Year 11 Revision Guide

GCSE Geography

Edexcel B

People and the Planet

Exam 17th June 2011

Exam structure

- The exam will last for **1 hour**
- You need to answer **ALL** questions in **Section A**
- The **Changing Cities** question in **Section B**
- The **Development Dilemmas** question in **Section C**

DO NOT ANSWER QUESTIONS ON CHANGING COUNTRYSIDE OR WORLD OF WORK.

Section A: Introduction to People and The Planet
Unit 1: Population Dynamics

What you need to know:

1. Global population growth
2. Population structures
3. Impact of migration
4. Population management

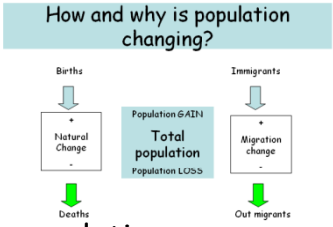
Theory

1. How and why is population changing in different parts o the world?

You need to be able to explain how and why population is changing. Use the diagram below to help with your understanding.

- 2008- at least 65 million people were added to the world's population.

LEARN THESE KEY TERMS!!



Birth rate – the amount of babies born per 1000 of the population per year

Death rate - the amount of deaths per 1000 of the population per year

Immigrants – people moving into a country

Emigrants – people moving out of a country

Migration – movement of people into and out of an area or country

Migration balance:

Positive more immigrants than emigrants – increase population,

Negative decrease population – less immigrants than emigrants – decrease population

Natural increase – birth rate is higher than death rate = population increase

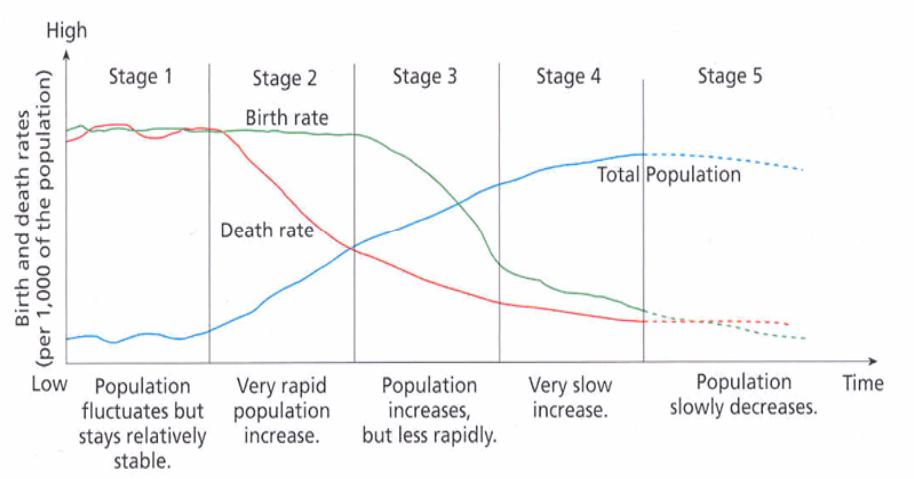
Replacement Level – the amount of babies needed to be born for the population to remain the same

Why has population been increasing?

- Mainly due to a decline in death rates and infant mortality rates:
- Development of modern medicines. This has meant that more and more people are kept alive due to modern practices.
- Introduction of vaccination and immunisation programmes e.g. smallpox vaccination that helps people to live longer.
- Cleaner drinking water and better sewage disposal, a lot more people have access to clean drinking water than before.
- Better healthcare – more doctors, nurses and hospitals, means that people can be treated and not die.
- More hygienic housing.
- Better diets, e.g. promoting eating '5 a day'

Theory

The demographic transition model→ you need to be able to link population structures to each stage of the DTM. Make sure you can give examples of countries in each stage of the DTM.



Makes notes about each stage in the boxes below:

