



# **Topic Tests**

## **for GCSE AQA Geography**

### Urban Issues & Challenges

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# Teacher's Introduction

This resource contains four tests on the *Unit 3.2.1. Section A: Urban issues and challenges* element of the AQA GCSE Geography curriculum. Every aspect of the specification is covered in this resource.

These topic tests are designed to test the students' knowledge and enable the teacher to diagnose the students' strengths and weaknesses in certain areas. Each test covers a range of question types on one specification point, and there is a wide variety of stimulus material. These tests are not intended to mimic exam papers.

Mark schemes for each topic test can be found at the end of this resource. For 'closed' answer is acceptable, a model answer has been provided. For 'open' and extended answer questions, mark schemes have been included.

## When to Use This Resource

This resource can be used at the end of the unit when the students have revised or as a confidence test in a particular topic area. The students can also use the tests for revision later in the year.

Each test has approximately 40 marks and takes about 40 minutes. Where specification material has been kept generic so that the student may apply their own case-study knowledge. Each test contains a main section, with a range of question types suitable for all levels, and an extension section designed to stretch high-ability students.

## How to Use This Resource

The tests can be completed individually in class or even as a small group. However, they can also be used as short, minute homework tasks. The tests can be quickly marked by the student or the teacher. Model answers are provided.

At the end of the test the students can mark their own or each other's work using the mark schemes. They can then make a note of their scores, which enables a monitoring of progress.

## The Benefits to the Student

The students can be confident they have been tested on every aspect of the specification. At the end of the tests, the student will know which areas they are strong in, and which require further work.

The students can use the tests when they have revised – this tests their initial level of knowledge. Through the tests they can see how they have improved. Furthermore, they can use the tests for revision by masking their answers and quizzing themselves.

Always use the web version to include specification material.

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## Test 2 – Urbanisation in LICs and NEEs

1. Tick the correct column to indicate if the following statements about social and NEEs are true or false.

	Statement
1	Energy generation stations are more likely to be sited close to urban areas
2	People usually go to rural areas for university
3	On average, there are fewer doctors in rural than urban areas
4	Access to clean water supplies is much better in cities than in rural areas

2. Fill in the paragraph on urban industrial areas using the words from the box.

social well-being	informal	workforce
tertiary	infrastructure	sewage

Urbanisation goes hand in hand with economic development, as people move to cities for jobs in industrial areas, and businesses settle in these areas to take advantage of the large market. Foreign companies settling in LICs and NEEs create jobs and training, but often contribute to improvements in infrastructure. The large population found in cities can generate more business opportunities, but also require goods and services that the rural economy cannot provide. Incomes for people in LICs and NEEs may also come from the informal economy, where people may operate outside employment laws.

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3. Study Figure 3 below.



Figure 3 – The Lake Foys area of the Chittagong, Bangladesh

List **six** characteristics of a squatter settlement.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

4. Fill in the table to describe the impact of infrastructure on a city.

Infrastructure system	Description of the system	Description of its impact on the city
Water		
Sanitation		
Energy		

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5. For a city you have studied, outline the difficulties for low-income residents and b) education services.

.....

.....

.....

.....

.....

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6. Why do city authorities want to reduce unemployment and crime? Tick

1	Businesses can lose money if they are affected by crime.
2	Unemployed people contribute a lot to the economy.
3	Crime means people are more likely to be highly skilled.
4	If people are employed they won't need to turn to crime to make
5	Crime helps cities seem like safe places.
6	Crime gives a place a bad reputation, and foreign companies won
7	Employed people buy goods and services, which helps the econ
8	Employed people are annoying.



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7. Pick **one** environmental issue from the clouds below, and outline:

Household and  
industrial waste

Water pollution

Congestion of  
traffic

a. the negative impacts it can have on urban populations

.....

.....

.....

.....

b. how it can be managed

.....

.....

.....

