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## Geography 2p Syllabus – S6-S7

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## 1. General Objectives of the European Schools

*The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills, and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social, and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.*

*These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.*

*The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:*

- 1. Communication in the mother tongue*
- 2. Communication in foreign languages*
- 3. Mathematical competence and basic competences in science and technology*
- 4. Digital competence*
- 5. Learning to learn*
- 6. Social and civic competences*
- 7. Sense of initiative and entrepreneurship*
- 8. Cultural awareness and expression*

*The European Schools' syllabuses seek to develop all of these key competences in the pupils.*

## 2. Didactic Principles

Didactic principles in geography are provided as a guide for the learning and teaching.

The application of different approaches to teaching and learning needs to be adapted to the changing classroom environment. The following didactic principles are intended to guide the teaching and learning of geography:

A variety of teaching methods and approaches should be used to draw attention to the five central competences through which geography is assessed (section 5.1):

- Knowledge and understanding
- Analysis (the application of ideas)
- Evaluation and critical thinking
- Skills and techniques (Selection, use and application)
- Oral

The teaching of geography makes possible a more student-centred approach with elements of inquiry-based learning and possibilities for differentiation, pair work, group work, role-playing games and simulations. The emphasis is placed increasingly on facilitating student learning. A key element of this is for the students/teacher to recognise that geography has important links with other subjects. It should therefore be seen as an integrated process.

The teaching and learning process should be an active experience. It should be characterised by constant interaction between teacher and students and between students.

Practice and review are of fundamental importance in the consolidation of knowledge and understanding, analysis, evaluation and critical thinking and skills and techniques.

Use of ICT (including GIS) is also to be encouraged as a relevant geographical tool. Attention should be paid to ensure that technology is used to help students learn to learn. When technology is used well there are noticeable improvements in teaching and learning.

Given the contemporary nature of many of the themes in the syllabus, students are encouraged to follow the media closely. They should be supported in learning ways to question and test the veracity and source of information. As students continue to learn about information and its sources, they will become more capable at consuming media whilst thinking and questioning information available to them.

The range of learning competences are highlighted in the syllabus topic areas. Teachers and students are encouraged to create opportunities to use the topic context to explore the competence and become aware of their own abilities.

The teacher must take into account that learning occurs in the second language of the students. Learning strategies must therefore take account of the different language levels of the students in a class.

### 3. Learning Objectives

Learning objectives build on the fundamental ideas and **concepts** of geography (see Annex 6.1) developed in S4 and S5. In S6 and S7 emphasis is increasingly placed upon:

- developing a deeper understanding of space and place
- reflecting on the interrelationships between people and the environment
- the dynamic nature of geography and the way in which it is in a constant state of flux
- considering the way in which geographical processes shape and reshape space and place across different scales.

At the end of the year 6 and 7 cycle, students must have the capability to:

- learn in an environment which fosters inter-cultural understanding and exchange
- develop a sense of place at different scales
- use the fundamental ideas and concepts of geography and develop the necessary terminology in their first foreign language
- understand the complex interrelationships within and between physical and human geography
- begin to understand that the world is complex and diverse
- understand regional differences and analyse their causes
- realise the existence of global links
- seek geographical information from varied sources, whilst reflecting critically on the origin and veracity of sources
- appreciate and use geographical knowledge and skills in new situations
- develop an understanding of the concept of sustainability in the development of all societies.

Skills form an essential element of the geography syllabus and should be taught across all the topics in the syllabus. During the course students must learn to use skills in a critical way. Geographical skills include the use and of:

- all types of maps
- photographs and satellite images
- sketches and diagrams
- graphs
- statistics and data (e.g., Eurostat <https://ec.europa.eu/eurostat>)
- texts and articles

## 4. Contents

The learning outcomes for each section of the course are detailed in the relevant part of the syllabus. These learning outcomes explain what students should be able to do following the completion of a part of the syllabus. The learning outcomes are vital in order that the teacher and students know the detail and depth necessary to complete the syllabus. They are also very important as they provide a checklist of the material that can be examined in the BAC examination at the end of the course.

The number of periods indicated in the table is only a guideline to help teachers with planning the teaching of the course. Using this along with the learning outcomes the teacher should be able to plan the depth and time allocated to each topic. In year 6 students should acquire knowledge of regions beyond Europe (which will be studied in year 7). European regions are not to be treated in year 6. While the teaching of one world region/country can form the basis of study this should not be done to the exclusion of other world regions.

All parts of the syllabus are designed to empower students of geography to think critically across a range of topic areas that cover issues on a local, regional, national, international, and global level. The demonstration of a student's competence will be expressed through an ability to:

- show their knowledge and understanding of a wide range of contemporary issues
- analyse and apply ideas to complex situations and scenarios operating at different scales
- evaluate topics and ideas and demonstrate an ability to think critically
- use appropriate skills and technique to present, share and interpret information and data

The syllabus makes reference to case studies and examples. It should be remembered that in year 6 case studies and examples can be taken from across the world, however, in year 7 the examples and case studies must be drawn from within the EU. It is possible to use some case studies within Europe from non-member states such as the United Kingdom. Students must be clear that these countries are not members of the EU. Teachers are encouraged to use recent case studies to ensure relevance.

To clarify the difference between case studies and examples, as referred to in the syllabus, here follows a brief overview. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

# S6 Topic 1 – The challenge of development

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>What is development?</u> Definitions of development</p> <p>Quantitative and qualitative measures of development and their limitations</p> <p>A brief introduction to development theories, examples, and critiques</p> <ul style="list-style-type: none"> <li>For example, Modernism, Export Model, Dependency Theory, Rostow Model</li> </ul>	<p><b>Define</b> the concept of development.</p> <p><b>Describe, interpret, and evaluate</b> a range of measures of development.</p> <p><b>Construct</b> appropriate graphical representations of statistical data.</p> <p><b>Describe, explain, and analyse</b> the level of development (shown through data and theories) found in examples and apply this knowledge to explain the fluid nature of a country's development level.</p>	<p>Development, north-south divide, developing countries, emerging markets, life expectancy, average years of school, literacy, GNP, HDI</p>	<p>4 Digital 6 Social and civic 8 Cultural awareness</p> <p>Additionally: 3 Mathematical</p>	<p>+/- 12 lessons</p>
<p><u>What are the obstacles to development?</u> Constraints on development (natural and human) each illustrated with an example</p> <p><b>One</b> natural constraint:</p> <ul style="list-style-type: none"> <li>Environmental challenges (e.g., drought)</li> <li>Physical location (e.g., land-locked country)</li> <li>Natural disasters</li> </ul> <p><b>One</b> human constraint:</p> <ul style="list-style-type: none"> <li>Bad governance (e.g., corruption)</li> <li>Lack of education</li> <li>Unfair trade within the global economy</li> </ul>	<p><b>Identify, analyse, and evaluate</b> at least two constraints (<b>one</b> natural and <b>one</b> human) to development.</p>			
<p><u>Who are the key players and institutions?</u> The players and institutions involved with development</p> <p>A brief understanding of the roles of the following:</p> <ul style="list-style-type: none"> <li>NGOs</li> <li>World Bank/IMF</li> <li>Governments/UN agencies</li> </ul>	<p><b>Discuss</b> the role and importance of players and institutions involved with development.</p>	<p>NGO, UNDP, World Bank, IMF</p>	<p>7 Entrepreneurship</p>	