Stage 1: High fluctuating

Stage 2: early expanding

Stage 3: Late expanding

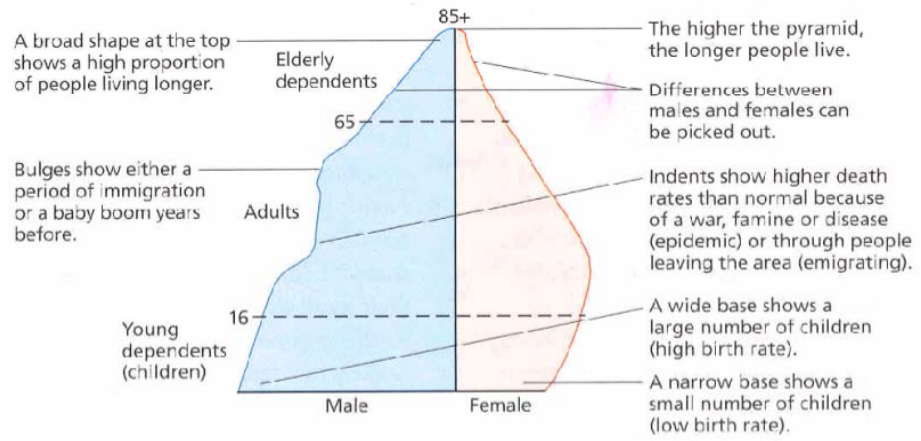
Stage 4:Low fluctuating

Stage 5: Decline

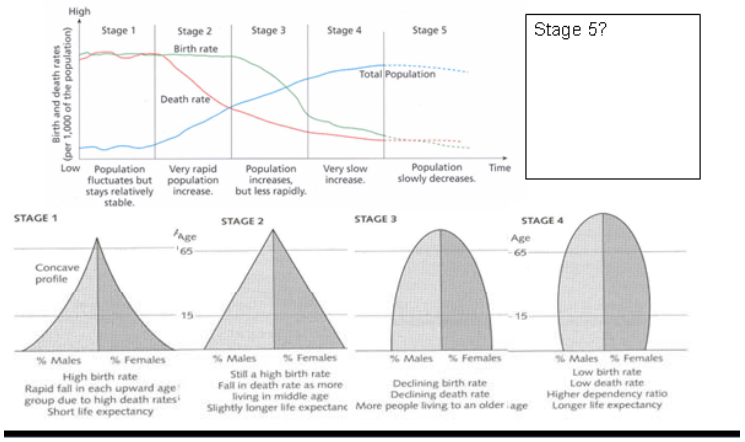
Theory

POPULATION PYRAMIDS/STRUCTURE→ REMEMBER THAT A POPULATION PYRAMID SHOWS THE POPULATION OF AN AREA BASED ON AGE AND GENDER. THE AGES ARE DIVIDED INTO GROUPS STARTING AT 0-4. THE SIZE AND SHAPE OF THE PYRAMID CAN TELL US A LOT ABOUT A COUNTRY. YOU CAN ALSO FIT THEM INTO THE DTM.

Annotate the examples below.



What do population pyramids look like for different stages of the DTM?



The population pyramid can also help us to work out how people in that place are dependant. Use the formula below.

$$\text{Dependency Ratio} = \frac{(\%\text{under 15}) + (\%\text{over 65})}{\%\text{between 15 and 64}} \times 100$$

Managing Populations→ the population of a country varies for different reasons- resources, wealth, health care and situation. Some countries have high populations, some have low, some have young or old populations. You need to have examples of these and how their government is dealing with it.

Anti-natalist policies: policies to encourage people to have less children, e.g. by providing free state education for one child.

Pro-natalist policies: includes incentives such as financial payments to encourage people to have more children.

A balanced population is essential for creating a sustainable population: why might a population need to be sustainable?

Quick case studies:

India: anti-natalist policy- population is 1.15 billion. First country to adopt severe methods to reduce population by 2020- included forced male sterilisation. Now Government are providing incentives for couples to only have 2 children.

Sweden: Pro-natalist policy (ageing and decreasing population): various incentives to encourage people to have babies include; 13 months Paternity leave (dad's), extra payments if children are less than 30 months between each other, 900euros child benefit a year, better sick child pay, all-day child care.

China's one child policy:

Singapore's have three of more:

Japan's elderly population:

UK's elderly population:

Managing Populations- Migration policies

Make sure you know the difference between IMMIGRATION (entering)and MIGRATION (exiting).

A government may decide to manage its population by allowing migrants in or asking them to leave the country. Migrants may be used to fill labour shortages, especially in low-paid, low-skilled jobs, or in highly skilled positions.

You must know the benefits and costs to the HOST and SOURCE country

UK case study:

European Workers case study:

