GCSE

Geography

Name:
Class:

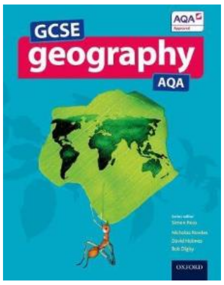
How to use this booklet

This booklet has been designed to cover every aspect of the AQA 8035 specification in some way. It is ordered in the same way as the specification. You may study the topics in a different order, which is okay.

If you complete all activities (and check with your teacher when you do not understand the activities), you will be well prepared for the exams.

The booklet has a combined approach: it includes some content information alongside lots of tasks to help you revise. All of the tasks will help you to revise the content and skills of the course. Some of the questions are in the style of the exam (and these are identified clearly as EXAM-STYLE QUESTIONS); other questions help you to practice the skills needed but do not exactly mirror the exam (e.g. the MINI ISSUE EVALUATION TASKS); others are purely designed to help you remember and revise content (e.g. brainstorms, tables and general questions).

You should remember that this is not a textbook, so it does not provide all of the content information. It should be used as an accompaniment to your lesson notes, teacher guidance revision guides, and text books.



At the start of the booklet you'll find some helpful resources. The CASE STUDIES AND EXAMPLES information will help you to take an organised approach to these important parts of Paper 1 and Paper 2. The COMMAND WORDS section tells you what each command term is asking you to do, and gives example answers to show you how.

The booklet is designed to be flexible. You may complete tasks in lessons or for homework- your teacher should guide you.

The best approach is to 'chip away' at the tasks over time rather than leaving it to a mad rush in April or May. That way you'll avoid overwhelming yourself too much.

Best of luck. Although you don't need luck, because deep down you know that if you use the booklet your confidence will go up and your grade will follow!

Course information

Your GCSE Geography course (AQA 8035) culminates in three exams. The basic information that you need to know is in dot points below. More detail is shown at the bottom.

Paper 1: Living with the physical environment

- The physical geography one!
- Worth 35%
- 1hr 30mins

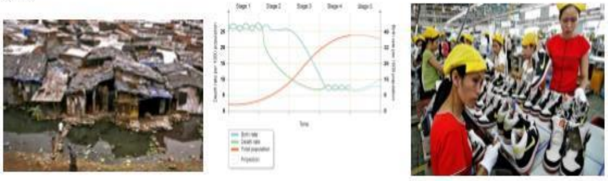
Physical stuff like this…

WATER CYCLE

Paper 1: Challenges in the human environment

- The human/economic one!
- Worth 35%
- 1hr 30mins

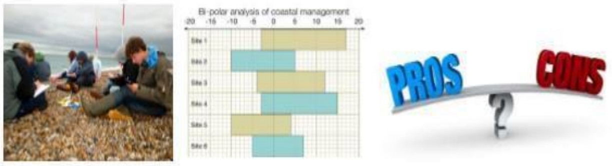
Human/economic stuff like this…

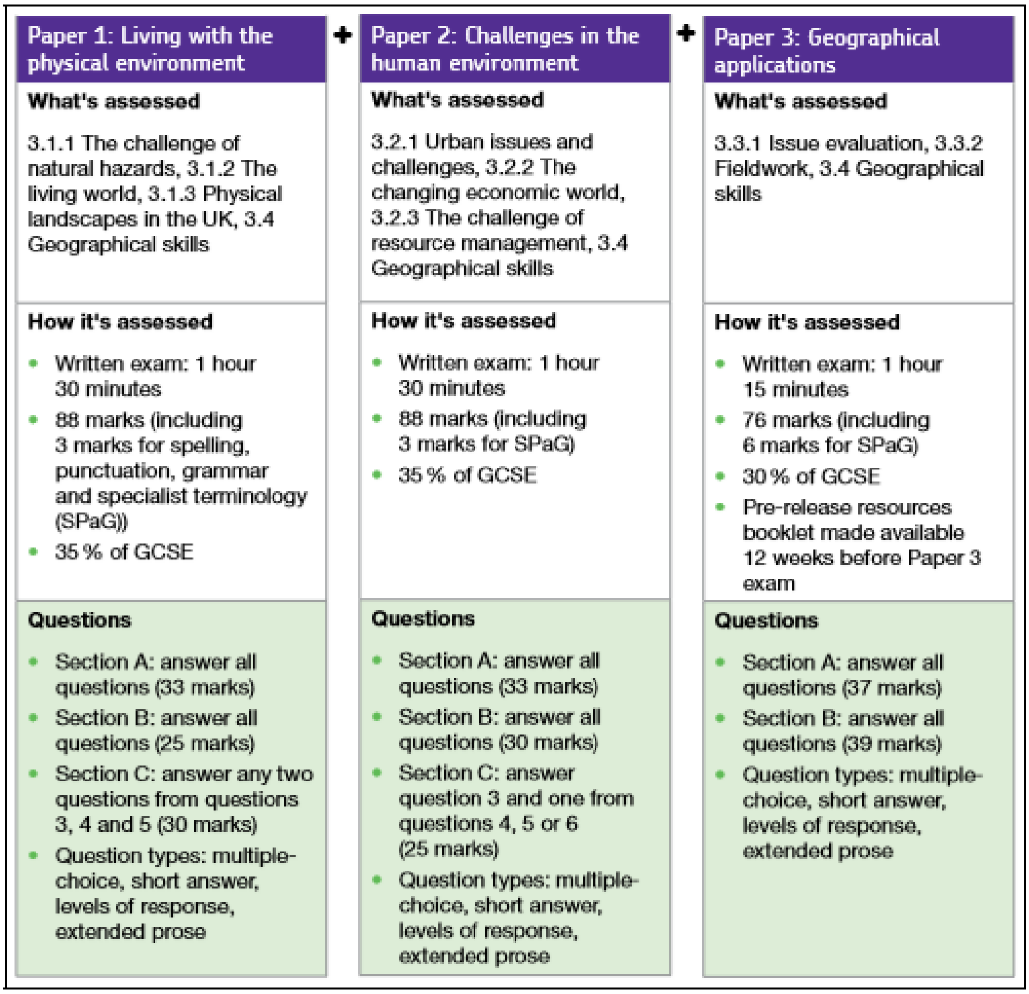


Paper 3: Geographical applications

- The skills one!
- Worth 30%
- 1hr 15mins

Skills stuff like this…





Paper 1: Living with the physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical applications
What's assessed	**What's assessed**	**What's assessed**
3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills	3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills	3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed	**How it's assessed**	**How it's assessed**
• Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35 % of GCSE	• Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35 % of GCSE	• Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG) • 30 % of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
Questions	**Questions**	**Questions**
• Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose	• Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose	• Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Case studies and examples

The specification sets out **14 examples** and **5 case studies** that you must learn for Paper 1 and Paper 2.