<p><u>Spatial variations in development at different scales</u></p> <p>Examples at <b>two</b> different scales:</p> <ul style="list-style-type: none"> <li>• Regional (within a country)</li> <li>• National e.g., India, Brazil</li> <li>• A global region e.g., S.E Asia, Sub-Saharan Africa</li> </ul>	<p><b>Describe</b> and <b>analyse</b> patterns of and reasons for spatial variations in development across different scales. <b>Evaluate</b> increasing or decreasing development inequalities.</p>	<p>Core, periphery</p>		
<p><u>Approaches to development solutions and strategies</u></p> <p><b>One case study</b> of a sustainable development solution</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• remittances, Fair Trade, Sustainable Development Goals (SDGs), self-help schemes, education, micro-credit</li> </ul>	<p><b>Assess</b> a sustainable development solution.</p>			

# S6 Topic 2 – The opportunities and threats of globalisation

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>What is globalisation?</u> Definitions of globalisation</p> <p>Different forms of globalisation and global cooperation (e.g., flows of capital, raw materials, goods and services, culture, tourism)</p>	<p><b>Define</b> globalisation and associated key terms and concepts.</p> <p><b>Outline</b> the interdependent nature of globalisation, how it impacts our concept of distance and time, and the availability / accessibility of information.</p>	<p>Globalisation</p> <p>The global economy, international division of labour, specialisation</p>	<p>4 Digital 6 Social and civic 8 Cultural awareness 7 Entrepreneurship</p>	<p>+/- 12 lessons</p>
<p><u>What are the causes of globalisation?</u></p> <ul style="list-style-type: none"> <li>• Transport and communication (e.g., containerisation and the internet)</li> <li>• The emergence of TNCs and global supply-demand chains</li> <li>• Political reorganisation (e.g., ASEAN, WTO)</li> </ul>	<p><b>Explain</b> the causes and origins of globalisation.</p> <p><b>Assess</b> the role and impact of the players of globalisation.</p>	<p>Global Players, TNC, WTO, Trade Bloc, FTA</p>		
<p><u>What are the opportunities and threats of globalisation?</u> <b>One case study</b> of a country or region which shows the contrasts between the winners and losers of globalisation For example:</p> <ul style="list-style-type: none"> <li>• Cultural (modernisation vs. dilution)</li> <li>• Resources (export vs. exploitation)</li> <li>• Labour (employment vs. exploitation)</li> <li>• Environment</li> </ul>	<p><b>Evaluate</b> the opportunities and threats created by globalisation using case studies. <b>Consider</b> the relevance of core / periphery.</p>	<p>Taxation Core, periphery</p>		
<p><u>Alternative views of globalisation</u> For example:</p> <ul style="list-style-type: none"> <li>• NGOs (e.g., microcredit and Fair Trade)</li> <li>• Anti-globalisation</li> <li>• Regionalisation</li> <li>• Glocalisation</li> <li>• Sustainability</li> </ul>	<p><b>Evaluate one</b> alternative approach to globalisation.</p>	<p>Anti-globalisation, sustainability</p>		

# S6 Topic 3 – The environment and climate change

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>Hazard, risk, vulnerability, and disaster</u> Definitions of key terms Consider their importance at different scales: examples of events (e.g., a tsunami or a flood) at <b>two</b> different scales:</p> <ul style="list-style-type: none"> <li>Regional (within a country)</li> <li>National</li> <li>A global region</li> </ul>	<p><b>Define</b> the meaning of key terms associated with hazards and risks. <b>Consider</b> their importance at difference scales: local, national, and global.</p>	<p>Hazard, risk, vulnerability, disaster</p>	<p>3 Mathematical 4 Digital 6 Social and civic 7 Entrepreneurship 8 Cultural awareness</p>	<p>+/- 12 lessons</p>
<p><u>Interrelationship of the environment and people</u> <b>One</b> example of how the environment impacts people. (e.g., monsoon flooding) <b>One</b> example of how people impact the environment. (e.g., irrigation and the Aral Sea)</p>	<p><b>Discuss</b> the different ways in which humans are impacted by their environment and in turn, how humans impact their environment.</p>	<p>Interrelationships</p>		
<p><u>What are the causes of, and evidence for climate change?</u> Anthropogenic (use of fossil fuels) and natural (changing earth orbit) causes</p> <p>Examples of <b>two</b> contrasting climate zones, showing the evidence for and the impact of climate change. <b>One</b> of these regions should be explored as a case study. For example:</p> <ul style="list-style-type: none"> <li>Monsoon regions</li> <li>Desert regions</li> </ul>	<p><b>Describe</b> and <b>explain</b> some of the evidence for climate change.</p> <p><b>Examine</b> the consequences of climate change in different climate zones.</p>	<p>Greenhouse effect, carbon footprint, emissions, albedo effect, sea level rise, sea surface temperatures, desertification, drought, wildfires</p>		
<p><u>What approaches and / or strategies exist to mitigate climate change?</u> Approaches, solutions, and strategies through international agreements to address climate change</p> <p><b>One case study</b> at any scale, e.g., local beach cleaning, Fridays for Future, carbon trading</p>	<p><b>Examine</b> the global steps taken by to address the causes and consequences of climate change.</p> <p><b>Describe</b> and <b>evaluate</b> any attempt to combat climate change.</p>	<p>Paris Agreement, emissions trading, adaptation, carbon sinks</p>		

# S6 Topic 4 – Project

Content	Learning Outcomes	Key Competence	Number of periods
<p>This mandatory unit allows teachers to use +/-5 periods in order to carry out a project that</p> <ul style="list-style-type: none"> <li>• explores more deeply a theme applicable to the S6 syllabus;</li> <li>• could also be integrated (where appropriate) with one of the S6 themes, resulting in the extension of the topic by +/-5 lessons;</li> <li>• encourages fieldwork and the collection of data to investigate and test a hypothesis;</li> <li>• is an independent piece of research which encourages higher order thinking and explores some of the key competencies (e.g., digital competence, learning to learn).</li> </ul>	<p>Possible learning outcomes may include:</p> <p>Identification of a research question</p> <p>Structuring research, data collection and analysis</p> <p>Critical evaluation of sources and evidence to reach a conclusion</p> <p>Use of appropriate digital resources and tools to analyse, communicate, and present findings</p> <p>References, citations, and use of appropriate sources</p>	<p>The project is an opportunity to integrate some of the 8 key competences into project work:</p> <ol style="list-style-type: none"> <li>1. Communication in the mother tongue</li> <li>2. Communication in foreign languages</li> <li>3. Mathematical competence and basic competences in science and technology</li> <li>4. Digital competence</li> <li><b>5. Learning to learn</b></li> <li>6. Social and civic competences</li> <li>7. Sense of initiative and entrepreneurship</li> <li>8. Cultural awareness and expression</li> </ol>	<p>+/- 5 Lessons</p>