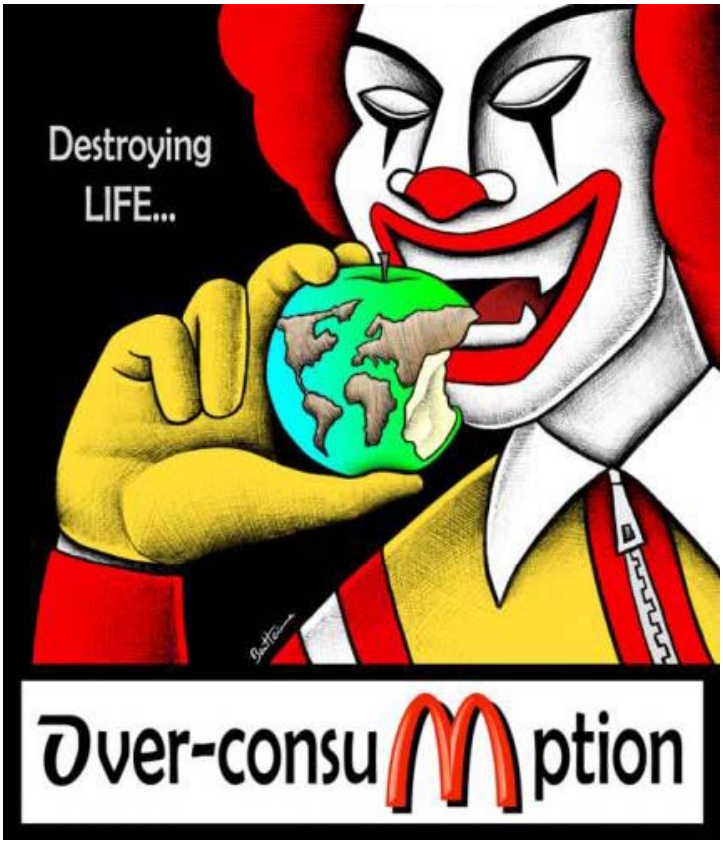
Case Studies

Here you could make case study notes on the studies you have done in class or your own research.

Unit 2: Consuming Resources

What you need to know:

1. Different types of resources and their costs and benefits
2. Uneven supplies of resources
3. Theories of consumption and their sustainability
4. Future resources



Resources: how do they differ around the world?

There are three types of resources:

1. Natural resources
2. Human resources
3. Material or capital resources

Define each of these resources and have examples.

Some resources are defined by their availability:

Non-renewable resources→ e.g. cola, oil or diamonds, these cannot be remade, once they're gone- THAT'S IT!! These are increasingly being used up by us

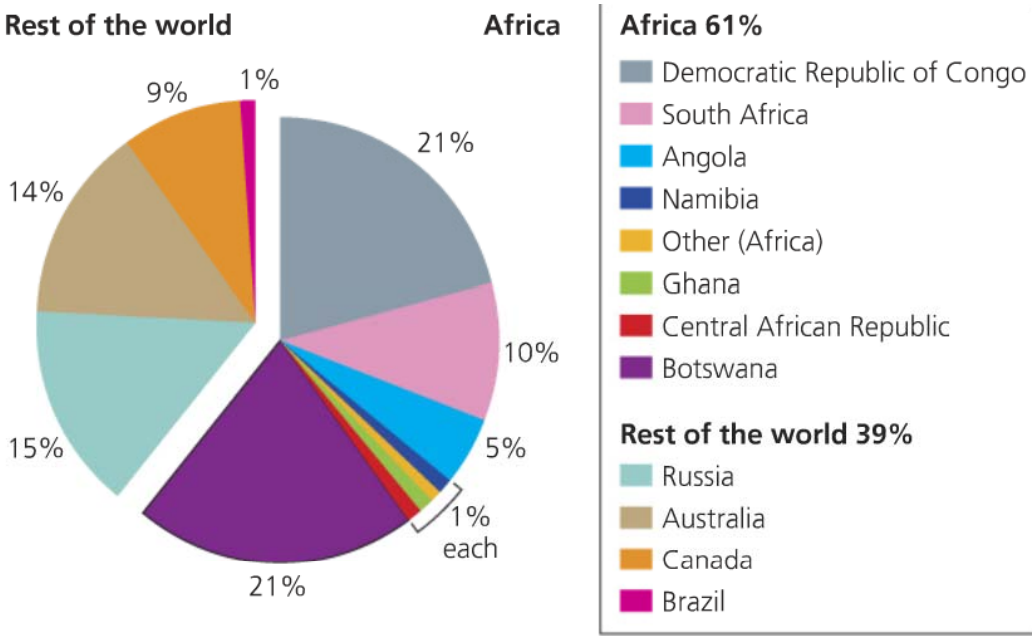
Sustainable resources or renewable resources→ e.g. wood, these can be renewed and managed. Resources such as solar and wind are renewed naturally.

You need to be able to analyse the benefits and costs (bad things) of different resources. Try the following and do your own

RESOURCE	BENEFITS	COSTS
Tar-sand oil:	• • • • •	• • • • •
Biofeuls	• • • • •	• • • • •
Solar energy	• • • • •	• • • • •

The Have and Have not's:

The graph below shows the world's diamond producers→ you can see that it is UNEQUAL. This is the case for most natural resources in the world. Some countries have them, some don't. this can really effect the way a country develops. Some richer countries do not have the resources but have the power to exploit it from other countries. Annotate the graph to show rich and poor countries, do you notice any patterns?