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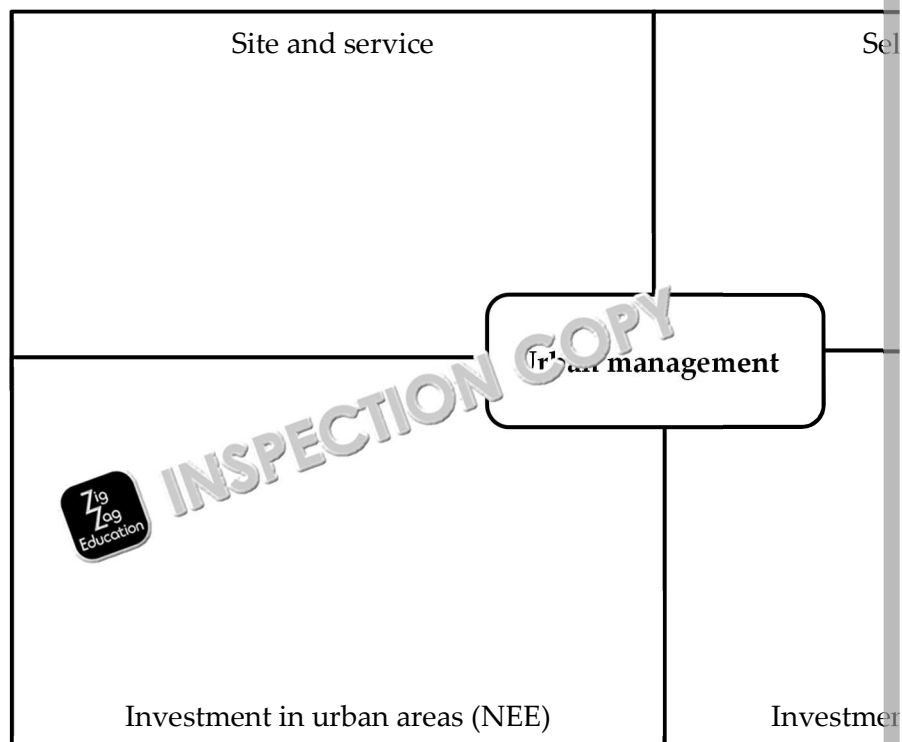
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8. Complete the mind map with details on the kind of urban management and LICs.




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### Extension Question

- Using a case study of an LIC or NEE, assess whether an urban manager can do anything to improve the situation for low-income people there.

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## Test 2 – Urbanisation in LICs and NEEs

1. Write down the number of each statement and indicate whether it is true or false.

	Statement
1	Energy generation stations are more likely to be sited close to urban areas
2	People usually go to rural areas for university
3	On average, there are fewer doctors in urban areas
4	Access to clean water supplies is much better in cities than in rural areas

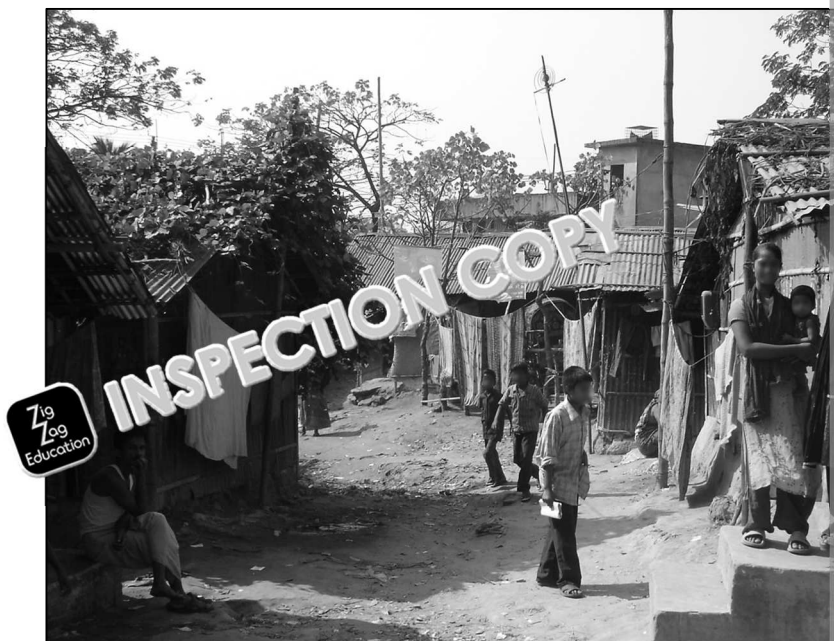
2. Write down the correct words from the box below in the order you would use to complete the paragraph.

social well-being	informal	workforce
tertiary	infrastructure	services

Urbanisation goes hand in hand with economic development, as people move to cities for jobs in industrial areas, and businesses settle in these areas to take advantage of the large market. Foreign companies settling in LICs and NEEs create jobs and training, but often contribute to improvements in infrastructure. They pay tax to governments and cause local businesses to develop in order to serve the growing market.

The large population found in cities can generate more business opportunities. People require goods and services that the rural economy cannot provide. Incomes for people in LICs and NEEs may also come from the informal economy, where people may operate outside employment laws.

