

GCSE Geography B Paper 1 Global Geographical Issues

Pace Yourself
Teacher Support Guide





Geography B: Pace Yourself Guide

The aim of this PowerPoint is to help teachers to identify content, skills and themes which reoccur within the specification, allowing a timely completion of the course content within 120 hours of guided learning, as suggested by the 2 year course planner.

This guide will help teachers to plan their delivery, identifying opportunities where:

- knowledge and recognition of ideas is necessary, rather than in-depth understanding
- quick recaps of ideas are sufficient rather providing in-depth teaching again;
- and similarly content can be revisited allow regular revision of key ideas;
- ‘flipped learning’ can give responsibility to students to cover previously taught material either as preparatory tasks either before or after the lesson, e.g. recommending a YouTube video, or reading certain pages of the textbook;
- combining related content across different topics to ensure an efficient use of time;
- ideas about linking detailed content to help students formulate extended responses
- the nature of an issues based specification places particular emphasis on assessment and evaluation of content and ideas.



What should be prioritised

- How to write clear explanations of concepts listed in the detail content – made up of a relevant factor, and various extension points. e.g. the reason why **arid areas** lead to **high rainfall**
- Use the integrated skills to introduce subject content and encourage the development of those explanations
- Encourage students to give their opinion about ‘the importance of the different concepts listed in one box of detailed content, which make up **geographical issues** e.g. which impact of an earthquake of volcano is the most important, primary or secondary?

Paper 1: Global Geographical Issues



Topic 1: Hazardous Earth






Topic 1 – Hazardous Earth

Finding the right balance between breadth and depth is critical to enable course content to be covered in time. One way to save time is to avoid overteaching some bits of detailed content and allow time to be provided enough information about others.

- There are 3 enquiry questions, and the suggested teaching time for each is 5 hours.
- Globes indicate a need for located examples – 2 for tectonics and 2 for cyclones – covering both developing **and** developed countries.
- Care is needed to get the right balance of breadth and depth. For example, understanding *why* tropical cyclones rotate **is** necessary (1.4a), i.e. teachers might probably refer to the Coriolis force; but understanding how the Coriolis force works is **not** necessary.
- On the other hand, enough time is needed to make sure candidates have had time to understand each aspect of vulnerability.
- Make sure candidates can explain the difference between these types of vulnerability. The words ‘physical’, ‘social’, ‘economic’ appear across the specification and better candidates can both discriminate between them, and give examples of vulnerabilities as part of their explanation (rather than just location evidence).

Enquiry question: How are extreme weather events increasingly hazardous for people?	
Key idea	Detailed content
1.4 Tropical cyclones are caused by particular meteorological conditions	a. Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks and how these change over time. (4)
	b. How the global circulation of the atmosphere leads to tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation. (5)
1.5 Tropical cyclones present major natural hazards to people and places	a. Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments. (6)
	b. Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones.
1.6 The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them	a. How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.
	b. The effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.
Integrated skills: (4) Use of GIS to track the movement of tropical cyclones (5) Use of weather and storm-surge data to calculate Saffir-Simpson magnitude (6) Use of social media sources, satellite images and socio-economic data to assess impact.	

 = located example.



Where do you need breadth?

- Another way to save time is to teach lessons that link together ideas from different parts of the detailed content, i.e. repacking the ideas to create a scheme of work that works for your students. The examples below show one way to teach each EQ in 5 hours.

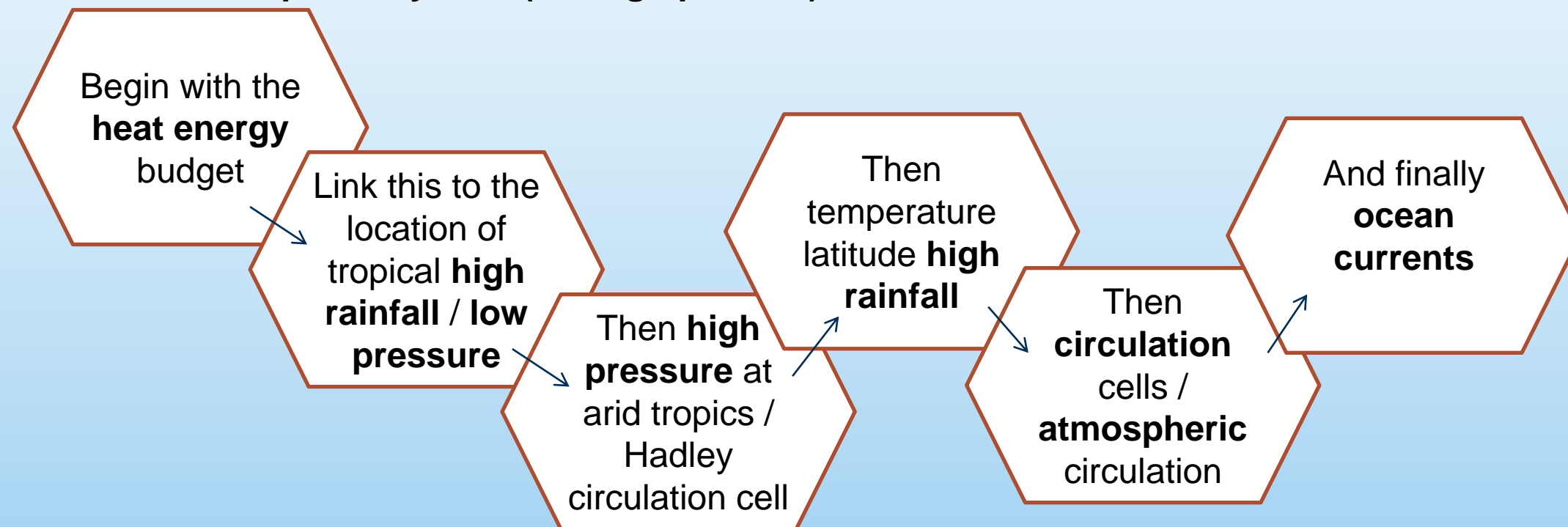
EQ1 – World's Climate	EQ2 – Extreme Weather	EQ3 – Tectonic Activity
<ul style="list-style-type: none">• Lesson 1 – globalisation atmospheric circulation and location of different pressure areas. Focus student attention on explaining two main types of rainfall (convictional at tropics and frontal at temperature latitudes) – 1.1a/b• Lesson 2 – Situate evidence of climate change within a story of long-term and natural climate change - 1.2a/b• Lesson 3 – Build on this story by changing scale to consider enhanced greenhouse effect, and making comparison with natural climate change – 1.3a• Lesson 4 – develop understanding of impacts of natural systems (could recap on tropical cyclone formation) – 1.3b. Could make opportunity to consider feedback systems (particularly re. sea-level) so that...• Lesson 5 – ...students start to build a picture of understanding projections and uncertainty – 1.3c.	<ul style="list-style-type: none">• Lesson 1 – begins with overlap with 1.1a/b – then the formation, characteristics and intensification of tropical cyclones, can be linked into the global heat distribution pattern and causes of convictional rain (1.4a/b).• Lesson 2 – physical hazards (1.5a), which also links to climate change consequences from EQ1• Lesson 3 – preparation (1.6a), using this as an opportunity to focus on a located example from a developed country (1.6bi)• Lesson 4 – vulnerability (1.5b), using this as an opportunity to focus on a located example from a developing country (1.6bii)• Lesson 5 – allowing you to finish by making contrasts between the two locations, which also addresses why some countries are more vulnerable (1.5b)	<ul style="list-style-type: none">• Lesson 1 – Earth's structure, convection and combine this with why hotspots are unusual• Lesson 2 - constructive plates, making time here to consider lava types so that...• Lesson 3 – a quick contrast is made with destructive plate boundaries so that focus can be on a located example of the impacts of EQ/volcanoes• Lesson 4 - leaving conservative boundaries, with a focus on a located example of management of EQ/volcanoes), finishing with...• Lesson 5 – tsunamis and long-term planning



