

Learning Standards

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
<p><b>Changing population (Unit 1: Paper 2)</b></p> <p>5 weeks</p>	<p><b>Population and economic development patterns</b> - How population varies between places</p> <p><b>Changing populations and places</b> - Processes of population change and their effect on people and places</p> <p><b>Challenges and opportunities</b> - Population possibilities and power over the decision-making process</p>	<p>Scale Place Power Process Possibility Spatial interaction</p>	<p><b>Demonstrate knowledge and understanding of specified content:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the core theme - global change</li> </ul> <p><b>Demonstrate application and analysis of knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Apply and analyse geographic concepts and theories</li> <li>Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material</li> <li>Demonstrate the extent to which theories and concepts are recognised and understood in particular contexts</li> </ul>
<p><b>Climate change - vulnerability and resilience (Unit 2: Paper 2)</b></p> <p>5 weeks</p>	<p><b>Causes of global climate change</b> - The complexity of the dynamic climate system and the spatial interactions of different processes and feedback mechanisms.</p> <p><b>Consequences of global climate change</b> - The uneven spatial distribution of effects and uncertainty about their timing, scale and impacts for individuals and societies</p> <p><b>Responding to global climate change</b> - Why perspectives and viewpoints may be different about the need for, practicality and urgency of action on global climate change</p>		<p><b>Demonstrate synthesis and evaluation:</b></p> <ul style="list-style-type: none"> <li>Examine and evaluate geographic concepts, theories and perceptions</li> <li>Use geographic concepts and examples to formulate and present an argument</li> </ul>
<p><b>HL student choice for paper 1 optional unit from the options listed (all students will study the same unit)</b></p> <p>8 weeks</p>	<p><b>A: Freshwater</b> <b>C: Extreme environments</b> <b>D: Geophysical hazards</b> <b>E: Leisure, tourism and sport</b> <b>F: The geography of food and health</b></p>		<p><b>Select, use and apply a variety of appropriate skills and techniques:</b></p> <ul style="list-style-type: none"> <li>Select, use and apply the prescribed geographic skills in appropriate contexts</li> <li>Produce well-structured written material, using appropriate terminology</li> </ul>
<p><b>Urban environments (Option unit G: Paper 1)</b></p> <p>8 weeks</p>	<p><b>1. The variety of urban environments</b> - The characteristics and distribution of urban places, populations and economic activities</p> <p><b>2. Changing urban systems</b> - How economic and demographic processes bring change over time to urban systems</p> <p><b>3. Urban environmental and social stresses</b> - The varying power of different stakeholders in relation to the experience of, and management of, urban stresses</p>		

**Year 12 Humanities (Geography)**

	<b>4. Building sustainable urban systems for the future</b> - Future possibilities for the sustainable management of urban systems		
<b>Internal Assessment - Urban land use in Lausanne</b>	<b>Students undertake fieldwork in central Lausanne collecting primary information and produce one written report that is based on their own generated fieldwork question.</b>		