3. Study Figure 3 below.



List **six** characteristics of a squatter settlement.

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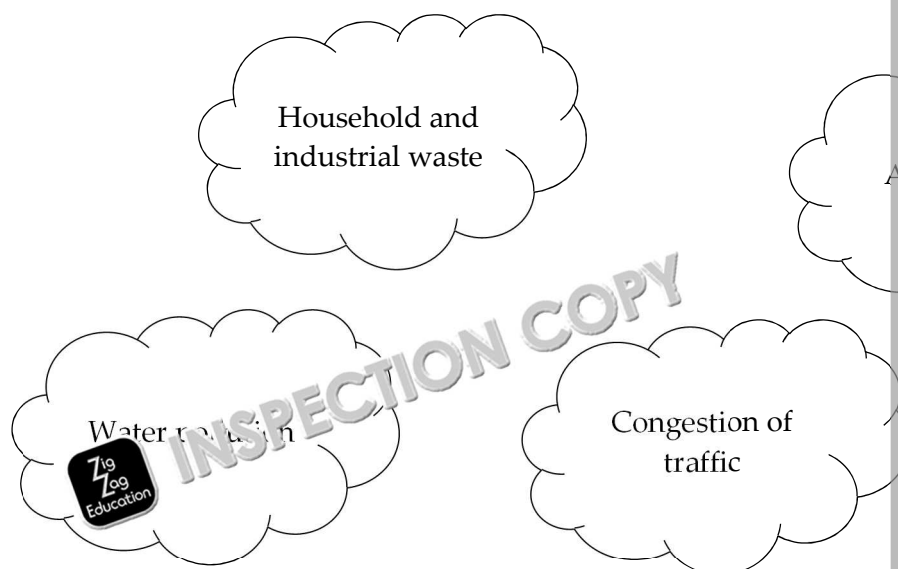
4. Copy and fill in the table to describe the impact of infrastructure on a city.

Infrastructure system	Description of the system	Description of its impact on the city
Water		
Sanitation		
Energy		

5. For a city you have studied, outline the difficulties for low-income residents in a) housing and b) education services.
6. Why do city authorities want to reduce unemployment and crime? Write down the reasons that apply.

1	Unemployment means people lose money if they are affected by crime.
2	Unemployed people contribute a lot to the economy.
3	Crime means people are more likely to be highly skilled.
4	If people are employed they won't need to turn to crime to make money.
5	Crime helps cities seem like safe places.
6	Crime gives a place a bad reputation, and foreign companies won't want to invest.
7	Employed people buy goods and services, which helps the economy.
8	Employed people are annoying.

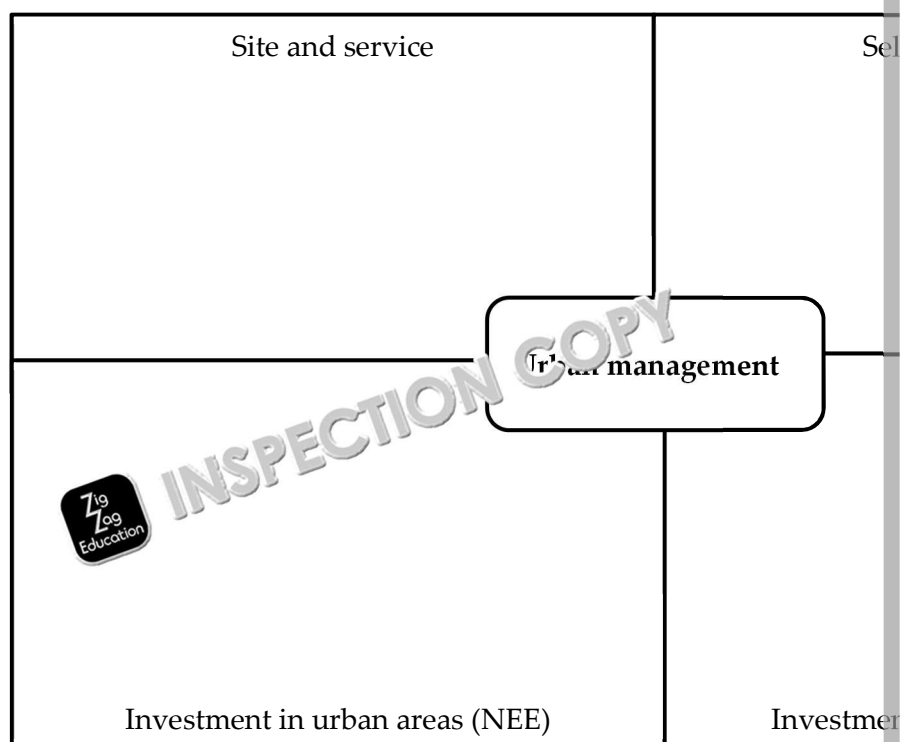
7. Pick **one** environmental issue from the clouds below, and outline:
- the negative impacts it can have on urban populations
  - how it can be managed



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8. Copy and complete the mind map with details on the kind of urban management issues (NEEs and LICs).