Conceptual 'Keychain' explanations

- Re-organising some of the detailed content can allow you to teach geographical ideas through more logical sequences. Some students find these 'conceptual explanations' or 'keychains' a helpful way to learn, and in turn this speeds up the acquisition of new ideas later in the course.

EQ1 - The Atmosphere System (mixing up 1.4a/b)



Note that students are **not** required to have in-depth understanding of each of these ideas



Breadth: Joining up content across 'detailed content'

- The final way to save time is look for **conceptual overlaps** between different parts of the detail content. Mix-match the ideas to form lesson sequences that suit your students and avoid the need for reteaching.

EQ1 - The Atmosphere System (1.4a/b)

- Begin with the **heat energy budget**
- Link this to convectional rainfall / **low pressure**
- Then high pressure at arid tropics / Hadley circulation cell
- Then frontal rainfall / temperate latitude low pressure
- Then circulation cells / atmospheric circulation
- And finally ocean currents

EQ2 Lesson 1 Tropical Cyclones - 1.1a/b

- Begin with a **recap** of global **heat energy distribution**
- And **recap** of global atmospheric circulation
- Remind** students about **low pressure** ITCZ
- Then link to hurricane source area (and seasonal change over time)
- Then intensification
- Then link to structure
- Then rotation (trade winds?)
- Then tracks and dissipation
- Concluding with global patterns (hurricanes vs. typhoons)



Where do you need depth?

- The specimen papers show you in which topics students might be asked more complex questions. These require deeper understanding, deeper thinking and some judgements. Spend more teaching time on these parts of the course:

- Sometimes questions are based on a mixture of different key ideas and detailed content – e.g. this question requires a contrast between e.g. past (1.2) and current climate change (1.3)
- They need time to understand the theory that explains the impact and response of tropical cyclones in both:
 - in a developed country
 - in a developing / emerging country
- Finally, students also need to understand 2 located examples of earthquakes or volcanoes (using **same** location for impact and management). Pick locations wisely so you can also illustrate the theory in key ideas 1.7/8 (e.g. contrasting volcanic hazards), giving you more time to focus on the located examples.

- (f) 'The causes of past climate change and current global warming are different'.
Assess this statement. (8)
- (e) Using named countries, evaluate whether the impacts of tectonic hazards on emerging or developing countries are greater than those in developed countries
- Named emerging **or** developing country
- Named developed country (8)
- (g) Evaluate the effectiveness of the methods of response to a tropical cyclone in a named developed country. (8)
- (h) Assess the importance of the primary and secondary impacts of **either** earthquakes **or** volcanoes in an emerging **or** developing country. (8)
- Named emerging or developing country



How to train your students

- Present clear case study information – but not lots of it.
 - Use activities to help students differentiate between e.g. primary and secondary effects
- Set aside lesson time for students to make an opinion about the ideas within key ideas,
 - e.g. are the impacts of volcanoes/earthquakes worse in developing or developed countries?
 - e.g. does evidence show the causes of past and present climate change are different, or not?
- Allow different points of view (AO2) and encourage disagreement and debate (AO3)
- Explore the key evaluative language, e.g. ‘what does severity’ mean in regular language
- Get them confident at making judgements based on key words, e.g. ‘why is that the most severe...’
- If a resource is presented (AO3/4), require them to use the information that was presented
- Make sure they can put their clear final opinions into writing
- For an ‘evaluate’ question, a clear conclusion is needed.
- For an ‘assess’ question, there must be consideration of the different factors, e.g. relative strength, but no conclusion is needed.



How to train your students

- Notice 'Explain' is used as a command word in 5 slightly different ways across the 3 papers. Students should check the number of marks and supporting command word as a guide of how they should extend, or connect their ideas in their explanation. This is unpacked throughout the presentation.

(b) Explain **one** reason why some areas are arid (have low rainfall).

(2)

(f) Explain **two** negative impacts of the rapid economic development of an emerging country on different age groups.

