

Learning Grids for GCSE Edexcel B Geography

Topic 2: Development Dynamics

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Teacher's Introduction

These learning grids are a tool designed to help you deliver the **GCSE Edexcel B Geography specification (1BG0)** for **Paper 1, Topic 2: Development Dynamics**. This resource covers all of the content outlined in the specification, presented in spec order. The concept is that your students are assigned a topic to learn about (e.g. by giving them a set of pages to read from a textbook), possibly for homework, and then asked to complete the learning grid which matches that section of the spec. These activities are particularly useful for your weaker students as they encourage students to *read* their notes or the textbook pages in order to find the required answers.

Each learning grid is cross-referenced to the ZigZag Education Teaching Pack (**ZZTP**) of the same topic so that you, and your students, know which lessons cover the content of each grid. They are also cross-referenced against two popular textbooks endorsed by Edexcel B (PEA and OUP – see details below).

Completed grids are provided so that your students' answers can be self- or peer-marked or checked. The answers may also be useful to hand out to students during their revision to assist with any unanswered questions, or to ensure that students are revising from the correct answers.

Advantages of using these learning grids are:

- Some students will find this method of studying of great value, particularly if they find it difficult to absorb information in class – the learning grids are perfect for consolidation.
- Resulting grids contain a bullet-point summary that may be useful for revision.
- They are an easy-to-set, yet valuable, homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons as they require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

Textbook abbreviations:

PEA refers to Hopkin et al. (2016). *Edexcel GCSE (9–1) Geography B*. [Pearson] ISBN 978-146927762.

OUP refers to Digby et al. (2016). *GCSE Geography Edexcel B*. [Oxford University Press] ISBN 978-0198366577.

ZigZag Education is not directly affiliated with Pearson, Oxford University Press or Edexcel.

Many of our resources can be upgraded to **digital PDF** (add 30%^{+VAT}) or **editable Word** versions (add 50%^{+VAT}).

This can be particularly useful if, for example, you use a different textbook to those cross-referenced within, or if you would like to make these grids available for student download on your VLE.

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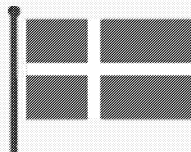
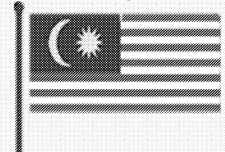
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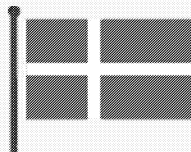
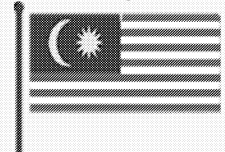
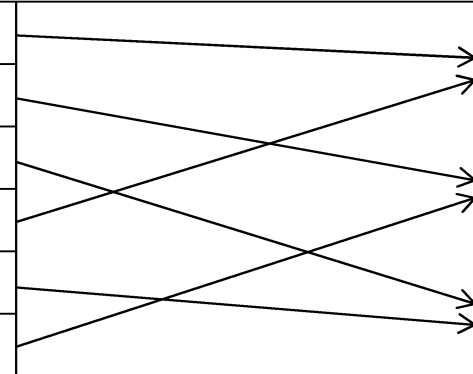

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Selected Question and Answer Pages


For demonstration only, the sample answer pages immediately follow their corresponding question pages

Question		Answer		
6	a) Look at the data for Denmark and Malaysia and state in the table whether each is a developed or emerging country.	Country:	Denmark 	Malaysia 
		Birth rate:	10.5/1,000 live births	19.1/1,000 live births
		Life expectancy:	79.5 years	75.2 years
		Infant mortality rate:	4/1,000 live births	12.5/1,000 live births
		GDP per capita:	48,200 (USD)	27,300 (USD)
		Developed or emerging country:		
	b) Using examples from the data sets, explain why you chose your answers for section a).			
7	Draw a line connecting each development indicator to its correct category.	Government corruption		Political
		Access to healthcare		
		GDP		Social
		War or armed conflict		
		Purchasing power parity		Economic
		Literacy rate		