# S7 Topic 1 - Europe and the EU

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<u>What is the geographical concept of Europe?</u> Physical borders and evolving political, and cultural aspects	<b>Describe</b> the limits and borders of Europe. <b>Discuss</b> and <b>evaluate</b> the criteria used to define the borders of Europe.	Europe, borders, continent	6 Social and civic 7 Entrepreneurship 8 Cultural awareness	+/- 8 Lessons
<u>Is there a European identity?</u> <ul style="list-style-type: none"> <li>The meaning of being European</li> <li>The changing importance and belief in a European identity</li> </ul>	<b>Discuss</b> the question of defining a European identity.			
<u>What is the European Union?</u> <ul style="list-style-type: none"> <li>An overview of the geographic expansions and implications for the EU</li> <li>Key legislative changes and their implications</li> <li>The role of the principal EU institutions</li> </ul>	<b>Describe</b> the key stages in the evolution of the EU. <b>Consider</b> the geographic interrelationships created and changed by the evolution of the EU. <b>Identify</b> the role of the principal EU institutions.	EU, Schengen Agreement, The Four Freedoms, Maastricht Treaty, Lisbon Treaty, Commission, Parliament, Council of the EU, European Council		
<u>Challenges for the European Union</u> <ul style="list-style-type: none"> <li>The possible changes to the EU with respect to size, function, and influence</li> <li><b>One case study</b> of a member state which joined after 2004, or a candidate country</li> <li>Criticism of the EU and the challenges of democracy within the EU</li> </ul>	<b>Evaluate</b> future challenges of the evolution of the EU. <b>Analyse</b> the consequences of one accession to the EU (past or future).	BREXIT, Copenhagen criteria, accession, widening, deepening, shrinking, Euroscepticism, supranationalism		

# S7 Topic 2 – Natural Environment of Europe

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>What are the physical advantages and disadvantages of Europe?</u></p> <ul style="list-style-type: none"> <li>• The variety of European relief and climates</li> <li>• Climate graphs that represent Europe's main climates</li> <li>• Key factors influencing European climate zones</li> <li>• The advantages and disadvantages of climatic and relief variations on human activities</li> </ul>	<p><b>Describe</b> and <b>locate</b> the climate and relief zones of Europe.  <b>Analyse</b> climate graphs from European climate zones.  <b>Explain</b> the factors that influence European climate zones.  <b>Evaluate</b> how <b>two</b> European climate or relief zones offer advantages or disadvantages for human activities.</p>	<p>Climate zones (maritime, continental, Mediterranean), climate graph, latitude, altitude, distance to sea, ocean currents, prevailing wind, aspect, relief</p>	<p>3 Mathematical            4 Digital            6 Social and civic            8 Cultural awareness</p>	<p>+/- 10 Lessons</p>
<p><u>European perspectives on climate change</u></p> <ul style="list-style-type: none"> <li>• Causes and consequences of climate change</li> <li>• <b>One</b> EU policy to address climate change (e.g., EU Emissions Trading System, 2030 Climate Target Pact)</li> </ul>	<p><b>Explain</b> the causes of climate change in the EU and discuss its consequences.  <b>Evaluate one</b> recent climate change policy affecting the EU.</p>	<p>Climate change, greenhouse effect, carbon footprint, emissions, carbon sinks, European Green Deal</p>		
<p><u>Challenges and opportunities related to climate</u></p> <p><i>either</i>  <b>One case study</b> of a climate-related hazard in Europe (e.g., avalanches, flooding, deforestation, forest fires, desertification)</p> <p><i>or</i>  <b>One case study</b> assessing the opportunities related to climate (e.g., solar energy, wind energy, tourism)</p>	<p><b>Discuss</b> the challenges <i>OR</i> opportunities of climate.</p> <p><i>either</i>  <b>Evaluate</b> the challenges arising from climate-related hazards.</p> <p><i>or</i>  <b>Evaluate</b> opportunities arising from Europe's climates.</p>	<p>Hazard, risk, vulnerability, disaster</p> <p>Renewable energy, sustainability</p>		

# S7 Topic 3 – Europeans

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>How is population distributed across Europe?</u></p> <ul style="list-style-type: none"> <li>Physical and human factors affecting population distribution and density</li> <li><b>One case study</b> of change within an EU urban area (e.g., changing location of retail, urban renewal, counter-urbanisation, gentrification, sustainability)</li> </ul>	<p><b>Describe</b> and <b>explain</b> factors affecting distribution and density of European population.</p> <p><b>Evaluate</b> the impacts of <b>one</b> significant change in an urban area.</p>	<p>Density, distribution, core, periphery, the European megalopolis, conurbation</p>	<p>3 Mathematical</p> <p>4 Digital</p> <p>6 Social and civic</p> <p>8 Cultural awareness</p>	<p>+/- 10 Lessons</p>
<p><u>Demographic evolution and structure</u></p> <ul style="list-style-type: none"> <li>The demographic evolution and its causes post WWII</li> <li>Population pyramids as a tool to understand population structure</li> <li>Causes, consequences and solutions relating to ageing populations</li> </ul>	<p><b>Describe</b> and <b>explain</b> how the European population has evolved since WWII.</p> <p><b>Analyse</b> the changing structure of population from population pyramids (present and future).</p> <p><b>Evaluate</b> the causes, consequences, and solutions of an ageing population.</p>	<p>DTM, birth rate, death rate, population change, fertility rate, population pyramids, life expectancy, dependency ratio, old-age dependency ratio, ageing populations</p>		
<p><u>How do people move within the EU? (Internal migration)</u></p> <ul style="list-style-type: none"> <li>The general pattern of internal migration flows</li> <li><b>One case study</b> that includes policy relevant to the specific migration flow</li> </ul>	<p><b>Describe</b> and <b>explain</b> the internal migration flows within the EU.</p> <p><b>Evaluate</b> the positive and negative aspects of internal migration flows.</p>	<p>Migrant, push and pull factors, internal migration, Schengen Area</p>		
<p><u>How do people move into the EU? (External migration)</u></p> <ul style="list-style-type: none"> <li>The general pattern of external migration flows</li> <li><b>One case study</b> and consider policy relevant to the specific migration flow</li> </ul>	<p><b>Describe</b> and <b>explain</b> the external migration flows into the EU.</p> <p><b>Evaluate</b> the positive and negative aspects of external migration flows.</p>	<p>Blue card, external migration, refugee, asylum seeker, European Border Coast Guard / Frontex</p>		

