

# Learning Grids for GCSE AQA Geography

Paper 2: Section B

*The Changing Economic World*

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# Teacher's Introduction

These learning grids are a tool designed to help you deliver the **GCSE AQA Geography specification (8035)** for **Paper 2, Section B: The Changing Economic World**. This resource covers all of the content outlined in the specification, presented in specification order. The concept is that your students are assigned a topic to learn about as part of your scheme of work (or 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 specification. 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 against three popular AQA-endorsed textbooks (HOD, CAM and OXF – 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:

**HOD** refers to Widdowson et al. (2016). *AQA GCSE (9-1) Geography*. [Hodder] ISBN 978-1471859922.

**CAM** refers to Kitchen et al. (2016). *Geography Student Book GCSE for AQA*. [Cambridge University Press] ISBN 978-1316604632.

**OXF** refers to Ross et al. (2016) *GCSE Geography AQA*. [Oxford University Press] ISBN 978-0198366614.

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Many of our resources can be upgraded to **digital PDF** (add 30%<sup>+VAT</sup>) or **editable Word** versions (add 50%<sup>+VAT</sup>).

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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\* 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**

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

# Learning Grid 1: Measuring economic and social development


HOD: pp. 250–255  
CAM: pp. 198–205  
OXF: pp. 194–201

Question			Answer			
Measuring economic and social development	1	What does HDI stand for?				
	2	All but one of the following are indicators used in the HDI. Circle the incorrect one.	Life expectancy	Length of schooling	Size of country	GNI per capita
	3	What is meant by GNI per capita?				
	4	How is GNI per capita used to measure development?				
	5	Draw arrows from the key phrases to the correct definitions.	Birth Rate		Average number of children in a woman’s lifetime.	
			Death Rate		Live births per year per 1,000 people.	
			Fertility Rate		Women who die in childbirth per 100,000 live births.	
			Maternal Mortality		Deaths of 0–1-year-olds per 1,000 live births.	
			Infant Mortality		Deaths per year per 1,000 people.	
	6	What is meant by literacy rate?				
7	How does the <i>people per doctor rate</i> show levels of development?					
8	Fill in the table to state whether the country is likely to be an HIC, LIC or NEE from the HDI score.	Country:		HDI score:		
		Central African Republic				
		Kenya				
		Norway				

# Learning Grid 1: Measuring economic and social development

HOD: pp. 250–255  
CAM: pp. 198–205  
OXF: pp. 194–201

Question			Answer			
Measuring economic and social development	1	What does HDI stand for?	Human Development Index.			
	2	All but one of the following are indicators used in the HDI. Circle the incorrect one.	Life expectancy	Length of schooling	Size of country	GNI per capita
	3	What is meant by GNI per capita?	Gross National Income per person of the population. (A country's yearly income divided by the total population.)			
	4	How is GNI per capita used to measure development?	A high GNI per capita usually represents a more developed country.			
	5	Draw arrows from the key phrases to the correct definitions.	Birth Rate		Average number of children in a woman's lifetime.	
			Death Rate		Live births per year per 1,000 people.	
			Fertility Rate		Women who die in childbirth per 100,000 live births.	
			Maternal Mortality		Deaths of 0–1-year-olds per 1,000 live births.	
			Infant Mortality		Deaths per year per 1,000 people.	
6	What is meant by literacy rate?	Percentage of people in a population who can read and write.				
7	How does the <i>people per doctor rate</i> show levels of development?	This rate shows the number of doctors available per 1,000 of the population (the number of people per one doctor) in an area or country. Higher rates of people per one doctor (fewer doctors per 1000 people) usually mean a place is less developed.				
8	Fill in the table to state whether the country is likely to be an HIC, LIC or NEE from the HDI score.	Country:				
		Central African Republic				
		Kenya				
		Norway				



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Question			Answer				
Measuring economic and social development	15	<p>Complete the DTM by drawing in lines and labels of the following for each stage:</p> <ul style="list-style-type: none"> <li>• Birth rate</li> <li>• Death rate</li> <li>• Total population</li> </ul>					
			Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	16	Describe the DTM.					

