

Grade 12 Geography Mock Exam/Exam Study Guide

Dear Grade 12 student,

This document serves to give you as much information as possible about how you should be revising for the mock exams, and really, the final exam. It's a lot of information, but I encourage you all to read it to make yourself feel more comfortable about what's to come, to help guide your studying, and to remind you of things you may have forgotten. All the best in your studying, and as always, contact me if you need help.

Mr. Alberts

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Paper 1

This is the paper that tests your knowledge on the ‘options’. Until this point, both HL and SL students are close to finishing Urban Environments, and HL students have completed Geophysical Hazards. After the mock exams, we will be completing the final option which is Ocean and Coastal Margins. HL students will have questions from both Urban Environments and Geophysical Hazards on their mock, whereas SL students will only have Urban Environments questions on their mock.

On the real exam, you will have the choice of all options to answer questions to, but you have to choose the ones you have studied (only logical). Use the annotated chart below to help you understand what is on the exam and how much it is worth to you.

Fig 1.1. What is on the exam

	Diploma Programme geography—SL and HL curriculum (first teaching September 2017)	SL teaching hours	SL assessment (first assessment May 2019)	HL teaching hours	HL assessment (first assessment May 2019)
Part one	Geographic themes—seven options Two options are studied at SL, and three at HL <ul style="list-style-type: none"> • Freshwater—drainage basins • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments 	60 hours	Paper 1 SL weight 35% 45 minutes per option question Total 1 hour 30 minutes Each option has a structured question and one extended answer question from a choice of two. <i>20 (10 + 10) marks per option</i> <i>Total 40 marks</i>	90 hours	Paper 1 HL weight 35% 45 minutes per option question Total 2 hours 15 minutes Each option has a structured question and one extended answer question from a choice of two. <i>20 (10 + 10) marks per option</i> <i>Total 60 marks</i>
Not on Mock, but in final exam	→				
HL students only	→				
All Students	→				

Quick summary: You have 2 minutes and 15 seconds per point. The exam is 1 hour and 30 minutes long. It is divided into 10 points worth of short answer responses, and 10 points of one essay question. It is worth 35% of your grade if you are in SL, and 35% if you are in HL.

Part A: Short Answer Responses:

You have to answer every single short answer question for your option; you have no choice. They typically use diagrams, maps, or charts for at least a couple questions. When answering these questions, remember to:

- Read the question carefully, the last thing you want to do is answer a question that wasn't asked!
- Understand the command term and know **how** you are expected to answer
- Look at the point value; how much are you expected to say?
- Look at the point structure; an answer worth 4 points should be answered differently than an answer with 2+2 points
- Do not forget TEA (trends, examples, anomalies) for questions that (typically) start with 'Describe the patterns/trends/distribution'.
- Do the questions you know, and put a star by the ones you aren't sure about. Do not waste time on questions you don't know the answer to, there are points waiting for you elsewhere!
- When in doubt, give an answer. Guess. You might be right and get a point.

Part B: The Essay

You have a choice between two questions for the essay, both based on the knowledge you have acquired for that specific option. Choose which one works for you, and then on the lined paper indicate the correct question number you have chosen. Do not waste time rewriting the question. Uses the annotated guide below to see what is expected of the best essay responses. For achieving lower grades, please see the syllabus page 56-58.

Fig 1.2. How to achieve top essay results for Paper 1 Section B

Synthesis is bringing together different ideas and illustrating the relationships between. Perhaps more importantly, there should be evaluation in your answers, offering strengths and limitations to your argument/topic.

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
9-10	The response is in-depth and question-specific (topic and command term); analysis and conclusion are justified through well-developed evaluation of evidence and perspectives.		
	<ul style="list-style-type: none"> The response explains correct and relevant examples, statistics and details that are integrated in the response, explaining the appropriate link to the question. The argument or analysis is balanced, presenting evidence that is discussed, explaining complexity, exceptions and comparisons. Complex and relevant terminology is used correctly throughout the response. 	<ul style="list-style-type: none"> If appropriate to the question, the conclusion is relevant to the question, balanced and aligned with the evidence. Evaluation includes a systematic and detailed presentation of ideas, cause and effect relations, other perspectives; strengths and weaknesses of evidence are discussed; (if appropriate) includes justification of the argument and conclusion. 	<ul style="list-style-type: none"> Response is logically structured with discussion (and if appropriate to the question, a conclusion) focusing on the argument or points made, making it easy to follow. Maps, graphs or diagrams are annotated following conventions and their relevance is explained and support the argument or analysis (only if appropriate to the question).

Bands 1 and 2 are where you need to use the details, stats, and examples and develop them. You need to follow the command term properly and answer the question fully. Finally, terminology is also crucial to success. The bolded words in your textbook are good to revise for Paper 2

Band 4 is where a proper introduction, paragraphing, topic sentences, and conclusion need to be the focus.

Tip: For paragraphs, remember PEE:
 -Point
 -Evidence
 -Explain

Paper 2

This is the paper that tests your knowledge on the 'core'. You have completed all of these units in grade 11, as indicated on figure 1.3. This exam is comprised of short answer responses, an infographic, and an essay. The only choice you have of questions on this paper is which of the two essays you want to do. Use the annotated chart below to help you understand what is on the exam and how much it is worth to you.

Figure 1.3. What is on the exam

Diploma Programme geography—SL and HL curriculum (first teaching September 2017)	SL teaching hours	SL assessment (first assessment May 2019)	HL teaching hours	HL assessment (first assessment May 2019)
<p>SL and HL core</p> <p>Geographic perspectives—global change</p> <ul style="list-style-type: none"> Population distribution—changing population Global climate—vulnerability and resilience Global resource consumption and security 	70 hours	<p>Paper 2</p> <p>SL weight 40%</p> <p>Total 1 hour 15 minutes</p> <p>Paper 2 Section A</p> <p>Three structured questions, based on each SL/HL core unit</p> <p><i>30 marks</i></p> <p>Paper 2 Section B</p> <p>Infographic or visual stimulus, with structured questions</p> <p><i>10 marks</i></p> <p>Paper 2 Section C</p> <p>One extended answer question from a choice of two</p> <p><i>10 marks</i></p> <p><i>Total 50 marks</i></p>	70 hours	<p>Paper 2</p> <p>HL weight 25%</p> <p>Total 1 hour 15 minutes</p> <p>Paper 2 Section A</p> <p>Three structured questions, based on each SL/HL core unit</p> <p><i>30 marks</i></p> <p>Paper 2 Section B</p> <p>Infographic or visual stimulus, with structured questions</p> <p><i>10 marks</i></p> <p>Paper 2 Section C</p> <p>One extended answer question from a choice of two</p> <p><i>10 marks</i></p> <p><i>Total 50 marks</i></p>

These are the three units of study for this paper. This is basically everything we did in grade 11, excluding urban environments

HL and SL students have the exact same paper as each other, only the weighting is different

Quick summary: You have 1 minutes and 30 seconds per point. The exam is 1 hour and 30 minutes long. It is divided into 30 points worth of short answer questions, 10 points for the infographic, and 10 points of one essay question. It is worth 40% of your grade if you are in SL, and 25% if you are in HL.