# S7 Topic 4 – Economic Sector in change

Content	Learning Outcomes Students are able to:	Keywords	Key Competence	Number of periods
<p><u>Overview of economy in Europe</u> Composition of economic sectors within the core and periphery of the EU</p> <p><u>A) Agriculture in the EU</u></p> <ul style="list-style-type: none"> <li>Differences in types of farming and their general locations with focus on intensive and extensive</li> <li>Contrast original aims and incentives of CAP with those of more recent reforms (e.g., quantity vs quality of food, environment, farm employment, rural development)</li> <li><b>One case study</b> of farming in a region of the EU with consideration of sustainability issues</li> </ul> <p><u>B) Manufacturing in the EU</u></p> <ul style="list-style-type: none"> <li>Examples of the processes and consequences of deindustrialisation</li> <li>Causes and implications of the changing location patterns of a modern consumer industry in the EU (e.g., automobiles, pharmaceuticals)</li> <li><b>One case study</b> of a high-tech industry / science park to illustrate location preferences with a consideration of the impacts on sustainability</li> </ul>	<p><b>Identify</b> and <b>outline</b> the structure of the EU economy and composition of the four different sectors.</p> <p><b>Study two</b> of the following choices, A, B and C. <b>Consider</b> issues of sustainability and regional policy in the chosen sectors.</p> <p><u>A) Agriculture in the EU</u> <b>Identify</b> different types of agriculture. <b>Locate</b> different types of agriculture across Europe. <b>Explain</b> changing agricultural practices in the 21st century. <b>Assess</b> the importance and impact of the CAP on agriculture in the EU.</p> <p><u>B) Manufacturing in the EU</u> <b>Describe</b> the process of deindustrialisation within the EU. <b>Describe</b> and <b>explain</b> changes taking place in a manufacturing industry in the EU. <b>Evaluate</b> the implications of these changes.</p>	<p>Primary, secondary, tertiary, quaternary, sustainability</p> <p>Intensive, extensive, organic, sustainable, arable, pastoral, horticulture, rural development, CAP</p> <p>Deindustrialisation, unemployment, restructuring, retraining, renewal</p>	<p>3 Mathematical 4 Digital 6 Social and civic 8 Cultural awareness</p>	<p>+/- 12 Lessons</p>

<p><u>C) The service sector in the EU</u> The changing significance of services as a modern growth sector</p> <p><i>either</i> <u>Tourism</u></p> <ul style="list-style-type: none"> <li>• Different types of tourism: growth, causes and location examples</li> <li>• <b>One case study</b> of the positive and negative impacts of mass tourism (economic, social, cultural, and environmental)</li> <li>• A sustainable tourism-policy or programme and implications for a studied tourist region</li> </ul> <p><i>or</i> <u>Transport</u></p> <ul style="list-style-type: none"> <li>• Different modes of transport and their roles in promoting economic development</li> <li>• The EU TEN-Ts policy and importance for growth and integration within the EU</li> <li>• <b>One case study</b> of a TEN-T (costs, aims, implications for environment / sustainability)</li> </ul>	<p><u>C) The service sector in the EU</u> <b>Discuss</b> the changing importance of services as Europe's modern growth sector.</p> <p><b>Study one</b> of the following choices, tourism, or transport. <b>Consider</b> issues of sustainability and regional policy in the chosen sectors.</p> <p><i>either</i> <u>Tourism</u></p> <p><b>Explain</b> the changing importance of the tourism industry. <b>Assess</b> the importance and impacts of the tourism industry on an EU country, region, or city.</p> <p><i>or</i> <u>Transport</u></p> <p><b>Explain</b> the changing importance of the transport industry. <b>Assess</b> the importance and impacts of a TEN-T project on an EU country, region, or city.</p>	<p>Services</p> <p>Mass tourism, sustainable tourism</p> <p>TEN-T, sustainability</p>		
<p><u>Regional inequalities and development in the EU</u></p> <ul style="list-style-type: none"> <li>• Patterns, causes and trends of inequalities in the EU (changes in the disparity between regions)</li> <li>• An example of the causes for and the impacts of inequalities in a chosen region</li> <li>• An example of how ERDF addresses a designated region's problems</li> </ul>	<p><u>Regional inequalities and development in the EU</u> <b>Examine</b> regional inequalities across the EU. <b>Assess</b> the causes and impacts of regional inequality.</p> <p><b>Describe</b> and explain the aim and scope of the ERDF.</p> <p><b>Evaluate</b> the impact of The ERDF in addressing regional inequalities with the use of a case study.</p>	<p>Inequality, regional development, core, periphery, ERDF</p>		

## 5. Assessment

Assessment in geography is both a formative and a summative process. Assessment must be oriented to ensure all the competences and learning outcomes are acquired across the cycle. For further information see the "Marking system of the European Schools: guidelines for use" (2017-05-D-29).

Pupils must be assessed in a variety of ways throughout the year, to give a general summary of each pupil's attainments, strengths, and areas for development. Both formative and summative assessments must be used, from those which are simple (e.g., short quizzes, oral assessments) to more complex (e.g., tests, presentations, project work, fieldwork report).

Language competence should not be a factor in the assessment unless it creates a serious barrier to effective communication.

Formative assessment in geography draws on information gathered in the learning process to identify learning needs and to adjust teaching and learning. Self-assessment is a fundamental part of learning, it provides the pupil with systematic reflection of their knowledge, skills, attitudes and learning strategies, and helps them to achieve objectives.

Formative assessment can recognise the following:

- Written work and short tests undertaken during lessons
- Homework and written group projects
- Participation in class considering
  - o quality of interactions
  - o consistency
  - o enthusiasm
  - o willingness of the student to contribute freely or to volunteer answers to questions
  - o participation in group work and involvement in discussions between peers.
- Fieldwork participation

Summative assessment in geography provides a clear statement of the knowledge and skills possessed by a student at a particular point in time. Effective summative assessment addresses the issues of validity, reliability, and transparency. Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks. Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined. It should be considered that students have to be informed of the topics to be revised in advance. Other considerations include:

- Tests should be clearly laid-out and structured and must include the mark allocation for each question.
- Questions and material used should be carefully selected to ensure that weaker students have access.
- Questions may include relevant and recent materials which require students to describe and analyse maps, graphs, geographical statistics, or other documents.
- Questions may call upon students to think critically and consider the strengths and weaknesses of materials given.
- Questions may require students to present information themselves in graphical form (e.g., graphs and diagrams).

