

## GCSE Geography Case study/example revision list

### Unit 2 People and the planet

This is a list showing where you will need to use named/located examples. It is not a list of all the content you need to learn- you should use the specification for this.

Topic	Content	Case study/Example	Revised
<b>1.Population dynamics</b>	The world's population was increasing exponentially but future growth rates are uncertain. Study an overview of historic trends in global population growth since 1800 and contrasting future projections.	World population	
	Examine the five stages of the demographic transition model to help explain changing population growth rates and structure.	Demographic transition Model	
	Compare two countries at different levels of development to show why their population structure varies, including an assessment of the impact of economic growth, demographic factors, migration and conflict. Investigate different population structures using population pyramids, and explore the issues relating to	1.Tanzania = Youthful population  2.UK= Ageing population	

	youthful and ageing populations.		
	Assess the reasons why some countries might wish to manage their populations, including pressure on resources, overcrowding, ageing and skill shortages. Evaluate two contrasting examples of population policies, including a pronatalist and an antinatalist policy.	1. Anti natalist = China. 1 child policy. 2.Pro natalist = Singapore	
	Understand why different migration policies develop to either promote or reduce immigration. Evaluate different migration policies, including open-door, quotas and skills tests, and the tensions that sometimes arise as a result of these policies.	1.Open door policy = Russia 2.Quota/Skills test = UK	
<b>2. Consuming resources</b>	Define and classify different types of resources, including energy, mineral, physical and biological resources. Investigate the changing pattern of global inequalities in the supply and consumption of different types of resource.	Energy resources = Oil Physical resources = Coal Mineral resources = Iron Ore Biological resources = Trees- forests/food crops	

	<p>Examine the reasons for variations in the global supply and consumption of:</p> <ul style="list-style-type: none"> <li>• one non-renewable energy resource</li> <li>• one renewable energy resource.</li> </ul> <p>Assess the likely future pressures on both the supply and consumption of the chosen energy resources brought by global economic growth and changing international relations.</p>	<p>1. Non renewable = Oil</p> <p>2. Renewable = Solar energy</p>	
	<p>Investigate the differences between Malthusian and Boserupian theories about the relationship between population and resources.</p> <p>Evaluate these theories by considering the changing relationship between global food demand and supply.</p>	<p>1. Malthus = "doom and gloom"</p> <p>2. Boserup = Technological innovation</p>	
	<p>Identify ways in which governments, both national and local, attempt to manage resource consumption through education, conservation and recycling.</p>	<p>1. National government = UK – Loft insulation and renewable energy grants</p> <p>2. Local government = Camden – Recycling, education, energy conservation in public buildings e.g. schools.</p>	
	<p>Evaluate the potential of renewable</p>	<p>1. The Hydrogen economy e.g. Hydrogen cars.</p>	

	resources and the ways in which new technologies, e.g. the hydrogen economy, might resolve resource shortages.		
<b>3. Globalisation</b>	Use the Clark Fisher model to investigate changing employment structure in countries at different stages of development.	1.Clark Fisher Model Malawi= LEDC Bangladesh = NIC Vietnam = RIC France/UK = MEDC	
	Contrast the importance of different employment sectors and working conditions in countries at different stages of development.	Primary sector = Malawi  Secondary = Vietnam  Tertiary and quaternary = UK France	
	Outline the role of global institutions including the World Trade Organization (WTO), the International Monetary Fund (IMF) and transnational corporations (TNCs), in creating a more globalised economy.	1.WTO 2.IMF 3.TNC e.g.BT, Nike	
	Evaluate the impact of globalisation on different groups of people, including women as a group and men as a group, in the developed and developing world.	1. Leeds, UK. a.Well qualified men and women. b.Young people. c.Skilled workers d. Older men and women 2. Bangladesh, Asia. a.Children. b.Women	

		c.General job opportunities.	
	Examine the changes in the volume and pattern of international trade and foreign direct investment. Explore the reasons for these changes, including lower transport costs, TNC growth and mergers and state-led investment.	1. Trade between MEDCS and LEDCS. 2.Transport costs 3.TNC growth (consolidation and conglomeration)	
	Study one TNC in the secondary sector to show how it operates in different parts of the world, e.g. location of headquarters, outsourcing and the global shift in manufacturing.	1.Secondary sector TNC = Nike = USA(HQ)and Asia (outsourcing)	
	Study one TNC in the tertiary sector to show how it operates in different parts of the world, e.g. administrative work moving overseas, globalisation of products, including the growth of retailing chains.	2.Tertiary sector TNC = BT UK =( HQ)and Indian call centres.	
<b>4. Development Dilemmas</b>	Examine contrasting ways of defining development, using economic criteria and broader social and political measures.	1.Economic criteria = GDP per capita 2.HDI= Social and economic indicator	

	Evaluate different ways of measuring development, including Gross Domestic Product (GDP) per capita, the Human Development Index and measurements of political freedom and corruption.	3. Corruption perception index = Political indicator	
	Examine the extent of the global development gap and how this has changed over time, using a range of indicators.	1. The Brandt model/line	
	For one developing country in Sub-Saharan Africa, consider recent social, political and economic development and possible barriers to further progress.	1. Sub Saharan country = Malawi	
	Use theories of development to help explain why societies develop over time, including Rostow's modernisation theory and dependency theory.	1. Rostow's 5 stage model of economic development. 2. Franks dependency theory. Core and periphery.	
	Levels of development may vary within a country with regional differences evident, especially between an urban core and a rural periphery.	1. India = Maharashtra (economic core/urban) vs Bihar (economic periphery/rural)	
	Compare the characteristics of top-down	1. Top Down = Katse Dam, Lesotho and South Africa.	