Part A: Short Answer Responses

You have to answer every single short answer response question on the exam. They typically use diagrams, maps, or charts for at least a couple questions. When answering these questions, remember to:

- Read the question carefully, the last thing you want to do is answer a question that wasn't asked!
- Understand the command term and know **how** you are expected to answer
- Look at the point value; how much are you expected to say?
- Look at the point structure; an answer worth 4 points should be answered differently than an answer with 2+2 points
- Do not forget TEA (trends, examples, anomalies) for questions that (typically) start with 'Describe the patterns/trends/distribution'.
- Do the questions you know, and put a star by the ones you aren't sure about. Do not waste time on questions you don't know the answer to, there are points waiting for you elsewhere!
- When in doubt, give an answer. Guess. You might be write and get a point.

Part B: The Infographic

You are the first IBDP students every to have a guaranteed infographic on your exam, one that you have to deconstruct. Congrats? Anyways, remember what we discussed in the lessons:

1. Whenever you encounter an infographic, on an exam or in real life, the following questions should be in the back of your mind:

- What is the point that is being made?*
- Why has the infographic been made?*
- Who produced the infographic?*
- Where was the data sourced from?*
- When was the infographic produced?*

2. Should you be asked how it can be improved, remember the following ideas to look for:

- Tone of language*
- Use of terminology*
- Use of labels and headings*
- Sources used*
- Generalizations*

- Use of images
- Use of colour
- Use of data
- Intended audience
- Scales and proportions or projection of the map
- Effectiveness of the key

Part C: The Essay

You have a choice between two questions for the essay. Choose which one works for you, and then on the lined paper indicate the correct question number you have chosen. Do not waste time rewriting the question. Use the annotated guide below to see what is expected of the best essay responses. For achieving lower grades, please see the syllabus page 56-58.

On the Paper 2 essay, you are encouraged to use **whatever you have learned** in the course to help develop your answer, but particularly things from the three main units of global change we studied last year. In this way, the examiner will be looking for synthesis, the ability for you to link and relate different parts of IBDP geography to each other

Figure 1.4. How to achieve top essay results for Paper 2 Section C
 (Note: this is the same markscheme as the paper 1 essay)

Synthesis is bringing together different ideas and illustrating the relationships between. Perhaps more importantly, there should be evaluation in your answers, offering strengths and limitations to your argument/topic.

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
9-10	The response is in-depth and question-specific (topic and command term); analysis and conclusion are justified through well-developed evaluation of evidence and perspectives.		
	<ul style="list-style-type: none"> The response explains correct and relevant examples, statistics and details that are integrated in the response, explaining the appropriate link to the question. The argument or analysis is balanced, presenting evidence that is discussed, explaining complexity, exceptions and comparisons. Complex and relevant terminology is used correctly throughout the response. 	<ul style="list-style-type: none"> If appropriate to the question, the conclusion is relevant to the question, balanced and aligned with the evidence. Evaluation includes a systematic and detailed presentation of ideas, cause and effect relations, other perspectives; strengths and weaknesses of evidence are discussed; (if appropriate) includes justification of the argument and conclusion. 	<ul style="list-style-type: none"> Response is logically structured with discussion (and if appropriate to the question, a conclusion) focusing on the argument or points made, making it easy to follow. Maps, graphs or diagrams are annotated following conventions and their relevance is explained and support the argument or analysis (only if appropriate to the question).

Bands 1 and 2 are where you need to use the details, stats, and examples and develop them. You need to follow the command term properly and answer the question fully. Finally, terminology is also crucial to success. The bolded words in your textbook are good to revise for Paper 2

Band 4 is where a proper introduction, paragraphing, topic sentences, and conclusion need to be the focus.

Tip: For paragraphs, remember PEE:
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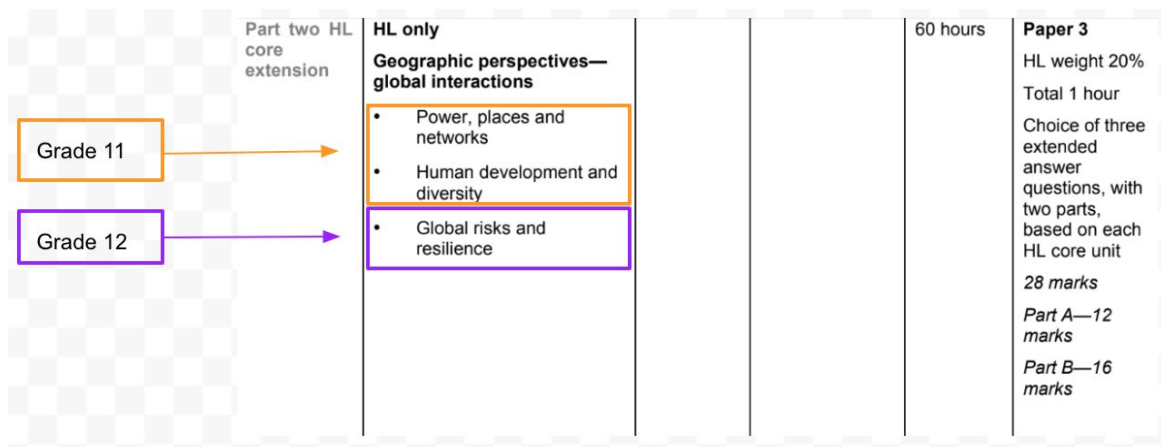
Paper 3

Paper 3: university-level, academic essay writing in one of the quickest exams that comes down to a bit of planning, some furious writing, and in depth evaluation and synthesis. We started grade 11 with global superpowers, and we will finish grade 12 with talking about E-passports. You have worked very hard on this paper, you know the stuff, and you have the ability to do well on this paper. It is two essays; one worth 12 points, one worth 16 points.

You will have the choice between 3 questions, each with an A (12 point) and B (16 point). You only have to choose one question, and do the A and B from that question (you can't choose 1A, and 2B, for example). The 12 point questions are typically clear, focus on one case studies or a couple of detailed examples. They look 'easy'. The 16 point questions are large, will require a lot of synthesis and evaluation.

