



Year 12 Syllabus in a nutshell

IB Geography





Year 12 Syllabus in a nutshell – IB Geography

Topic	Learning Objectives
<p>Freshwater - Drainage Basins</p> <p>(SL - Teacher 1)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • How the drainage basin works as a system. • The relationship between discharge, velocity and channel shape. • The processes of erosion, transportation and deposition and the factors affecting them. • The characteristics of a 'flood hydrograph.' • How and why the shape of a flood hydrograph varies. • The physical and human causes of flooding. • Flood mitigation measures including dams, channelization, levee strengthening and the use of planning. • The concepts of physical and economic water scarcity and the causes of them. • The impacts of human activities on rivers, lakes and aquifers (including agriculture). • How and why internationally shared water resources can be a source of conflict. • The costs and benefits of 'Integrated Drainage Basin Management.' • How and why wetlands are threatened and how they can be managed. • Community level responses to water management. <p>TOK:</p> <ol style="list-style-type: none"> 1. The roles and responsibilities of consumers and other stakeholders when it comes to water pollution. 2. The likelihood of future water wars.
<p>Changing Population</p> <p>(SL - Teacher 1)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • The physical and human factors affecting population distribution. • How development can be classified and the global pattern of it. • How and why population distribution and levels of development vary on a national scale. • How and why a country's population structure changes over time. • The consequences of megacity growth. • The causes/consequences of forced migration/internal displacement • The global and regional trends in family, sex ratios, an ageing populations. • The policies used to manage population change. • The concept of 'population dividend' and how it can be used to drive development. <p>TOK:</p> <ul style="list-style-type: none"> • An evaluation of crude birth/death rate as development indicators. • How does language have an impact on the perception of immigrants? • Is an ageing world a disadvantage? • Can any government justify the use of an 'anti-natalist' population policy?



Topic	Learning Objectives
<p><i>Global Resource Consumption and Security</i></p> <p>(SL - Teacher 1)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • How and why there has been an emergence of the ‘new middle class.’ • How and why resource consumption can be measured. • The global pattern and trends associated with the availability and consumption of water. • The global pattern and trends associated with the availability and consumption of food (and land). • The global pattern and trends associated with the availability and consumption of energy. • What the water-food-energy nexus is and how it affects water, food and energy security. • How global climate change affects the nexus. • Two countries with contrasting levels of resource security. • How the issue of increased waste (including e-waste) can be managed. • The contrasting theories of resource consumption trends. • The concepts of resource stewardship and the circular economy. • The role of the SDGs in managing resources and the progress made towards meeting them. <p>TOK:</p> <ul style="list-style-type: none"> • What is ‘Peak Oil’ and has it been reached? • How do we know there is such a thing as ‘optimum population?’
<p><i>Power, Places and Networks</i></p> <p>(HL - Teacher 2)</p>	<p>To know and understand:</p> <ul style="list-style-type: none"> • How globalisation can be measured. • What global superpowers are and how they have a global economic, geopolitical and cultural influence. • How global organisations have an influence on the distribution of global power. • The global pattern of trade for goods and services. • How international aid, loans and debt relief can connect different places on a global scale. • How FDI and outsourcing by TNCs can connect different places on a global scale. • The political factors that affect global interactions. • The role of technology in driving global interactions. • How and why transport developments develop over time and space. • How and why communication networks develop over time and space. • How the why the physical environment affects global interactions. <p>TOK:</p> <ul style="list-style-type: none"> • Should a country’s debt be cancelled? • To what extent do global institutions act in the interests of all Stakeholders? • Is the notion of a ‘superpower’ an outdated one?



<p><i>The Geography of Food and Health</i></p> <p>(HL - Teacher 2)</p>	<p>To know and understand:</p> <ul style="list-style-type: none">• The global pattern of food and nutrition indicators.• How and why food consumption changes over time with increasing levels of development (the nutrition transition).• The global pattern of health indicators.• How and why a country's health profile changes over time with increasing levels of development (epidemiological transition).• The physical and human processes that lead to variations in food consumption.• How farming works as a system.• How and why diffusion enables the spread of agricultural innovation and disease.• The factors affecting the rate of diffusion of water borne diseases.• The role of international organisations in combatting food insecurity and disease.• The influence of TNCs on food consumption habits.• How and why gender impacts food production/consumption and disparities in health.• The possible solutions to food insecurity and their pros and cons.• How disease can be prevented and treated.• How global pandemics can be managed. <p>TOK:</p> <ul style="list-style-type: none">• Any objections to 'in vitro' meats?• How accurate and reliable is data used to measure food security?• Are all forms of malnutrition equally serious?• Who is responsible for caring for the elderly?
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