Question		Answer		
6	a) Look at the data for Denmark and Malaysia and state in the table whether each is a developed or emerging country.	Country:	Denmark 	Malaysia 
		Birth rate:	10.5/1,000 live births	19.1/1,000 live births
		Life expectancy:	79.5 years	75.2 years
		Infant mortality rate:	4/1,000 live births	12.5/1,000 live births
		GDP per capita:	48,200 (USD)	27,300 (USD)
		Developed or emerging country:	Developed	Emerging
	b) Using examples from the data sets, explain why you chose your answers for section a).	Denmark has data typical of a developed country, such as a low birth rate (10.5/1,000) and low infant mortality rate (4/1,000), and also a high life expectancy (79.5) and high GDP per capita (US\$ 48,200). Malaysia has data typical of an emerging country, such as a high birth rate (19.1/1,000) and high infant mortality rate (12.5/1,000), and also has a lower life expectancy (75.2) and lower GDP per capita (US\$ 27,300).		
7	Draw a line connecting each development indicator to its correct category.	Government corruption Access to healthcare GDP War or armed conflict Purchasing power parity Literacy rate		 © ZigZag Education


Learning Grid 3: Development strategies

ZZTP: Lesson 5–6
PEA: pp. 70–73
OUP: pp. 64–71

Question		Answer		
1	What is meant by TNC?			
2	Fill in the blanks with either 'large' or 'small'.	Top-down approaches to development tend to be _____ scale whereas bottom-up approaches tend to be _____ scale.		
3	Are government-led strategies generally considered top-down or bottom-up?			
4	Read the example of a development strategy and determine whether it is a top-down or bottom-up approach.	<div>A small charity that relies on donations of supplies to give to developing countries in need of children's clothing, school supplies and toys.</div> <div></div>		
5	Is the statement true or false? Circle your answer.	Top-down approaches tend to be expensive and can cost millions of dollars.		
		True	False	
6	What is meant by globalisation?			
7	Is globalisation a top-down approach, a bottom-up approach or neither of the two? Circle the correct answer.	Top-down	Bottom-up	Neither

Learning Grid 3: Development strategies


ZZTP: Lesson 5–6
PEA: pp. 70–73
OUP: pp. 64–71

Question		Answer	
1	What is meant by TNC?	Transnational corporation	
2	Fill in the blanks with either 'large' or 'small'.	Top-down approaches to development tend to be <u>large</u> scale whereas bottom-up approaches tend to be <u>small</u> scale.	
3	Are government-led strategies generally considered top-down or bottom-up?	Top-down	
4	Read the example of a development strategy and determine whether it is a top-down or bottom-up approach.	<p>A small charity that relies on donations of supplies to give to developing countries in need of children's clothing, school supplies and toys.</p> <div>  <p>Bottom-up approach.</p> </div>	
5	Is the statement true or false? Circle your answer.	<p>Top-down approaches tend to be expensive and can cost millions of</p> <div> <div>True</div> </div>	
6	What is meant by globalisation?	The increasing movement of people, goods and businesses across the world	
7	Is globalisation a top-down approach, a bottom-up approach or neither of the two? Circle the correct answer.	Top-down	Bottom-up



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Question		Answer	
3	a) Is the country you have chosen a member of any international organisations or trade blocs? If so, which one(s)?		
	b) Explain how increasing economic growth has affected your chosen country's role in the organisations you have mentioned. Use clear and concise bullet points to explain your answer.		
4	What does EU stand for?		
5	Describe your chosen country's current relationship with the EU.		
6	Give reasons why your country may or may not want to increase relations with the EU.	Reasons for increasing relationship with the EU	Reasons against increasing relationship with the EU