(4)

(iii) Explain **one** reason why the economic cost of tropical cyclones varies.

(3)

(c) Explain the difference between concordant and discordant coastlines. You may use a diagram to help your answer.

(4)

(c) Study Figure 7.

Explain why Norway exports a high percentage of the oil it produces.

(3)

(c) For a named UK city, explain **one** way in which migration has changed its population.

Named UK city

(4)

Topic 2: Development dynamics





Topic 2 – Development dynamics

- Topic 2 is made up of two enquiry questions. EQ1 is more theoretical, whilst EQ2 focusses on one chosen **examples** of a developing or emerging country. The SAMS and Specimen Papers focus ‘assess’ or ‘evaluate’ questions on EQ2 rather than EQ1, but would expect students to use ideas from EQ1 in their writing. Therefore, it is advised to spend slightly more time on EQ2.

EQ1 Suggested teaching time – up to 6 hours

There are many marks in the SAMS/Specimen papers for MCQ and Explain 1 / 2

- **Identify** which one of the following is a definition of fertility rates.
- **State** one feature of colonialism.

The most complex question on SAMS and Specimen are:

- **Explain** how the transport developments shown in Figure 2a may have helped cause rapid economic change in emerging countries (3 marks)
- **Explain** how the economic growth in an emerging country such as India could lead to demographic change. (4 marks)

EQ2 Suggested teaching time – up to 8 hours

Questions in SAMS/Specimen range from:

- What is the likely projected level of air pollution in Russia by 2070 if the trend on Figure 5 continues? (1 mark)
- **Explain one** reason why economic growth leads to higher levels of all types of pollution in emerging countries (4 marks)
- **Evaluate** the impact of globalisation on the economy of a named emerging country. (8 marks + 4 SPG)



EQ1 – Where do you need breadth

- There are lots of ideas and concepts in EQ1, many of which could be all-consuming. Within the context of 6 hours, some mix-matching of different pieces of detailed content will be necessary to complete teaching of the course in time. The below suggests one way to do this.

Orientate the teaching around the named development theories, making appropriate links to players and actions (top-down/bottom-up)

- Lesson 1** – all of key idea 2.1, focussing on definitions together with measurements. Contrast demographic, social, political and economic ways to look at development
- Lesson 2** - introduce the theory of inequality starting with social and historical context of colonialism, leaving time to focus on neo-colonialism in the case study (geopolitical influence 2.7a).
- Lesson 3** – (perhaps using, e.g. Noida F1 stadium in India) to illustrate Rostow's modernisation theory, particularly the role of TNCs and funding of large infrastructure evaluation of top-down strategies. Note there is also an opportunity to teach a top-down project in the developing/emerging city case study (3.7a).
- Lesson 4** – Exploring how Frank's dependency theory; that processes and players (e.g. TNCs / IGOs) only benefit some
- Lesson 5** – focus on NGOs, intermediate technology, bottom-up strategies alongside TNCs and government. Note similar opportunity in the developing/emerging city case study in Topic 3 (3.7b).
- Lesson 6** – reflect on all aspects of these theories, considering the environmental, economic and political reasons for global inequality as potential barriers to development

2 (a) (i) Which of the following is the definition of 'fertility rate'?

(1)

- ☐ A the average number of deaths per year
- ☐ B the average number of births per woman
- ☐ C the average number of times a woman marries
- ☐ D the average number of teenage mothers

(b) Explain **one** advantage of top-down development strategies.

(2)

(c) Analyse the information in **Figure 3** which shows data for three countries at different levels of development.

Country	GDP per capita (\$)	Infant mortality per 1000	Doctors per 1000 of population
United Kingdom	42 000	4	2.7
Brazil	12 000	12	1.8
Malawi	250	44	0.1

Figure 3

Explain why the infant mortality rate varies between the countries in Figure 3.

(4)



EQ1 – How to train your students

(b) Explain **one** way in which the Human Development Index (HDI) measures development.

(2)

Enquiry question: What is the scale of global inequality and how can it be reduced?	
Key idea	Detailed content
2.1 There are different ways of defining and measuring development	a. Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption). (1)

- Look carefully at the construction of the syllabus when you design your teaching.
- Explanation questions will require written understanding of both concepts and the link(s) between them.
- These clear written explanations will also aid students explain ideas in the longer 'Assess' and 'Evaluate' questions.

Something about the HDI

Using life expectancy...

By measuring adult literacy...

How that measures development

...it measures health of the population.

...it measures the education levels of the population.



Where is there overlap?

- Although not explicit, there are many links between the ideas in EQ1 and EQ2. At the start to a lesson in EQ2 you could test students ability to explain one of the ideas covered in EQ1:

Enquiry question: What is the scale of global inequality and how can it be reduced?	
Key idea	Detailed content
2.1 There are different ways of defining and measuring development	<p>a. Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption). (1)</p> <p>b. How countries at different levels of development (developing, emerging and developed) have differences in their demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates). (2)</p>
2.2 There is global inequality in development and different theories in how it can be reduced	<p>a. The causes and consequences of global inequalities; social (education, health), historical (colonialism, neo-colonialism), environmental (climate, topography), economic and political (systems of governance, international relations) (3)</p> <p>b. How Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.</p>
2.3 Approaches to development vary in type and success	<p>a. Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players (transnational corporations (TNCs), governments) contributing to globalisation and why some countries have benefitted more than others.</p> <p>b. Advantages and disadvantages of different approaches to development: Non-governmental organisation-led (NGO-led) intermediate technology, Inter-governmental organisation (IGO)-funded large infrastructure and investment by TNCs.</p>
Integrated skills: (1) Comparing the relative ranking of countries using single versus composite (indices) development measures (2) Interpreting population pyramid graphs for countries at different levels of development (3) Using income quintiles to analyse global inequality.	