### Extension Question

9. Using a case study of an LIC or NEE, assess whether an urban management strategy is appropriate for low-income people there.

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## **Preview of Questions Ends Here**

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This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

## Answers

### Test 1 – Global change in urban areas

1. 3. When the proportion of the country's population living in urban areas increases [1]
2. 1 – c [1]  
2 – a [1]  
3 – b [1]
- 3a. In both HICs and NEEs, the percentage of people living in urban areas increased. In NEEs, this change was at a faster rate than in HICs [1], as NEEs proportion rose by 21% [1].
- 3b.
  - Both rose because rural-urban migration was continuing in both country groups [1]
  - NEEs rose faster because there are more people moving to cities [1]
  - HICs rose slower because there is better transport for countryside living, and less rural-urban migration occurring [1]
- 3c. HICs
- 3d. [Any two of the following]
  - They have experienced industrialisation, and so many people have moved to cities [1]
  - Fewer people are employed in agriculture [1]
  - More people are employed in tertiary/service industries or newer fields in cities [1]
  - usually need a university base or a large population centre [1]
  - Agriculture is mechanised and so does not require a large workforce [1]
  - Agriculture is mechanised, commercial and intensive, meaning there is a good transport system, and people are freed up to move to cities for work and jobs [1]
- 3e. NEEs
- 3f. [Any four from the following]
  - As can be seen in Figure 1, the line gradient (change) is steeper for NEEs than for HICs [1]
  - HICs are already mostly urbanised, and so there is not much more change than in NEEs [1]
  - HICs are experiencing counter-urbanisation [1]
  - Natural increase in NEEs is higher than in HICs, meaning this will contribute to urbanisation [1]
  - NEEs are not fully industrialised, and when this changes more people will move to cities [1]
  - In NEEs, many people still work in the primary sector, meaning that there is a large workforce that can move from these areas in the future [1]
- 4a. Rural-urban migration [1]  
Natural increase [1]
- 4b. [Either]  
Rural-urban migration occurs when people move from countryside areas to cities, increasing the urban population size [1].  
[Or]  
Natural increase refers to growth in existing population [1] when the birth rate is higher than the death rate [1]
5. [One mark for each correct answer]

Push factors	Pull factors
A, C, F, G	B, D, E, H

6. [The examples included here are for indication purposes only – there are likely to be many more examples of megacities]

Urban area	Definition	Examples
Millionaire City	Urban area with a population of over 1 million [1]	Any one from London, New York, Paris, Birmingham, Sydney, St Petersburg [1]
Mega City	Urban area with a population of over 10 million [1]	Any one from Tokyo, Shanghai, Mumbai, Karachi, New York [1]

- 7a. Increase
- 7b. [Any two from the following]
  - Because urbanisation will carry on occurring in NEEs and LICs. [1]
  - Because industrialisation will occur in LICs. [1]
  - Because global population is predicted to increase, and most of these people will live in urban areas [1]
  - Because current megacities cannot contain the growth. [1]
  - Because megacities will be needed in new areas. [1]

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- 7c. The overall distribution will not change that much [1], as Asia is predicted to have more megacities and North America do not have many [1]. However, areas such as Africa [1] and Latin America are predicted to increase their number of megacities dramatically [1].

## Extension Questions

8. Urban areas [1]
9. Asia [1]  
Africa [1]
10. Smaller cities, of under 500,000 people
11. People have a negative view of megacities as being unattractive and difficult to move to [1].
12. The answer should provide a clear conclusion (likely to be either 'yes' or 'no'), and some evidence must come from the extract provided for full marks. The conclusion must be justified.

[Indicative content]

Over 50% of the world's population will live in cities	There are other issues to consider
Urban growth will soon not just be an issue in HICs and NEES, but LICs too	There may be a lot of people who shouldn't forget about 'left behind'
Urban growth will occur in every continent – Asia, Africa, Latin America, etc.	The extract uses excessive 'and' and 'shift', in order to

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## **Preview of Answers Ends Here**

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This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.