My best advice is to choose one of the questions that you think you have a pretty good idea about how to go about the 16 point question, which sometimes can be worded strangely. However, it should be obvious that you should not choose a question with an answerable 16 point question, but you have no idea how to answer the 12 point question. Spend an extra minute reading the questions (you have 5 minutes reading time in the real exam), making sure you understand them. As mentioned in class, I have had students not read the question carefully and received 2s and 3s because they answered a question that wasn't being asked. Some of you have experienced this in tests as well. Finally, don't forget SPEED; chances are you may need to use it writing an essay(s) on this exam.

Figure 1.5. What is on the exam



Part A: The 12 point question

The most important thing to remember about the 12 point question is that **NO evaluation or synthesis is expected for a perfect score.** Do not waste time evaluating or synthesizing for this question as it will only bring your score down.

Figure 1.4. How to achieve top essay results for 12 point question

Marks	Level descriptor		
	AO1: Knowledge and understanding of specified content AO2: Application and analysis of knowledge and understanding	AO3: Synthesis and evaluation	AO4: Selection, use and application of a variety of appropriate skills and techniques
10–12	The response addresses all aspects of the question; the analysis is explained using evidence integrated in the paragraphs, and it is well structured.		
Marks	Level descriptor		
	<ul style="list-style-type: none"> All aspects of the question are addressed and the response meets the requirements of the command term. Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. 	<ul style="list-style-type: none"> No evidence of synthesis or evaluation is expected. 	<ul style="list-style-type: none"> Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. The conclusion summarizes the evidence and argument, and links all back to the question.

Perfect score (7); **NO** evaluation or synthesis necessary for 12 point question

Part B: The 16 point question

This is the big one. Pay attention to the markscheme, as it is quite different than all of the other markschemes, despite my only adding one annotation. Some teachers say start with the 16 point question; I disagree. Start with the question that you feel most convinced you can answer well and get the highest score, but just make sure you don't write too much and save some time for the other question.

(Figure 1.5 on next page)

Figure 1.5. How to achieve top essay results for the 16 point question

Marks	Level descriptor		
	<p>AO1: Knowledge and understanding of specified content</p> <p>AO2: Application and analysis of knowledge and understanding</p>	<p>AO3: Synthesis and evaluation</p>	<p>AO4: Selection, use and application of a variety of appropriate skills and techniques</p>
13–16	<p>The response addresses all aspects of the question; the analysis is explained and evaluated using evidence integrated in the paragraphs, and it is well structured.</p>		
Marks	Level descriptor		
	<ul style="list-style-type: none"> All aspects of the question are addressed and the response meets the requirements of the command term. Detailed evidence (that is, facts, statistics, examples or theories) are integrated in sentences and paragraphs, and links made between evidence and the question are explained and relevant. The response explains how the two sides of the argument (if appropriate) are supported by detailed evidence that is integrated in sentences. Clear, correct definitions and use of geographical language is integrated in the sentences and throughout the response. 	<ul style="list-style-type: none"> Synthesis and evaluation is required at this level. Links between the response and (sub)topics from the guide are explained and supported by the evidence in the response. The opinion or perspective presented is explicitly linked to the range of evidence included in the response, including critical analysis of the relative certainty of evidence used, describing other perspectives or interpretations of evidence. 	<ul style="list-style-type: none"> Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. The conclusion summarizes the evidence and argument, and links all back to the question.

Need to synthesize and evaluate for the 16 point question, but not the 12 point.

How to Study for Geography

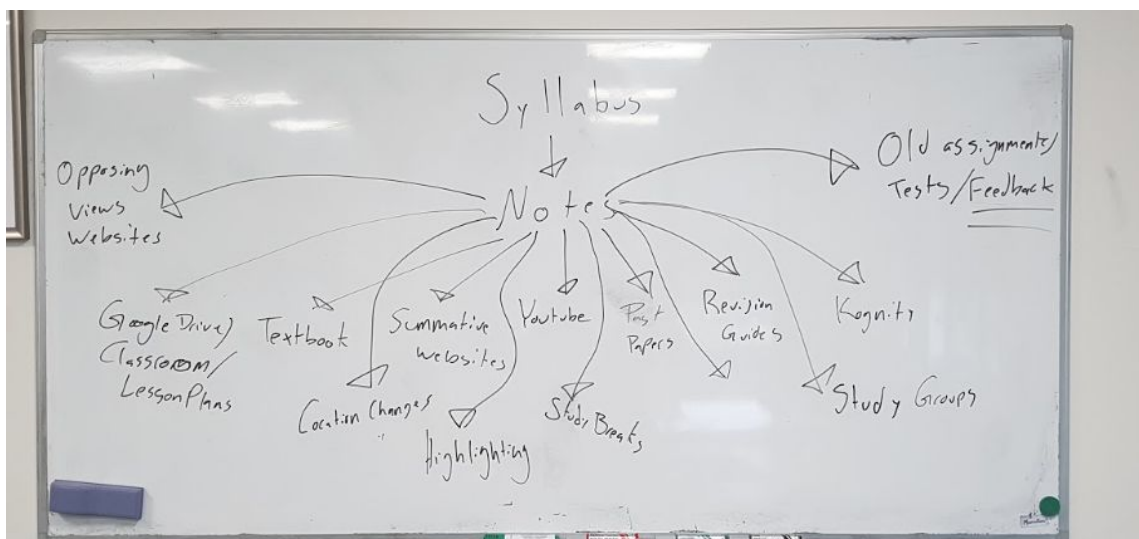
Students tend to have different study habits, routines, and styles. I get that, and even support it. However, the following is how I **strongly recommend** you study for geography, in order of prioritization.

1. The Syllabus. It is truly the most important and easiest way to study the material from the last two years. Every single lesson I planned, I looked at what I needed to teach according to the syllabus, used the objectives on the agendas I used in class every day. We covered content between pages 34 to page 46 (54 if you are in HL). But don't forget, don't just look at the content. Elsewhere in the syllabus are definitions, command terms, grade boundaries, types of charts that could be on an exam; all of this is found in the syllabus.

2. Notes/Agendas/The Geopal (in conjunction). You took pages and pages of notes the last year and a half. Use them. Remember, as much as I like to joke about how 'awesome' www.thegeopal.com is, it is such a valuable tool for you in your revision. You are the reason I created the website. Every. Single. Agenda is on there, for you. Use that to your advantage. Relook at the links and activities you don't remember. Look at it with other people. Compare notes and see if you missed something. Look at magister at days you were ill and find the lesson for that day. Use it to remember what we did, learned, and covered.