You must also remember that in all countries there is a divide in wealth, even in the poorest nations there are very rich people, and in the richest nations there are people living in extreme poverty.

ResultsPlus
Watch out!

Whenever you write 'in developing countries…' or 'in the UK…', remember that there is lot of variation within countries. Try to avoid using a statement such as 'The UK is rich, so…' and replace it with 'Many people in the UK are relatively rich so…'.

Oil supply and Demand:

Peak Oil: _____

The distribution of oil is a natural occurrence, the ability to produce oil is a human occurrence and depends on the technology that we have. Look at the maps below and annotate the surprises you see:

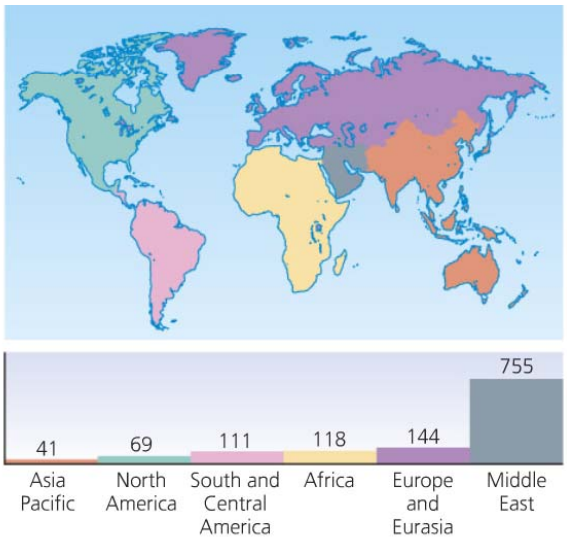


Figure 7: Oil reserves by global region, in billion barrels, 2007

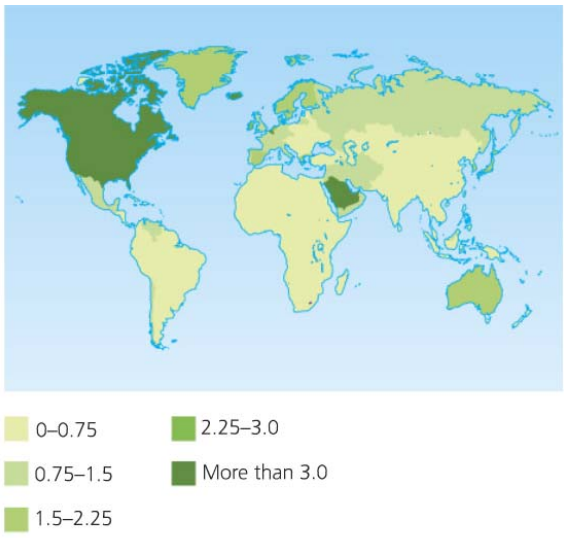


Figure 8: Consumption (in tonnes) of oil per head, by country, 2007

USA Case Study:

- Has less than 5% of the worlds population
- Consumes 25% of the worlds oil
- This is because of its high dependence on cars due to a lack of public transport, distance between places especially low-density urban settlements, long history of very low petrol prices
- It also has high usage of air-conditioning and high standard of living.

People and cars: the situation now (2008)

	Population	Number of cars per 100 people	Car ownership
USA	300 million	87	260 million
China	1,300 million	4	59 million
India	1,100 million	1	12 million

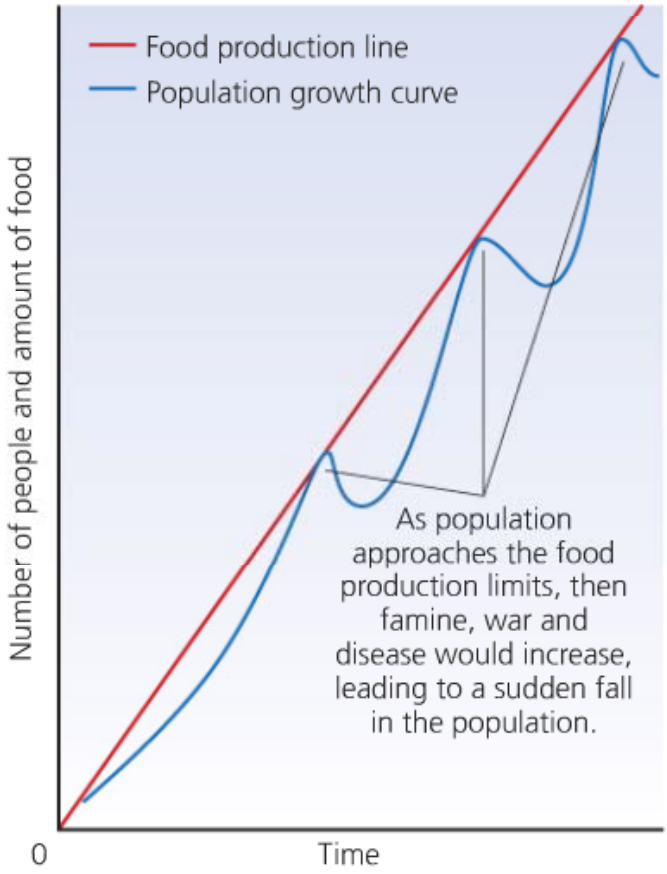
Sustainable supply and consumption: use your own notes, the internet and the text book (pg 158-159) to make notes of these two important theorists.