## 5.1. Attainment descriptors

	Knowledge and understanding	Analysis (the application of ideas)	Evaluation and critical thinking	Skills and techniques (Selection, use and application)	Oral
<b>Excellent</b> <b>9-10</b>	<p>Excellent knowledge &amp; understanding of topic. Selective/detailed, in-depth accurate examples. Well-developed answer with specific and appropriate key terminology. Content can be considered very high level.</p>	<p>Detailed excellent analysis present with relevant location(s), date(s), facts, statistics etc.</p> <p>Strong ability to interpret data, images, and graphs thoroughly. Making use of data and describing patterns.</p> <p>Applies and critiques concepts or theories where appropriate.</p>	<p>Excellent evidence of the ability to consider strengths and weaknesses based on different evidence. A conclusive statement or view is clearly included and justified. Critical thought is evident and shows strengths may come at a cost. Arguments are strong and clear.</p>	<p>Excellent execution and demonstration of the use of appropriate skills. Skill selection may be very well justified where required. Attention to detail with respect to interpretation, accuracy, presentation, and selection of data is outstanding.</p>	<p>10 - The candidate has demonstrated an outstanding knowledge and understanding of the topic. The information provided has been used extremely well to support the candidates answer. The student uses a wide range of geographical concepts and examples / case-studies, all of which are clearly explained and are directly related to the topic under discussion. The response shows clarity of thought and often organisation, categorisation, and prioritisation of information. Supplementary questions are dealt with confidence.</p> <p>9 - The candidate has demonstrated excellent, knowledge and understanding of the topic. The information provided has been used very well to support the candidate's answer, demonstrating a clear understanding of all material. The student uses a wide range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are mostly dealt with ease.</p>
<b>Very good</b> <b>8-8.9</b>	<p>Very good knowledge &amp; understanding of topic. Some example(s) are mostly appropriate. Developed answer with key terminology but lacking some detail and/or selective content.</p>	<p>Very good analysis present with relevant location(s), date(s), facts, statistics etc. Good ability to interpret data, images, and graphs. Data may be referenced in descriptions and patterns may be suggested. Concepts or theories may be used.</p>	<p>Very good evaluative statements supported with some evidence. A conclusive statement is reached. Evidence of some critical thought may be included. Arguments are explored.</p>	<p>Very good demonstration of the use of appropriate skills. Skill selection may be well justified where required. Attention to detail with respect to interpretation, accuracy, presentation, and selection of data is very well organised.</p>	<p>8 - The candidate has demonstrated a very good knowledge and understanding of the topic. The information provided has been used well and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are generally well managed.</p>

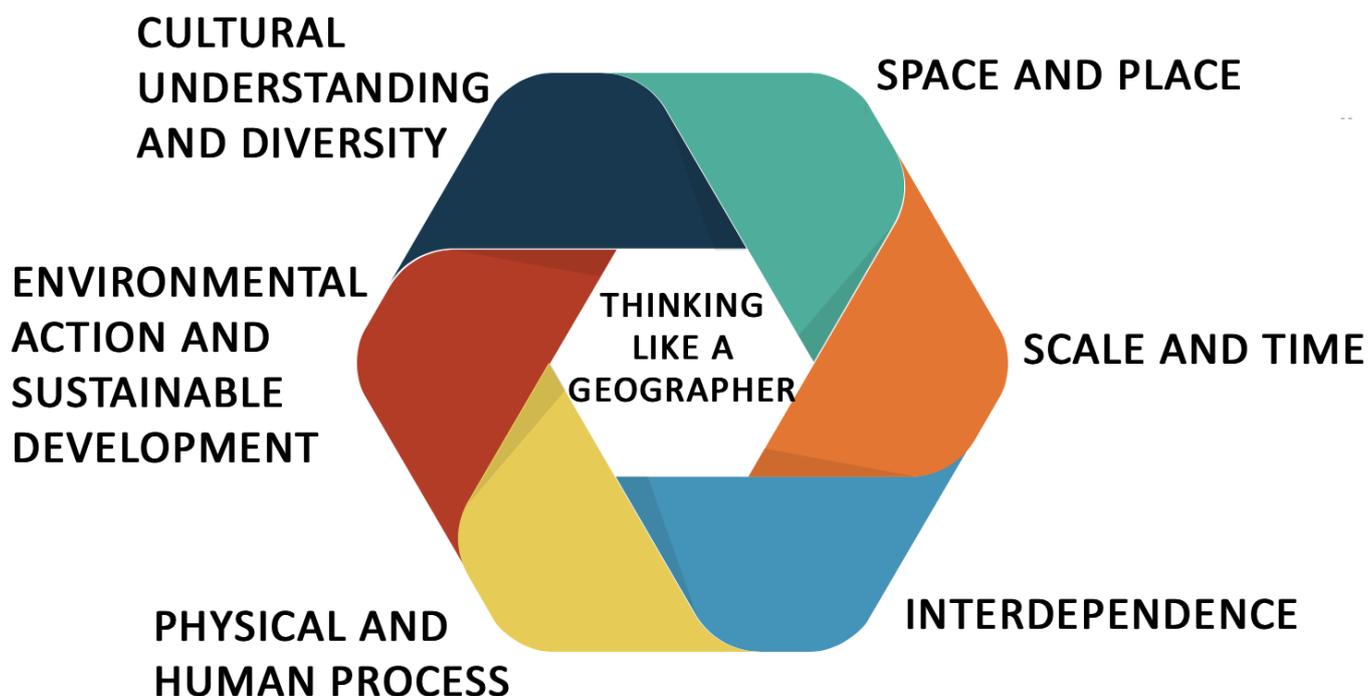
	<b>Knowledge and understanding</b>	<b>Analysis (the application of ideas)</b>	<b>Evaluation and critical thinking</b>	<b>Skills and techniques (Selection, use and application)</b>	<b>Oral</b>
<b>Good</b> <b>7-7.9</b>	Good knowledge and understanding of topic. An example is given. May lack detail, key terminology and/or content. Explanations could be more detailed.	Good analysis present with some relevant location(s), date(s), facts, statistics etc. A good attempt made to describe data/patterns with reference to data. Interpretation of data, images and graphs is present but is not extensive. Concepts or theories are introduced but not fully explored.	Good evidence of the ability to consider strengths and weaknesses. Limited reference to evidence to support points. A conclusive statement or view is vague/weak. Some critical thought may be evident. Arguments may lack balance or support.	Good demonstration of the use of appropriate skills. Skill selection is somewhat justified. Attention to detail with respect to interpretation, accuracy, presentation, and selection of data is well organised.	7 - The candidate has demonstrated a good knowledge and understanding of the topic. The information provided has been used well and includes reference to some relevant material. The student uses some geographical concepts and examples, and these are usually clear and appropriate. Supplementary questions may be challenging for the student.
<b>Satisfactory</b> <b>6-6.9</b>	Satisfactory knowledge and understanding. Example provided lacks detail and/or is inappropriate. Some inaccuracies may be present. Lacks development.	Basic analysis present with some relevant location(s), date(s), facts, statistics etc.  A fair attempt made to describe data/patterns although often without reference to specific values.	Acceptable evaluative statements supported with some evidence. No conclusive statement might not be reached. Little or no evidence of critical thought. Arguments are weak or not explored.	Acceptable demonstration of the use of appropriate skills. Skill selection is not justified. Little attention to detail with respect to interpretation, accuracy, presentation, and selection of data is only somewhat organised.	6 - The candidate has demonstrated a satisfactory level of knowledge and understanding of the topic. The information provided has been used satisfactorily. The response is mostly clear and logical; however, some details are omitted or fails to categorise or prioritise information. The student uses geographical concepts and examples, but these are limited. Supplementary questions are challenging for the student.
<b>Sufficient</b> <b>5-5.9</b>	Limited and basic answer however often lacking detail/content/ appropriate examples. Content level is poor. Inaccuracies may be present.	Limited but basic attempt to provide the most dominant trend/pattern but lacks the application of analysis. Weaker students may have inaccuracies. The application of ideas has been poorly attempted.	Limited and often unsupported evaluative statements. A conclusive statement is not reached. No evidence of critical thought included. Vague and/or low-level response.	Skill selection is limited, inappropriate or cannot be justified. Limited attention to detail with respect to interpretation, accuracy, presentation, and selection of data. Lacks organisation.	5- The candidate has demonstrated sufficient knowledge and understanding of the topic. The information provided is sufficiently detailed however, important details are omitted. The student uses some geographical concepts and examples, but will include absences of clarity, structure, coherence, organisation. Supplementary questions are poorly answered.