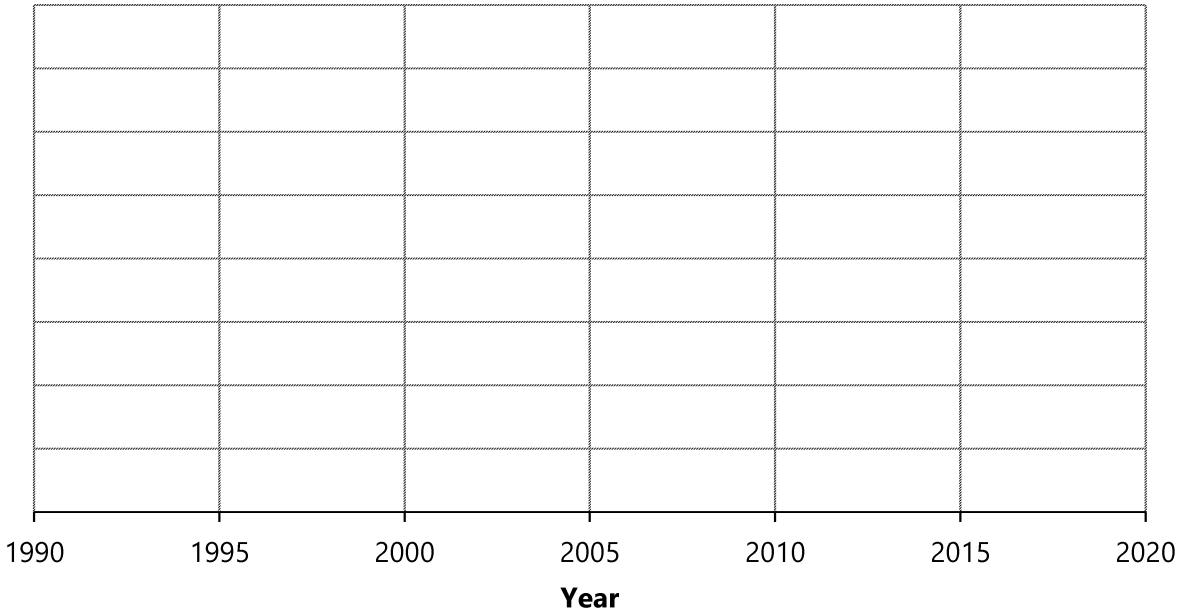
Question		Answer	
3	a) Is the country you have chosen a member of any international organisations or trade blocs? If so, which one(s)?	African Union, Intergovernmental Authority on Development (IGAD), East African Community (EAC), United Nations (UN).	
	b) Explain how increasing economic growth has affected your chosen country's role in the organisations you have mentioned. Use clear and concise bullet points to explain your answer.	<ul style="list-style-type: none"> Kenya's economic growth means Kenya has the potential to set standards for development among other countries in the EAC and IGAD. Kenya can establish itself in IGOs as a leader on how to achieve successful development on a global scale. Kenya's economic growth has led the country into competition with other members of IGAD and EAC and the African Union for FDI from the USA, UK, EU, China and India. 	
4	What does EU stand for?	European Union.	
5	Describe your chosen country's current relationship with the EU.	The EU plays a major role in the development of Kenya from infrastructure to economic arrangements.	
6	Give reasons why your country may or may not want to increase relations with the EU.	Reasons for increasing relationship with the EU	Reasons against increasing relationship with the EU
		<p>The EU has already helped a lot with development; it has proved effective and could help some more.</p> <p>Increasing ties with the EU would also help with security – the EU has well-established connections with anti-terror groups.</p>	<p>There are lots of reasons why Kenya would have to agree to increase relations with the EU. It could hold Kenya back.</p> <div data-bbox="1767 1121 2007 1347">  </div> <p>© ZigZag Education</p>