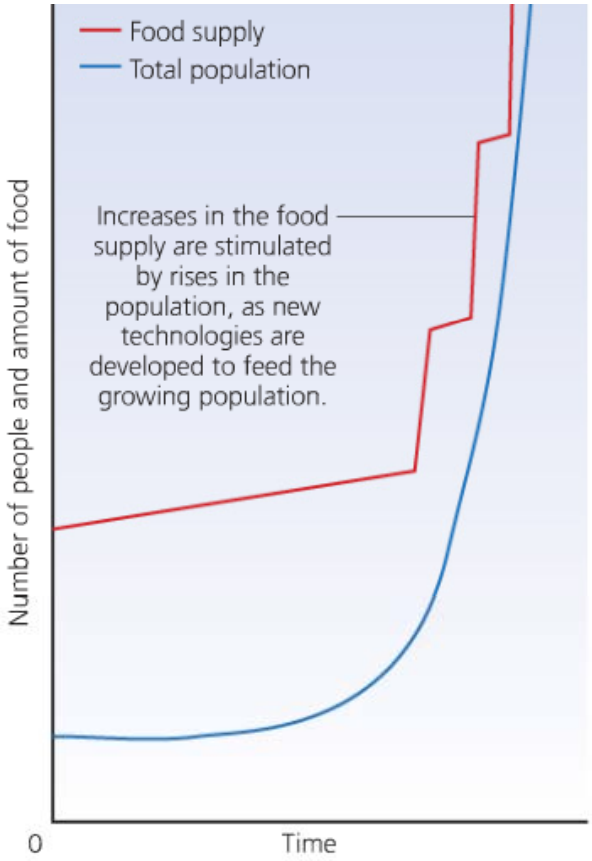
THE MALTHUSIAN THEORY- 1766-1834:

THE BOSERUPIAN THEORY- 1910-1999:

THE DEBATE- Which is best?:

Label these three items based on the revision completed.





Impact = Population x Affluence x Technology

Impacts Facts:

- 20% of the worlds mangrove swamps have been destroyed in the last 25 years= coastal vulnerability
- 77% of the worlds fish stocks are over-fished or wiped out
- More than 1billion people don't have access to fresh water- this is set to triple over 50 years
- 2006- people consumed the same amount of energy in 6 weeks as the whole of 1950
- 15-37% of living species are predicted to disappear by 2050
- 96% deforestation is for agriculture
- 3 billion people are dependant on wood for heating and cooking- much is not replaced by replanting

These figures are very worrying and suggest that we need to be more sustainable with the resources we have.

Task: consider your own carbon footprint and think about how this could be reduced.

Sustainable development is development that meets the needs of the present without compromising [limiting] the ability of future generations to meet their own needs.

Individual action is required to reduce the demand on resources. In the box below make notes on how people can live more sustainably- think beyond the home as well.

Reducing our use of resources – benefits and problems

Ways of reducing our use of resources	Benefits	Costs and problems
Using local farmers' markets – do we really need imported food?	Supports local farmers and reduces the costs of transport and the '**carbon footprint**'.	Buying locally produced greenhouse-grown tomatoes in the spring is more damaging to the environment than buying imported tomatoes grown outside in Spain. It costs more energy to heat the greenhouses than to transport Spanish tomatoes.
Reduce the unnecessary luxuries in your life – how many pairs of shoes do you have?	Reduces the waste of resources in their manufacture and their transport, quite apart from the packaging.	What about the foreign workers who make these 'unnecessary' goods? Will they still have jobs if we all cut back on these luxuries?
Get on your bike	Cars are great polluters. The average journey by car is just 8.7 miles, and with 33 million cars on the UK roads there is enormous scope here to reduce CO_2 emissions.	The old and the infirm cannot jump on to bikes. It is also hard to imagine how the economy would continue to operate as effectively if we cut back on road freight.
Recycling and conservation	There are huge savings here as materials are reused and resources saved.	It isn't obvious how the rural peasants of Bangladesh benefit from our careful recycling. The impact on global warming is quite small and certainly doesn't improve the life of the poorest, especially if our trips to the recycling bins are in our 4x4s.