Examples are small scale. They will probably be taught within one lesson or less, and may take up about a page in an exercise book. Sometimes you must learn a **named example** which is usually regarding an event that happens regularly in a place so names are important to avoid confusion (e.g. Typhoon Haiyan 2013). Most of the time you will learn an **example** which is something that is more constant (e.g. a regeneration project in the UK).

Case studies are at a much larger scale. They include a lot of content and will need several lessons to cover the material concerned.

Paper 1 examples and case studies

1. Named examples of a tectonic hazard (in two areas of contrasting levels of wealth)
2. A named example of a tropical storm
3. An example of a recent extreme weather event in the UK
4. An example of a small scale UK ecosystem
5. A **case study** of a tropical rainforest
6. A **case study** of a hot desert OR a cold environment
7. An example of a section of coastline in the UK
8. An example of a coastal management scheme in the UK
9. An example of a river valley in the UK
10. An example of a flood management scheme in the UK
11. An example of an upland area in the UK affected by glaciation
12. An example of a glaciated upland area in the UK used for tourism

For UK landscapes, you will study TWO of Rivers, Coasts and Glacial landscapes. Consequently, you will only study the **four** relevant examples listed as numbers 7-12 here.

Paper 2 examples and case studies

13. A **case study** of a major city in an LIC or NEE
14. An example of urban planning (LIC or NEE)
15. A **case study** of a major city in the UK
16. An example of an urban regeneration project (UK)
17. An example of tourism reducing the development gap in an LIC or NEE
18. A **case study** of an LIC or NEE
19. An example of modern industrial development
20. An example of a large scale agricultural development
21. An example of a local food scheme in an LIC or NEE
22. An example of a large scale water transfer scheme
23. An example of a local water scheme in an LIC or NEE
24. An example of fossil fuel extraction
25. An example of a local renewable energy scheme in an LIC or NEE

You will study EITHER Food, Water or Energy so you will only study the **two** relevant examples listed as numbers 20-25 here.

Your teacher will choose which specific cases you study. For example, for ***an example of tourism reducing the development gap in an LIC or NEE***, you might study safari tourism in Kenya. On the following page, you should write down which specific cases you will use.

My case studies and examples

	The specification requires…	**My specific case…**	**Have I learnt it?**
Paper 1	Named examples of a tectonic hazard (in two areas of contrasting levels of wealth)		
	A named example of a tropical storm		
	An example of a recent extreme weather event in the UK		
	An example of a small scale UK ecosystem		
	A **case study** of a tropical rainforest		
	A **case study** of a hot desert OR a cold environment		
	TWO OF… An example of a section of coastline in the UK An example of a river valley in the UK An example of an upland area in the UK affected by glaciation		
	TWO OF… An example of a coastal management scheme in the UK An example of a flood management scheme in the UK An example of a glaciated upland area in the UK used for tourism		
Paper 2	A **case study** of a major city in an LIC or NEE		
	An example of urban planning (LIC or NEE)		
	A **case study** of a major city in the UK		
	An example of an urban regeneration project (UK)		
	An example of tourism reducing the development gap in an LIC or NEE		
	A **case study** of an LIC or NEE		
	An example of modern industrial development		
	STUDY EITHER FOOD, WATER OR ENERGY… An example of a large scale agricultural development + An example of a local food scheme in an LIC or NEE OR An example of a large scale water transfer scheme + An example of a local water scheme in an LIC or NEE OR An example of fossil fuel extraction + An example of a local renewable energy scheme in an LIC or NEE		

Command words

When you read a question (in this booklet and in the exams), underline the command word/s (the ones that tell you what to do!).

Assess (or **Evaluate**): make a judgement about something

Tip: The higher mark questions on case studies and examples often have an assess/evaluate element, so it's smart to go back over your case studies/examples and figure out **what your opinions are**, and **why you have these opinions** (evidence). But remember- assess and evaluate questions can appear throughout all three papers.

Example question: 'The effects of and responses to tectonic hazards vary in areas of contrasting levels of wealth.' Assess the extent to which this is true, referring to examples that you have studied. (9)

Example answer:

Tectonic hazard type: earthquake

Primary impacts mainly vary because of the types of buildings in HICs and LICs. For example, an earthquake in a HIC like the L'Aquila earthquake in Italy in 2009 destroys many expensive buildings, meaning that rebuilding is more expensive in HICs. In L'Aquila damages cost $16 billion, compared to $450 million in Nepal in 2015. Poorly constructed buildings also cause more deaths in LICs due to building collapse. In Nepal nearly 9000 were killed compared to 309 in L'Aquila.

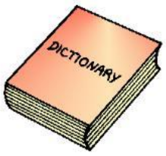
The secondary effects vary even more than the primary. HICs have strong economies so they can rebuild and repair quickly. In Nepal, thousands of people still live in 'temporary' refugee camps two after the event. In L'Aquila, 65,000 people were made homeless compared to 3.5 million in Nepal, but far more people in Italy had insurance to minimise on-going impacts. Also, if a country has enough money to rebuild damaged ports, roads and airports, it can continue to trade. This reduces the economic impacts of an earthquake.

Responses to an earthquake are mainly determined by a country's level of wealth. Immediate and long-term responses are costly, and many LICs such as Nepal must rely on donations and aid. This is unreliable, and while large donations may be given soon after the quake, this may 'dry up' as hazards strike elsewhere. This can mean that immediate responses are prioritised, such as food and medical supplies, while rebuilding and creating employment opportunities may not occur for a long time in poorer regions.

Read through the model answer above. Circle the main judgement/claim that is made in each paragraph, then underline the evidence that is used to justify the judgement.

Define: you need to say what the term means

Tip: These are usually worth 1 or 2 marks, so don't over-complicate it! Keep it simple, but avoid simply re-stating the term as part of the definition. For example, if you're asked to **define 'development gap'**, don't say 'it's a gap in development'! A bit more detail is needed.



Example answers:

'Development gap' refers to the differences in levels of wealth and quality of life that exist across the world. (2)

'Development gap' refers to the disparity that exists both within and between nations, for example variations in GNI per head. (2)

Describe: write about what it is like

Tips: Describe questions will often (not always) require you to describe something from a figure (e.g. a map, table or photograph), so study the resource properly if this is the case.

Example question: Describe **two** environmental challenges caused by urban growth in an LIC or NEE. (2)

Example answer:

Challenge 1: Insufficient sanitation infrastructure can result in people dumping human waste into rivers.

Challenge 1: Increased emissions from traffic can add to air pollution.

