

Edexcel GCSE Geography A

Practical support to help you deliver this Edexcel specification

Edexcel GCSE Geography A offers a thematic approach to studying geography, and the content is split by physical and human geography. As with all GCSEs, the guided learning hours is 120 hours over two years. This document provides a topic guide for teaching Component 2, Topic 5, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic guides indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.

The advised teaching time for Topic 5: Global development, is 15 guided learning hours. This requires some blending together of the detailed content. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for more able students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

The two- and three-year course planners suggest appropriate times to introduce this material and how the UK Challenges content (Topic 8) could be integrated into a scheme of work. For example, centres may choose to do this at the end of the course, or integrate it into the delivery of specific topics. For example, after the delivery of Topic 5, centres may opt to deliver certain strands of the detailed content for Key idea 8.1, 'The UK's resource consumption and environmental sustainability challenge' and/or Key idea 8.2, 'The UK settlement, population and economic challenges'.

Each Key idea is broken down into roughly two one-hour sections, each beginning with a quick overview of the breadth of the content followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

Synoptic linkages and case study nesting

There are several things you might like to consider when planning for the delivering of this topic, for example: nesting the case study of a city in a developing/emerging country (Topic 4) in the same country that you choose for the development study in this topic; integrating the UK Challenges content into the teaching of the core content for this topic; choosing a case study from a country that has been studied at KS3 ensuring that all of the seven integrated skills have been covered during the delivery of this topic.

Topic Guide for Component 2, Topic 5: Global Development

Introduction

Quick overview

An understanding of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country.

- Key ideas 5.1, 5.2, 5.3 and 5.4 require students to build their knowledge and understanding of the causes and consequences of uneven global development Key ideas 4.1 and 4.2: An overview of urban patterns and processes.
- This is followed by Key ideas 5.5–5.8, which are designed to allow students to undertake a study of a developing or emerging country, investigating the factors that have influenced its level of development and exploring the impacts of rapid development.

The aim of this topic pack is to get a big-picture overview of the key geographical processes that result in uneven global development – and how the impacts of uneven development are being addressed. Much of the content in the specification for this topic will be new to many centres, with many of the key ideas drawing from content areas that will be unfamiliar to the current GCSE courses. This topic pack is written with those centres in mind, offering support both in terms of what students need to understand within each key idea and for teachers in their planning for the delivery of some areas of the specification that students may find particularly challenging.

The key ideas studied here help to create the global context for other concepts in Component 2 (Changing cities and resource management) and Component 3 (Geographical investigations – UK challenges); in particular, Key ideas 5.2 and 5.4b have links with the first two UK Challenges (8.1 and 8.2).

There are three broad key things to bear in mind when designing schemes of work:

- 1) Getting the right level of detail about the consequences of uneven global development (5.3) and the strategies used to address this (5.4).
- 2) Making sure students know enough about the level of development and various processes that influence development for the chosen developing/emerging country (5.5–5.8). This is one of the three in-depth case studies that students are required to understand (see page 7 of the specification).
- 3) All of the integrated skills (1–6) are included in the delivery of the corresponding key idea.

Key geographical terminology

Term	Definition
Bottom-up development project	Small-scale, sustainable development carried out and funded by NGOs (non-governmental organisations) in partnership with local communities e.g. Water Aid providing hand pumps in Nicaragua.
Developed country	Country with very high human development (VHHD).
Developing country	Country with low human development (LHD), a poor country.
Development	The processes of change whereby the standard of living in a country improves. It is measured using development indicators.
Economic sector	A division of a country's population based on the economic area in which that population is employed; this includes the primary sector (e.g. agriculture, mining and other natural resource industries), the secondary sector (e.g. manufacturing, engineering and construction), the tertiary sector (for the service industries e.g. teacher and doctor) and the quaternary sector (industries providing information services – e.g. computing/ICT, consultancy and research & development).
Emerging country	Country with high and medium development (HMHD), recently emerging country.
Geopolitics	Global-scale political systems, allegiances and negotiations, including global governance and agreements.
Gross Domestic Product (GDP) per capita	The monetary value of all the finished goods and services produced in a country in a specific time period, divided by the number of people in the country.
Human Development Index (HDI)	<p>A composite statistic of life expectancy, education and per capita income indicators. It is used to rank countries into four tiers of human development.</p> <p>For further information on which countries are categorised as Low, Medium, High and Very High Human Development by HDI, visit the Human Development Reports website.</p>

Top-down development project	Large-scale, expensive development projects funded by organisations such as national governments and/or the World Bank.
Transnational corporation (TNC)	A large company that operates in several countries around the world.

Overview of the causes and consequences of uneven global development

Teaching approach over six hours

Lesson 1 (1hr)	Key idea 5.1: Definitions of development vary as do attempts to measure it
Lesson 2 (1hr)	
Lesson 3 (1hr)	Key idea 5.2: The level of development varies globally
Lesson 4 (1hr)	Key idea 5.3: Uneven global development has had a range of consequences
Lesson 5 (1hr)	Key idea 5.4: A range of strategies has been used to try to address uneven development
Lesson 6 (1hr)	

Lessons 1–2: Definitions of development vary as do attempts to measure it

The concept of 'development' will be familiar to many students, having encountered it at Key Stage 3; for this key idea, students need to be aware that it can be defined in a number of different ways, for example as **'The processes of change whereby the standard of living in a country improves. It is measured using development indicators.'**

While the main driver for development is economic growth, students need to understand that there is a wide range of measures that can be used to indicate a specific country's level of development.

At Key Stage 3, a range of social, economic, political and environmental indicators are likely to be covered; whilst this might be sufficient for less able students to grasp, more able students could explore the composition and variances in a country's Human Development Index (HDI).

HDI data is published annually by the United Nations Development Programme (UNDP) – available [here](#). The report for each country focuses on 1) life expectancy, 2) knowledge and 3) a decent standard of living. Visual sources, such as the one shown below (Figure 1), provide an opportunity to address Integrated skills (1) on page 22 of the specification, 'comparing the relative ranking of countries using single versus composite (indices) development measures'. HDI may also be revisited later in the topic when investigating a

located example of an emerging or developing country – a country with a low to high HDI score.

The **UNDP** classifies each country into one of four development groups:

- **Low** human development for HDI scores between 0.0 and 0.54.
- **Medium** human development for HDI scores between 0.55 and 0.699.
- **High** human development for HDI scores between 0.7 and 0.799.
- **Very High** human development for HDI scores between 0.8 and 1.0.

