



Topic Tests **for GCSE AQA Geography**

The Changing Economic World

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Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use	iv
Teacher’s Introduction.....	1
Write-on Tests	2
Test 1 – Global Variations in Development.....	2
Test 2 – Reducing the Development Gap.....	8
Test 3 – Economic Change in LICs and NEEs	14
Test 4 – Economic Change in the UK: 1.....	20
Test 5 – Economic Change in the UK: 2.....	25
Non-write-on Tests	31
Test 1 – Global Variations in Development.....	31
Test 2 – Reducing the Development Gap.....	34
Test 3 – Economic Change in LICs and NEEs	36
Test 4 – Economic Change in the UK: 1.....	39
Test 5 – Economic Change in the UK: 2.....	41
Answers	44

Teacher's Introduction

This resource contains five tests on the Unit 3.2.2 Section B: *The changing economic world* element of the AQA GCSE Geography specification. Every aspect of the specification is covered in this resource.

These topic tests are designed to test the student's 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. There are two tests for key idea four, UK economic change, as this key idea covers a lot of material. These tests are not intended to mimic exam papers.

Mark schemes for each topic test can be found at the back of this resource. For 'closed' questions, where only one answer is acceptable, a model answer has been provided. For 'open' and extended questions, level marking criteria and indicative content 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 homework task to encourage confidence in a particular topic area. The students can also use the tests for revision later on, directly before the exam.

Each test has approximately 40 marks and takes about 40 minutes. Where the specification asks for a case study, the tests have been kept generic so that the students may apply their own case study knowledge to the questions. Each test contains a main section, with a range of question types suitable for all levels, and an extension section, with questions 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 completed as 40-minute homework tasks. The tests can be quickly marked by the student or the teacher, at home or in the classroom, as answers are provided.

At the end of the test the students can mark their own or each other's work using the answers provided. The teacher can 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. After completing a test, 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. As they progress through the tests they can see how they have improved. Furthermore, they can use the tests as an additional revision aid by masking their answers and quizzing themselves.

December 2016

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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3. Fill in the factfile to show the key information from a case study you have been used to help a country develop.

Name of country:	
Location of country:	
Location of tourist area:	
Type of tourists' activity:	
Aim of tourism:	
People involved in the tourism activity:	
One positive impact on the local community:	

4. Complete the table below outlining the types of aid.

Type of aid	Short-term	
	Long-term	
	Bilateral	
	Multilateral	
	Tied aid	
	Voluntary/NGO	

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5. What is intermediate technology?

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6. Study Figure 1, which shows various free trade groups around the world. Countries that are *not* in any free trade agreement group are shown in white.

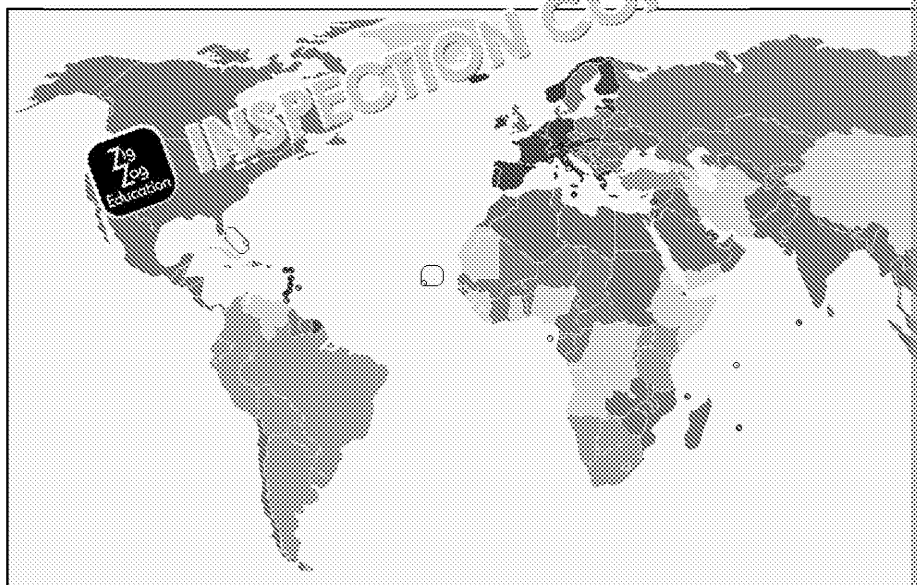


Figure 1 – Countries with free trade agreements (dark and medium grey) and countries not in any free trade agreement group (white).

a) Describe the distribution of free trade groups shown in Figure 3.