Discuss: give both sides of an argument

Tip: You do not need to present a point of view here (unless asked directly to do so), but you do need to outline both views (and ideally, the reasons for those views). For example, if a question was **'TNCs bring more advantages than disadvantages to the LICs and NEEs in which they operate.' Discuss.** (6 marks), you would need to outline the supporting view and the opposing view.

Example answer:

TNCs and host governments agree that TNCs bring more advantages than disadvantages to the LICs and NEEs in which they operate, primarily because TNCs pay taxes to the government and generate thousands of jobs. These jobs may raise incomes and quality of life, and lead to greater spending which strengthens local economies. However, environmentalists disagree because TNCs are often not forced to follow regulations that protect water, soil and air from pollution. Human rights activists may disagree as workers are often exploited by TNCs, e.g. in 'sweatshops'. Some economists disagree, arguing that the majority of profits go to the TNC rather than being spent in the LIC/NEE.

Can you see the two 'sides' that are discussed in this answer?

Explain: offer reason/s

Tip: Focus on 'why' something is the way it is! For example, if the question is **Explain why tropical storms form over warm water**, you need to offer reasons why!

Example answer:

Warm water leads to mass evaporation, where water vapour rises. When the vapour meets the cool air above, it condenses and forms cloud. The rising warm air creates a low-pressure system which attracts the winds that join smaller clouds together and move the storm cloud at high speed. As the cloud moves over warm water, more rising vapour condenses and joins the cloud, generating huge amounts of energy. Once the storm is moving at 74mph+ it is officially a tropical storm.

*Go through the answer above and identify the reasons that have been given!

Justify: give evidence for, or defend a decision

Tip: This command term tends to arise where you are asked to make a decision, so think about where that will happen in the exams! It is likely to appear in the case study or example questions in Papers 1 and 2. In Paper 3, you will need to justify your recommendation in the Issue Evaluation, and in the Fieldwork section you will often need to justify why you have chosen particular data collection or presentation techniques.

Example question: Justify **one** of your primary data collection techniques. (3)

Example answer:

Primary data collection technique: Perception analysis

Justification: Conducting perception analysis of residents and local business owners nearby to the business park enabled me to investigate the economic impacts of the business park on the local area because it helped me to gather data on locals' views on how job opportunities, wages and how the local economy had changed.

Example question: Justify the statistical techniques you used to analyse your data. (4)

Example answer: I used percentage increase and decrease to compare residents' and local business owners' views on how economic opportunities had changed as a result of the development of the business park. This was an appropriate technique because I had collected data from different numbers of residents and business owners, meaning that the raw data results were not easily comparable. Because percentages show proportion, I could reliably compare the data from the two groups of people to see whether there were differences in their views of the business park's impacts. From this I could infer where the benefits of the business spark were felt.

Reminder: 'statistical techniques' refers to techniques including measures of average (e.g. mean, median, mode); measures of spread (e.g. range or interquartile range); line of best fit; percentage increase/decrease; calculating percentiles, etc. You won't be able to answer a question like this until you have conducted your fieldwork and presented the data you collect.

Outline: give the main points

Tip: Focus on giving the basic/central information. If you are asked to outline **one** thing (*example A below*), be sure to do that! (writing about more than one factor/issue when you've been asked to write about only one is a waste of time as you'll only be credited for one idea). You may be asked to outline **more than one** impacts/challenges (*example B below*). In that case, ensure that you make distinct (clearly different) points.

Example question A: Outline **one** change in UK farming practices since the 1960's. (2)

Example answer: Farming in the UK has undergone industrialisation since the 1960's (1 mark), meaning that farm sizes, chemical use and crop yields have increased (1 mark).

Example question B: Outline **two** environmental impacts of deforestation. (4)

Example answer:

Impact 1: Deforestation releases the carbon dioxide captured by trees into the atmosphere (1 mark), meaning that more of the sun's radiation becomes trapped which contributes to climate change (1 mark).

This is worth 4 marks, so a bit more detail is needed for each point!

Impact 2: Deforestation causes habitat destruction (1 mark), which can threaten the survival of species, leaving them endangered or even causing extinction (1 mark).

SUGGESTION BOX

Suggest: offer an idea. You may be asked to suggest a reason or to suggest what an effect may be.

Tips: Take clues from the resources provided, if there are any. If not, don't panic- you can make an educated guess. If the question is worth 2 marks, you should offer an idea and then add some detail. For example, if the question asks you to **'Suggest and explain one reason why the death rate decreases as a country develops'**, you would need to say more than 'the country can afford better healthcare' (that'd only get you 1 mark).

Example answers:

As a country develops, the government can invest more money into healthcare (one reason has been suggested here). This means that more people can access medication needed to prevent sickness and death (and here is the added detail for the 2nd mark!).

As a country develops, people can afford better nutrition (1 mark). This means that fewer people die from preventable conditions such as malnutrition (1 mark).

An additional support resource is below. Geography exams almost always ask you to describe and/or explain **distribution**, but many students get confused about what they need to do so they lose unnecessary marks. This should help.

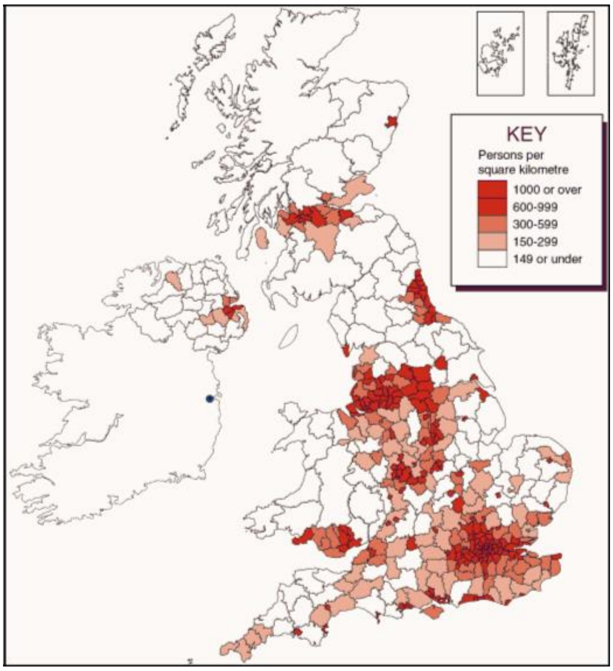
Distribution: where something exists or occurs/ how it is spread out across a place.

If you are asked to *describe* the distribution, you need to say **where** something is.

For example: **Using Figure 1, describe the distribution of the UK's population. (4)**

Example answer:

The UK's population is concentrated in England, especially the south-east in London and surrounding counties, where the population is generally 1000+ people per km^2. Dense populations also exist in S.Wales and SW.Scotland. Populations are sparse (less than 140 people per km^2) in N.Scotland, central and N.Wales, central and western Northern Ireland and the north-west of England.



