Paper 2: Core

Unit 3: **Global resource consumption and security**

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| Key learning objective |  |  |  |
| **1. Global trends in consumption**How global development **processes** affect resource availability and consumption  | I can describe global and regional/continental progress towards poverty reduction, including the growth of the “new global middle class”  |  |  |  |
| I understand how trends in resource consumption, including individual, national and global ecological footprints |  |  |  |
| I understand the difference between *patterns* and *trends* |  |  |  |
| I can describe the patterns and trends in **water**, including embedded water in food and manufactured goods |  |  |  |
| I can describe the patterns and trends in **land/food**, including changing diets in middle-income countries |  |  |  |
| I can describe the patterns and trends in **energy**, including the relative and changing importance of hydrocarbons, nuclear power, renewables, new sources of modern energy |  |  |  |
| **Synthesis, evaluation and skills opportunities:**I can explain How different patterns and trends are interrelated and involve spatial interactions between different places |  |  |  |
| **2. Impacts of changing trends in resource consumption**How pressure on resources affects the future security of **places**  | I can define the *water–food–energy “nexus”* |  |  |  |
| I can explain how the complex interactions of the water–food–energy “nexus” impact on national water security, including access to safe water |  |  |  |
| I can explain how the complex interactions of the water–food–energy “nexus” impact on national food security, including food availability |  |  |  |
| I can explain how the complex interactions of the water–food–energy “nexus” impact on national energy security, including energy pathways and geopolitical issues.  |  |  |  |
| I can explain the implications of global climate change for the water–food–energy nexus |  |  |  |
| *I can explain detailed examples of two countries with contrasting levels of resource security* |  |  |  |
| I understand the disposal and recycling of consumer items, including international flows of waste. |  |  |  |
| **Synthesis, evaluation and skills opportunities:**I can assess how perspectives on, and priorities for, national resource security vary between places and at different scales |  |  |  |
| **3. Resource stewardship****Possibilities** for managing resources sustainably and **power** over the decision-making process | I understand how there is divergent thinking about population and resource consumption trends |  |  |  |
| I can assess pessimistic views regarding the relationship between population and resources, including neo-Malthusian views |  |  |  |
| I can assess optimistic views regarding the relationship between population and resources, including Boserup |  |  |  |
| I can assess balanced views regarding the relationship between population and resources, including resource stewardship |  |  |  |
| I can evaluate resource stewardship strategies: the value of the *circular economy* as a systems approach for effective cycling of materials and energy |  |  |  |
| I can evaluate resource stewardship strategies: the role of the UN Sustainable Development Goals and progress made toward meeting them |  |  |  |
| **Synthesis, evaluation and skills opportunities**I can evaluate the different perspectives on global resource use and the likely effectiveness of management actions at varying scales |  |  |  |

**Key terms**

|  |  |
| --- | --- |
| Anti-Malthusian |  |
| Biocapacity |  |
| Carbon footprint |  |
| Carrying capacity |  |
| Circular economy |  |
| Ecological footprint |  |
| Economic Water Scarcity |  |
| Energy Pathways |  |
| Energy security |  |
| Geopolitical |  |
| Global hectares |  |
| Neo-Malthusian |  |
| Physical Water Scarcity |  |
| Renewable energy |  |
| Resource security |  |
| Resource stewardship |  |
| Sustainability |  |
| Sustainable Development Goals |  |
| Virtual Water |  |
| Water consumption |  |
| Water withdrawal |  |
| Water-food-energy nexus |  |