	<p>and bottom-up strategies in terms of their scale, aims, funding and technology. Evaluate the impact of one large topdown project, e.g. a dam, on different groups of people in a developing country.</p>	<p>2.Bottom up = Sand Dams. Rural Kenya</p>	
<p><b>5. The Changing UK economy</b></p>	<p>Investigate the changes in primary and secondary sectors to explain why:</p> <ul style="list-style-type: none"> <li>• employment has declined in many sectors</li> <li>• changes in output are more variable, with some growth areas, e.g. vehicle manufacturing, but decline in other areas, e.g. footwear and clothing.</li> </ul>	<p>1.Decline in primary sector = Dinnington, south Yorkshire</p> <p>2.Variable production in secondary industry= Ford motors, Dagenham, east London.</p> <p>3.Decline in clothing manufacture = Burberry – South Wales, Yorkshire and China</p>	
	<p>Examine changes in the tertiary and quaternary sectors, including the growth of retail, finance and business services and IT-related research.</p>	<p>1.Growth of the tertiary and quaternary sector.</p> <p>a.Retail = Meadowhall, Sheffield</p> <p>b.Finance = Canary Wharf, East London</p> <p>c. Business services =Canary Wharf</p> <p>d. IT related research = Silicon Fen, Cambride.</p>	
	<p>Explore different methods of classifying employment and investigate why the balance of types of employment has</p>		

	<p>changed in terms of average wages, full time/part time, temporary or permanent, male and female.</p>		
	<p>Investigate two contrasting regions of the UK, e.g. the North East and the South East, to explain the differences in their industrial structure and workforce.</p>	<p>1. Deprivation in the North East</p> <p>2. Economic growth in the South East.</p>	
	<p>Assess the environmental impacts of de-industrialisation and economic diversification in one UK urban area. Examine alternative proposals for economic development by comparing the costs and benefits of a greenfield development and the regeneration of a brownfield site.</p>	<p>1. Environmental impacts of de- industrialization and economic diversification = Glasgow, Scotland</p> <p>2. Green field site = Solihull Birmingham. Housing development.</p> <p>3. Brown Field site = Fort Dunlop Birmingham. Housing, retail and business park.</p>	
	<p>Examine the increasing contribution of the digital economy, education and research, the 'green' employment sector and foreign workforce to the growth of the UK economy.</p>	<p>1. Digital Economy = Online shopping, education, environmental management, tele working.</p> <p>2. Education and Research = Higher education. Research and development = Pharmaceuticals, defence, biotechnology.</p>	

		<p>3. Green sector = Buildings e.g. Olympic par. Eco tourism. Architects.</p> <p>4. Foreign workforce = EU economic migration.</p>	
	<p>Consider the impact of changing working practices, including home working, teleworking, self-employment, flexible working and the impact of IT.</p>	<p>1. Home working/tele working = Accountants or financial advisors.</p> <p>2. Self-employment = Builders, accountants, teaching professionals-educational consultants.</p> <p>3. Flexible working = Home working, flexi time, part time, job sharing.</p> <p>4. Impact of IT = People can work away from an office with a computer and internet connection.</p>	
<p><b>7. The Challenges of the urban world.</b></p>	<p>Examine urbanisation trends globally and across different regions, including reasons for growth (migration and internal growth).</p>	<p>1. Global urban growth.</p> <p>2. Causes of urban growth = Natural increase and rural urban migration.</p>	
	<p>Contrast the economic activities, spatial growth and population of 'megacities' (cities with more than 10 million people) in the developed and developing world.</p>	<p>1. Developed world mega city = Mumbai.</p> <p>2. Developing world mega city = LA.</p>	
	<p>Examine urban challenges in the developed world, including food, energy,</p>	<p>1. Urban challenges in the developing world = Mumbai</p>	

	transport and waste disposal demands that may lead to concentrated resource consumption.	2.Urban challenges in MEDCS = London	
	Examine urban challenges in the developing world, including slum housing, the informal economy and urban pollution, that lead to low quality of life.	1.Mumbai	
	Investigate why eco-footprints vary from city to city and assess how one named city in the developed world is lessening its eco-footprint by reducing energy consumption and waste generation.	1.London	
	Analyse the potential for more sustainable transport in a named city in the developed world.	1.London	
	Consider the success of strategies to improve quality of life in cities in the developing world: self-help schemes, the work of NGOs, urban planning (e.g. Curitiba).	1.Self help schemes = Rocinha, Favela, Rio, Brazil.  2.NGOs =a. Maoshi project (family planning, mother and baby health care)Bangladesh  b. Old Zimkhana = Safe water and sanitation = Dhaka, Bangladesh. c. Urban Planning = Curitiba, Brazil	

	Evaluate the advantages and disadvantages of attempts to develop less-polluted cities, e.g. Masdar City, Mexico City.	1.London 2.Curitiba	