

GCSE (9–1)

Delivery Guide

GEOGRAPHY A (GEOGRAPHICAL THEMES)

J383

For first teaching in 2015

People of the planet

Version 1



GCSE (9–1)

GEOGRAPHY A (GEOGRAPHICAL THEMES)

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

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Section	Key Ideas	Content	Scale
2.2.1	The world is developing unevenly.	<ul style="list-style-type: none"> • Social, economic and environmental definitions of development, including the concept of sustainable development. • Different development indicators, including GNI per capita, Human Development Index and Internet Users, and the advantages and disadvantages of these indicators. • How development indicators illustrate the consequences of uneven development. • Current patterns of advanced countries (ACs), emerging and developing countries (EDCs) and low-income developing countries (LIDCs). 	G
2.2.2	There are many causes of uneven development.	<ul style="list-style-type: none"> • Outline the reasons for uneven development, including the impact of colonialism on trade and the exploitation of natural resources. • Different types of aid and their role in both promoting and hindering development. 	G, R
2.2.3	Many factors contribute to a country's economic development.	<ul style="list-style-type: none"> • Case study of one LIDC or EDC. This should illustrate its changing economic development, including the influence of and interrelationships between: <ul style="list-style-type: none"> ○ the country's geographical location, and environmental context (landscape, climate, ecosystems, availability and type of natural resources) ○ the country's political development and relationships with other states ○ principal imports and exports and the relative importance of trade ○ the role of international investment ○ population and employment structure changes over time ○ social factors, including access to education and healthcare provision ○ technological developments, such as communications technology ○ one aid project. • Using the case study of the LIDC or EDC explore Rostow's model to determine the country's path of economic development. 	G, R, N, L
2.2.4	The majority of the world's population now live in urban areas.	<ul style="list-style-type: none"> • Definition of city, megacity and world city. • The distribution of megacities and how this has changed over time. • How urban growth rates vary in parts of the world with contrasting levels of development. 	G, R
2.2.5	There are causes and consequences of rapid urbanisation in LIDCs	<ul style="list-style-type: none"> • Overview of the causes of rapid urbanisation in LIDCs including push and pull migration factors, and natural growth. • Outline of the social, economic and environmental consequences of rapid urbanisation in LIDCs. 	R,N,L
2.2.6	Cities have distinct challenges and ways of life, influenced by its people and culture.	<ul style="list-style-type: none"> • Case study of one major city in an LIDC or EDC including the influences of: <ul style="list-style-type: none"> ○ the city within its region, the country, and the wider world ○ migration (national and international) and its impact on the city's growth and character ○ the ways of life within the city, such as culture, ethnicity, housing, leisure and consumption] ○ contemporary challenges that affect urban change, including housing availability, transport provision and waste management ○ sustainable strategies to overcome one of the city's challenges. 	G, N, L

Approaches to teaching the content

When teaching this topic it would be useful to draw out links between the 'People of the UK' topic. Both units share common ground such as the causes of uneven development, population structures and exploring ways of life within a city. It might be useful to set a home learning task prior to starting this topic where students investigate the case studies chosen for 2.2.3 and 2.2.6. A simple collage of annotated images, use of Google Earth or exploring key statistics would be a good place to start.

Common misconceptions or difficulties students may have

Development is happening in various ways across the world, and the media has an influence on the views that students hold about how developed a country is. It would be useful to explore these views with students and consider the reliability of various sources of information that help build up a picture of what a country is like.

It would be also be wise to spend time with students discussing the dynamic nature of development and emphasising that we can conceptualise countries on a spectrum of development that is dynamic and changes over time.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

People of the Planet links with People of the UK, in particular through development indicators, trade or migration. However, there is also a clear link to environmental damage (2.3.2).

It is important that students are able to synthesise geographical skills with their knowledge and understanding. For example, they should be able to apply their knowledge to a photograph or be able to spot patterns within scattergraphs. As such, these should be integrated within the unit at given opportunities.



The world is developing unevenly

Activities

Activity 1

How do we measure development?

This activity is for **2.2.1** and gets students familiar with development indicators.