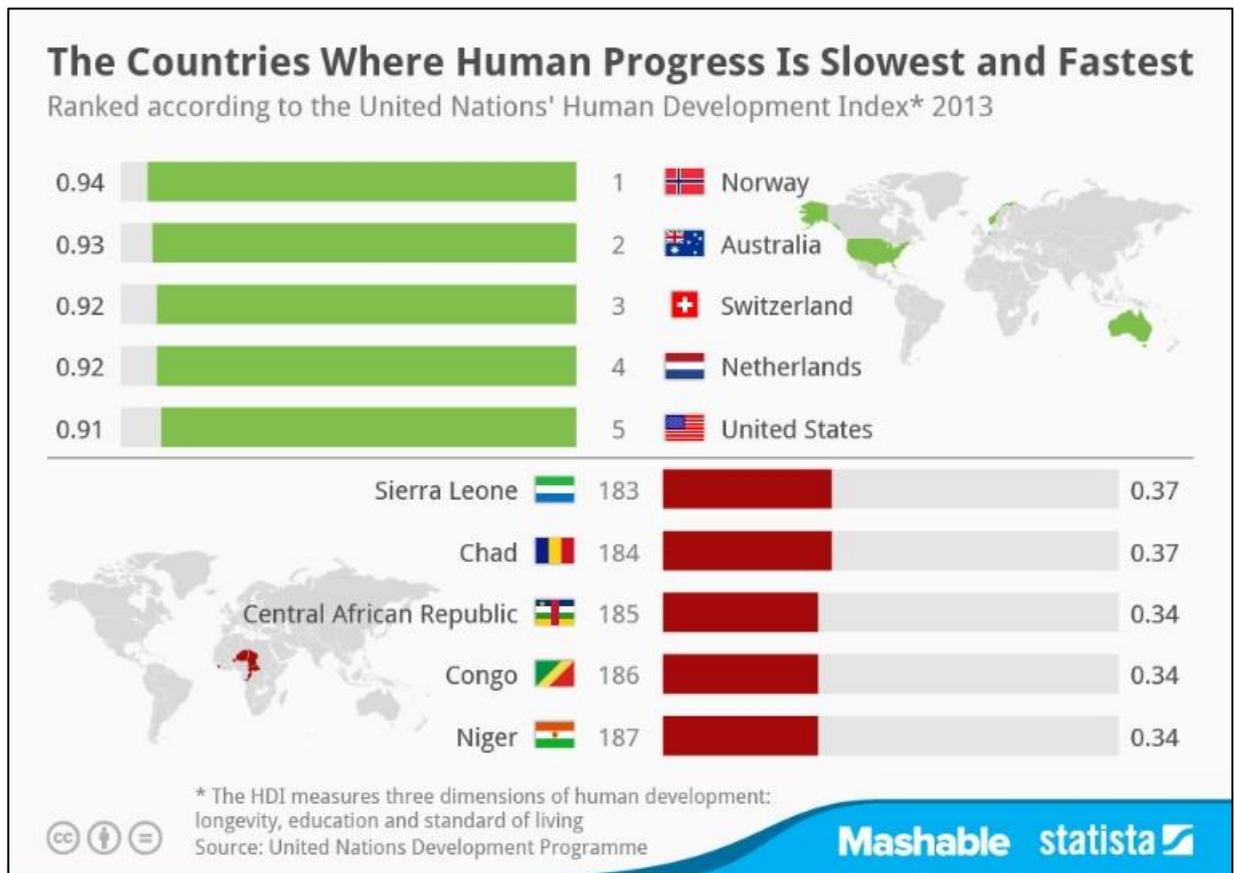


Figure 1

Source: <http://beta.tutor2u.net/economics/reference/human-development-index>

- More able students may also explore the idea of **Purchasing Power Parity (PPP)** – a method of currency valuation based on the idea that two identical goods in different countries should eventually cost the same.
- Less able students could be guided to describe overall trends in HDI in different parts of the world (possibly by completing a choropleth map) and to identify the relationship between different development indicators.

Lesson 3: The level of development varies globally (including the UK)

Students are required to know *how* levels of development vary on 1) a global scale and 2) within the UK. The two choropleth maps that follow (Figures 2 and 3) provide a useful visual representation of these variations. Students are also required to know *why* these variations exist, with reasons falling into the following categories.

- **Physical**, e.g. presence of raw materials; climatic variations; proximity to the coast/rivers.
- **Historic**, e.g. legacy from colonialism; political ties and conflicts.
- **Economic**, e.g. membership of trading blocs; proximity to markets.

As in Key idea 5.1, a good way to engage students with this content area is by using a visual stimulus, e.g. a series of choropleth maps as below.

