
| I can evaluate how wealthy and powerful places exist at varying **scales**, and how the global map is complex and subject to change |  |  |  |  |
| **2. Global networks and flows** How different **places** become interconnected by global interactions  |  |  |  |  |
| I have an overview of contemporary global networks and flows. |  |  |  |  |
| I understand the global trade in materials, manufactured goods and services  |  |  |  |  |
| I have an overview of international aid, loans and debt relief  |  |  |  |  |
| I understand the flow international remittances from economic migrants  |  |  |  |  |
| I have an overview of illegal flows, such as trafficked people, counterfeit goods and narcotics  |  |  |  |  |
| I understand Foreign Direct Investment (FDI) and outsourcing by transnational corporations (TNCs), and ways in which this networks places and markets  |  |  |  |  |
| *I can give detailed examples of two contrasting detailed examples of TNCs and their global strategies and supply chains*  |  |  |  |  |
| I can evaluate the relative importance of different flows, and the suitability of different methods for graphically representing flows and **interactions**  |  |  |  |  |
| **3. Human and physical influences on global interactions** How political, technological and physical **processes** influence global interactions  |  |  |  |  |
| I understand the political factors that affect global interactions. |  |  |  |  |
| I understand the influence of multi-governmental organizations (MGOs) and free trade zones  |  |  |  |  |
| I understand the influence of economic migration controls and rules  |  |  |  |  |
| I understand the concept of our “shrinking world’ and the forces driving technological innovation |  |  |  |  |
| I can explain changing global data flow patterns and trends  |  |  |  |  |
| I can explain transport developments over time  |  |  |  |  |
| I can identify patterns and trends in communication infrastructure and use  |  |  |  |  |
| I understand the influence of the physical environment on global interactions. |  |  |  |  |
| I understand the influence of natural resource availability on global interactions |  |  |  |  |
| I understand the potentially limiting effect of geographic isolation, at varying scales  |  |  |  |  |
| I can evaluate how processes that influence **spatial interactions** are interlinked in complex ways that accelerate globalization  |  |  |  |  |

Unit 5: Human development and diversity

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| **1. Development opportunities** Ways of supporting the **processes** of human development  |  |  |  |  |
| I understand the multidimensional process of human development and ways to measure it. |  |  |  |  |
| I understand how development can be measured using UN Sustainable Development Goals criteria  |  |  |  |  |
| I can evaluate the validity and reliability of development indicators and indices, including the human development index (HDI) and gender inequality index (GII)  |  |  |  |  |
| I understand how development can be stimulated by empowering women and indigenous or minority groups  |  |  |  |  |
| *I can give detailed illustrative examples of affirmative action to close the development gap*  |  |  |  |  |
| I understand the importance of social entrepreneurship approaches for human development. |  |  |  |  |
| I appreciate the work of microfinance organizations and their networks  |  |  |  |  |
| I can evaluate alternative trading networks such as “Fairtrade” |  |  |  |  |
| I can evaluate how actions to support human development involve **spatial interactions** from local to global **scales**  |  |  |  |  |
| **2. Changing identities and cultures** How global interactions bring cultural influences and changes to **places**  |  |  |  |  |
| I can identify the global spectrum of cultural traits, ethnicities and identities, and ways in which the spectrum of diversity is widening or narrowing at different scales. |  |  |  |  |
| I understand the effects of global interactions on cultural diversity in different places  |  |  |  |  |
| I understand the influence of the diffusion of cultural traits, and cultural imperialism  |  |  |  |  |
| I understand the influence of glocalization of branded commodities, and cultural hybridity  |  |  |  |  |
| I understand how diasporas influence cultural diversity and identity at both global and local scales  |  |  |  |  |
| *I can give a case study of a global diaspora population and its cultures(s)*  |  |  |  |  |
| I can evaluate differing evidence and **perspectives** on how diversity is changing at local, national and global **scales**  |  |  |  |  |
| **3. Local responses to global interactions** The varying **power** of local places and actors to resist or accept change  |  |  |  |  |
| I can identify local and civil society resistance to global interactions  |  |  |  |  |
| I can identify rejection of globalized production, including campaigns against TNCs and in favour of local sourcing of food and goods by citizens  |  |  |  |  |
| I can explain the rise of anti-immigration movements  |  |  |  |  |
| I can identify Geopolitical constraints on global interactions.  |  |  |  |  |
| I can identify government and militia controls on personal freedoms to participate in global interactions I can identify national trade restrictions, including protectionism and resource nationalism  |  |  |  |  |
| I understand the role of civil society in promoting international-mindedness and participating in global interactions, including social media use and campaigning for internet freedom  |  |  |  |  |
| *I can give two detailed examples of places where restricted freedoms have been challenged*  |  |  |  |  |
| I can evaluate how acceptance of, or resistance to, global interactions takes different forms and occurs at different **scales**  |  |  |  |  |

Unit 6: Global risks and resilience

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| **1. Geopolitical and economic risks** How technological and globalizing **processes** create new geopolitical and economic risks for individuals and societies  |  |  |  |  |
| I understand there are threats to individuals and businesses.  |  |  |  |  |
| I understand that hacking, identity theft and the implications of surveillance for personal freedoms  |  |  |  |  |
| I can identity the political, economic and physical risks to global supply chain flows  |  |  |  |  |
| I can identify the new and emerging threats to the political and economic sovereignty of states  |  |  |  |  |
| I understand profit repatriation and tax avoidance by TNCs and wealthy individuals can lead to risk |  |  |  |  |
| I understand the influence of disruptive technological innovations, such as drones and 3D printing  |  |  |  |  |
| I can evaluate the correlation between increased globalization and renewed nationalism/tribalization  |  |  |  |  |
| *I can give two detailed examples to illustrate geopolitical tension/conflict*  |  |  |  |  |
| I can evaluate how the advantages of globalization must be weighed against heightened **possibilities** of new geopolitical and economic risks  |  |  |  |  |
| **2. Environmental risks** How global interactions create environmental risks for particular **places** and people  |  |  |  |  |
| I can identify a type of transboundary pollution (TBP) affecting a large area/more than one country: *One TBP case study including the consequences and possible responses*  |  |  |  |  |
| I understand the environmental impacts of global flows at varying scales  |  |  |  |  |
| I can identity localized pollution, including impacts along shipping lanes  |  |  |  |  |
| I can evaluate the carbon footprints for global flows of food, goods and people  |  |  |  |  |
| I can evaluate the environmental issues linked with the global shift of industry |  |  |  |  |
| I understand the global shift of polluting manufacturing industries has had environmental impacts.  |  |  |  |  |
| I understand the global shift of food production systems for global agribusiness has had environmental impacts.  |  |  |  |  |
| I can evaluate how global interactions affect the physical environment by varying degrees at different **scales**  |  |  |  |  |
| **3. Local and global resilience** New and emerging **possibilities** for managing global risks  |  |  |  |  |
| I can evaluate the success of international civil society organizations in attempting to raise awareness about, and find solutions for, environmental and social risks associated with global interactions |  |  |  |  |
| *I can give detailed examples of one environmental and one social civil society organization action*  |  |  |  |  |
| I can evaluate strategies to build resilience. I can identify the action of re-shoring of economic activity by TNCs to build resilience  |  |  |  |  |
| I can identify the action of using crowd-sourcing technologies to build resilience by government and civil society to build resilience |  |  |  |  |
| I can identify the action of new technologies for the management of global flows of data and people, including cybersecurity and e-passports to build resilience |  |  |  |  |
| I can evaluate how **perspectives** vary on the severity of different risks and priorities for action |  |  |  |  |