If you are asked to *explain* the distribution, you need to say **why** it is spread in that way.

Example question: Explain the distribution of the UK's population as shown in **Figure 1** (4).

Example answer:

London is the centre for financial and other key UK industries, meaning that it provides many opportunities and jobs which encourages people to live there. Historically, the centre and north of England had many industrial areas, which established cities such as Manchester and Birmingham. Cold and mountainous places (e.g. N.Scotland and N.Wales) are more difficult to inhabit than the flatter lowland areas (e.g. SE.England), making them sparsely populated.

Section B: The changing economic world

Key idea: There are global variations in economic development and quality of life.

People often think of ‘development’ purely in economic terms, but this is a bit limited. **Development refers to progress in economic growth but also in social welfare and the use of technology**. When a country develops life gets better for people living there because they have better economic opportunities and quality of life.

The level of development varies between different countries, and some countries are developing more rapidly than others. The difference in development between more and less developed countries is called the **global development gap**.

Measuring development isn’t always straightforward as there are lots of different measures. For example, looking at **average income** is one way to get an idea of quality of life, but it doesn’t tell the whole story. Looking at **doctors per 1000 people** tells us something about how developed the country is too, but again, it doesn’t give the whole story. That’s why we use a range of **development indicators**.

1. In the table below, fill in the gaps to ensure that you know what each development indicator is, what it measures, how it changes as a country develops, and examples (include data). Use http://data.worldbank.org/ if you need data.

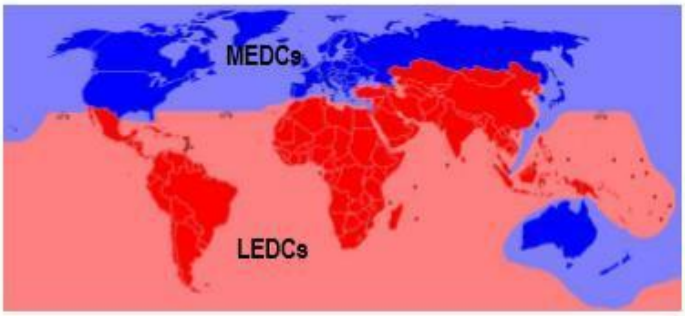
Development indicator	What it is	What it measures	As a country develops, it gets…	An example where it is high	An example where it is low
Gross National Income (GNI)	Total value of goods & services produced by a country, including income from overseas. Usually measured in US$.			Germany $3,523,920,730,000	Dominica $508,050,000
GNI per head/ per capita			Higher		
Gross Domestic Product (GDP)		Wealth			
Birth rate		Women’s rights			
Death rate	The number of deaths per 1000 people in a population in a year.			Central African Republic 14	Honduras 5
Infant mortality rate			Lower	Somalia 85	Sweden 2
People per doctor		Health			
Literacy rate			Higher		
Access to safe water	The percentage of people who have clean drinking water.			Germany 100%	Ethiopia 57%
Life expectancy					Cote D’Ivoire 52yrs
Human development index (HDI)		Health Education Wealth	Higher		

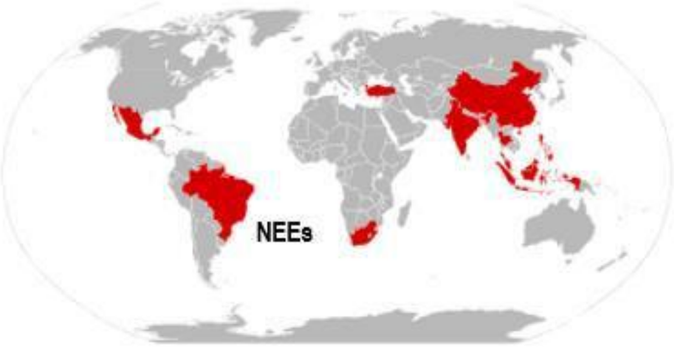
Each development indicator is useful in some way, but they often have problems as well. For example, **GNI per head** is useful in that it gives **a sense of the average income** of people in a country and as such it gives a **general idea of quality of life**. However, as ***an average***, it **tells us nothing** about the gap between the rich and poor in a country. This should show you that relying on one indicator alone is not a good approach, and we should look at a variety of indicators to get a better idea of a country's level of development. The **Human Development Index (HDI)** was developed as a response to this problem.

2. Explain why the HDI is often seen as a more useful development indicator than single indicators such as GNI per capita.