Enquiry question: How is ONE of the world's emerging countries managing to develop?	
To be studied in the context of an emerging country* (with high or medium human development).	
Key idea	Detailed content:
2.4 Development of the emerging country is influenced by its location and context in the world	<p>a. The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.</p> <p>b. Broad political, social, cultural and environmental context of the chosen country in its region and globally.</p>
2.5 Globalisation causes rapid economic change in the emerging country	<p>a. The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1990. (4)</p> <p>b. The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (receipt of tied or multi-lateral aid, education and infrastructure investment, pro-FDI policy) in the development of the chosen country. (5)</p>
2.6 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country	<p>a. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics. (6)</p> <p>b. Positive and negative impacts of economic development and globalisation on different age and gender groups.</p> <p>c. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).</p>
2.7 Rapid economic development has changed the international role of the emerging country	<p>a. How rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA.</p> <p>b. Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.</p>
Integrated skills: (4) Using numerical economic data to profile the chosen country (5) Using proportional flow-line maps to visualise trade patterns and flows (6) Using socio-economic data to calculate difference from the mean, for core and periphery regions.	



EQ2 Case study – How to save time

The previous slide showed that, because of the overlap, there is potential time saved by nesting the emerging/developing city case study within the equivalent country study. Whichever order you teach these topics, the case study needs more teaching time.

There are other overlaps and potential links:

- The broad context of your country (2.4b) will probably reinforce historical and political causes of global inequality (2.2a)
- When exploring the role of globalisation (2.5), you could link back to theory about approaches to development (2.3 – TNCs / Aid)
- Recapping the role of IGOs and 2.7b could allow opportunity to study neocolonialism (2.2)

(c) Analyse **Figure 2a**, which shows information about the development of air transport infrastructure in three countries.

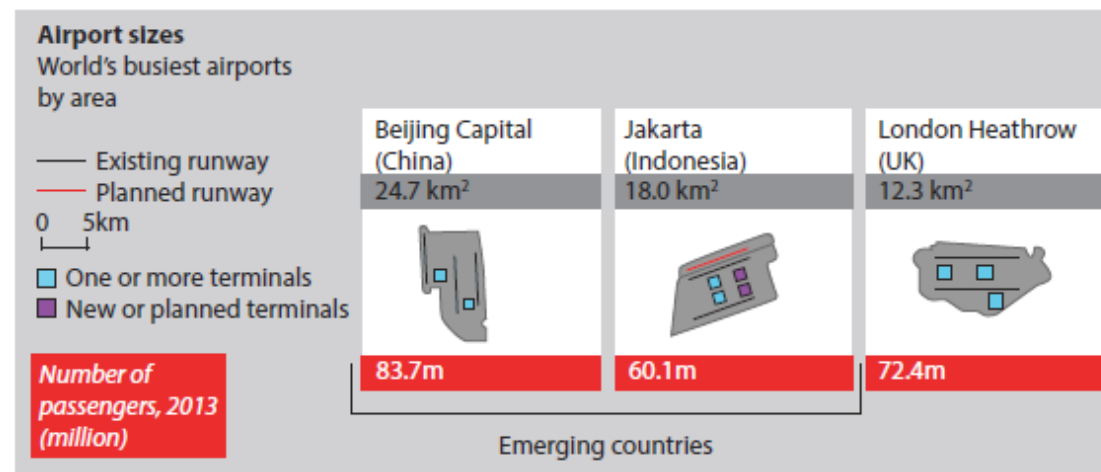


Figure 2a

(ii) Explain how the transport developments shown in **Figure 2a** may have helped cause rapid economic change in emerging countries.

(3)

It is important to prepare students for both 'theoretical' questions that might have nothing to do with the chosen examples, as well as ensuring they can write extended responses that require a more in-depth understanding of the location.



EQ2 – How to train your students

(iii) Explain **one** reason why economic growth leads to higher levels of all types of pollution in emerging countries.

(3)

2.6 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country	a. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics. (6)
	b. Positive and negative impacts of economic development and globalisation on different age and gender groups.
	c. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).

- Look carefully at the construction of the specification when you design your teaching.
- Explanation questions will require written understanding of both concepts and the link(s) between them, and sometimes to the key idea.
- These clear written explanations will also aid students explain ideas in the longer 'Assess' and 'Evaluate' questions.

Economic growth...	Extension	Double developed extension
...can be a result of industrialisation	...so the increase in factories leads to air pollution	...such as CO ₂ , NO _x and SO ₂ .
...leads to rising demand for fossil fuels	...which release pollution when burned in power stations / factories / vehicles	...and waste which is dumped / landfilled.
...leads to increased demand for water	...which is often not treated in emerging countries after it is used	...leading to chemical / sewage / farm runoff pollution in rivers and lakes.



EQ1 – How to train your students

(f) Explain **two** negative impacts of the rapid economic development of an emerging country on different age groups.

2.6 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country	a. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics. (6)
	b. Positive and negative impacts of economic development and globalisation on different age and gender groups.
	c. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).

- Although this type of ‘explain’ question is subtly different, it still requires students to make a connection between an impact of rapid economic development to the idea of different (specific) age groups.
- In this example, it is important students make two distinctive points about different negative impacts, as illustrated below.

A negative impact

Air pollution ...

How it effects a particular age group

...leads to breathing problems amongst the elderly / young people

Rapid rural to urban migration...