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b) Which countries are not in any free trade group?

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- c) How does free trade aim to help low-income countries?

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7. Study Figure 2, which shows where the money goes from banana sales

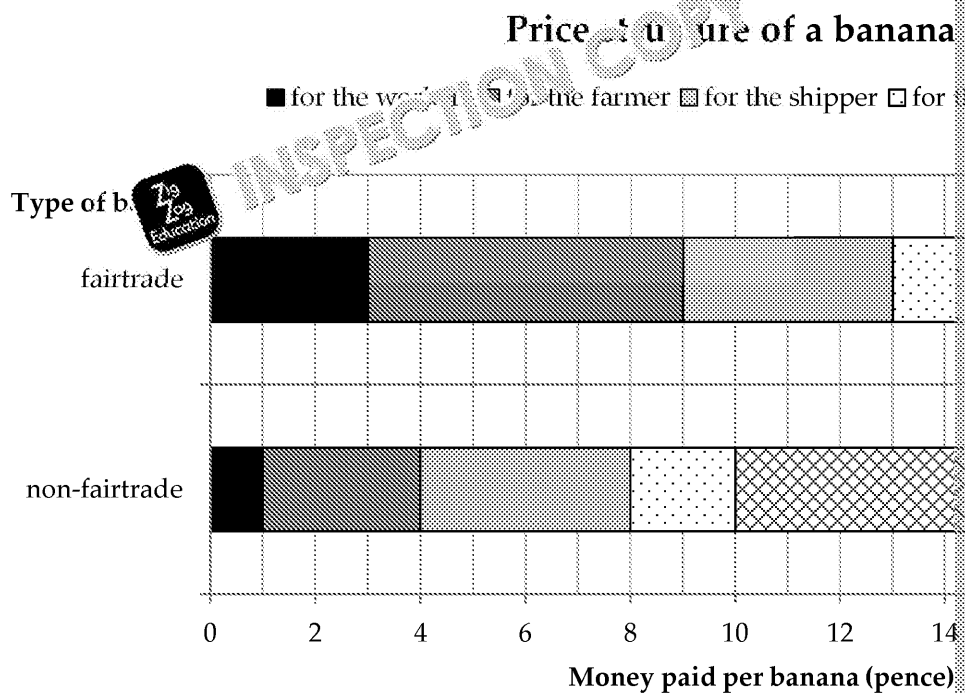


Figure 2 – Price structure of a banana

- a) Which type of banana costs more, and by how much?
- b) For the highest cost product, where does the most money go?

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- c) Study Figure 2 and suggest two ways in which Fairtrade can help local communities

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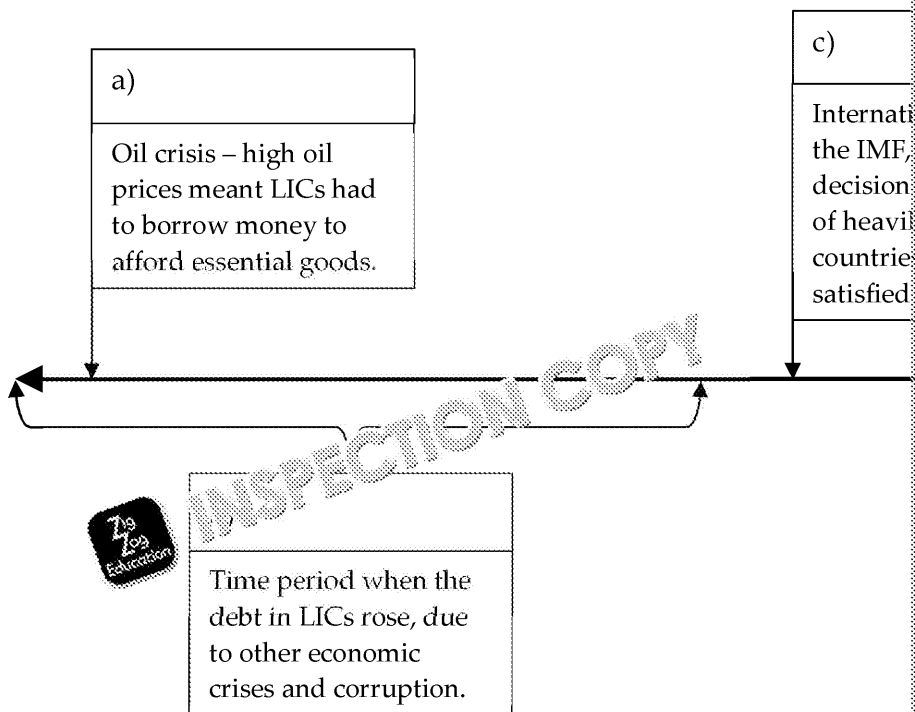
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8. Complete the timeline on debt relief.