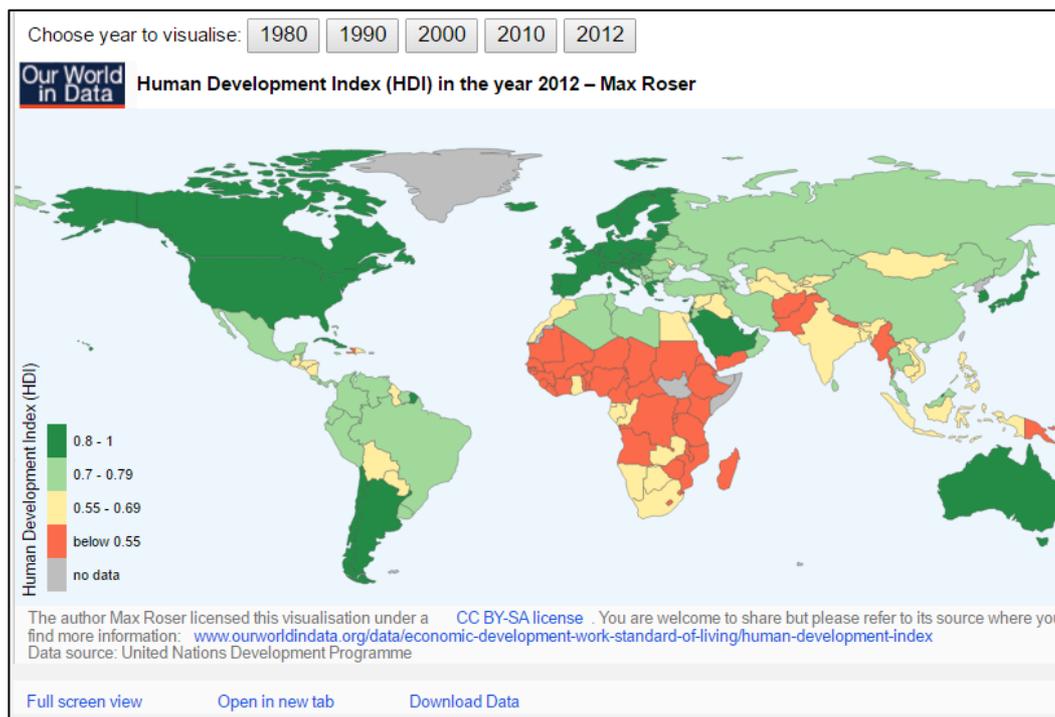


Figure 2

Source: <https://ourworldindata.org/human-development-index/>

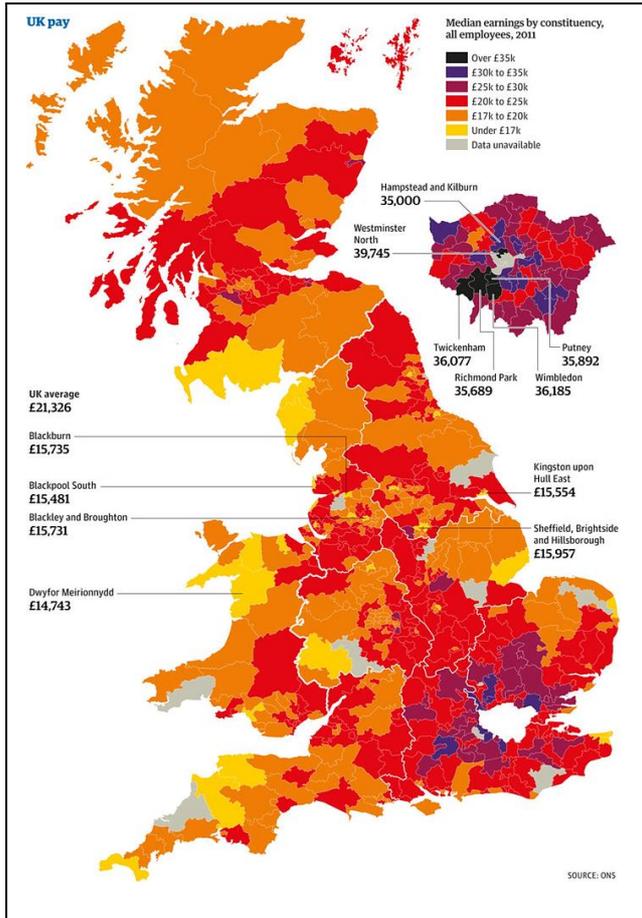


Figure 3

Source: The Guardian

Many students make broad generalisations about levels of development globally ('the rich north and the poor south', etc.) and nationally ('everyone in London is wealthy', 'north/south divide' etc.). Therefore, collections of photographs and maps like the examples given here are a good way to assess a student's ability to: identify a broad pattern; and identify pockets of high/low development that buck trends. From this point, students are in a position to begin investigating *why* levels of development vary.

Lesson 4: Uneven global development has had a range of consequences

Students need to know and understand how uneven global development has a direct impact on the quality of life in different parts of the world.

The term 'quality of life' is not restricted to personal financial wealth; it encompasses a broader range of aspects. A useful way of introducing this is by using a diagram like the one below (Figure 4); a possible teaching activity would be to develop each category (physical, social, economic and psychological) using a mind map.

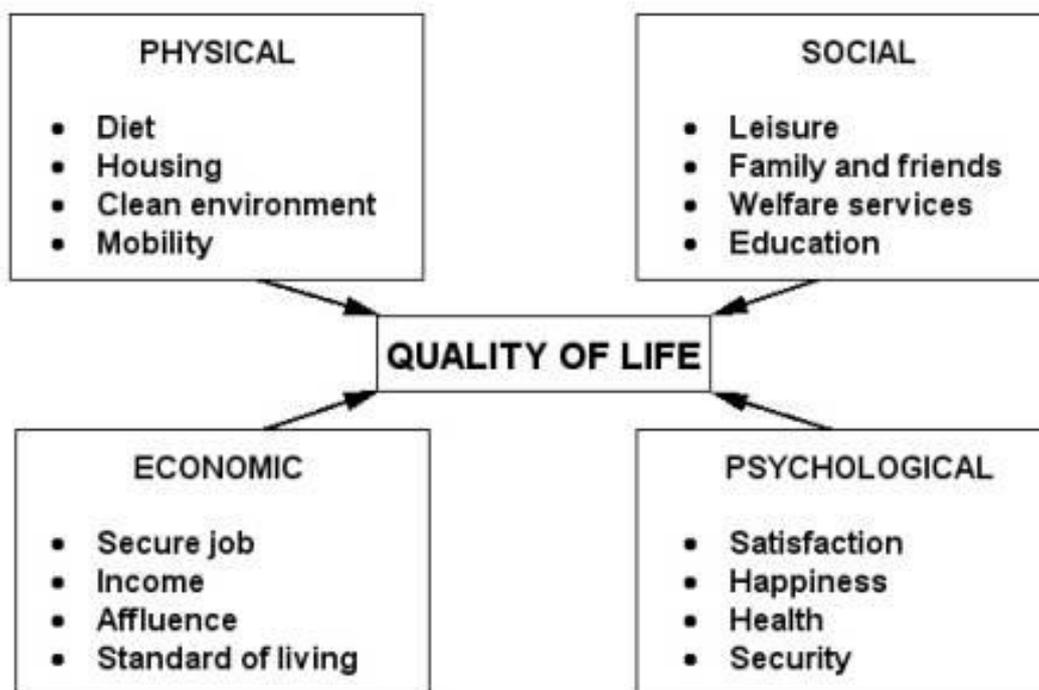


Figure 4

Source:

<http://www.geocases2.co.uk/printable/London%20Contrasts%20in%20Quality%20of%20Life.htm>

- More able students may extend this into the construction of a [concept map](#), where relationships between different factors are explained and analysed.
- Less able students could be provided with a range of factors that require sorting under the headings 'economic', 'psychological', 'physical' and 'social', before a [ranking exercise](#) is used to determine the relative importance of each factor.