3. Past Papers and Markschemes. Past papers are a very useful tool, when used correctly. They teach you how to answer the exam questions, what examiners are looking for in essays, how to properly answer a command term, and more. Do not study the questions because you think they will be on the exam, study them because you want to be able to answer questions like that. **Note:** remember you are the first year of a new geography syllabus; things like circular economy, sustainable development goals, and more material will not be on past papers.

4. Your Own Strategies. Finally, figure out what works for you if you haven't already. Below is a map I made with my grade 12 tutor class last year how they studied. Look at some of the things they mentioned and how they might be helpful for you. Kognity, flashcards, the textbook; they all bring something to the table.



Essays

The purpose of this page is to remind you about the nature of writing essays in IBDP geography.

-Plan. By now you should have figured out how much time you need to use in your planning. Whether or not you use a piece of scrap paper, everybody needs to plan their essays. Planned are easier and quicker to write, as well as higher scoring. Remember, put a line through your plan when you are finished so your examiner doesn't grade it.

-Conventions and format. You need to paragraph; put a space in between each paragraph. You need an introduction of typically 2-3 sentences, though HL students might have a bit larger of an intro in Paper 3. You need an organised body, with paragraphs that follow what you said you would write about in your introduction. Use topic sentences for each paragraph. You need a conclusion that sums up what you have written without introducing new information.

-Cross out neatly. Don't scribble out something that you don't like. There is a chance an examiner is lenient if they can still see what you had written was good.

-Evaluate. Most of the essays require evaluation. Show you are a smart cookie and that not everything is one sided; there are strengths and limitations

-Remember the 4 P's and 2 S'. Underline them in your answer so the examiner knows you understand the conceptual understanding. However, do not go overboard and try to force it. All essay questions will have elements of these concepts, but don't try to use all of them.

-PEE. Point, explain evidence. This is how you can organise each of your paragraphs.

-SPEED. Social, Political, Economic, Environmental, and Demographic. We learned about these because you need to remember there are causes and consequences for all spatial interactions in the world. In many cases, these can form the basis of your essay. I underline social, economic, and environmental because they are typically the most commonly used in an answer, though don't be afraid to use political or demographic if you see the opportunity to.

-Exemplify and develop. You can't just state and describe things all the time. Give examples of what you are talking about, statistic, facts, and numbers to back up your argument. Take the time to develop upon what you are saying.

-English B students: Bring a dictionary to every exam. You should know this by now, but it can be a lifesaver. Every single exam I have invigilated where students are allowed to bring their dictionary in, I have seen them used.

-Don't rewrite questions. Just clearly indicate the number of the essay question you are answering.

Case Studies/Detailed Examples

On this page, every single 'Case Study' and 'Detailed Example' we have discussed in class thus far is listed, with the link to the corresponding syllabus section. A case study means you should be able to write about it for up to half an hour, and a detailed example 15-20 minutes. A reminder that we talked about more examples than what is listed here, these are just the major examples.

Global Change (Core)

Unit 1.1

*Two detailed and contrasting examples of uneven population distribution: **China and Canada***

Unit 1.2

Population change and demographic transition over time, including natural increase, fertility rate, life expectancy, population structure and dependency ratios

*Detailed examples of two or more contrasting countries: **Iceland and Nigeria***

Unit 1.2

*One case study of a contemporary megacity experiencing rapid growth: **Lagos, Nigeria***

Unit 1.2

*Detailed examples of two or more forced movements, to include environmental and political push factors, and consequences for people and places: **Bangladesh and Ukraine***

Unit 1.3

*One case study of a country benefiting from a demographic dividend: **Thailand***

Unit 2.3

Disparities in exposure to climate change risk and vulnerability, including variations in people's location, wealth, social differences (age, gender, education), risk perception

*Detailed examples of two or more societies with contrasting vulnerability: **Bangladesh, Netherlands, and Haiti***

Unit 2.3

*Case study of the response to climate change in one country focusing on the actions of non-governmental stakeholders: **Self-chosen/Homework Assignment***

Unit 3.2

The implications of global climate change for the water–food–energy nexus

*Detailed examples of two countries with contrasting levels of resource security: **Mauritania and Canada***

Urban Environments

Unit G.2

*Case study of infrastructure growth over time in one city: **New York City***

Unit G.3

*Case study of air pollution in one city and its varying impact on people: **Beijing***

Unit G.3

*Case study of one affected city (congestion) and the management response: **Rotterdam***

Unit G.3

*Detailed contrasting examples of two affected neighbourhoods and their populations:
City centre in Stuttgart, Makoko/Eko Atlantic in Lagos*

(Two more case studies to come but they will not appear on mocks)

Geophysical Hazards (HL Only)

Unit D.3

*Two contemporary contrasting case studies each for volcanic hazards (contrasting plate boundary locations): **Mount Agung, Indonesia, and Eyjafjallajokull, Iceland***

Unit D.3

*Two contemporary contrasting case studies each for earthquake hazards (similar magnitudes but with contrasting human impacts): **Christchurch, New Zealand, and Port au Prince, Haiti***

Unit D.3

*Two contemporary contrasting case studies each for mass movement hazards (contrasting physical characteristics (fast/slow; solid/loose): **Vargas, Venezuela, and Fargo, North Dakota, USA***

Global Interactions (HL Only)

Power, Places, and Networks

Unit 4.1

*Detailed examples of at least two actual or potential global superpowers: **China and America***

Unit 4.1

*Two contrasting detailed examples of TNCs and their global strategies and supply chains: **Ikea and H&M***

Human Development and Diversity

Unit 5.1

Detailed illustrative examples of affirmative action to close the development gap: Harvard, South Africa, Colombia, Brazil

Unit 5.2

Case study of a global diaspora population and its cultures(s): Jewish Diaspora

Unit 5.3

Two detailed examples of places where restricted freedoms have been challenged: Ukraine and Iran

Command Terms

Glossary of command terms

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse	AO2	Break down in order to bring out the essential elements or structure.
Annotate	AO4	Add brief notes to a diagram or graph.
Classify	AO1	Arrange or order by class or category.
Compare	AO3	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	AO3	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	AO4	Display information in a diagrammatic or logical form.
Contrast	AO3	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	AO1	Give the precise meaning of a word, phrase, concept or physical quantity.
Describe	AO1	Give a detailed account.
Determine	AO1	Obtain the only possible answer.
Discuss	AO3	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	AO2	Make clear the differences between two or more concepts or items.

