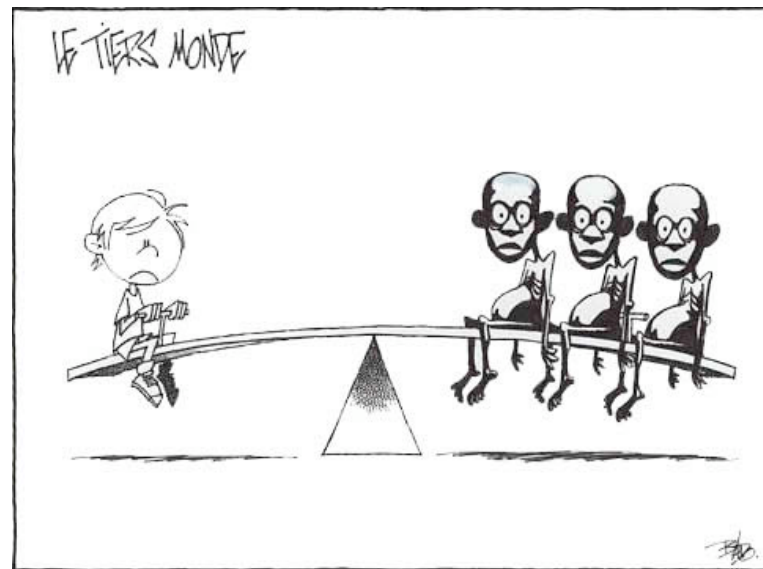


Online Geography Resources

geographyalltheway.com



Annotate onto this copy of the IB Geography Syllabus:

Case Studies / Models / Key Diagrams / Sketch Maps / Key Terms / Extended Response Questions

<p>2.6 Population and resources</p> <ul style="list-style-type: none"> • Concept and classification of resources • Population–resource relationships • Population projections and policies 	<p>Distinguish between stocks, reserves and resources and define resources within particular contexts (environmental, cultural, economic, technological and political). Provide a classification of natural resources based on the concepts of renewable (flow) and non-renewable (capital) resources.</p> <p>Appreciate the relationship between population and the resource base (carrying capacity) in a natural environment, and describe and explain the way this relationship differs between human populations and their resource bases.</p> <p>This should be done by examining the theories of Malthus and Boserup, the views of neo-Malthusians (Club of Rome, Ehrlich) and contrary views, and population–resource regional classifications.</p> <p>Demonstrate an understanding of the UN population projections, the basis on which such projections are calculated and the reasons for undertaking them. Use case studies to describe, explain and attempt to evaluate pro- and anti-natalist population programmes.</p>
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<p>2.7 Specific resource production and consumption</p> <ul style="list-style-type: none">• Patterns of production and consumption • Factors affecting patterns of production	<p>Select one resource from the following list: water, fossil fuel, forest products. Describe the spatial distribution of production and consumption of the chosen resource and how this has changed over time and place.</p> <p>Analyse the reasons for changes in patterns of production and consumption in terms of economic development level, access to capital and technology, political and economic control and possible environmental and cultural factors.</p>
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<p>2.8 Food as a resource</p> <ul style="list-style-type: none">• Hunger and malnutrition • Growth of food output	<p>Define hunger and malnutrition in terms of calorie and protein intake and describe the distribution of both at a global scale. Show an awareness of the distinction between chronic (long-term) and periodic (short-term) hunger.</p> <p>This topic must be related to the earlier one on population and resources.</p> <p>Recognize the changes in food production over the past few decades: the decrease in production per capita at a regional scale but an increase in actual values at a global scale. Be aware that this has been the result of increases in cultivated land area (usually due to irrigation), changes in farming methods and technological innovations. Students are not expected to study any of these factors in depth.</p>
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<p>2.9 Food production, trade and aid</p> <ul style="list-style-type: none"> • Global imbalance in production and distribution of food • Trading patterns in food • Food aid 	<p>Be aware, having covered the previous topic, that there is a global imbalance in the availability of food. Relate this imbalance to economic development levels and to additional factors such as access to guaranteed markets, capital and technology, and government intervention.</p> <p>Describe the main flows of food exports and imports and provide an explanation for them in terms of trading agreements (subsidies, guarantees) and trading barriers (tariffs). A detailed knowledge is not expected, but specific examples to illustrate general statements should be provided.</p> <p>Provide a reasoned evaluation of the advantages and disadvantages of food aid, including examples and case studies.</p>
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