Following on from this, the concept of the 'poverty cycle' or 'poverty trap' (see Figure 5) is useful when helping to understand why a development gap continues to exist in many parts of the world.

Students might like to consider that in some of the least developed parts of the world the challenge of breaking the poverty cycle is incredibly challenging as a result of a range of factors, including:

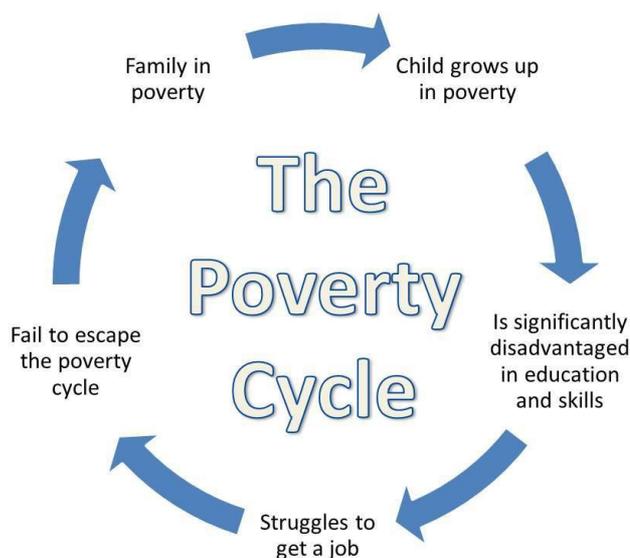


Figure 5

- food shortages and rising food prices, which lead to higher rates of malnutrition
- climate change, which is making it harder for farmers to grow crops
- the combination of limited/inaccessible medical care and widespread disease.
- high rates of HIV/AIDS
- a lack of basic infrastructure, such as piped clean drinking water, sewers, electricity, schools, hospitals and poor communication links
- rapid population growth, particularly in urban areas.

Lessons 5–6: A range of strategies has been used to try to address uneven development

Students are required to develop a knowledge and understanding about a range of international strategies that attempt to reduce uneven development and close the 'development gap' between the most developed and the least developed countries.

In terms of the level of detail required, it is important to remember that specific case studies/use of detailed located example are not required. Instead, it is the *range* that is important – with some awareness of the main characteristics of each.

The following are included in the range of strategies.

International aid

- **Emergency or short-term aid** – needed after sudden disasters such as aid sent from the UK to Nepal following the 2015 earthquake – see [here](#).
- **Conditional or tied aid** – when one country donates money or resources to another (bilateral aid) but with conditions attached. These conditions will often be in the donor's favour, e.g. aid from China to countries in Africa – see [here](#).
- **Charitable aid** – funded by donations from the public through organisations such as [OXFAM](#) and [Water Aid](#).
- **Long-term or development aid** – involves providing local communities with education and skills for *sustainable development*, usually through organisations such as [Practical Action](#).
- **Multilateral aid** – given through international organisations rather than by one specific country, such as the World Bank providing aid to Ecuador following the 2016 earthquake – see [here](#).

Inter-governmental agreements

International agreements between governments can help to reduce uneven development. The UK has inter-governmental agreements with 26 other countries as part of the European Union (EU). The EU covers a population of over 500 million people and accounts for over 25 per cent of global GDP. One aim of the EU was to promote trade between member countries. Through the relaxation of protectionist policies, the free movement of labour and even the

removal of exchange rates for Eurozone countries it was believed that all member states would benefit through increased job creation and income.

Further reading: The European Commission's website

http://ec.europa.eu/index_en.htm

Top-down vs bottom-up development projects

Development projects vary in their approach and size. Large-scale development projects (led by national governments, international organisations and/or transnational corporations (TNCs)) are called 'top-down' projects because aid/funding is usually given to the government of the developing or emerging country so that it can spend it on the projects it needs. These approaches often involve the decision makers dictating and implementing policies and schemes with little consultation with local communities.

Smaller-scale development projects are called 'bottom-up' projects. These projects target the people most in need of aid, attempting to help them directly. These types of development projects are community-led. They are often designed and managed with non-governmental organisations (charities) rather than involving local or national governments.

Students are required to know and understand the relative advantages and limitations of both types of approach. There is no requirement to complete a study of a particular project(s). However, this might be a useful teaching approach to help exemplify the detailed content in the specification.

Case study of development in a developing country or an emerging country

Teaching approach over nine hours

Lesson 1 (1hr)	Key idea 5.5: The level of development of the chosen developing or emerging country is influenced by its location and context in the world
Lesson 2 (1hr)	
Lesson 3 (1hr)	Key idea 5.6: The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country
Lesson 4 (1hr)	
Lesson 5 (1hr)	
Lesson 6 (1hr)	Key idea 5.7: Changing geopolitics and technology impact on the chosen developing or emerging country
Lesson 7 (1hr)	
Lesson 8 (1hr)	Key idea 5.8: There are positive and negative impacts of rapid development for the people and the environment of the chosen developing or emerging country
Lesson 9 (1hr)	

For this part of the specification, students are required to carry out a depth study of **either** one developing country **or** one emerging country.

There is the flexibility to choose any countries with an HDI score of below 0.8.

The term 'developing country' includes all countries with a low HDI (between 0 and 0.54). Examples of countries that fall into this category include:

- Kenya (0.535)
- Pakistan (0.537)
- Nigeria (0.504)
- Senegal (0.485)
- Uganda (0.484).

The term 'emerging country' includes all countries with a medium-high HDI (between 0.55 and 0.799). Examples of countries that fall into this category include:

- Brazil (0.744)
- China (0.719)
- South Africa (0.658)
- Philippines (0.660)
- India (0.586).

One teaching approach to this topic, and to Component 2 in general, is to 'nest' case studies. For example, a student could choose to study India in this part of the specification and Mumbai for Topic 4: Changing cities.

An alternative teaching approach would be to increase breadth of place knowledge by studying a different country in this topic from the country used in the city study – for example, by studying Rio de Janeiro or Mumbai in Topic 4 and then Kenya or China in Topic 5.

The majority of the content in this topic, and the case study in particular, will be unfamiliar (having not appeared in the 2009–2012 GCSE specifications). Therefore, in order to demonstrate the level of detail required in schemes of learning and lesson planning, a relatively familiar country – Brazil – has been used to contextualise the Key ideas 5.5–5.8.