3. Outline one criticism of the HDI.

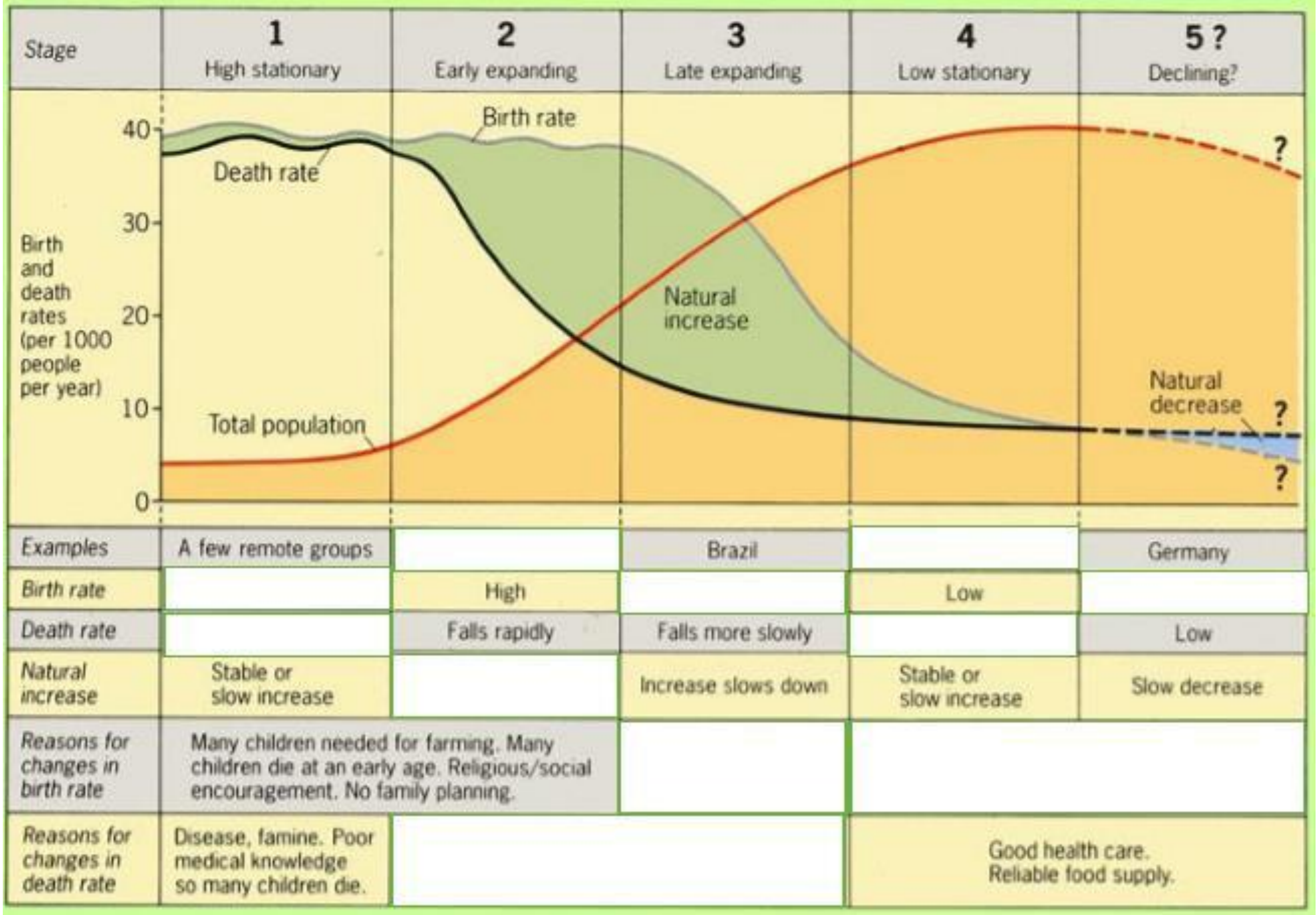
Ways of grouping countries has changed over time. In the past, countries were divided into More Economically Developed Counties (MEDCs) and Less Economically Developed Counties (LEDCs). Nowadays we talk about High Income Countries (**HICs**) and Low Income Countries (**LICs**), and another category has been added: Newly Emerging Economies (**NEEs**).





4. Study the two maps above and then explain why adding the third category (NEE) is more useful than a simple wealthy/poor split when trying to understand levels of development

5. The Demographic Transition Model is shown below, but certain information has been blanked out. Fill in the spaces with examples, descriptions and reasons.



Stage	1 High stationary	2 Early expanding	3 Late expanding	4 Low stationary	5 ? Declining?
Examples	A few remote groups		Brazil		Germany
Birth rate		High		Low	
Death rate		Falls rapidly	Falls more slowly		Low
Natural increase	Stable or slow increase		Increase slows down	Stable or slow increase	Slow decrease
Reasons for changes in birth rate	Many children needed for farming. Many children die at an early age. Religious/social encouragement. No family planning.				
Reasons for changes in death rate	Disease, famine. Poor medical knowledge so many children die.			Good health care. Reliable food supply.	

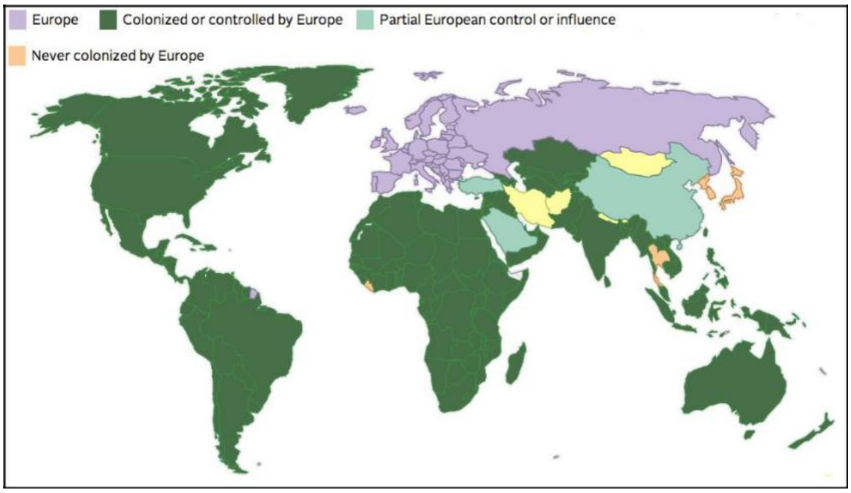
6. Explain why the death rate decreases before the birth rate as a country develops.

7. Outline some of the problems faced by governments of countries with a very low birth rate.

8. Create a brainstorm to show **reasons for unequal development across the world**. Your brainstorm should have three main arms: physical, economic and historical. It should address all of the following: *poor farming land, raw materials, climate, natural hazards, colonisation, conflict/war, trade links, debt, economies that rely on primary exports*.

9. Outline **one** reason why a country that suffers from natural disasters may find it difficult to develop.

10. Study the map showing countries that at some point were under European control (colonised). What are the links that you can make between this map and the current global development gap? Offer **reasons** for these links.


Europe
Colonized or controlled by Europe
Partial European control or influence
Never colonized by Europe

11. Explain why a country that relies mainly on the export of primary goods may find it difficult to develop.

12. Uneven development has many consequences, for example large migration flows and disparities in health and wealth. **Explain** how uneven development causes large flows of international migration.

Key idea: Various strategies exist for reducing the global development gap.

The development gap is very **tricky to reduce**. A **range of strategies** exist, but there is **no one-size-fits-all approach**, and different **stakeholders** will have **conflicting views** about them.

13. In the table below, fill in the gaps to show your understanding of what each strategy involves, how it helps to reduce the development gap, who would benefit from each approach, and problems/criticisms. Some of the boxes have been filled in for you, and 'Aid' has been done entirely as a model.