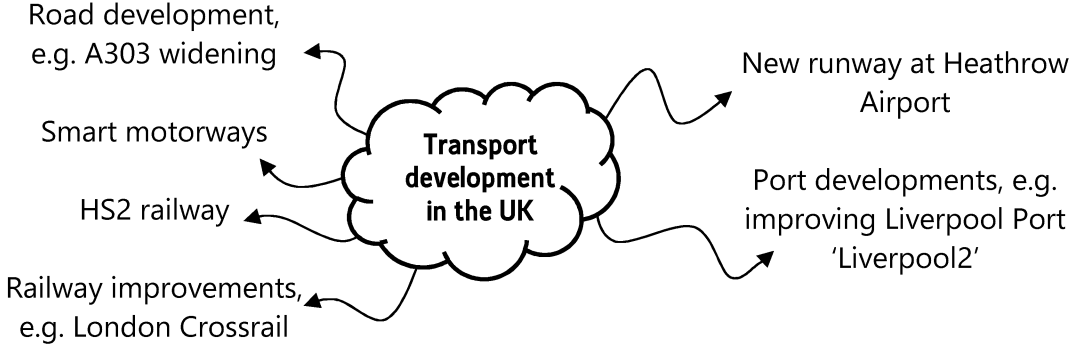
Question			Answer				
Measuring economic and social development	15	<p>Complete the DTM by drawing in lines and labels of the following for each stage:</p> <ul style="list-style-type: none"> <li>• Birth rate</li> <li>• Death rate</li> <li>• Total population</li> </ul>	<p>The diagram shows three lines across five stages:</p> <ul style="list-style-type: none"> <li><b>Birth rate (dashed line):</b> Starts high in Stage 1, remains high through Stage 2, begins to fall in Stage 3, and is low in Stages 4 and 5.</li> <li><b>Death rate (dotted line):</b> Starts high in Stage 1, begins to fall in Stage 2, stabilises at a low level in Stage 3, and rises slightly in Stage 5.</li> <li><b>Total population (solid line):</b> Starts low in Stage 1, begins to grow in Stage 2, continues to increase through Stage 3, stabilises in Stage 4, and begins to decline in Stage 5.</li> </ul>				
	16	Describe the DTM.	<ul style="list-style-type: none"> <li>• Birth rate and death rate fluctuate although both remain high. Total population is very low.</li> <li>• Death rate begins to fall, birth rate remains high, and population begins to grow.</li> <li>• Birth rate begins to fall, death rate stabilises, and population continues to increase.</li> <li>• Birth rate and death rate are both low, population begins to stabilise.</li> <li>• Death rate rises and overtakes birth rate (which is declining) and population begins to decline.</li> </ul>				



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Question			Answer
The UK economy	10	Create a mind map to show the transport development of the UK over recent history.	
	11	What is meant by the North-South divide in the UK?	
	12	What strategies are in place to reduce the impacts of the North-South divide and other regional inequalities?	
	13	What are the UK's links to global trade?	
	14	How would you describe the culture in the UK and how does this link to the wider world?	

Question			Answer
The UK economy	10	Create a mind map to show the transport development of the UK over recent history.	
	11	What is meant by the North-South divide in the UK?	<p>The north of England (areas such as Liverpool, Yorkshire, and Manchester) alongside Southern Scotland (e.g. Glasgow) and across Wales (e.g. Cardiff) were sites of high industrial output during the early to mid twentieth century. After deindustrialisation occurred, many of these areas fell into decline which led to mass redundancies. Southern England, on the other hand (e.g. London), became a hub for financial services and the south-east area surrounding London expanded to accommodate for an increase in commuters and urban sprawl. The north-south divide highlights socio-economic inequalities that have arisen partly due to the economic shift in the UK over the last century.</p>
	12	What strategies are in place to reduce the impacts of the North-South divide and other regional inequalities?	<ul style="list-style-type: none"> <li>• Governmental financial support</li> <li>• Encouraging sustainable regeneration, e.g. as seen in Liverpool</li> <li>• FDI</li> <li>• 'Northern Powerhouse' to focus on northern cities such as Liverpool</li> </ul>
	13	What are the UK's links to global trade?	<p>UK trade links to USA, EU, and China.</p>
	14	How would you describe the culture in the UK and how does this link to the wider world?	<p>UK culture is mixed and diverse. This is portrayed differently across through TV shows and films. International immigration has led to religious diversity.</p>