Lessons 1–2: The level of development of the chosen developing or emerging country is influenced by its location and context in the world

A good starting point for the country study is the most recent Human Development Report (<http://hdr.undp.org/en/countries>). For exemplification purposes, this topic will use Brazil.

The data is for Brazil in 2014. By accessing and handling data such as this, students will have the opportunity to develop 'integrated skill' (3), 'using numerical economic data to profile the chosen country'.

Human development index	0.744
Global ranking	79
Life expectancy at birth	73.94
Mean years of schooling	7.18
GNI per capita (PPP\$)	14,274
Gender inequality index	0.441
Population in poverty	3.06%
Net migration rate (per 1,000 population)	-0.2

When starting the case study, it is useful for students to place their chosen country into a wider global context. They should be able to summarise the main drivers both globally and nationally, and that influence its level of development.

For example, Brazil is the largest country in South America and has the world's fifth largest population. It is one of the rising economic powers – otherwise known as BRIC nations. (The others are Russia, India, China and South Africa.) Over the past few years Brazil has made major strides in its efforts to raise millions out of poverty. Global events such as the FIFA World Cup in 2014 and the forthcoming Olympic Games in 2016 have had an impact on Brazil's global context.

At a global scale

The exploitation of the Amazon rainforest, much of which is in Brazil, has been a major international worry as the impacts of deforestation in terms of climate change and biodiversity become understood more clearly.

Deforestation by loggers and cattle ranchers remains controversial. In 2005 the government reported that one-fifth of the Amazon forests had been cleared by deforestation. Deforestation has been slowed down by extra policing and pressure from environmental and consumer groups. The government has fined illegal cattle ranchers and loggers, while the food industries have banned products such as soya beans and beef from illegally deforested areas.

Brazil's other natural resources, particularly iron ore, are highly prized by major manufacturing nations, including China. Thanks to the development of offshore fields, the nation has become self-sufficient in oil, ending decades of dependence on foreign producers.

At regional/national scales

Brazil experiences extreme regional differences, especially in social indicators such as health, infant mortality and nutrition. Development is occurring at different speeds, and this creates a disparity between a core region and a periphery. The rich core is based on the urban areas (e.g. Sao Paulo), which have the majority of people, services, businesses and industry, along with government headquarters. The periphery is rural – often remote countryside – and involved in the production, rather than manufacture/selling, of raw materials, and so is poorer.

Brazil's wealth map

GDP per capita compared by state

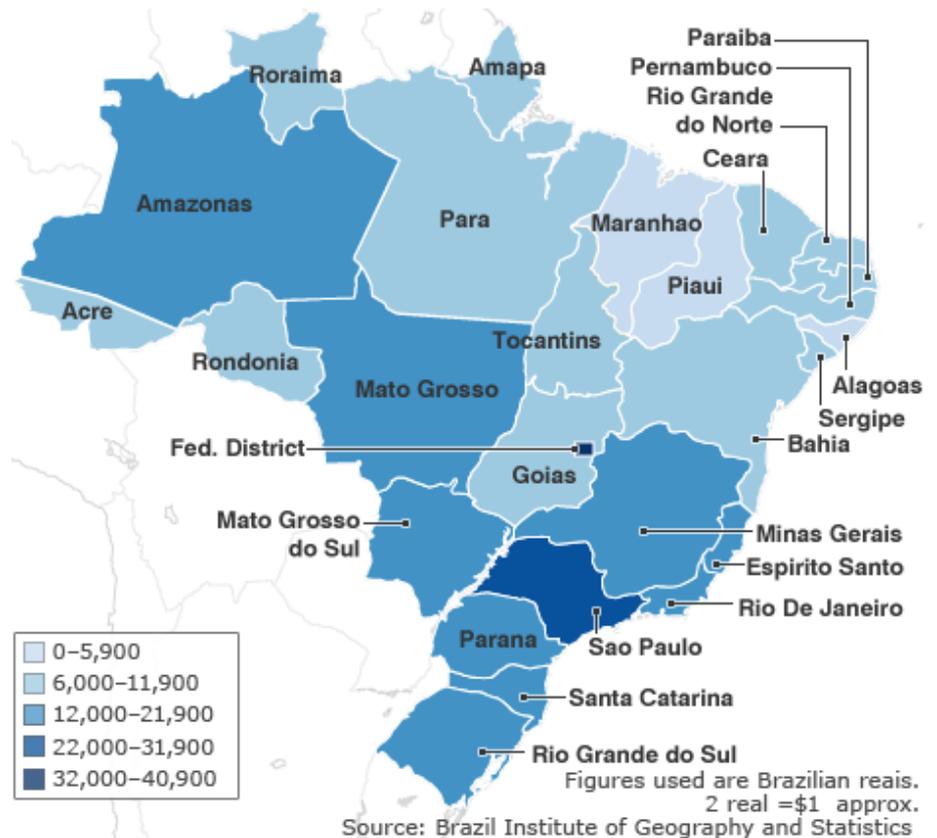


Figure 6

The type of map shown in Figure 6 is a good example of what can be used to allow students to develop 'integrated skill' (6), 'using socio-economic data to calculate difference from the mean, for the core and periphery regions'.

Lessons 3-5: The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country

This key idea begins with students looking at different economic sectors and the positive and negative impacts of changes; the [Economy Watch](#) website might provide a useful starting point for establishing the present situation before moving on to the implications of sectoral changes.

Students are required to understand how interactions between different processes have influenced the social, economic and demographic development of their chosen country. The World Bank website (<http://www.worldbank.org/en/country>) provides an extremely useful starting point when investigating the causes and impacts of changing levels of development for a specific country.

The United Nations Conference for Trade and Development (UNCTAD) website has country fact sheets for 192 countries – an excellent resource that contains

lots of useful information about Foreign Direct Investment (FDI) by transnational corporation's (TNCs).

<http://unctad.org/en/Pages/DIAE/World%20Investment%20Report/Country-Fact-Sheets.aspx>

For example, it can be seen that Brazil experienced a decade of economic and social progress from 2003–2013 in which more than 26 million people were lifted out of poverty and inequality. The income of the lowest 40 per cent of the population grew on average by 6.1 per cent between 2002 and 2012, compared to a 3.5 per cent growth in income of the total population. At this point, there is also an opportunity for students to develop 'integrated skill' (5), 'interpreting population pyramids' – for example, the comparison of different areas within a country over a 30-year period.