STRATEGIES	WHAT DOES IT INVOLVE?	HOW DOES IT REDUCE THE DEVELOPMENT GAP?	WHO BENEFITS?	PROBLEMS / CRITICISMS
Aid	Aid (**assistance**) is given, usually from one government to another. It is often in the form of **money**, but may be in the form of help (e.g. rebuilding or medical aid after a natural disaster). Money may be given as **donation** or **loan**.	Aid is often spent on **projects** to help develop the country. For example, money spent developing **schools** or **hospitals** can generate long term improvements in skills, literacy and life expectancy. This improves **quality of life**, creates a more **skilled workforce**, and helps people to live and work longer, so they pay **taxes** for longer and rely less on the government for **welfare**. Money spent on improving **water access** and **sanitation** improves people's health and reduces the spread of avoidable diseases. This strengthens the workforce, **reduces infant mortality**, reduces need for **healthcare** and improves **life expectancy.**	If money is **spent wisely** by the recipient government, its **citizens** and the **country overall** should benefit. Aid can also provide **stability** for the recipient government because the population is less inclined to unrest if their needs are being met. The donor government also benefits as they give aid based on **preferential conditions**. For example, **China** has given aid to **Kenya**, on the condition that a certain percentage of Kenya's **imports** are bought from China.	Recipient countries may become **reliant** on aid. Donor countries may impose **conditions** that benefit the donor more than the recipient. Aid in the form of loans may be difficult to **pay back**, especially where **high interest** rates exist. This can lead the recipient into **further debt** and prevent development. **Corrupt** governments may not spend aid as intended, meaning that money is siphoned off to powerful individuals while the **neediest** receive no benefit.
Debt relief	Debt relief is when some or all of a country's debt is **cancelled**, or **interest rates** on their loans are **lowered**. For example, the **IMF** and **World Bank** have granted **HIPC** (highly Indebted Poor Country) status to 37 countries, meaning that they quality for **debt assistance**.			Debt relief often involves strict **conditions** that can prevent development. For example, in some cases, to receive debt reduction or cancellation, recipient governments have had to agree to sell their **natural resources** to foreign countries, or to remove **subsidies** that they give to farmers, meaning that their farmers cannot **compete internationally**.
Fair Trade				Most of the profits go to **retailers** rather than the **producers**. It can be difficult to **monitor** the work conditions of Fair Trade-approved organisations, which can mean that in some cases employers do not abide by expectations. Recent research has also shown that while the producers may benefit from Fair Trade, **employees** do not necessarily receive better treatment from FT employers than non-FT employers.

Industrial development		Developing industries such as **manufacturing** can help a country to develop by increasing the **revenue** that is earned from **exports**. It also **diversifies the economy**, meaning that the economy now relies on more than one main industry. This provides more financial **stability**. Industries such as manufacturing generate more money than **primary** sectors such as farming, so governments have more funds with which to invest into **social development** such as health, education and housing. Developing new industries also develops the **training** and **skills** of the workforce.		
Investment			Governments receive increased revenue, mainly from the **taxes** paid by foreign companies. **Jobs** are generated by investing companies, which can improve **employment options** and **wages** for workers, which may improve **quality of life**. **Locally owned businesses** may also benefit, because as people's wages improve they may **spend** more in the local economy.	Foreign **multinational companies** are often allowed to get away with **poor treatment** of workers (e.g. harsh conditions and low wages) and **environmental harm** (e.g. toxic waste dumping, dyes and bleaches into water systems, deforestation (e.g. for palm oil plantations in Indonesia) or unrestricted greenhouse gas emissions. Also, most of the **profits flow out** of the country and back to the 'headquarter' country.
Microfinance			**Poor people** who wouldn't ordinarily qualify for **loans** from big banks because they have no **assets** tend to benefit most from microfinance. **Women** are the main recipients of microfinance because they are less likely to default on their loans so in many cases, 99% of microfinance loans go to women. This can give them the opportunity to develop their own **businesses**. **Families** can benefit because their overall **household income** may improve.	Microfinance has not been proven to help development on a **national scale**. Often, **better-educated** communities tend to receive the loans while less-educated or **less-literate** communities miss out because they cannot **lobby** as effectively for microfinance loans. This can mean that the quality of life of the **neediest** does not improve.
Tourism	Tourism brings in enormous amounts of money, and **foreign currency** can strengthen a poor country's economy. For many countries, tourism is its **main industry**. Tourism has provided huge economic benefits to countries such as Jamaica, Barbados, Thailand, Cambodia, Kenya, Egypt, South Africa, and Brazil.			Tourism brings economic benefits to **tour companies** although the financial benefits may not extend to the **neediest**. Tourism can often leave the environment **vulnerable**, for example as tourists extend into ever more **remote** regions, leave **rubbish** behind, cause **erosion**, use large amounts of the host country's **natural resources** (e.g. water), etc. Tourism can also turn **indigenous cultures** into tourist attractions, for example many people in the **Masai** tribe in Kenya have ceased their nomadic lifestyle in order to stage daily dances for tourists.
Using intermediate technology			**Individuals** and **communities** (often the **neediest**) benefit from intermediate technologies because they are cheap, easy to maintain and provide an improved quality of life. For example, improved lighting, improved safety and fewer respiratory problems result from using the relatively simple technology of LED lights in homes instead of burning firewood for light. **Governments** also benefit because they are not necessarily investing in hugely expensive infrastructure but are still helping communities to develop.	

The specification says that you need to use '***an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap***'.

Example alert!

14. Complete the template below.

AN EXAMPLE OF TOURISM IN AN LIC OR NEE HELPING TO REDUCE THE DEVELOPMENT GAP
My example:

A description of the tourism industry in your chosen LIC/NEE (+ include data e.g. number of tourists, revenue etc.)	**Location** (a drawn or printed map showing the location of your chosen LIC or NEE and if relevant, where tourism operates)
How is tourism helping to reduce the development gap in your chosen LIC/NEE?	**Are there any problems or criticisms?** (social, economic, environmental?)

15. **EXAM-STYLE QUESTION**: Explain how tourism can help an LIC or NEE reduce the development gap. (4)

Key idea: Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.

Case study alert!

The specification says that you need to know '***A case study of one LIC or NEE'.***

As a **case study**, you need to know about many aspects of your chosen LIC/NEE. It is possible that an entire 9-mark question will be based on only one key idea, so take the time to research and revise each section in depth.

16. To help you learn/revise this case study, complete the template below. You should also do further research- look up YouTube clips and documentaries about your chosen LIC/NEE. Find relevant images of the country and create a visual brainstorm based on the topics of each box below. Look up articles about the changes that the country is experiencing, and find past and current data on industrial and social changes using World Bank Data (http://data.worldbank.org/)

CASE STUDY OF AN LIC OR NEE

My example: ___________________________________

Background information (what is the social, political, economic and environmental context? E.G for 'social'- population size, life expectancy, level of education; for 'political'- the type of government, in/stability, policy priorities; for 'economic'- GNI, GNI per head, main industry/ies etc; for 'environmental'- key issues, ecosystems under threat etc.	**Location** (include a map showing the location of your chosen LIC/NEE within its region) What is the **importance of the country** within its **region** (*regionally*) and within the **wider world** (*globally*)?
The industrial structure- outline the importance of primary, secondary and tertiary industries (both employment and contribution to GDP) and how this has changed over time.	**How can manufacturing stimulate economic development in the LIC/NEE?**
TNCs- what is their role in the country's industrial development?	**TNC's- advantages and disadvantages for the LIC/NEE?**