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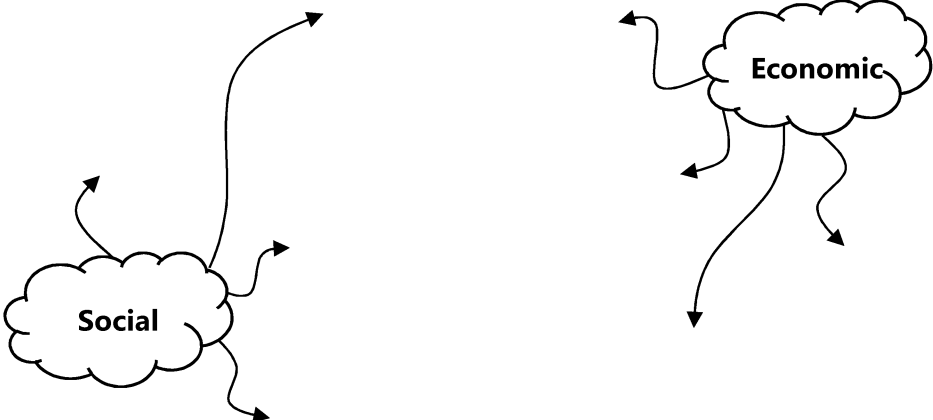
## **Additional Selected Question Pages**

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## Learning Grid 3: Strategies to overcome uneven development

HOD: pp. 260–265  
CAM: pp. 212–215  
OXF: pp. 208–215

Question			Answer	
Strategies to overcome uneven development	1	What is meant by the term 'development strategy'?		
	2	What is meant by TNC?		
	3	Give two positive and two negative impacts of TNC involvement in development.	Positive impacts:	
			1.	1.
			2.	2.

Question			Answer	
Strategies to overcome uneven development	4	Complete the mind map to help explain why an improvement in Internet access might help an LIC develop socially and economically (if your answer could be social or economic, connect it to both).		
	5	Name two international bodies that often give out loans to LICs.		
	6	<p>When LICs get a loan they often have to pay back interest. This means they end up paying back more than they originally borrowed. Some people argue LICs should be offered loans with no interest rate at all, but others argue that this may dissuade LICs from expanding their economy.</p> <p>Use the table to weigh up the pros and cons of offering 0% interest rates on loans to LICs.</p>	Pros of 0% interest rate loans to LICs:	Cons of 0% interest rate loans to LICs:

Question			Answer	
Strategies to overcome uneven development	7	There is also the option of writing off debts for LICs so countries in extreme poverty do not have to pay back what they owe. This is called debt relief. Do you think this is a good idea? Explain your answer.		
	8	Tick the box of the description that best fits the term 'aid'.	Money that is given from one country to another providing that the receiving country has a population of less than the country providing aid and a lower GDP.	
			When an AC volunteers to take on an LIC's debt and pay it off for them.	
			Money, goods or non-monetary assets such as services that is given from a country, group of countries or international organisation to a another country.	
	9	From the descriptions, decide whether the aid type is multilateral aid or tied aid. Write your answers in the box next to the description.	A country provides aid to another country or group of countries on the agreement that the money is spent buying goods or services from the original country providing the aid.	
			Intergovernmental and international organisations use funds from lots of countries and give out the money as aid to lots of other countries.	

Question			Answer	
Strategies to overcome uneven development			Positives:	Negatives:
	10	What are the positives and negatives of aid in LICs?		
	11	What is 'Fairtrade'?		
	12	How does Fairtrade help development?		
	13	What is a microfinance loan?		
	14	How can microfinance loans aid development?		