9. Give an example of a microfinance loan scheme and its aim.

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Extension Test

10. What is the best method to help an LIC develop? Justify your answer.

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Test 2 – Reducing the Development

1. a) Name two kinds of commodities in LICs that transnational companies export.
b) Suggest why TNCs often invest in countries that they site their factories.
2. Using the term ‘multiplier effect’, explain how industrial development can reduce the development gap.
3. Create a factfile to show the key information from a case study you have been used to help a country develop.

You should include:

- Name of country
- Location of country
- Location of tourist activity
[1 mark for each point above]
- Type of tourist activity
- Aims of tourism
- People involved in the tourism activity
- One positive impact on the local community
[1 mark for each point above, up to 4 marks]

4. Copy and complete the table below outlining the types of aid.

Type of aid	Short-term	
	Long-term	
	Bilateral	
	Multilateral	
	Tied aid	
	Voluntary/NGO	

5. What is intermediate technology?
6. Study Figure 1, which shows various free trade groups around the world. Which countries are *not* in any free trade agreement groups.



Figure 1 – Countries with free trade agreements (dark and medium shaded)

- a) Describe the distribution of free trade groups shown in Figure 3.

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- b) What is free trade?
- c) How does free trade aim to help low-income countries?

7. Study Figure 2, which shows where the money goes from banana sales

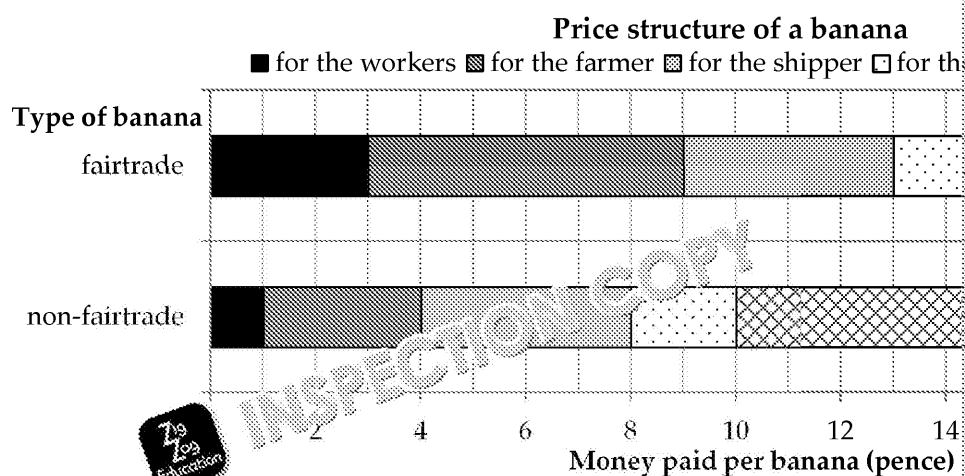
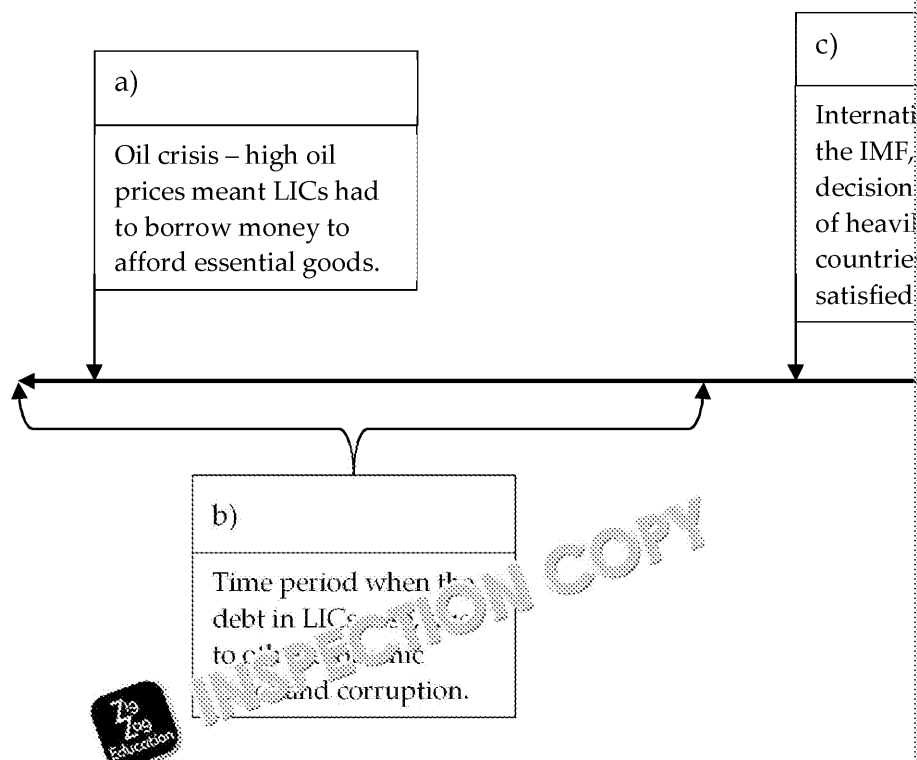