Reductions in poverty, inequality and GDP growth in Brazil shows signs of slowing in recent years. For example, GDP growth slowed from 4.5 per cent in 2006–2010 to 2.1 per cent during 2011–2014. Despite this slower economic growth, FDI in Brazil reached US\$66.5bn during 2014, according to the Brazilian Central Bank. This is around the same level reached in 2011 – when Brazil's GDP had grown at an impressive rate of 7.5 per cent in 2010.

Data from the Economic Commission for Latin America and the Caribbean (ECLAC) also shows that FDI in Brazil increased 8 per cent between 2013 and 2014 when the rest of the Latin America and Caribbean region experienced a decline in FDI of 23 per cent. This type of data could be used as an opportunity for students to develop 'integrated skill' (4), 'using proportional flow line maps to visualise trade patterns and flows'.

Further reading

http://estadisticas.cepal.org/cepalstat/web_cepalstat/Portada.asp?idioma=i

Students may wish to reflect on and evaluate information about the various processes that have influenced the levels of development of their chosen country over time. They might also be able to use the information to make judgements not only about how and why a country has developed, but also to make calculated predictions about what might happen in the future. For example, in Brazil's case, despite the achievements in poverty reduction over the last decade, inequality remains at relatively high levels for a middle income country. Having reached universal coverage in primary education, Brazil is now struggling to improve the quality and outcomes of the system, especially at basic and secondary levels.

There has been enormous progress in decreasing deforestation of the rain forest and other sensitive biomes, but the country faces important development challenges in combining the benefits of agricultural growth, environmental protection and the sustainable development.

Another area that students may wish to explore further is the impact of corruption at national and state level; for example, Brazil scores 38/100 where 100 is perceived as clean and transparent, which makes it 76th out of 168 countries (source: <http://www.transparency.org/>)

Lessons 6–7: Changing geopolitics and technology impact on the chosen developing or emerging country

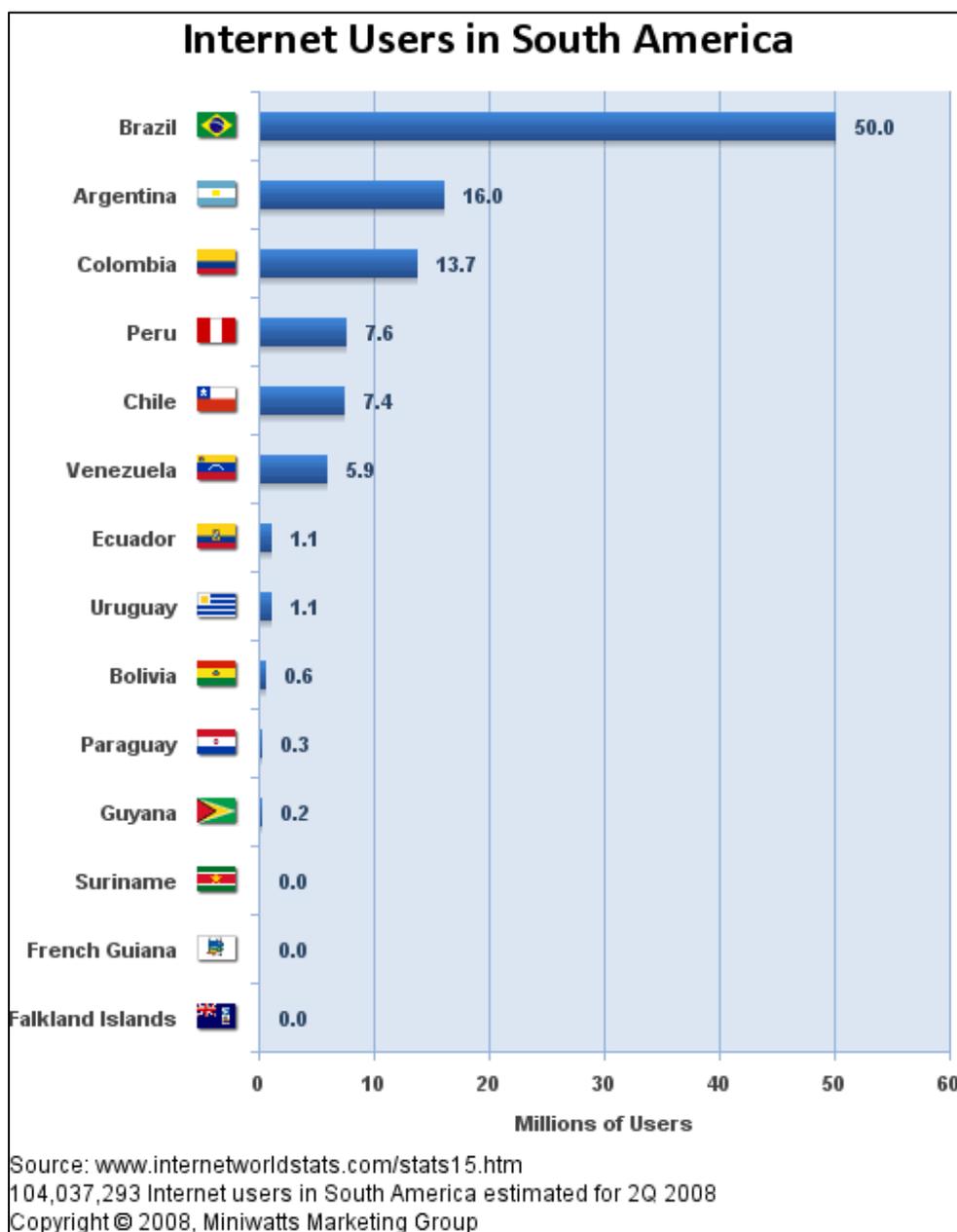
Brazil is a member of Mercosur, South America's leading trading bloc. Known as the Common Market of the South, it aims to bring about free movement of goods, capital, services and people among its member states; it is geographically four times bigger than the European Union (EU), encompasses more than 250 million people and accounts for more than three-quarters of the economic activity in South America.

Mercosur was set up in March 1991, with Brazil and Argentina its economic giants. Bolivia, Chile, Colombia, Ecuador and Peru are associate members; they can join free-trade agreements but remain outside the bloc's customs union. In addition to Mercosur countries working together to promote economic development, there are international agreements with other groups of countries, such as the EU. Details of these can be found at <http://ec.europa.eu/trade/policy/countries-and-regions/regions/mercosur/>

Brazil is officially divided into five regions: North, Northeast, Centre-West, Southeast and South. Students using Brazil as their country study may choose to investigate how each region is becoming more developed and how projects have had an impact on different groups of people (see the example below).