...often there are not enough jobs leading to unemployment for young people



EQ2: Where to spend more time

- All students need in-depth understanding of the chosen case-study country. The best way to assess depth of understanding by students is to through open-ended discussion **about the content**. The questions below, although not typical of 8-mark ‘assess’, serve this purpose:

Some questions to ask yourself about your chosen country so all students have got enough in-depth knowledge	Some good discussion questions for high-ability students might include:	How to use the detailed content to help
<ul style="list-style-type: none">• How is your country connected together? E.g. rivers / road / rail transport• How does it connect to the rest of the world? E.g. ports / airport / transport network• What's the underlying physical geography? Oceans, mountains, and how does that create different regions, cultural groups and does it shape the politics of the country?• Is the country growing economically? Who is investing?• What is the government's policy towards trade and globalisation, as well as education? Does it receive aid?• What stage of the DTM is it at? Which cities are people moving to and where from? Link back to point 3.• Is the country getting older/younger – and what is life like for gendered groups• Does anywhere suffer from pollution?• How well does the country get on with the EU/USA? And other countries – how is it shaping other countries?	<ul style="list-style-type: none">• Why is XXX's (e.g. China) location so significant?• Will XXX become a regional-hub country?• Are the policies of XXX's government helping to encourage development?• Is XXX's government changing the country more than globalisation is?• Should XXX' government always focus on economic growth?• Is XXX suffering for its own economic growth?• Does XXX have good geopolitical relationships with other countries?• Should the UK/EU/USA engage with XXX?	<p>E.g. in your opinion, what has made China's location so significant, is it it's site in the world, e.g. it's latitude, or it situation, e.g. because of its proximity to the ocean, or because of its connectivity, e.g. Belt/ policy through the Tien Shan mountains, or because of the influences of it's culture, or it's environmental resources – either in different parts of the country or all of it</p>

Topic 3: Challenges of an urbanising world

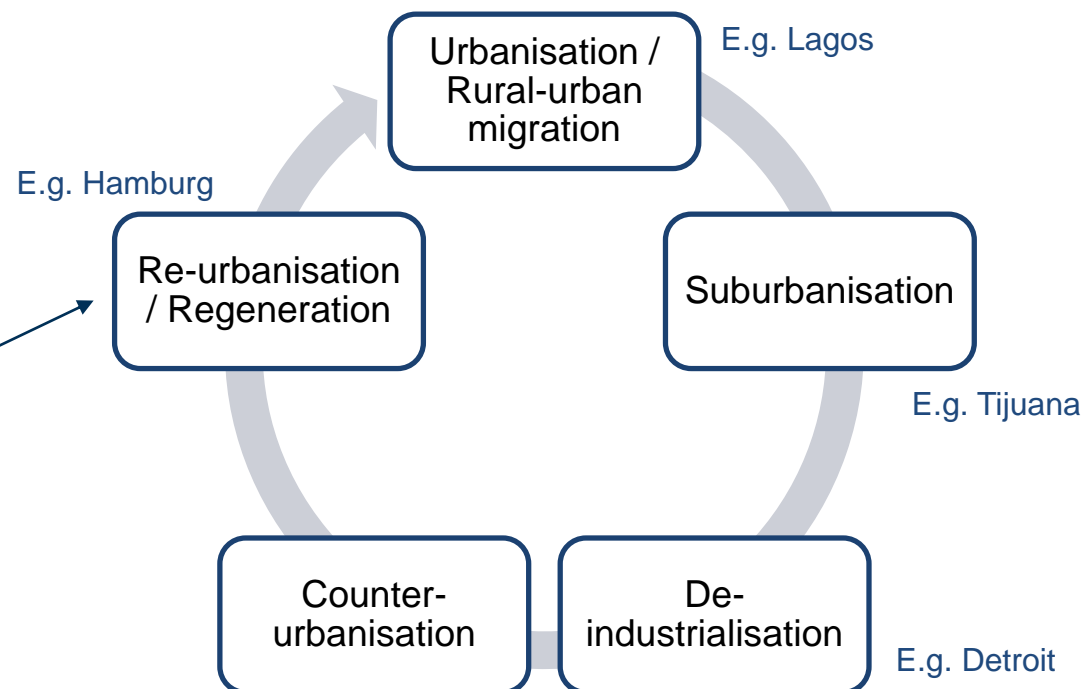




Topic 3 – Challenges of an urbanising world

Overview of rapid urbanisation and contrasting global urban trends	
Enquiry question: What are the causes and challenges of rapid urban change?	
Key idea	Detailed content
3.1 The world is becoming increasingly urbanised	a. Past (since 1980) and current global trends in urbanisation, how it varies between global regions, and future projections of global urbanisation. (1)
	b. The global pattern of megacities (size, location, growth rates) and how in many countries some urban areas have disproportionate economic and/or political influence (urban primacy).
3.2 Urbanisation is a result of socio-economic processes and change	a. How economic change and migration (national and international) contributes to the growth and/or decline of cities in the developing, emerging and developed countries.
	b. Why urban economies are different in the developing, emerging and developed countries (formal versus informal employment, relative importance of economic sectors, working conditions).
3.3 Cities change over time and this is reflected in changing land use	a. How urban population numbers, distribution and spatial growth change over time (urbanisation, suburbanisation, de-industrialisation, counter-urbanisation and in some cases, regeneration).
	b. Characteristics of different urban land uses (commercial, industrial, residential) and the factors that influence land-use type (accessibility, availability, cost, planning regulations). (2)
Integrated skills: (1) Use and interpretation of line graphs and calculating of rate of change/annual or decadal percentage growth (2) Using satellite images to identify different land use zones in urban areas.	

- Topic 3 is made up of two enquiry questions. The suggested teaching time for EQ1 (Overview of urbanisation) is 5 hours
- There are many concepts, definitions and ideas to learn in that time. Do not get caught up in minutiae. Design your own sequences of learning, e.g. 3.3a could be a good structure for the entire topic – in this model, each city faces it's own 'challenges' and 'issues'.





Topic 3 – Challenges of an urbanising world

- The majority of questions in the SAMS and Specimen papers test understanding of concepts in both EQ1 and EQ2 (the developing/emerging case study) by assessing geographical skills at the same time

(c) (i) State **one** reason for rapid population growth in megacities.

(1)

(b) (i) Define what is meant by the term **urban primacy**.

(1)

(ii) Explain **one** challenge of rapid population growth for people in megacities.

(2)

(b) Which of the following land use zones is dominated by commercial functions?