	<b>Knowledge and understanding</b>	<b>Analysis (the application of ideas)</b>	<b>Evaluation and critical thinking</b>	<b>Skills and techniques (Selection, use and application)</b>	<b>Oral</b>
<b>Failed (Weak) 3-4.9</b>	Poor knowledge and understanding. Lack of detail. No examples. Lack of appropriate content. An attempt to answer some elements of the question. May be evidence of misunderstandings.	Poor or limited evidence of analysis. Data, images, or graphs are largely ignored. May be evidence of misunderstandings.	Statements are provided but these are not evaluative, often simply descriptive. Insufficient or incorrect judgements.	Skill selection is inappropriate and is unjustified. Limited attention to detail with respect to interpretation, accuracy, presentation, and selection of data.	3 to 4. - The candidate has demonstrated only a limited knowledge and understanding of topic. The information provided has been used but is neither detailed nor accurate. Occasional use of geographical concepts and examples, but often inaccurate or inappropriate. Supplementary questions remain unanswered.  The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments.  Supplementary questions are answered incorrectly and/or remain unanswered.
<b>Failed (Very weak) 0-2.9</b>	Insufficient knowledge and understanding of topic.  Absence of content. Incorrect or very poor attempt at explanations. No examples given. A weak incomplete attempt.	No evidence of analysis. Lack of examples, facts, statistics/relevant information. Inaccuracies or incorrect information present.	No evaluation present. Incorrect information. No judgements nor supporting evidence.	Poor or inadequate execution and demonstration of skills. Skill selection is often entirely inappropriate and unjustified or incorrect. No evidence of attention to detail with respect to data selection, presentation, or accuracy.	1 to 2 - The candidate has demonstrated little or no knowledge and understanding of topic. The information provided has not been used to support the discussion or has been used in a very limited way. No relevant geographical concepts or examples have been used to support the answer. Supplementary questions remain unanswered.  The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments.  Supplementary questions remain unanswered.

## 6. Annexes

### 6.1. Concepts and approaches to geography

The following key concepts underpin the study of geography. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding of geography. Teachers and students alike are encouraged to highlight the concepts and approaches outlined in the diagram below. When teaching it would be useful to consider the ways in which elements of the syllabus are linked to the concepts and approaches illustrated in the diagram. Students should be supported and encouraged to think like a geographer.



### 6.2. Command words

Command words are the words and phrases used in assessment tasks that tell students how they should answer the question. The Command words are linked directly to both the five competencies and mark allocation for exam questions. Command Words are linked to **one** core competency but can involve others. We should expect all answers at this level to include appropriate geographic terms/examples. The following command words and their meanings are meant to be guides and are not definitive.

<b>Command Word</b>	<b>Focus</b>	<b>Competency</b> <i>(Related competencies)</i>
<b>DEFINE</b>	State main characteristic(s)	<b>Knowledge and Understanding</b>
<b>DESCRIBE</b>	State clearly the OBSERVED main features  (No marks for explanation)	<b>Skills and Techniques</b> <i>(Knowledge and understanding)</i>
<b>DISCUSS</b>	Clear observation of main features AND interpretation of why particular trend occurs	<b>Analysis</b> <i>(Knowledge and understanding)</i> <i>(Skills and Techniques)</i>
<b>EXPLAIN</b>	'Why something is as it is'. NOT a list of facts but provision of CAUSAL FACTORS / INTERRELATIONSHIPS to validate answer	<b>Knowledge and Understanding</b> <i>(Analysis)</i>
<b>ANALYSE (Examine)</b>	Expect more detailed explanation with concepts/ use of data / models to show inter-relationships and interpret patterns / trends (apply ideas)	<b>Analysis</b> <i>(Knowledge and understanding)</i>
<b>EVALUATE (Assess)</b>	Balanced presentation of arguments (+/-) to argue the issue. Is judgmental = conclusion vital	<b>Evaluation</b> <i>(Analysis)</i>
<b>CONSIDER</b>	Review and respond to given information	<b>Analysis</b> <i>(Knowledge and understanding)</i>
<b>IDENTIFY</b>	Name or otherwise characterize. Similar to, 'Give/ Name/ state,' which require candidates to answer briefly and are usually only worth 1 mark, e.g., for a question asking candidates to select one item or idea from a range of information provided.	<b>Knowledge and understanding</b>
<b>OUTLINE</b>	Set out main characteristics – to give a brief account or summarise the main points of something. (Intermediate term between 'State' and 'Describe'). Set out main characteristics.	<b>Knowledge and understanding</b>
<b>INTERPRET</b>	Translate information into recognisable form	<b>Analysis</b> <i>(Knowledge and understanding)</i>
<b>CONSTRUCT</b>	Represent by means of a labelled, accurate diagram or graph	<b>Skills and techniques</b> <i>(Knowledge and understanding)</i>

### 6.3. Oral examinations, assessment record sheet and sample questions

The oral examination lasts 20 minutes. Candidates select a question at random 20 minutes before the oral presentation of the examination and have 20 minutes to prepare their topic in a specified room.