Draw	AO4	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	AO1	Obtain an approximate value.
Evaluate	AO3	Make an appraisal by weighing up the strengths and limitations.
Examine	AO3	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	AO2	Give a detailed account including reasons or causes.
Identify	AO1	Provide an answer from a number of possibilities.
Justify	AO3	Give valid reasons or evidence to support an answer or conclusion.
Label	AO4	Add labels to a diagram.
Outline	AO1	Give a brief account or summary.
State	AO1	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	AO2	Propose a solution, hypothesis or other possible answer.
To what extent	AO3	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with empirical evidence and sound argument.

Glossary/Vocabulary Paper 1

- Adaptation** – Any action designed to protect people from the harmful impacts of climate change but without tackling the underlying problem of rising GHG emissions.
- Ageing population** – A population structure where the proportion of people aged 65 and over is high and rising. This is caused by increasing life expectancy and can be further exaggerated by the effect of low birth rates. It is also called a 'greying' population.
- Albedo** – How much solar radiation a surface reflects. White surfaces have the highest albedo, or reflectivity.
- Anthropogenic Carbon flow** – The current amount of carbon emissions released annually by a country (e.g. due to fossil fuel burning and cement making) produced in each nation. The figure can be adjusted upwards to factor in the carbon equivalents of other greenhouse gas emissions (methane and nitrous oxide).
- Anthropogenic Carbon stock** – The total size of the store of anthropogenic (human) carbon emissions released into the atmosphere since industrialization began around 1750.
- Arid** – A climate whose precipitation is less than 250 mm annually.
- Backwash** – Flows of people, investment and resources directed from peripheral to core regions. This process is responsible for the polarization of regional prosperity between regions within the same country.
- Biome** – Large planetary-scale plant and animal community covering large areas of the Earth's continents. For example, tropical rainforest, desert and grassland.
- Cap and trade** – An environmental policy that places a limit on the amount a natural resource can be used, specifies legitimate resource users, divides this amount up into shares per user, and allows users to sell their shares if they do not wish to use them directly.
- Carbon intensity** – The amount of CO₂ emitted per unit of GDP. If a country's carbon emissions rise less slowly than its GDP is increasing, this suggests some action is being taken to reduce emissions at the same time as industrial output is increasing.
- Carrying capacity** – The maximum number of people an area of land can support with current levels of technology.
- Circular economy** – An approach to business management and product design that maximizes the efficiency of resource use, and aims ultimately to phase out waste and pollution altogether.
- Civil society** – Any organization or movement that works in the area between the household, the private sector and the state to negotiate matters of public concern. Civil society includes non-governmental organizations (NGOs), community groups, trade unions, academic institutions and faith-based organizations.
- Climate change** – Any long-term trend or movement in climate detected by a sustained shift in the average value for any climatic element (e.g. rainfall, drought, hurricanes).
- Consumption** – The level of use a society makes of the resources available to it. Economic development and changing lifestyles and aspirations usually result in accelerated consumption of resources.
- Core-periphery system** – The uneven spatial distribution of national population and wealth between two or more regions of a state or country, resulting from flows of migrants, trade and investment.
- Cryosphere** – Those portions of Earth's surface where water is in solid form.
- Deindustrialization** – The loss of traditional manufacturing industries in some high-income countries due to their closure or relocation elsewhere. Since the 1960s, many industries have all but vanished from Europe and North America. Instead, they thrive in Asia, South America and, increasingly, Africa.
- Demography** – The study of population dynamics and changes.
- Desalinization** – The removal of salt water and other minerals from seawater. The process is costly and requires desalinization plants to be built.
- Desertification** – The intensification or extensification of arid, desert-like conditions.
- Development** – Human development generally means the ways in which a country seeks to progress economically and to also improve the quality of life for its inhabitants. A country's level of development is shown firstly by economic indicators of average national wealth and/or income, but can encompass social and political criteria too.
- Ecological footprint** – A crude measurement of the area of land or water required to provide a person (or society) with the energy, food and resources needed to live, and to also absorb waste.
- El Niño Southern Oscillation (ENSO)** – A sustained sea surface temperature anomaly across the central tropical Pacific Ocean. It brings a change in weather conditions that can last 2–7 years. Along with La Niña events, El Niño events are part of a short-term climate cycle that brings variations in climate but only for a few years.
- Embedded water** – A measure of the amount of water used in the production and transport to market of food and commodities (also known as the amount of 'virtual water' or 'water footprint' attached to a product). Embedded water may include the use of local water resources and the use of water resources in distant places.
- Energy mix** – The proportions of hydrocarbons, renewable energy sources and nuclear energy that a country uses to meet its domestic needs.
- Energy pathways** – Flows of energy that link producer regions with consumer regions. In physical terms, pathways take the form of pipelines, electricity power lines and the routes taken by gas and oil tankers, or trains carrying coal.

Energy security – When all people, at all times, enjoy the uninterrupted availability of the energy they require to meet their needs, and at an affordable price.

Eustatic – A worldwide change in average sea level resulting from a warming or cooling climate affecting the volume and/or depth of water in the oceans.

External forcing – A term used to describe processes that impact on Earth's climate system, which originate from outside of the climate system itself, such as variations in solar output.

Extreme poverty – When a person's income is too low for basic human needs to be met, potentially resulting in hunger and homelessness.

Extreme weather event – An occurrence such as drought or a storm which appears unusually severe or long lasting and whose magnitude lies at the extreme range of what has been recorded in the past.

Food availability – Sufficient quantities of food of appropriate quality to support a population, supplied through domestic production or imports, including food aid.

Food insecurity – When people cannot grow or buy the food they need to meet basic needs.

Food security – When all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. Based on this definition, four food security dimensions can be identified: food availability, economic and physical access to food, food utilization and stability over time.

Fragile middle class – Globally, there are 2 billion people who have escaped poverty but have yet to join the so-called NGMC. This fragile middle class is broadly similar to the idea of a 'lower middle' class.

Geo-engineering – The deliberate, large-scale manipulation of the planetary environment in order to counteract anthropogenic climate change.

Global dimming – Suspended particulate matter in the atmosphere can reflect solar energy back into space and so have a net cooling effect. This phenomenon can occur naturally because of volcanic emissions but can also be caused by human pollution too – meaning that fossil fuel burning may be both warming and cooling the planet at the same time.

Globalization – The variety of accelerating ways in which places and people have become connected with one another as part of a complicated global system.

Greenhouse gases – Those atmospheric gases that absorb infrared radiation and cause world temperatures to be warmer than they would otherwise be.

Green revolution – A period when the productivity of global agriculture increased greatly as a result of new technologies, including fertilizers and selectively bred high-yield crops.