Task: look up different companies sustainability mission statements- e.g. Walkers, BMW, Robinsons, Cadburys.

TECHNOLOGY→ How will the use and development of technology help us to live more sustainably? Make notes using page 163 and do some research into different technologies that will reduce our dependence on non-renewable resources.

Case Studies

Here you could make case study notes on the studies you have done in class and your own research.

Unit 3: Living Spaces

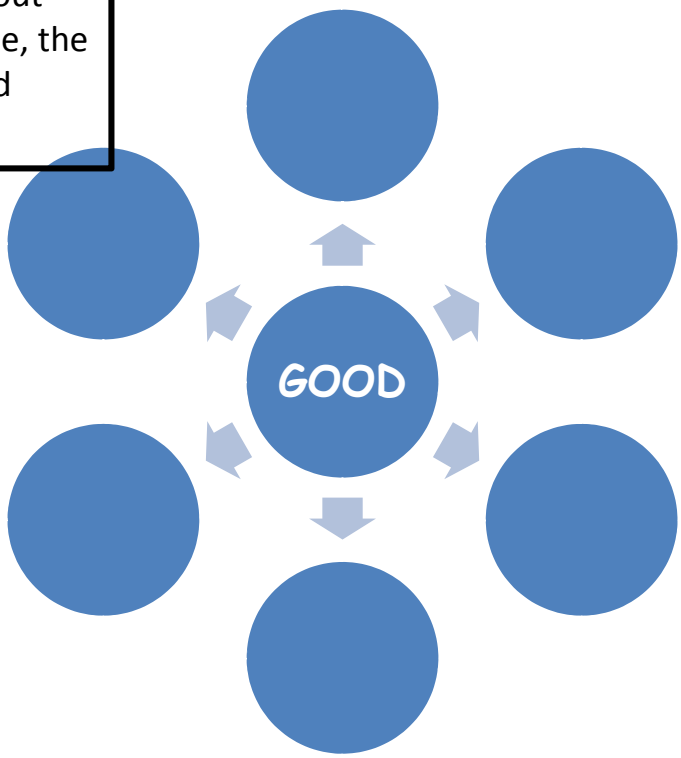
What you need to know:

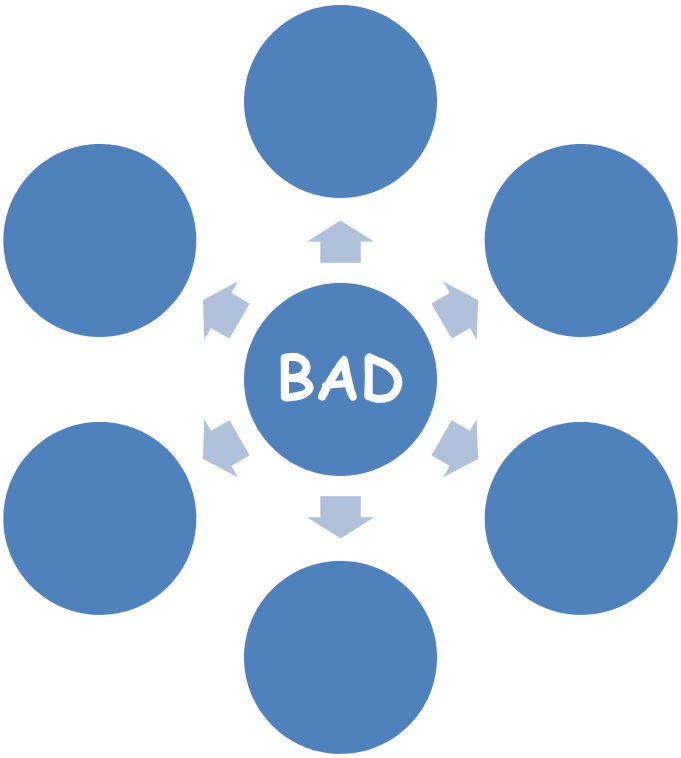
1. Good and bad living spaces
2. Living in urban and rural spaces
3. The growing demand for good living spaces
4. Sustainable living spaces

What makes up living spaces?

Add notes to these spider diagrams and don't forget to give examples!

Don't forget to think about young and elderly people, the rich and poor, MEDC and LEDC living spaces.





How do people view living spaces differently?

People view urban and rural living spaces differently and people require different things in these living spaces. There are several things that change these views- these can change over time as well.