The structure and length of the 2-period and 4-period oral examinations are the same. However, teachers should ensure that the questions submitted

- are structured to examine the 2-period course at an appropriate level AND
- allow students to show their mastery of the competencies indicated within the assessment criteria (see section 5.1.)

The examinations will cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

The total number of questions shall be equal to the number of candidates plus 5, but only up to a maximum of 20 questions in all for larger groups.

In presenting questions, teachers must ensure that all four topics that make up the year 7 syllabus are included in a balanced manner i.e., no topic can be excluded, and no undue preference is to be given to any one topic (see, for example, the List of Topics and Questions example which appears in the subsequent pages).

An atlas should be available to students in both the preparation and in the examination room. It may be used in the preparation of the exam and during the examination itself.

#### Question structure

- Each question should focus on one theme or part of the syllabus.
- Each question should have a title.
- Each question should include at least one but no more than two documents
- There should be 3 or 4 sub-questions which are structured logically.
- In general terms the question should start with description (of the document) and move through knowledge and understanding (e.g., putting the document into context) to more open final questions (involving discussion, analysis and evaluation and rely significantly on the student's judgement).
- Very short "closed" questions should be avoided.
- Questions must not require the use of a calculator.

#### Documents

- A wide range of document types should be used (e.g., images, tables, graphs, maps, data from e.g., Eurostat <https://ec.europa.eu/eurostat> ).
- The document(s) should be clearly related to the question as a whole.
- The document(s) should be seen as a starting point and a stimulus to support students through some of the question.
- Material should be as recent as possible unless the question has a "historical" element.
- Material should not be over-complicated.
- Sources should be identified.
- Where text is used, it should not be over-long (a maximum of approximately 250 words). Lines in a written text need to be numbered (allows easy cross-referencing).
- Good quality reproduction is essential. Colour could be used more if school facilities make this realistic.

#### Language

- The level of language should be appropriate.
- Questions should be phrased in a clear and direct way.
- Students need to be familiar with the command words used (e.g., describe, explain, analyse, and discuss, see section 6.2.).
- Brief definitions of difficult words (e.g., in a text) should be provided if necessary.

## Geography oral examination – Assessment record sheet

European School: \_\_\_\_\_

Student surname and name: \_\_\_\_\_

Student class: \_\_\_\_\_

Examiner surname and name: \_\_\_\_\_

Grade	Oral Assessment Criteria
<b>Excellent 9-10</b>	<p>10 - The candidate has demonstrated an outstanding knowledge and understanding of the topic. The information provided has been used extremely well to support the candidate's answer. The student uses a wide range of geographical concepts and examples / case-studies, all of which are clearly explained and are directly related to the topic under discussion. The response shows clarity of thought and often organisation, categorisation, and prioritisation of information. Supplementary questions are dealt with confidence.</p> <p>9 - The candidate has demonstrated excellent, knowledge and understanding of the topic. The information provided has been used very well to support the candidate's answer, demonstrating a clear understanding of all material. The student uses a wide range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are mostly dealt with ease.</p>
<b>Very good 8-8.9</b>	8 - The candidate has demonstrated a very good knowledge and understanding of the topic. The information provided has been used well and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are generally well managed.
<b>Good 7-7.9</b>	7 - The candidate has demonstrated a good knowledge and understanding of the topic. The information provided has been used well and includes reference to some relevant material. The student uses some geographical concepts and examples, and these are usually clear and appropriate. Supplementary questions may be challenging for the student.
<b>Satisfactory 6-6.9</b>	6 - The candidate has demonstrated a satisfactory level of knowledge and understanding of the topic. The information provided has been used satisfactorily. The response is mostly clear and logical; however, some details are omitted or fails to categorise or prioritise information. The student uses geographical concepts and examples, but these are limited. Supplementary questions are challenging for the student.
<b>Sufficient 5-5.9</b>	5- The candidate has demonstrated sufficient knowledge and understanding of the topic. The information provided is sufficiently detailed however, important details are omitted. The student uses some geographical concepts and examples, but will include absences of clarity, structure, coherence, organisation. Supplementary questions are poorly answered.
<b>Failed / weak 3-4.9</b>	<p>3 to 4. - The candidate has demonstrated only a limited knowledge and understanding of topic. The information provided has been used but is neither detailed nor accurate. Occasional use of geographical concepts and examples, but often inaccurate or inappropriate. Supplementary questions remain unanswered.</p> <p>The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments.</p> <p>Supplementary questions are answered incorrectly and/or remain unanswered.</p>
<b>Failed / very weak 0-2.9</b>	<p>1 to 2 - The candidate has demonstrated little or no knowledge and understanding of topic. The information provided has not been used to support the discussion or has been used in a very limited way. No relevant geographical concepts or examples have been used to support the answer. Supplementary questions remain unanswered.</p> <p>The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments.</p> <p>Supplementary questions remain unanswered.</p> <hr/> <p style="text-align: center;">0</p> <p>In cases of non-excused absence or fraud</p>

	<b>Final Mark:</b>	
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Date: \_\_\_\_\_

Signature: \_\_\_\_\_

\_\_\_\_\_

## SAMPLE - BACCALAUREATE ORAL YEAR

<b>GEOGRAPHY 2 PERIODS</b>	<b>LANGUAGE EN</b>	<b>TEACHER XX</b>	<b>Number of questions XX</b>
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### SAMPLE - LIST OF THE TOPICS AND THE QUESTIONS

#### Topic - Europe and the EU

Question 1 – What is the European Union?

**Question 2 -**

#### Topic - Natural environment in Europe

**Question 3 -**

**Question 4 -**

#### Topic - Europeans

Question 5 - The ageing population of Europe

**Question 6 -**

#### Topic - Economic sector in change

**Question 7 -**

**Question 8 -**

## BACCALAUREATE ORAL 20XX

GEOGRAPHY 2 PERIODS	LANGUAGE EN	TEACHER XX	Question #1
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### Topic – Europe and the EU