Gross domestic product (GDP) – A measure of the total value of the output of final goods and services inside a nation's borders. Each country's annual calculation includes the value added by any foreign-owned businesses that have located operations there.

Human resources – The working-age people found in a place who can generate wealth with the skills and capabilities they possess (dependent on their educational levels, the languages they speak and their capacity to innovate and invent).

Hydrocarbons – Also called fossil fuels, these solids, liquids and gases contain a mix of hydrogen and carbon. They include coal, oil and natural gas.

Indigenous population – An ethnic group that has occupied the place where it lives and calls home for hundreds or thousands of years without interruption.

Informal sector – Unofficial forms of employment that are not easily made subject to government regulation or taxation. Sometimes called 'the black economy' or 'cash in hand' work, informal employment may be the only kind of work that poorly educated people can get.

Internally displaced people (IDPs) – People who have found shelter in another part of their country after being forced to flee their homes.

Internal migration – The movement of people from place to place inside the borders of a country. Globally, most internal migrants move from rural to urban areas ('rural-urban' migrants). In the developed world, however, some people move from urban to rural areas too (a process called counterurbanization).

Intervening obstacles – Barriers to a migrant such as a political border or physical feature (deserts, mountains and rivers).

Lorenz curve – A diagrammatic expression of the extent to which a distribution is unequal. The dashed straight diagonal line on a Lorenz curve shows a perfectly even and equal distribution. The further away the solid curved line deviates from this dashed line, the greater the level of inequality that actually exists for the scenario shown.

Mass balance – The difference between the amount of snowfall gained by a glacier or ice sheet, and the amount of ice lost through the processes of calving (blocks breaking off) and/or melting.

Militia – An armed non-official or informal military force raised by members of civil society. Militia groups may be characterized as either freedom fighters or terrorists in varying political contexts, or by different observers.

Millennium Development Goals (MDGs) – A set of interrelated global targets for poverty reduction and human development. They were introduced in 2000 at the UN Millennium Summit; their successor, the Sustainable Development Goals (SDGs), followed in 2015.

Mitigation – Any action intended to reduce GHG emissions, such as using less fossil fuel-derived energy, thereby helping to slow down and ultimately stop climate change. Mitigation can be practised by stakeholders at different scales, from a citizen switching off a light, to a government setting strict national targets for reduced carbon emissions.

Neoliberal – A philosophy of managing economies and societies which takes the view that government interference should be kept to a minimum and that problems are best left for market forces to solve.

New global middle class (NGMC) – Globally, the middle class is defined as people with discretionary income. They can spend this on consumer goods and, at the upper end, private healthcare, holidays or even cars. Precise definitions vary: one classification is people with an annual income of between US\$3,650 and US\$36,500; an alternative classification is people earning more than US\$10,000 annually.

- Non-renewable resources** – Mineral and fossil fuel resources that are available only in limited supplies. Fossil fuels were created as the remains of marine creatures that decayed millions of years ago, under huge amounts of pressure and heat. They cannot be replaced easily.
- No-take zone** – An area of water where fishing has been banned completely.
- Nutrition transition** – A change in diet from staple carbohydrates towards meat and fish proteins and dairy products. This happens typically when incomes rise from US\$2 a day to US\$10 a day.
- Overpopulation** – A state of imbalance where there are too many people relative to the resources a nation possesses. The resulting unemployment and insecurity threatens everyone's quality of life.
- Peak oil** – The point when the maximum rate of global oil production is reached (likely to be before 2030).
- Per capita carbon footprint** – The amount of carbon dioxide emissions an average person in a country is responsible for as they go about their everyday life.
- Permafrost** – Ground (soil or rock and included ice) that remains at or below 0°C for at least two consecutive years. The thickness of permafrost varies from less than one metre to more than 1.5 kilometres.
- Population density** – The number of people living within a specified area. For instance, the population density of large parts of New Mexico (USA) is less than one person per square kilometre.
- Population distribution** – A description of the way in which people are spread out across Earth's surface. For instance, around 4 billion people live in Asia.
- Population pyramid** – A type of bar chart used to show the proportion of males and females belonging to different cohorts (age groups) for a place or country.
- Population structure** – The make-up of a population in terms of age, gender, occupation, ethnicity or any other selected criterion.
- Purchasing power parity (PPP)** – A measure of average wealth that takes into account the cost of a typical 'basket of goods' in a country. In low-income countries, goods often cost less, meaning that wages go further than might be expected in a high-income country.
- Refugee** – A person who has been forced to leave his or her country in order to escape war, persecution or natural disaster.
- Renewable energy** – (1) Wind, solar and tidal power sources which result from a flow of energy from the Sun. (2) Power sources that make use of sunlight, wind, water, vegetation and geothermal heat. Humans have burned wood for thousands of years and have harnessed water and wind power for centuries. Increasingly, however, renewables are viewed as new modern energy sources because of how they incorporate advanced technology (such as photovoltaic power cells, or turbines).
- Renewable resources** – Natural resources that are replenished by the environment over relatively short periods of time. Forestry is a renewable resource: regrowth occurs after wood has been cut provided the rate of use does not exceed the forest's capacity to regenerate naturally.
- Replacement level** – The fertility rate required to maintain a population at its current size.
- Resilience** – The capacity of individuals, societies, organizations or environments to recover and resume 'business as usual' functions and operations following a hazard event or other system shock.
- Safe water** – Water that is safe to drink or to use for food preparation, without risk of health problems.
- Scale** – Places, areas or territories can be studied and identified at a variety of geographic scales, from local territories to the national or state level. The global distribution of population is a macroscale (planetary scale) data pattern. In contrast, very small-scale patterns are sometimes called microscale distributions.
- Sex ratio** – The relative proportions of men and women in a society's population.
- Special Economic Zone (SEZ)** – A part of a city or country where business, tax and trading laws are more liberal than those found in the rest of the state, for the purposes of stimulating investment and industrial activity.
- Stewardship** – An approach to resource management which views humans as 'caretakers' of the natural world.
- Sustainable development** – Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
- Transnational corporations (TNCs)** – Businesses whose operations are spread across the world, operating in many nations as both makers and sellers of goods and services. Many of the largest are instantly recognizable 'global brands' that bring cultural change to the places where products are consumed.
- Tree line** – The boundary between the coniferous forest and tundra biomes.
- Tundra** – A 'cold desert' ecosystem composed of tough short grasses which survive in extremely cold, sometimes waterlogged conditions at high latitudes where trees cannot grow. The tundra is underlain by permafrost.
- Underpopulation** – A state of imbalance where there are too few people relative to the resources a nation possesses to make effective use of them, lowering quality of life for all as a result.
- Urbanization** – An increase in the proportion of people living in urban areas.
- Water-Food-Energy nexus (WFE nexus)** – The complex and dynamic interrelationships between water, energy and food resource systems. Understanding of these interrelationships is essential if natural resources are to be used and managed more sustainably.
- Water scarcity** – When the annual supply of water directly available per person falls below 1,000 cumecs.
- Water security** – When all people, at all times, have sustainable access to adequate quantities of acceptable-quality water for sustaining livelihoods, wellbeing and development.
- Wicked problem** – A challenge that cannot be dealt with easily owing to its scale and/or complexity. Wicked problems arise from the interactions of many different places, people, things, ideas and perspectives within complex and interconnected systems.