Example: The northern region

The economy in the northern region is driven by the extraction of raw materials from the Amazon forest, and by the mining of iron ore (e.g. the Serra dos Carajás) and manganese (Serra do Navio). This region of Brazil has the smallest contribution to the Brazilian GDP, but has a huge industrial concentration thanks to the Manaus Free Trade Zone (more details here: <http://thebrazilbusiness.com/article/manaus-free-trade-zone>). This is a scheme that provides tax incentives to foreign and Brazilian companies developing business activities in the region. The free trade zone has helped to make this region a technology hotspot in Brazil.



On a national scale, Brazil's internet infrastructure has rapidly expanded throughout the country – something that has had positive impacts for different groups of people (e.g. for domestic use and as a pull factor for potential FDI).

Figure 7

Lessons 8–9: There are positive and negative impacts of rapid development for the people and the environment of the chosen developing or emerging country

The positive and negative impacts of rapid development on the people, economy and environment need to be studied. Some of the main impacts are shown in the table below, but these need to be contextualised for the chosen country study.

Positive impacts	Negative impacts
Rising incomes and a higher standard of living for its people	Gap between the rich and the poor becomes wider
Improved working conditions for some (but not all)	Damage to the local environment caused by the extraction of raw materials (e.g. deforestation and iron ore mining in the North)
A healthy economy with exports exceeding imports	Increased pollution of air, water and land by factories and power stations
Increased government spending and investment into services and infrastructure (e.g. health, housing, education and transport).	Increased rural to urban migration as people leave the countryside for secondary/tertiary employment in towns and cities – leading to the growth in shanty towns
More influence in global affairs	Workers may be exploited through having to work long hours in hazardous conditions for relatively little pay

Students also need to be able to understand how Brazil's government and people are managing the impacts of its rapid development to improve quality of life and global status. Here, there is a possibility of using the city study from Topic 4 if it is located in Brazil, e.g. students may have conducted a city study of Sao Paulo or Rio de Janeiro, and may choose to transfer their knowledge about the challenges of rapid urbanisation (see example below). There are also potential links with Component 1, Key ideas 3.4 and 3.5 (tropical rainforests) and Component 2, Topic 6 (Resource management).

Example: Rio de Janeiro

Rio de Janeiro is a city located on Brazil's south-east coast and has a population of approximately 12 million people. Sixty-five per cent of Rio's population growth is the result of rural to urban migration, with many migrants moving to the city in search of a better quality of life.

However, the rapid population growth has led to a severe shortage of housing along with the growth of areas of temporary accommodation on the edge of the city, known as favelas. The conditions associated with favelas are very poor. Often families have to share one tap and there is no sewage provision. Disease is common and many people are unemployed. There is a good BBC news article [here](#).

The local government has attempted to improve the conditions in the favelas – something that has attracted much attention from the media in the last few years (e.g. <http://www.bbc.co.uk/news/world-latin-america-18410431>). Self-help schemes have been started with the help of local authorities, which provide residents with the materials needed to construct permanent accommodation (e.g. breeze blocks and cement); the local residents provide the labour. The money saved can be spent on providing basic amenities such as electricity and water.

Geographical, mathematics and statistics skills

Pages 33–34 of the specification provides a list of the various geographical, mathematics and statistics skills that students are required to cover during the course. These skills may be assessed across any of the examined papers. Some skills are specific to particular topic content; these are numbered within the content and indicated in the 'integrated skills' sections within the topics throughout the content pages.

Whilst many of the skills included in the specification will have been covered at Key Stage 3, there will inevitably be some that will be unfamiliar to students. Several examples of integrating skills that may be new or potentially challenging for GCSE students have already been included in this pack (e.g. (2) Interpreting choropleth maps – Brazil's wealth map). Below are two further examples of how skills could be integrated into the delivery of this topic.

The website for the Geographical Association is also well worth visiting for further information about teaching geographical skills:

<http://www.geography.org.uk/>

(1) Comparing the relative ranking of countries using single versus composite (indices) development measures

Specification link: Key idea 5.1 (*How development is measured in different ways: Gross Domestic Product (GDP) per capita, the Human Development Index, measures of inequality and indices of political corruption*)