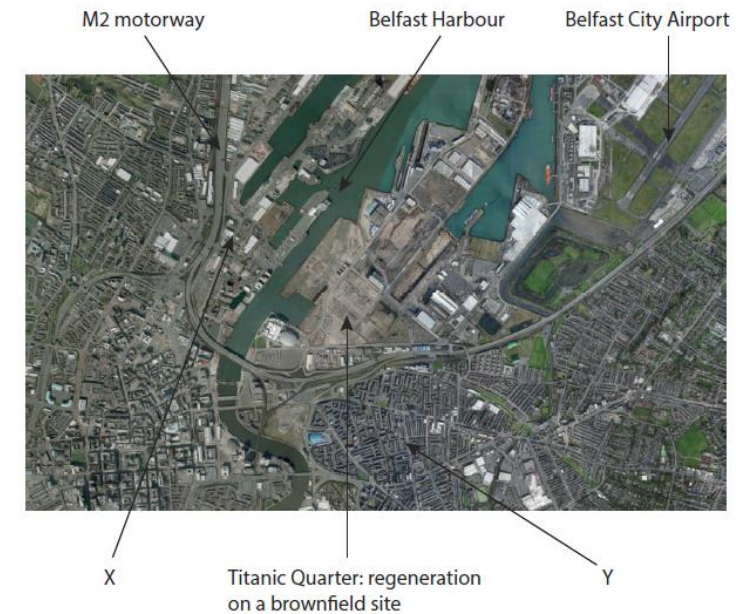
(1)

- ☐ A CBD
- ☐ B inner city
- ☐ C suburbs
- ☒ D rural-urban fringe

(iv) Suggest how the land use in Belfast (Figure 3) may encourage migration at a national and international scale.

(4)

(c) Study Figure 3, a satellite image showing different land use types in Belfast.



(Source: Map data ©2016 Google Imagery ©2016, DigitalGlobe, Infoterra Ltd & Bluesky, Landsat)



Where is breadth necessary?

- Some strategic planning is needed to cover the full range of ideas for EQ1 in the time-frame suggested, together with the range of key-skills suggested. An example (lesson 2) is shown on the next slide.
-
- **Lesson 1** – rural urban migration, primacy, primary sector, informal sector, poor working conditions
 - **Lesson 2** – growth of cities, economic change, secondary sector, industrial land characteristics, suburbanisation, factors affecting land use, international migration e.g. from Mexico to USA
 - **Lesson 3** – deindustrial decline, global economic change, counterurbanisation, tertiary sector, residential land use,
 - **Lesson 4** – regeneration, formal sector, quaternary and quinary sectors, commercial land use, better working conditions, planning regulations
 - **Lesson 5** – global trends, variation between global regions, future projections, global pattern, disproportionate influence

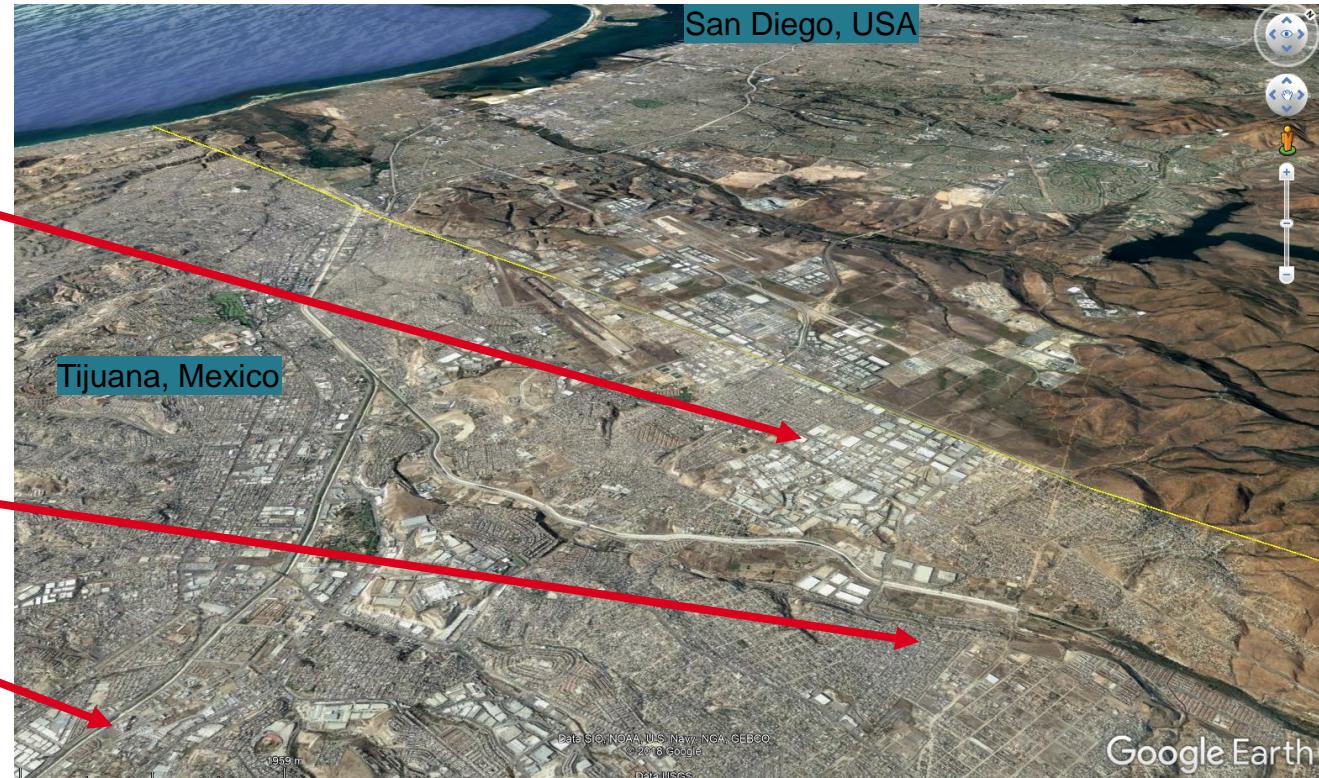


Putting a lesson together

- Picking a city for each lesson, although not required, can help students understand how these ideas are linked together, as well as integrating geographical skills.