Make notes under the following headings:

1. Urban needs

2. Rural needs

3. Age

4. Mobility

5. Cultural Background

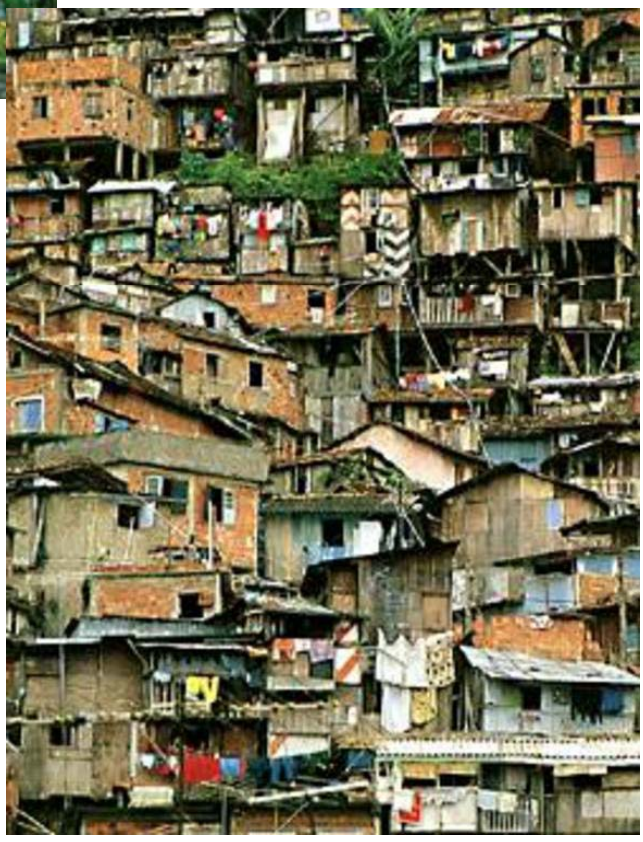
6. Knowledge and Perception

7. Economic Status

There are two processes that affect the quality of living spaces (pg 168):

1. *Natural processes that affect the environmental challenges and opportunities of an areas*
2. *Human processes that control the evolution and development of that living space.*

Look at these 4 pictures, identify the potential positive and negative views of these living spaces



Different Living Spaces

Migrant Spaces (China):

Young Spaces (London):

Retired Spaces (Spain):

The growing demand for GOOD living spaces

Define the terms below:

Greenfield Site:

Brownfield Site:

In the UK, the South of England has suffered with housing shortages as jobs become scarce in the north of the country, more people want to live in the south.

Make notes on these two case studies below (pg 173-175)

North Wiltshire Case Study:

USA Case Study→ Las Vegas and Mojave Desert:

Attractive Cities and Megacities

An urban area is defined as a place where people live in close proximity to each other. Cities can act like magnets drawing people in (Pull-factors).

Make notes on what push and pull factors are (this also links in with the first unit, population dynamics and migration):

Push Factors:

Pull Factors:

Megacities are areas of approx. 10 million people. The table below shows the reasons for growth and the consequences. How could these be managed more sustainably?

Predicted growth (millions)	Causes for past and future growth	Consequences
London 2003: 7.1 2015: 8.0	• Continued importance of London as a **global hub** for finance and business services. • Growth of other tertiary jobs to serve these global jobs. • Many poorer paid jobs are filled by immigrants from other EU countries. • Higher incomes than competing UK cities.	• Housing shortages, especially cheaper housing. • Strain on the public transport system. • Outward pressures on the surrounding areas, especially to the west and to the east.
Tokyo 2003: 35 2015: 36.2	• Significance as a **global city**. • Many Japanese companies moved their HQs there to be close to government – personal contact is very important in Japanese culture. • Planners continue to encourage growth by allowing the development of 'hub' cities in the Greater Tokyo area.	• Some of the most expensive property in the world. • Enormous problems of managing waste, pollution and urban transport systems.
Mumbai 2003: 17.4 2015: 22.6	• Creation of a significant finance and business sector has created jobs in the CBD. • The changes taking place in the Indian countryside – leaving many small farmers without land – are a major push factor.	• The creation of very large slums, as in Dharavi, home to over 600,000 people. • One third of the population do not have access to fresh drinking water. 2 million do not have access to a toilet.

Sustainable Cities→
Make notes on the case studies below:

1. Singapore

2. Barcelona

3. Havana (Cuba)

4. Reykjavik (Iceland)

5. Masdar (UAE)

Case Studies

Here you could make case study notes on the studies you have done in class and your own research.

Unit 4: Making a Living

What you need to know:

1. Employment sectors and how they change over time and place
2. Impacts of employment on the rural
3. Environmental impacts of employment
4. The green sector and Brownfield sites

Different Employment Sectors:
Make notes on the 4 employment sectors below adding examples and a explanation of their changes over time.

Employment structure: how the workforce is divided up into the 4 sectors in a place. This will change over time and with place.