Figure 2 – Price structure of a banana

- a) Which type of banana costs more, and by how much?
 - b) For the highest cost product, where does the extra money go?
 - c) Suggest two ways in which Fairtrade can help local communities
8. Copy and complete the timeline on debt relief by writing down the least correct information next to it.



9. Give an example of a microfinance loan scheme and its aim.

Extension Test

10. What is the best method to help an LIC develop? Justify your answer.

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Preview of Questions Ends Here

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Answers

Test 1 – Global Variations in Development

1. One mark per definition.

Type of development	Definition
Social	The improvement in social conditions such as health, education, etc.
Political	The increased accountability of governments and the input of citizens into the political system.
Economic	Increased complexity and diversity of economy, and an increase in the standard of living.
Environmental	Increased environmental sustainability.
Demographic	Decrease in birth rates and death rates, and increase in life expectancy.

2. It is the difference in level of development between 'least developed countries' and the 'most developed countries'.

3. a) Any two answers from the following:
 Only two countries make the top 10 in every classification system: Norway and Sweden.
 The top five ranking in each system is very different [1]
 Sweden is the only country listed across the categories only appear once in the rankings.
 The UK is a consistent leader country, although Norway is high up in GNI and HDI [1]
- b) GNI per capita shows economic development [1]
 HDI shows both quality of life and economic development [1]
 Happiness Index shows quality of life [1]

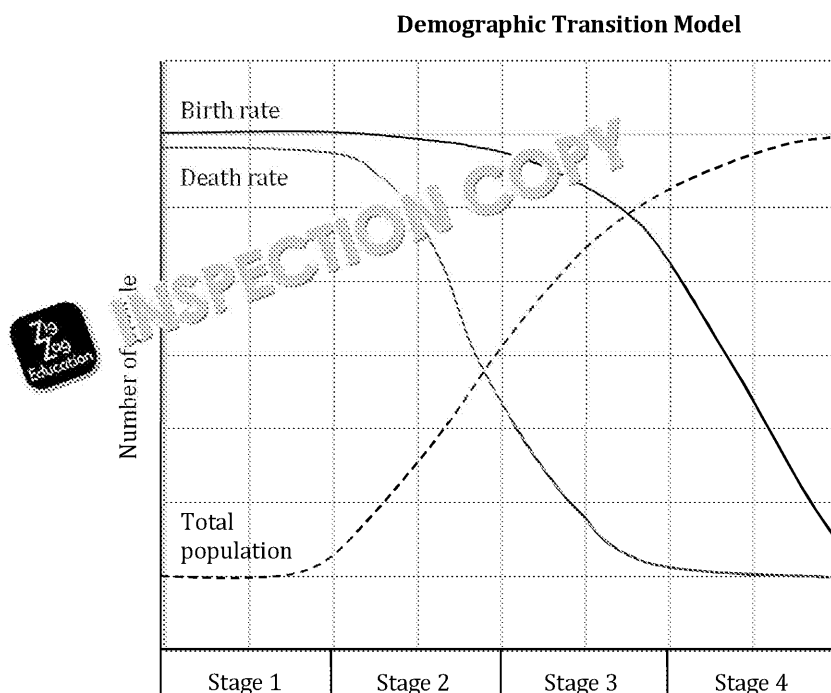
4. One mark for each correct match-up.