Lesson 2 – Likely to be emerging city:

- **Remind** students about rural-urban migration to cities for (mainly) secondary sector jobs created by TNCs investing
- Show students the impact on (industrialised) land use
- **Introduce** idea of increased income, spending power and wealth
- Choice of workers eventually to move to suburbs, away from noise and pollution of factory areas
- Highlight the importance of spatial growth of city
- Could also discuss the consequent growth of the tertiary sector to provide services for wealthier residents of the city





Do you need case studies?

- There are no globes in Topic 3, so located examples are not required apart from the megacity case study. However 'Assess' 8-mark questions like the one below might benefit from the use of small-scale but accurate geographical knowledge as **examples**.
- Most students will use theoretical knowledge from EQ1 to answer this question. Some students might choose to also use their study of a megacity to answer this question. A few might use additional location knowledge from many locations, e.g. Lagos vs. Tijuana vs. Detroit vs. Hamburg)
- Students must be willing to **challenge the question** – stepping back and considering the importance of the urbanisation cycle helps with this approach.
- Alternatively students could consider whether 'urban growth' represents change in the number of people, or wealth, or spatial size of the city.

(e) Assess whether economic development always leads to urban growth.

(8)

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(8)

Urbanisation goes together with economic development because like Rostow said there will be a take-off when industry grows quickly. He wrote an economic theory that explained why countries developed. What happens is that industries grow in concentrated places and to get people to work in them they are taken from the countryside. This happened in Birmingham where metal industries grew and at the same time farming was changing over to a more mechanised form so less workers were needed. This meant that Birmingham grew and village around it didn't grow and even shrank. Birmingham grew at over 20% every 10 years in the 19th century. However, deindustrialisation set-in in the late 20th century as many industries closed or moved away so population declined. At the same time more people owned cars so that they could commute from the surrounding area so the villages started growing again – this is called counterurbanisation. Whether this always happens is a bit controversial. If deindustrialisation is part of economic development then obviously this doesn't lead to urbanisation at all but the opposite. At the same time there are different types of economic development that don't have to happen in cities like research and development that can happen in rural areas, like the Cambridge Science Park and Silicon Valley in America. Rostow didn't have a stage Age of High Mass Consumption but he could have done. But either way the answer is no, not always.

Examiner commentary

This is a Level 3 answer and was awarded 8 marks in total (4 x AO2 + 4 x AO3).

Level 3 answers 'demonstrate accurate understanding of concepts and the interrelationship between places environments and processes' (AO2) which allows the student to 'apply understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well developed argument that synthesises relevant understanding coherently leading to judgements that are supported by evidence throughout'.

- There is a good range of evidence / reference to the urban case-study with some data (AO2).
- There is good understanding of the processes of economic development derived from the Rostow model (AO2).
- The student addresses 'always' directly and also tries to provide contrary evidence about different types of development and different types of industry (AO3).
- Although lacking paragraphs there is a structure to the answer with a very clear conclusion (AO3).
- The language used verges on the colloquial but is clear enough.



**Remember: The content
in Topic 3 can be nested
in the content already
covered in Topic 2**



Where is there overlap between case studies?

Enquiry question: How is ONE of the world's emerging countries managing to develop?	
To be studied in the context of an emerging country* (with high or medium human development).	
Key idea	Detailed content:
2.4 Development of the emerging country is influenced by its location and context in the world	a. The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context. b. Broad political, social, cultural and environmental context of the chosen country in its region and globally.
2.5 Globalisation causes rapid economic change in the emerging country	a. The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and type and origin of foreign direct investment) since 1990. (4) b. The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (receipt of tied or multi-lateral aid, education and infrastructure investment, pro-FDI policy) in the development of the chosen country. (5)
2.6 Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country	a. How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics. (6) b. Positive and negative impacts of economic development and globalisation on different age and gender groups. c. Impacts of economic development and globalisation on the environment (air, water and land pollution, greenhouse gases) at a variety of scales (human health and global climate change).
2.7 Rapid economic development has changed the international role of the emerging country	a. How rapid economic development has changed the geopolitical influence (regional influence, role in international organisations) and relationships with the EU and USA. b. Conflicting views of the costs and benefits of changing international relations and the role of foreign investment (TNCs) in the economic development.
Integrated skills: (4) Using numerical economic data to profile the chosen country (5) Using proportional flow-line maps to visualise trade patterns and flows (6) Using socio-economic data to calculate difference from the mean, for core and periphery regions.	

Enquiry question: Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*?	
To be studied in the context of ONE megacity in a developing or emerging country.	
Key idea	Detailed content
3.4 The location and context of the chosen megacity influences its growth, function and structure	a. Significance of site, situation and connectivity of the megacity in a national (environmental and cultural), regional and global context. b. The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.
3.5 The megacity in the chosen country is growing rapidly	a. Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth) for the megacity. b. How population growth has affected the pattern of spatial growth and changing urban functions and land use. (3)
3.6 Rapid population growth creates opportunities and challenges for people living in the chosen megacity	a. The opportunities for people (access to resources and employment) living in the megacity. b. The challenges for people living in the megacity caused by rapid population growth (housing shortages, the development of squatter and slum settlements, inadequate water supply and waste disposal, poor employment conditions, and limited service provision and traffic congestion). c. The pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and reasons for differences in quality of life within the megacity and the political and economic challenges of managing the megacity. (4)
3.7 Quality of life in the chosen megacity can be improved by different strategies for achieving sustainability	a. Advantages and disadvantages of city-wide government (top-down) strategies for making the megacity more sustainable (managing water supply, waste disposal, transport and air quality). b. Advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable (city housing, health and education services in the megacity).
Integrated skills: (3) Using GIS/satellite images, historic images and maps to investigate spatial growth (4) Using quantitative and qualitative information to judge the scale of variations in quality of life.	



Where is more time needed (greater depth)?