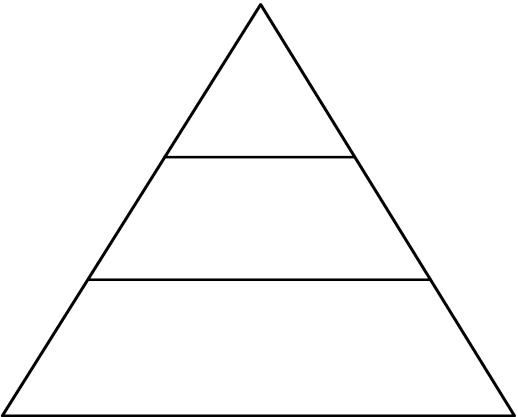
Additional Selected Question Pages

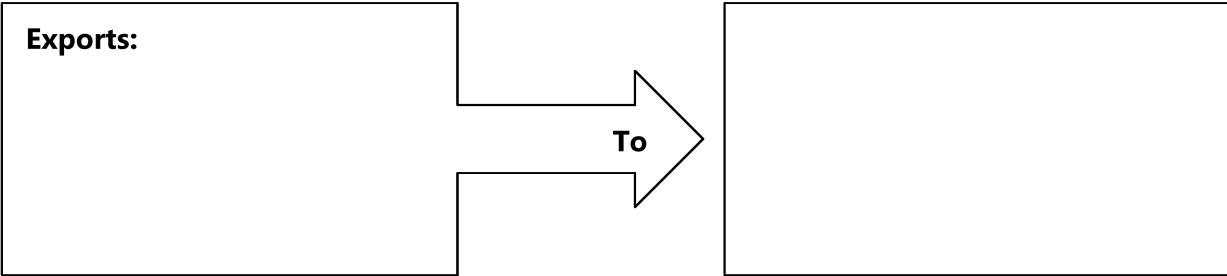
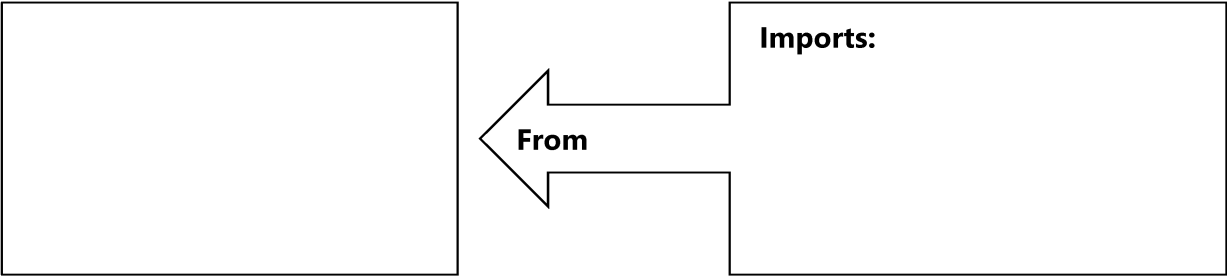
Learning Grid 5: Economic development and globalisation: Case study approach

ZZTP: L. 8-10
PEA: pp. 78–81
OUP: pp. 73

Question		Answer	
All of the questions in this learning grid should be answered in relation to an emerging country you have studied.			
1	What does GDP stand for?		
2	What does GNI per capita mean?		
3	<p>a) Fill in the table with the GDP figures for your chosen country over the last few years.</p> <p><i>(Helpful hint: use the following link to the World Bank to find GDP data for your country)</i></p> <p>https://data.worldbank.org/indicator/NY.GDP.MKTP.CD</p>	Year	GDP
		1990	
		1995	
		2000	
		2005	
		2010	
		2015	
		Most recent	

Question		Answer
3	<p>b) Using the data from the table you created, plot the GDP for each year on the graph.</p> <p>Don't forget to state the country you chose in the title!</p> <p><i>(Helpful hint: choose an appropriate label and scale for the y-axis)</i></p>	<p style="text-align: center;">GDP over time for _____</p>  <p style="text-align: center;">1990 1995 2000 2005 2010 2015 2020</p> <p style="text-align: center;">Year</p>
	c) Draw a line of best fit on your graph.	
	d) Describe the trend of the graph.	
	e) What can this graph tell you about the economic development of the emerging country you have chosen to study?	

Question		Answer	
4	a) Fill in the triangle with the names of the three main economic sectors.		
	b) Add the following examples of work to the triangle in the correct sector. <ul style="list-style-type: none"> ➤ Services such as tourism ➤ Farming and agricultural work ➤ Manufacturing goods 		
5	For the country you have chosen, what economic sector contributes the most to the GDP?		
6	Tick the statement which best describes the workforce in relation to economic sectors in your country.	Most of the workforce is in the primary sector.	
		The workforce majority is changing sectors in this country all the time.	
		It is too hard to tell what sector the majority of the workforce is in.	
		Most of the workforce is in the secondary sector.	
		Economic sectors do not apply to this country.	
		There is an equal split between all the economic sectors and the workforce.	

Question		Answer
7	a) Fill in the flow chart, stating what the main exports are for your country and where they go to.	<div>Exports:</div> 
	b) Do the same for imports and where they come from.	
8	<p>Look at the flow charts from question 7. What do you notice about the types of imports and exports your country is trading?</p> <p><i>(Helpful hint: think about the goods and which economic sector they would be associated with)</i></p>	
9	What is it called when a business sets up and operates in a foreign country, giving the country economic gain from its practice?	F _____ D _____ I _____
10	Give an example of FDI in the country you have studied.	