- 1 – c
 2 – d
 3 – a
 4 – f
 5 – b
 6 – e

- 5.

High-level answer	<ul style="list-style-type: none"> Good explanation and opinion. Well supported by facts and exemplar material, e.g. a comparison between developed and developing worlds. Well illustrated with technical and geographical terms; statements are clear and concise.
Lower-level answer	<ul style="list-style-type: none"> Less judgement or opinion. Some facts presented, with one or two insightful examples provided. Some facts may be incorrect or contradictory, with fewer instances of supporting evidence.

6. a) The lines may look slightly different to this (fluctuations in birth/death rate in Stage 2)



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- b) One mark for an appropriate stage, one mark for explanation – max 2 marks per country

Appropriate answers:

- HICs are likely to be in Stage 5 [1], as death rates have fallen as healthcare improves and birth rates will be much lower [1].
- NEEs are likely to be in Stage 3 [1], as they will be experiencing population growth, death rates high but improvements in income and healthcare lower the death rate.
- NEEs are likely to be in Stage 4 [1], as their healthcare systems have reduced death rates and shifts result in the birth rate falling [1].
- LICs are likely to be in Stage 1 [1], as birth rates are high due to cultural reasons and death rates are high due to lack of funds for healthcare [1].
- LICs are likely to be in Stage 2 [1], as most of the population still works in agriculture and death rates are falling due to aid initiatives [1].

7. a) One mark per appropriate answer.

Environmental cause	Access to land – if the country has no coast or major rivers, transport may be an issue Climate may encourage certain diseases Vulnerable to natural disasters Lack of natural resources (e.g. water)
Economic cause	Produce low-value commodities Don't control the terms of trade Don't export enough goods
Historical cause	Colonialism Hasn't undergone industrialisation

- b) Answers will vary for this section according to the student's response to question 5. Students should provide a definition of the term used, if necessary, and provide a detailed explanation of how it affects developing. A full-marks answer will provide some kind of evidence/example.

For example:

Colonialism was a system whereby some countries were made into colonies and exploited by more powerful countries. An example would be the British Empire, which kept colonies under control, took violence, and took natural resources and workers from there. The powerful countries benefited from the colonies, meaning that, upon independence, the ex-colonies had a lot of catching up to do in terms of economies, educate their population and build infrastructure.

8. Some countries with very low incomes [1]. Poor healthcare and high disease rates give low life expectancy [1]. With wealth and health acting as 'push' factors to encourage migration [1]. Similarly, places with diverse jobs and high incomes will 'pull' people to move to these countries [1].

Extension Test

9. a) Most of the countries in Europe and North America have high HDI scores [1], although some countries elsewhere in the world: the Arabian Peninsula, the south of South America, and the countries of Japan and South Korea [1].
- b) Most of the countries listed are very wealthy, having undergone industrialisation and are in North America, Japan, Australia and New Zealand [1] – or have very high incomes from oil in Arabia and the United Arab Emirates [1]. Other highly developed countries, such as Switzerland, have high indicator scores [1]. The main influencing factors could be historical and trade connections, latitude, climate or other environmental factors [1].
- c) Nearly all of the countries with the lowest HDI scores are in sub-Saharan Africa [1]. Some countries in South Asia, such as Pakistan, are also low [1].
- d) Many of the countries with the lowest HDI scores are ex-colonies [1], and/or have experienced violence in the past. Sub-Saharan Africa, in particular, experiences such low scores because of its economies focused on primary exports (low-value commodities), high population growth and low incomes for the majority of the population [1]. Africa experienced a major economic crisis in the 1980s, and so is still trying to recover from this and the 1980s debt crisis. [1]

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