Describe how the country's relationships with the wider world are changing… **(**trade and political relationships**)**	**International aid**- what types of aid does the country receive? What are the impacts on the LIC/NEE?
Effects of economic development on the environment	**Effects of economic development on quality of life** (use data e.g. from the World Bank to show changes in access to water, literacy, life expectancy etc)

Key idea: Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

17. Prior to **de-industrialisation** in the UK, what were the UK's main industries?

18. Explain why the UK experienced de-industrialisation.

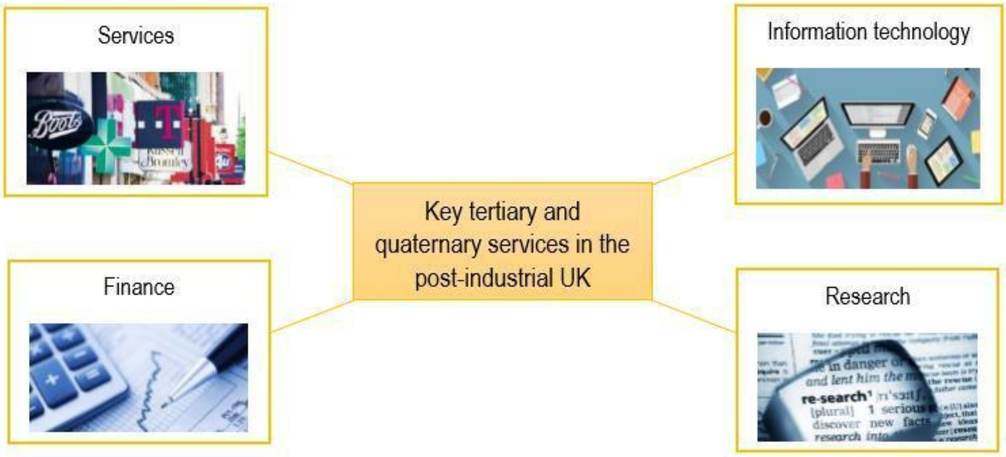
19. Study the table 'UK employment structure over time'. Outline how **globalisation** has contributed to the changes shown.

UK EMPLOYMENT STRUCTURE OVER TIME

Year	Primary	Secondary	Tertiary
1800	75%	15%	10%
1900	15%	55%	30%
2000	2%	28%	70%

20. What does ‘**post-industrial economy**’ mean?

21. **Services, information technology, finance** and **research** are all key sectors in post-industrial UK. For each sector, annotate each box in the model below, e.g. employment statistics, % contribution to GDP or GNI, government policies to promote the sector, where they are located within the UK, etc.


Services
Information technology
Key tertiary and quaternary services in the post-industrial UK
Finance
Research

22. Give **two** reasons why the number of science and business parks in the UK has grown in recent decades.

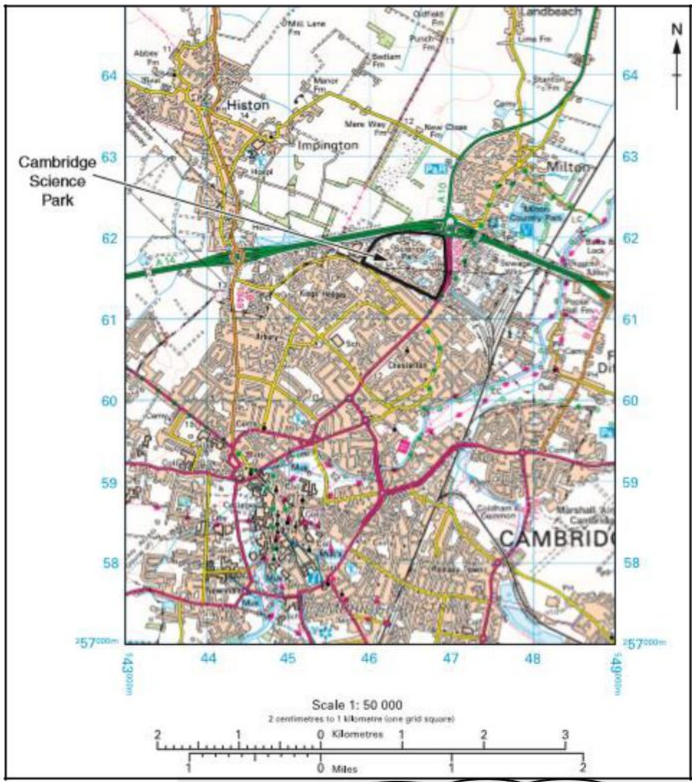
Reason 1: ______________________________

Reason 2: ______________________________

Study the **OS map extract** showing the location of Cambridge Science Park (on the following page).

23. Give the four-figure grid reference where the science park is located. ______________________________

24. Suggest why this is a desirable location for a science park.


Cambridge Science Park
Histon
Impington
Milton
CAMBRID
N
64
63
62
61
60
59
58
44
45
46
47
48
Scale 1: 50 000
2 centimetres to 1 kilometre (one grid square)
Kilometres
Miles

The specification says that you need to use *‘**an example of how modern industrial development can be more environmentally sustainable**’*.

Example alert!

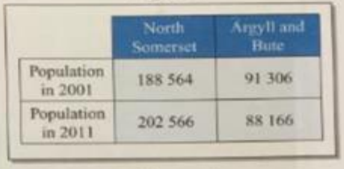
25. Complete the template below to revise how modern industrial development can be more environmentally sustainable.

<table>
<tr><td colspan="2">AN EXAMPLE OF HOW MODERN INDUSTRIAL DEVELOPMENT CAN BE MORE ENVIRONMENTALLY SUSTAINABLE My example: ____________________</td></tr>
<tr><td>Description of the industry (What is produced? How is it produced? Why is it important to the area in which it is produced, and to the UK?)</td><td>Location- show the location of the industry. Label relevant nearby settlement/s or environmental features.
 </td></tr>
<tr><td>How is this example of modern industry striving to be more sustainable?</td><td>Assess how sustainable this example of modern industrial development is.</td></tr>
</table>

EXAM-STYLE QUESTIONS

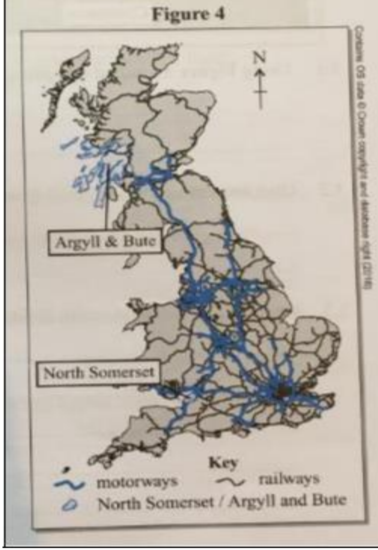
Study **Figure 3**, showing population change in two rural parts of the UK, and **Figure 4**, showing the locations and other features of these counties.