Glossary Vocabulary Paper 3 (HL)

Glossary

- Americanization** – The imposition and adoption of US cultural traits and values at a global scale.
- Atmospheric and ocean transfers** – The planetary-scale air and water movements that result from the uneven heating of the Earth by the Sun.
- Autocratic state** – A non-democratic country where political power is concentrated in the hands of one or more people who may be unelected.
- Big data** – Large data sets that may be analysed using computers. Analysis of big data may reveal new patterns, trends, associations or risks that do not show as clearly in smaller-scale information and studies.
- Biometrics** – Physical characteristics that are unique to a person. This includes fingerprints, retinal scans and information about a person's face, e.g. the distance between eyes, nose, mouth and ears.
- BRICS group** – Brazil, Russia, India, China and South Africa are five countries whose economies were growing rapidly in the early years of the 21st century.
- Carbon footprint** – The amount of carbon dioxide used by an individual, organisation or country as they go about their everyday lives or operations. It is usually measured in terms of the volume of carbon dioxide emitted into the atmosphere as a result of fossil fuel per unit of time (e.g. annually) or per activity (e.g. per internet search).
- Civil society** – Any organization or movement that works in the area between the household, the private sector and the state to negotiate matters of public concern. Civil society includes non-governmental organizations (NGOs), community groups, trade unions, academic institutions and faith-based organizations.
- Conflict minerals** – Products of mining industries sourced from conflict zones whose production may have involved slave labour.
- Core and periphery** – In the past, the developed world 'core' regions of Europe and North America exploited the human and natural resources of the much larger and less developed 'periphery' regions of Asia, Africa and Latin America.
- Corporate migration** – When a TNC changes its corporate identity, relocating its headquarters to a different country.
- Corporate social responsibility** – Recognising that companies should behave in moral and ethical ways towards people and places as part of their business model.
- Crowdfunding** – Raising sums of money for a good cause or innovation by asking a large number of people to donate a small amount each using an online platform.
- Cultural diversity** – The level of heterogeneity (difference) exhibited by a community in terms of ethnicity, religion, language or other defining cultural traits. Cultures which lack diversity instead show homogeneity (sameness).
- Cultural hybridity** – When a new culture develops whose traits combine two or more different sets of influences.
- Cultural imperialism** – The practice of promoting the culture/language of one nation in another. It is usually the case that the former is a large, economically or militarily powerful nation and the latter is a smaller, less affluent one.
- Cultural landscape** – The distinctive character of a geographical place or region which has been shaped over time by a combination of physical and human processes.
- Cultural traits** – Culture can be broken down into individual component parts, such as the clothing people wear or their language. Each component is called a 'cultural trait'.
- Cyberespionage** – When computer hackers gain illegal access to confidential government or company information.
- De-globalization** – A reduction in the intensity of some global interactions or the introduction of new barriers to some global flows.
- Disruptive technology** – A technology which brings major changes to the way people live and work instead of merely supporting and enhancing the current way things are done.
- Economic sovereignty** – The freedom of a state from any outside intervention in its markets and trading relationships. In reality, no state has complete economic sovereignty due to the complexities of world trade and trading agreements.
- Ethnicity** – The shared identity of an ethnic group which may be based on common ancestral roots or cultural characteristics such as language, religion, diet or clothing.
- Ethnoscape** – A cultural landscape constructed by a minority ethnic group, such as a migrant population. Their culture is clearly reflected in the way they have remade the place where they live.
- Expatriate** – Someone who has migrated to live in another state but remains a citizen of the state where they were born.
- Financescape** – A modern landscape of tower blocks and offices that incorporates state-of-the-art architecture, and which is usually designed to impress by reaching greater heights than the surrounding district.
- Global agribusiness** – A transnational farming and/or food production company. This blanket term covers various types of TNC specializing in food, seed and fertilizer production, as well as farm machinery, agrochemical production and food distribution.
- Global culture** – A shared sense of belonging at the planetary scale which is demonstrated through common ways of communicating, consuming media and food, dressing or behaving (including shared social norms such as a commitment to upholding human rights).
- Global governance** – The term 'governance' suggests broader notions of steering or piloting rather than the direct form of control associated with 'government'. 'Global governance' therefore describes the steering