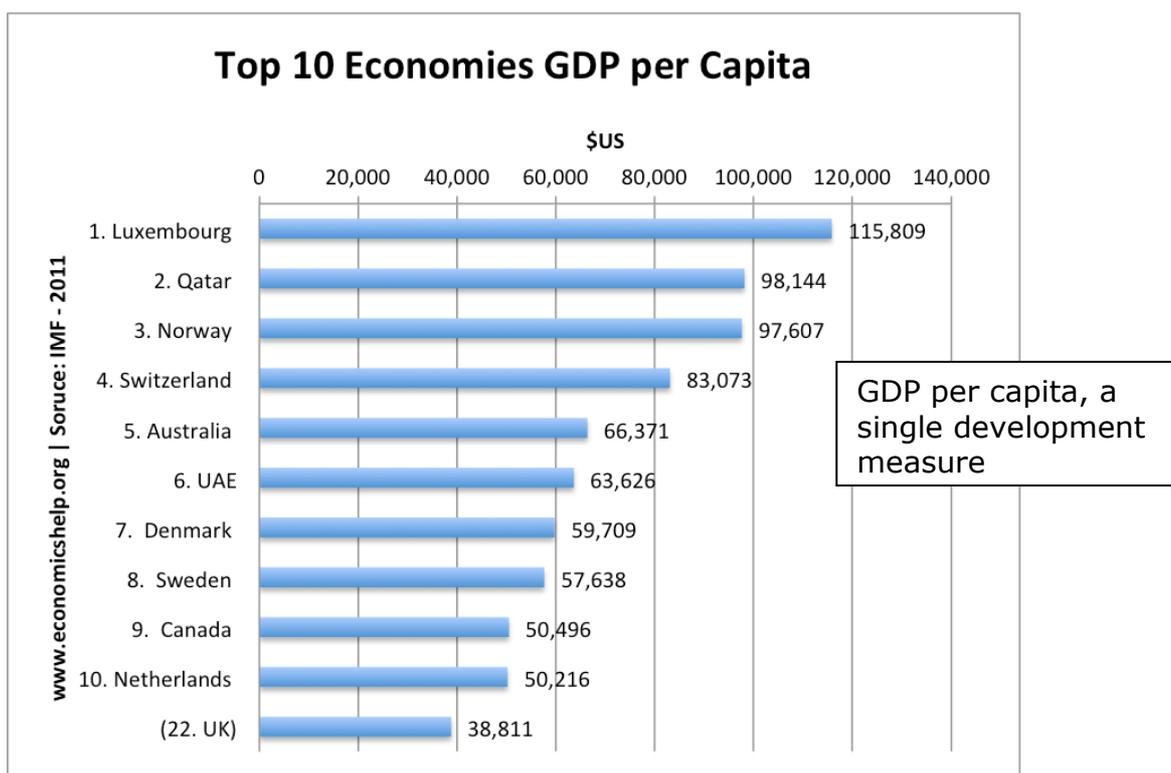


Figure 8

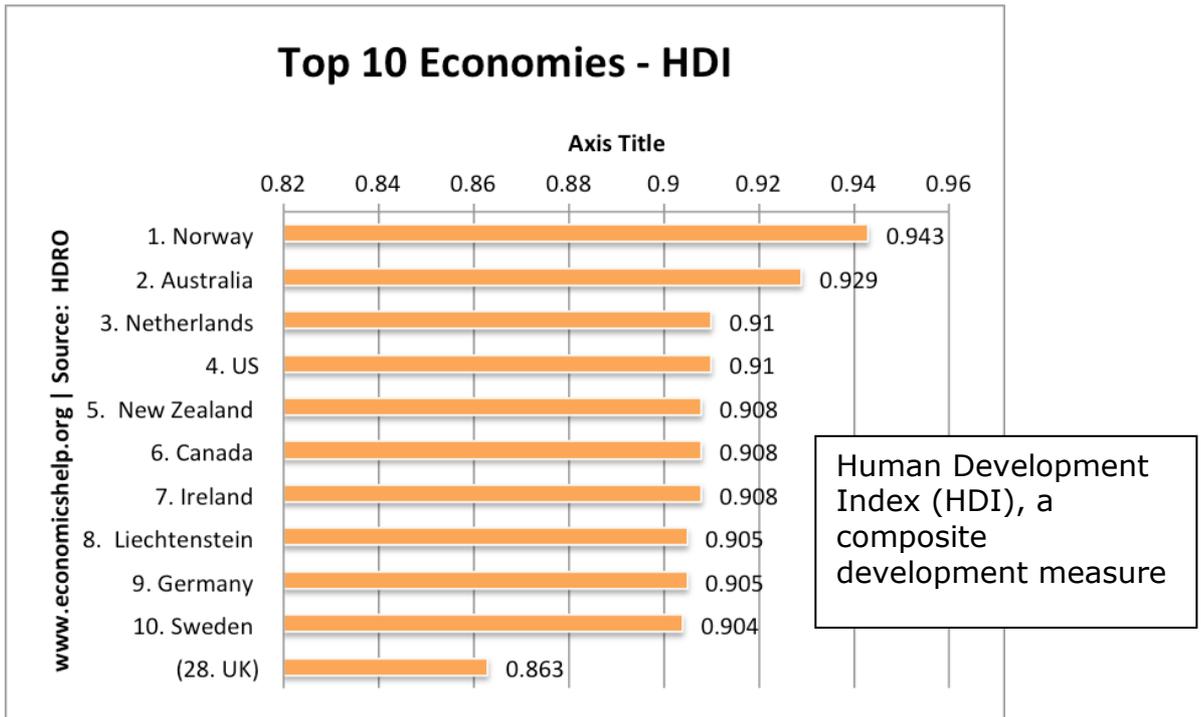


Figure 9

(5) Interpreting population pyramids

Specification link: Key idea 5.6 (*Changes in population structure and life expectancy that have occurred in the last 30 years in the chosen country*)

Brazil 1985 (*population = 136.2 million*)

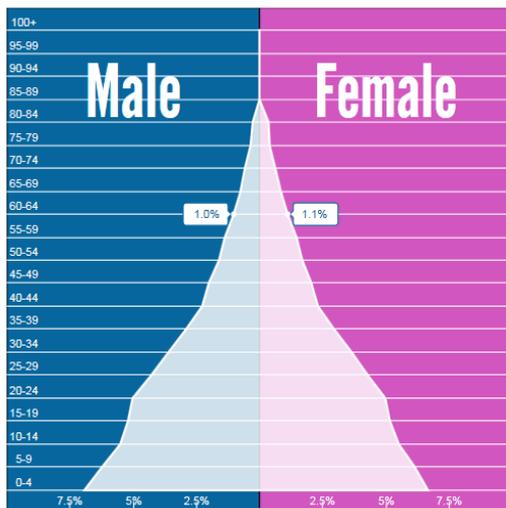


Figure 10

Source: <http://populationpyramid.net/brazil/1985/>

Brazil 2015 (population = 203.7 million)

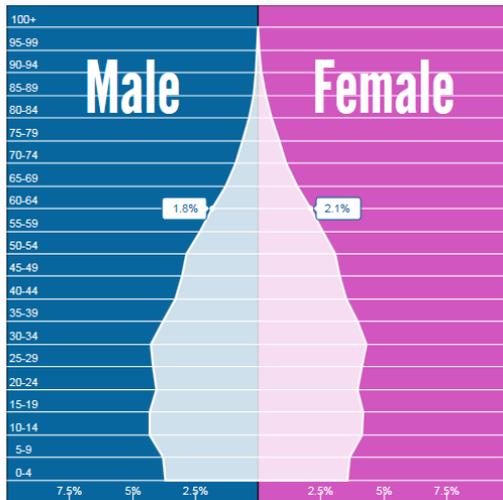


Figure 11

Source: <http://populationpyramid.net/brazil/2015/>

Differentiation

Different types of questioning can be used to allow students of different abilities to interpret these population pyramids.

For example, questions to challenge less able students may include:

- What is meant by the term 'population structure'?
- Describe two differences between the population aged 60–64 in the two pyramids. Give a reason for your answer.
- In which year did Brazil have the larger dependent population? Why?
- Explain why Brazil's population pyramid is taller in 2015.

Whilst questions that might stretch more able students might include:

- In 1985, did Brazil have a 'youthful' or an 'ageing' population? Explain why this changed between 1985 and 2015.
- State whether Brazil's population pyramid in 2015 is more typical of a developing, emerging or developed country. Give reasons for your answer.