Figure 3



	North Somerset	Argyll and Bute
Population in 2001	188 564	91 306
Population in 2011	202 566	88 166

Figure 4



N
Argyll & Bute
North Somerset
Key
motorways
railways
North Somerset / Argyll and Bute
Contains OS data © Crown copyright and database right (2016)

26. Using Figure 3, calculate the percentage population change for Argyle and Bute and North Somerset between 2001 and 2011.

North Somerset:

Argyle and Bute:

27. Suggest **one** possible reason for the population change in each area.

North Somerset:

Argyle and Bute:

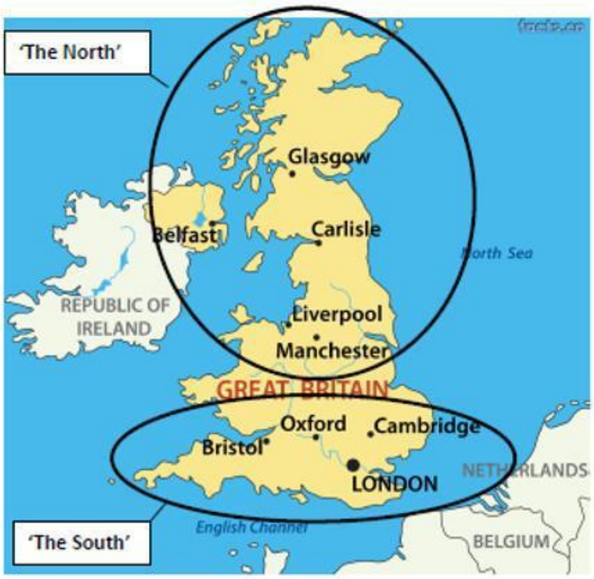
28. Explain how improving and developing new infrastructure (e.g. road, rail, port and airport) can help areas suffering from population decline to address this problem.

29. Suggest why many young people may choose to move away from rural areas such as Argyll and Bute.

'North-south divide' refers to the fact that the north and south have been affected by industrial change differently (with the north hit harder by de-industrialisation and the south benefiting more from growing tertiary and quaternary industries) and the fact that in general, social and economic indicators tend to be better in the south.

The map below shows you the areas generally considered to be **'the north'** (the north of England and most of Wales, all of Northern Ireland and Scotland) and **'the south'** (densely populated southern England, including the capital city of London).

30. Annotate the map with **social and economic indicators** and **other relevant details** for different parts of the 'north' and the 'south' (life expectancies, years of education, wages, locations of declining/closed industries (e.g. coal) and growing industries (e.g. finance), areas where most foreign investment occurs, etc.


'The North'
Glasgow
Belfast
Carlisle
North Sea
REPUBLIC OF IRELAND
Liverpool
Manchester
GREAT BRITAIN
Oxford
Cambridge
Bristol
LONDON
NETHERLANDS
English Channel
'The South'
BELGIUM

Command words, p.7

31. Using evidence, **discuss** the claim that a 'north-south divide' exists in the UK.

Tip: *You should also revise how devolving powers and the Northern Powerhouse' attempt to resolve regional differences.*

32. Explain how creating **enterprise zones** can help to reduce the north-south divide.

33. The UK has formed strong links with other countries. Using what you already know, information learnt in class, and independent research complete the table below. This will give you confidence to write about the UK's global links.

LINK	HOW DOES IT LINK THE UK TO OTHER COUNTRIES?	EXAMPLE/DETAIL
Trade	The UK trades its good and services globally	
Culture	The English language spread via colonisation, linking the UK with countries all over the world. Creative industries (e.g. fiction and films) are exported globally.	
Transport		The Channel Tunnel links the UK to Europe by rail. Heathrow links the UK to the rest of the world, bringing people and goods in and out of the country.
Electronic communications	The UK is home to many foreign IT firms. Most phone and internet cables linking the UK with Europe and the USA are routed via the UK.	
European Union (EU)		
The Commonwealth	The Commonwealth is an association of 52 independent states including the UK.	The Commonwealth promotes democracy, economic development and participates in trade negotiations. This links the UK to other countries and provides a forum for them to negotiate together about their current and future relationships.

MINI-ISSUE EVALUATION EXCERCISE: The council responsible for Barnsley in Yorkshire is faced with a decision to try to improve the area, which has suffered from significant deprivation and unemployment since the coal industry declined in the 1980's. Barnsley has a population of approximately 92,000. Despite its industrial heritage, 70% of Barnsley's surrounding area is rural which makes it attractive as a place to live. The council is working under the banner 'Re-making Barnsley' and is trying to decide which of the following three strategies to implement to regenerate the town. All of them are worthwhile, but you need to decide which **one** should be chosen and why. Identify your choice below, outline its advantages and briefly say why it is a better option than the other two. **Options:**

1. **A subsidised housing scheme** whereby first home owners and people moving into the area pay no stamp duty
2. **Improve the train services** so that trains to Leeds, Sheffield, Huddersfield and other towns and cities are more frequent and reliable (the current provider has come under fire for poor services and high costs)
3. **Extend the existing enterprise zone and develop a new business park just outside the northern limits of Barnsley** where it is easily accessible from Wakefield, Huddersfield and Leeds

The changing economic world

141. What is development?
142. What is meant by the development gap?
143. What does 'quality of life' refer to?
144. What is GNI per head?
145. Give one limitation of using economic measures of development.
146. What might the people per doctor measure indicate about a country's level of development?
147. Identify two physical causes of uneven development.
148. Outline the relation between colonisation and uneven development.
149. What is the Demographic Transition Model?
150. How has uneven development influenced international migration?
151. Explain how microfinance loans can help to reduce the development gap.
152. For Fairtrade, give one way that it can help to reduce the development gap, and identify one problem.
153. Where is your **example** of tourism in an LIC or NEE reducing the development gap located?
154. Give two ways that tourism has helped to reduce the development gap in your example.
155. **For your case study of an LIC or NEE, describe how its employment structure is changing.**
156. **For your case study of an LIC or NEE, outline two advantages and two disadvantages of TNCs in the country.**
157. **For your case study of an LIC or NEE, describe how economic development is affecting quality of life.**
158. What are the causes of economic change in the UK?
159. Why has there been an increase in the number of science and business parks in the UK?
160. Using your **example,** give two ways that modern industrial development can become more sustainable.
161. Why do some areas of the UK suffer population decline?
162. What is the north-south divide?
163. Give two examples of the UK's strong links with other countries.