Put students in groups of 6. Ask them to pick a country (from learner resource 1) and use an Atlas to find the three development indicators (GNI per capita, Internet users and HDI) for their country, which they write down on a mini whiteboard. Ask students to line themselves up three times in order of each indicator before completing follow up questions. Along with encouraging research skills and group co-operation, students will start thinking about why some countries develop more than others and the qualities of different indicators. This can then lead onto the next activity (learner resource 1.2), where students evaluate each indicator in more detail.

Stretch and Extend: Research the Happy Planet Index, how does this compare to the development indicators you have already studied?

Activity 2

Graphing development indicators

This activity is to support **2.2.1** and could be a follow up to Activity 1. Students use graphical skills by plotting bivariate data on a scattergraph, adding a trendline before describing, explaining and evaluating the information.

A possible home-learning task could be for students to compare data for Internet users.

Activity 3

Rostows Race

This activity is to support **2.2.3** and is designed to be used just after the Rostow Model has been introduced. It helps to put the model in context. It lasts at least half an hour and you will need one dice per group of students.

Students play the Rostow Game in groups of three. Each player is representative of a country in Stage 1 of the Model attempting to reach Stage 5. Events occur that advance or, often, hinder the countries' development. These events are by nature Geographical but also reasonably true to life and should help put the game in context.

Follow up questions at the end encourage students to link the Rostow Model game with the model, requiring them to both explain and evaluate the model.

Activity 4

Where are all the megacities?

This activity is to support **2.2.4** and could introduce megacities. Students plot the world's megacities onto a GDP world map. This improves their knowledge of contemporary megacities and the world map.

Follow up questions encourage students to look for patterns and explain the distribution of megacities.

Activity 5

How do urban growth rates vary around the world?

To support **2.2.4**.

- Give students a copy of figure 5 – graph that illustrates urban growth rates around the world, split by country income level. This is taken from page 10 of the United Nations report 'World Urbanization prospects 2014' <http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf>.
- Ask students what they notice about the how countries have been split by income level. It is worth a short conversation with students about how these transfer to the AC, EDC, and LIDC groupings that they are familiar with.
- When answering questions two students should think about migration, rural-urban migration and internal growth due to high birth rates related to age of the migrants. For answers and more information on urban growth rates please view the report – pg.10 <http://esa.un.org/unpd/wup/Highlights/WUP2014-Highlights.pdf>.

Activity 6**What are the causes of rural-urban migration?**

To support **2.2.5**. This activity starts to unpick some of the reasons for rural-urban migration. Give students worksheet 6 detailing several reasons for migration, which they split into push/pull factors. They then develop each reason and try to find development indicators that link to the topic.

Once students have completed the initial task, a more detailed look at push factors can be used at by focusing in China.

1. Show students the series of BBC images about problems in rural China:
http://news.bbc.co.uk/1/shared/spl/hi/picture_gallery/04/asia_pac_china0s_wealth_gap/html/1.stm
2. Give students worksheet 6.1 and ask them to create a detailed spider diagram about the problems in rural China.
 - Stretch and extend: Ask students to speculate about some of the solutions to these rural problems might be? An interesting clip might be <http://www.bbc.co.uk/news/business-12001753>

NB: Although China is not considered an LIDC, similarities can be drawn between it and LIDC cities. You could ask students to go away and research a city or rural area in an LIDC and compare the problems.

Activity 7**What are the consequences of rapid urbanisation?**

This activity links to **2.2.5** and looks at the social, economic and environmental effects of urbanisation. Students categorise the different effects into the table before developing their points.

Activity 8**What can Gapminder tell us about development?**

This activity is designed to be used after unit 2.2 has finished (though parts of it could usefully be incorporated into other lessons). It serves as a useful recap and hones graphical and map reading skills. You will need a computer room and to familiarise yourself –and the class– with www.gapminder.org/world. Important tools include:

1. That you can track a country's development over time
2. That you can select one country (And hide others)
3. That both x and y axes can be modified to various development indicators.

In pairs, students complete the worksheet. It covers the distribution of ACs/ EDCs/ LIDCs, aspects of the LIDC/ EDC case study (such as urbanisation and development), the Rostow Model and reasons for uneven development.



The majority of the world's population now live in urban areas



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