- Some of the detailed content in EQ2 is covered in other topics. If delivered linearly, then these can be recapped, saving time to focus on ideas that are particular to this topic.

Where time can be saved (if you've already taught other topics)

The emerging country study can help to explain why the site / connectivity of their megacity is important

The emerging country study can help recap migration and population rates (3.5), and explain pattern of residential areas in the megacity (3.6c)

Rural-urban migration, suburbanisation has already been taught in Topic 3 (3.3a)

NGO-led bottom-up strategies could be taught in topic 2a (Development)

Ideas that are only found in this topic (Time and focus is needed)

- Differences in structure between UK city and this (3.4b), which overlaps with changing urban functions and land use (3.5b).
- Access to resources and employment – (3.6a)
- Challenges in the megacity will need clear exemplification (3.6b, lesson 5)
- City wide governance strategies are often unique to a city and are worth understanding why they are unique to their chosen city (3.7, lesson 6)



How to teach EQ2 in 6 hours

- Some questions will be short-item response. They can be used for students to apply their research and build confidence in handling the theoretical ideas in the detailed content.

(iii) For the megacity named in (d)(i), explain **two** opportunities for people living there as a result of its rapid growth.

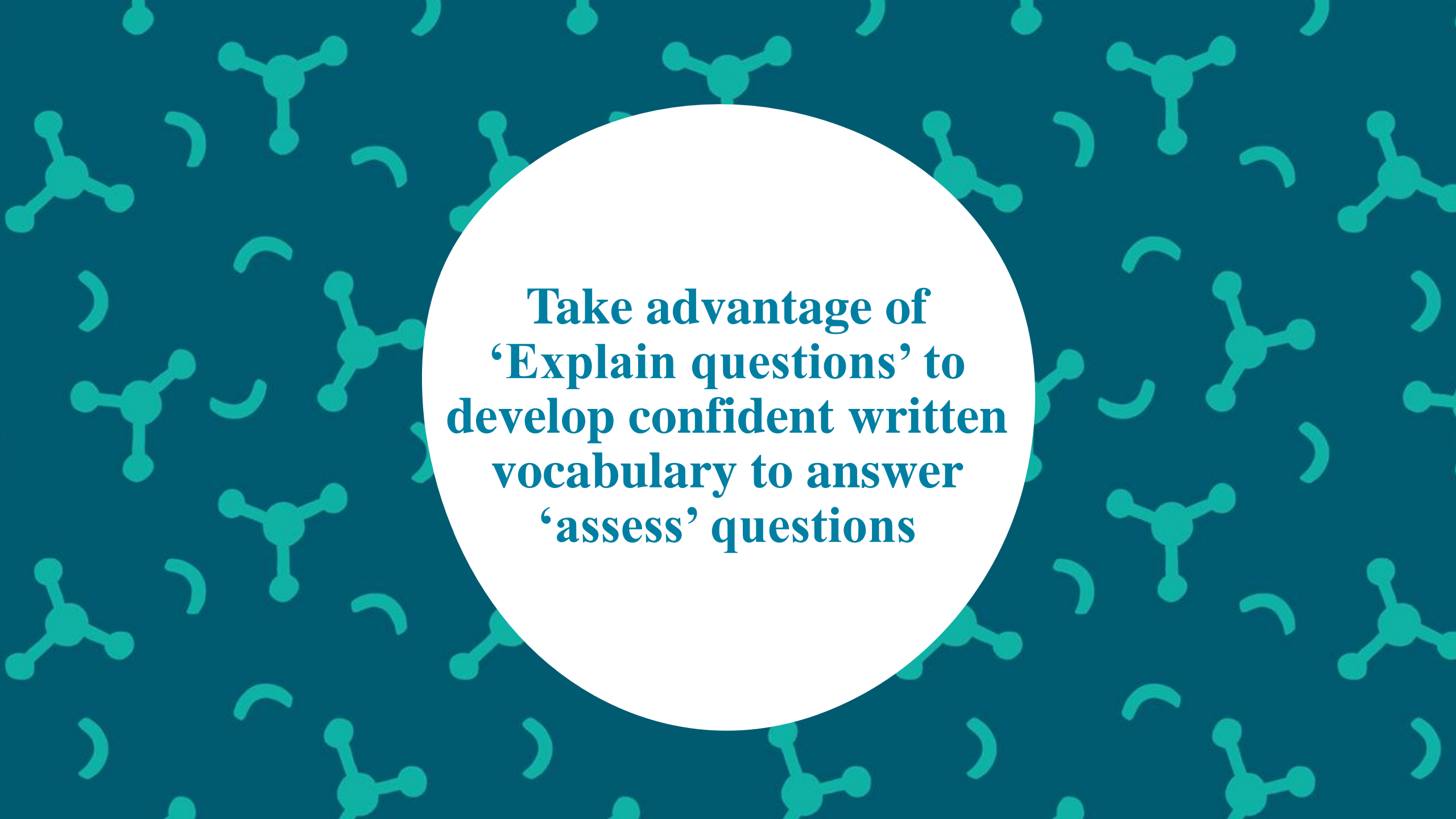
(4)

- Other exam questions might be 8-mark 'assess' longer-response – note that they are based on a mixture of detailed content from different key ideas.

(g) For a named megacity, assess how far rapid population growth has affected attempts to make it more sustainable.

(8)

- Lesson 1** – time for research / collection of factual information about the megacity
- Lesson 2** – time for research (or revision if at the end)
- Lesson 3** – 3.4a/b – deciding whether the growth of the city is determined by its location, or other factors
- Lesson 4** – 3.5a/b – deciding whether population growth has resulted in a sustainable city, or not?
- Lesson 5** – 3.6a/b/c – deciding whether migration and economic growth has created more challenges for the city, or opportunities
- Lesson 6** – 3.7a/b – deciding whether strategies to improve the quality of life in the city have been successful



**Take advantage of
'Explain questions' to
develop confident written
vocabulary to answer
'assess' questions**

ALWAYS LEARNING