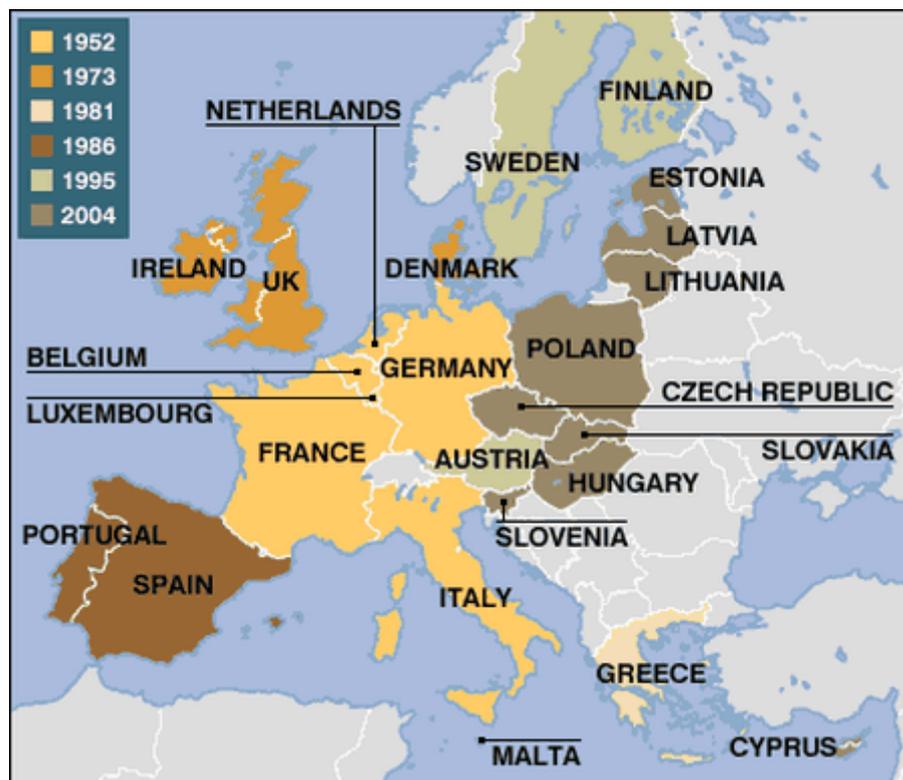
#### What is the European Union?

#### Questions

1. With reference to Document 1, **describe** the evolution of the EU.
2. Select any TWO enlargements and **discuss** their significance for the development of the EU.
3. Use the Copenhagen Criteria to **assess** the suitability of a candidate country to join the EU.
4. 'The European Union is at a crossroads; it can continue to widen or deepen'. **Evaluate** which of the options you support.

#### Documents

Document 1: EU enlargement until 2004



Source:

[http://news.bbc.co.uk/nol/shared/spl/hi/europe/04/enlarging\\_europe/img/expansion\\_map416.gif](http://news.bbc.co.uk/nol/shared/spl/hi/europe/04/enlarging_europe/img/expansion_map416.gif)

Last accessed on 01/12/2022.

## BACCALAUREATE ORAL 20XX

GEOGRAPHY 2 PERIODS	LANGUAGE EN	TEACHER XX	Question #5
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Topic - The Europeans

### The ageing population of Europe

#### Questions

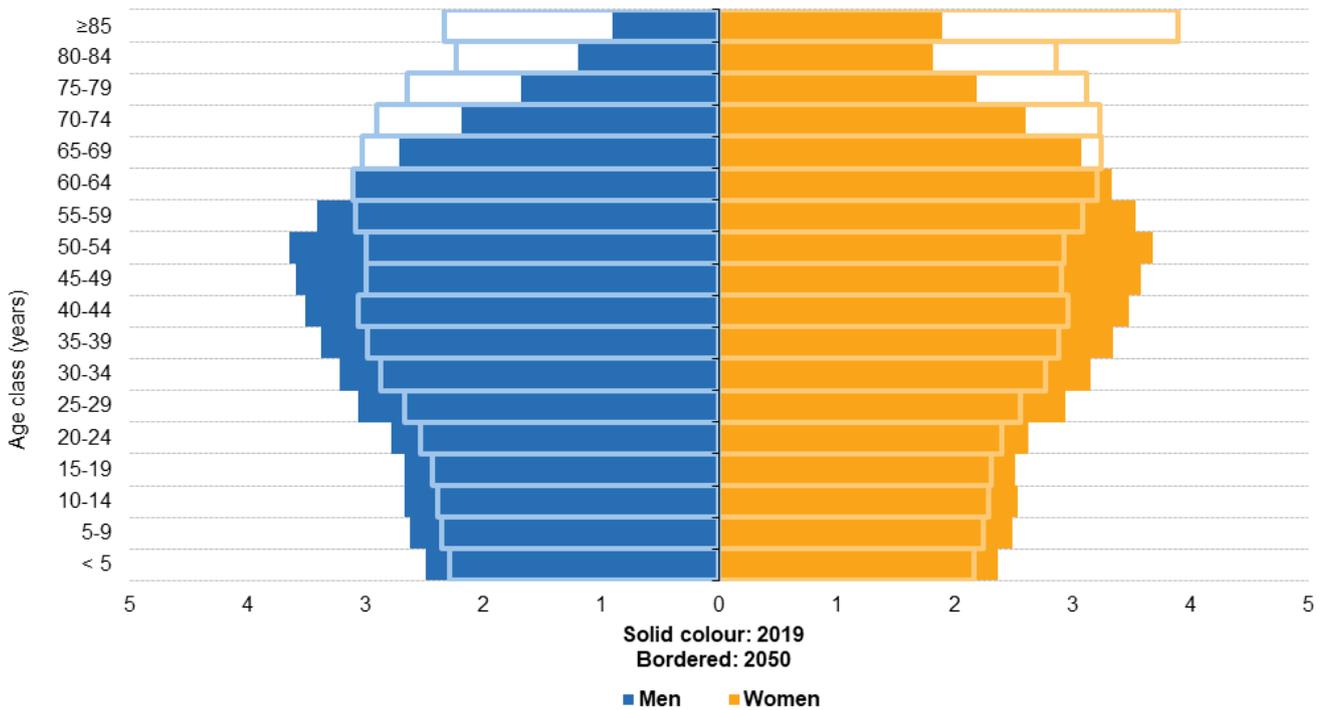
1. **Describe** the evolution of Europe's population structure as shown in Document 1.
2. **Explain** why such changes in population structures are likely to occur.
3. **Analyse** why such projected changes will present all EU governments with a range of serious problems by 2050. Use Document 2 to assist your answer.
4. **Evaluate** any TWO policies that EU Member States can introduce to help resolve the problems you mention above.

## Documents

### Document 1 – Population pyramids, EU-27, 2019 and 2050

#### Population pyramids, EU-27, 2019 and 2050

(% share of total population)



Source : Eurostat [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Ageing Europe - statistics on population developments](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Ageing_Europe_-_statistics_on_population_developments)  
Last accessed on 01/12/2022

### Document 2 – Retirees protest across Spain over 'shameful' pensions



Thousands of retirees took to the streets in protest across Spain on Thursday, calling on the government to raise pensions and defend the social security system.

Source: extract from [www.thelocal.es](http://www.thelocal.es), Last accessed on 02/23/2018.