- rules, norms, codes and regulations used to regulate human activity at an international level.
- Global hub** – A settlement or state which is highly connected with other places and through which an unusually large volume of global flows are channelled.
- Global interactions** – This phenomenon includes all of the varied economic, social, political, cultural and environmental processes which make up globalization. It also encompasses the many local opposition movements and new cultural forms that result when globalizing forces meet and interact with local societies and stakeholders.
- Global middle class** – Globally, the middle class is defined as people with discretionary income they can spend on consumer goods. Definitions vary: some organizations define the global middle class as people with an annual income of over US\$10,000; others use a benchmark of US\$10 per day income.
- Global production network (GPN)** – A chain of connected suppliers of parts and materials that contribute to the manufacturing or assembly of consumer goods. The network serves the needs of a TNC, such as Apple or Tesco.
- Global shift** – The international relocation of different types of industrial activity, especially manufacturing industries. Since the 1960s, many industries have all but vanished from Europe and North America. Instead, they thrive in Asia, South America and, increasingly, Africa.
- Hard power** – This means getting your own way by using force. Invasions, war and conflict are very blunt instruments. Economic power can be used as a form of hard power: sanctions and trade barriers can cause great harm to other states.
- Hegemonic power** – The ability of a powerful state or player to influence outcomes without reverting to 'hard power' tactics such as military force. Instead, control is exercised using a range of 'soft' strategies of persuasion, including diplomacy, aid and the work of the media and educational institutions.
- Identity** – An individual or society's sense of attachment to one or more places. This may be at the country, region, city or village scale. People may feel a sense of belonging to multiple places due to their family history or because of the differing loyalties or attachments which can operate at the state level (e.g. a sense of patriotism or nationalism) and local level (e.g. family 'roots' in a particular neighbourhood or support for a local sports team).
- Indigenous people** – Ethnic groups who have enjoyed the uninterrupted occupation of a place for long periods of time (pre-dating any arrival of more recent migrants).
- Informal sector** – Unofficial forms of employment that are not easily made subject to government regulation or taxation. Sometimes called 'the black economy' or 'cash-in-hand' work, informal employment may be the only kind of work that poorly educated people can get.
- International-mindedness** – A way of thinking which is receptive to ideas from different countries and recognizes that all people belong to a networked international community which is pluralistic, culturally diverse and meritocratic. It also involves an appreciation of the complexity of our world and our interactions with one other.
- Melting pot** – A cultural process which involves different communities combining over time to form a more uniform culture which combines traits drawn from the traditions of each of the original communities.
- Militia** – An armed non-official or informal military force raised by members of civil society. Militia groups are sometimes characterized as freedom fighters or terrorists in varying political contexts or in the views of different observers.
- MINT group** – The four fast-growing economies of Mexico, Indonesia, Nigeria and Turkey.
- Nationalist** – A political movement focused on national independence or the abandonment of policies that are viewed by some people as a threat to national sovereignty or national culture.
- Natural resources** – Parts of the physical environment that are used to satisfy human needs and wants.
- Nearshoring** – Avoiding distant out-sourcing destinations and making use of companies in neighbour or near-neighbour states instead. This can reduce the risks and costs associated with longer-distance out-sourcing.
- Negative externalities** – Costs which arise on account of economic activity, including uncompensated-for environmental damage.
- Neo-colonial** – The indirect actions by which developed countries exercise a degree of control over the development of their former colonies. This can be achieved through varied means including conditions attached to aid and loans, cultural influence and military or economic support (either overt or covert) for particular political groups or movements within a developing country.
- Neoliberal** – A philosophy to managing economies and societies which takes the view that government interference should be kept to a minimum and that problems are best left for market forces to solve.
- Place** – A unique portion of geographic space. Places can be identified at a variety of scales, from local territories or locations to the national or state level. Places can be compared according to: their cultural or physical diversity; disparities in wealth or resource endowment; and the level of their interactions with, or isolation from, other places.
- Point-source pollution** – The release of pollutants from a single identifiable site such as a factory chimney within one city or country.
- Political sovereignty** – The freedom of a state to govern itself fully, independent of interference by any foreign power. In theory, no United Nations member has complete political sovereignty.
- Populism** – The idea that every political decision in a democracy should reflect what the majority of citizens believe, not what the majority of politicians believe.
- Power** – The ability to influence and affect change or equilibrium at different scales. Power is vested in citizens, governments, institutions and other stakeholders. Equity and security, both environmental and economic, can be gained or lost as a result of the interaction of powerful forces. For their power to be

- lasting, places also need to be resilient against a wide range of threats and risks.
- Profit repatriation** – A financial flow of profits from a country where a TNC has overseas operations back to the country where its headquarters are.
- Protectionism** – When state governments erect barriers to foreign trade and investment such as import taxes. The aim is to protect their own industries from competition.
- Reshoring** – Also known as onshoring and backshoring, this involves a TNC abandoning lengthy supply chains and instead returning productive operations to the country where it is headquartered. The company will no longer make use of a spatial division of labour.
- Resilience** – The capacity of individuals, societies, organizations or environments to recover and resume 'business as usual' functions and operations following a hazard event or other system shock.
- Resource nationalism** – When state governments restrict exports to other countries in order to give their own domestic industries and consumers priority access to the national resources found within their borders.
- Risk** – A real or perceived threat against any aspect of social or economic life.
- Shrinking world effect** – see **Time-space compression**
- Social entrepreneurship approaches** – A way of trying to meet human development goals which draws on business techniques and principles. Unlike large-scale 'top-down' lending to states, social entrepreneurship approaches often require only small (but potentially life-changing) loans to be made available to individuals and local communities.
- Soft power** – The political scientist Joseph Nye coined the term 'soft power' to mean the power of persuasion. Some countries are able to make others follow their lead by making their policies attractive and appealing. A country's culture (arts, music, cinema) may be viewed favourably by people in other countries.
- Sovereign wealth funds (SWFs)** – Money used by state governments to purchase large overseas assets such as power stations and rail infrastructure.
- Spatial division of labour** – The common practice among TNCs of moving low-skilled work abroad (or 'offshore') to places where labour costs are low. Important skilled management jobs are retained at the TNC's headquarters in its country of origin.
- Special Economic Zone (SEZ)** – An industrial area, often near a coastline, where favourable conditions are created to attract foreign TNCs. These conditions include low tax rates and exemption from tariffs and export duties.
- Structural adjustment programmes (SAPs)** – These are money-borrowing rules designed to help avoid financial mismanagement by encouraging fiscal prudence. Since the mid-1980s, the Enhanced Structural Adjustment Facility (ESAF) has provided international lending but with strict conditions attached.
- Tariffs** – The taxes that are paid when importing or exporting goods and services between countries.
- Time-space compression** – Heightened connectivity changes our conception of time, distance and potential barriers to the migration of people, goods, money and information. As travel times fall due to new inventions, different places approach each other in 'space-time': they begin to feel closer together than in the past. This is also called the 'shrinking world effect'.
- Trade blocs** – Voluntary international organizations that exist for trading purposes, bringing greater economic strength and security to the nations that join.
- Transfer pricing** – A financial flow occurring when one division of a TNC based in one country charges a division of the same firm based in another country for the supply of a product or service. It can lead to less corporation tax being paid.
- Transnational corporations (TNCs)** – Businesses whose operations are spread across the world, operating in many nations as both makers and sellers of goods and services. Many of the largest TNCs are instantly recognisable 'global brands' that bring cultural change to the places where their products are consumed.
- Tribalization** – The rise of 'us and them' political movements which are often opposed to globalization or Westernization.
- Trickle-down** – The positive impacts on peripheral regions (and poorer people) caused by the creation of wealth in core regions (and amongst richer people).
- Westernization** – The imposition and adoption of a combination of European and North American cultural traits and values at a global scale.
- Wicked problem** – A challenge that cannot be dealt with easily, due to its scale and/or complexity. Wicked problems arise from the interactions of many different places, people, issues, ideas and perspectives within complex and interconnected systems.

Best of fortunes while studying for geography, grade 12s. I hope you use this document and find it helpful. It seems like a lot but even reading it is going to help improve your results on the mocks and final exams, of that I am sure. Just remember, you know this stuff!

Mr. Alberts