PRIMARY SECTOR	**SECONDARY SECTOR**
TERTIARY SECTOR	**QUATERNARY SECTOR**

Changes in employment structures: in 1851 a quarter of people in Britain worked in the Primary sector, half the population worked in the secondary sector and the remaining quarter in the service sector. TODAY, this has changed, 2% in the primary sector, 27% in the secondary, 68% in the tertiary and 3% in quaternary. These changes can be seen in the **Clark Fisher Model. This model shows how stages in the DTM are linked with changes in job sectors.**

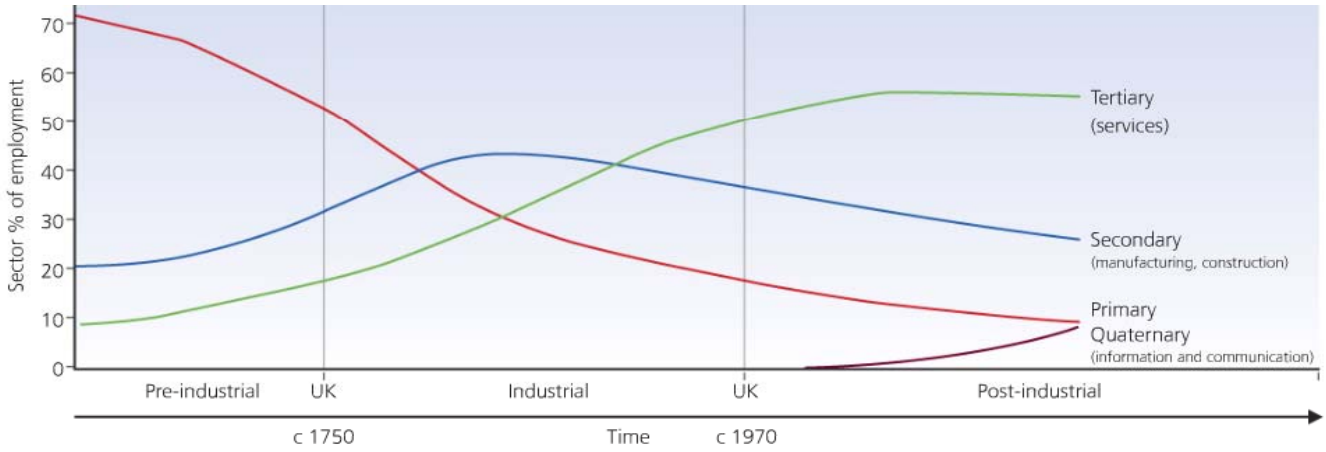


Figure 2: The Clark Fisher model of changing employment

Changes in employment structure from place to place:

Country	Primary %	Secondary %	Tertiary %
Bangladesh	63	11	26
China	43	25	32
USA	3	23	75

Figure 3: The employment structure of Bangladesh, China and the USA, 2007

The table above shows how countries at different Stages of development have different types of Employment.

ResultsPlus
Watch out!

This model is based on what happened in developed countries like Britain. It may not work in the same way for developing countries which may bypass some part of the model. For example developing nations might encourage tourism in their country and so bypass the Industrial Stage.

Urban VS Rural employment

Use pages 185-187 to make notes on these two case studies.
Make sure you are using comparison.

Mexico

Scotland

Impacts of Changing employment→ these can be environmental, economic and social.

When industries start to grow in an area, extra jobs are created and major changes to the local environment take place.

Task: make notes around the photo of Mexico (it shows the air pollution/smog) of the negative impacts of a growing industry on Mexico.

When industries decline there is unemployment but there may be benefits to the environment. Make notes underneath about the Ruhr Area in Germany:

-
-
-
-
-
-
-
-
-

Sandwell Case Study:

Where is Sandwell?

What is the problem in Sandwell?

What is happening to improve Sandwell?

Alternatives to Brownfield Sites and the 'Green' Sector

Berlin, New Hampshire, USA→ what are they doing here to make use of the Brownfield sites? There are 2 proposals:

Figure 10: The biomass-energy project in Berlin, New Hampshire

Green Sector employment:

What is this new sector?

What type of jobs are involved?

Why is it important?

ResultsPlus Exam Tip

When writing about new jobs created by green technology, be careful to mention a range of jobs from those in water and waste management and green transport, as well as those in renewable energy.

Case Studies

Here you could make case study notes on the studies you have done in class and your own research.

Section B: Small-scale People and the Planet
Unit 5: Changing Cities

What you need to know:

1. Environmental issues and cities
2. Generating wealth and being eco
3. Sustainable cities
4. Green transport and consumerism

What are the Environmental issues facing cities?

What is an Urban area?

_____

_____

_____

What is an Eco-footprint?

_____

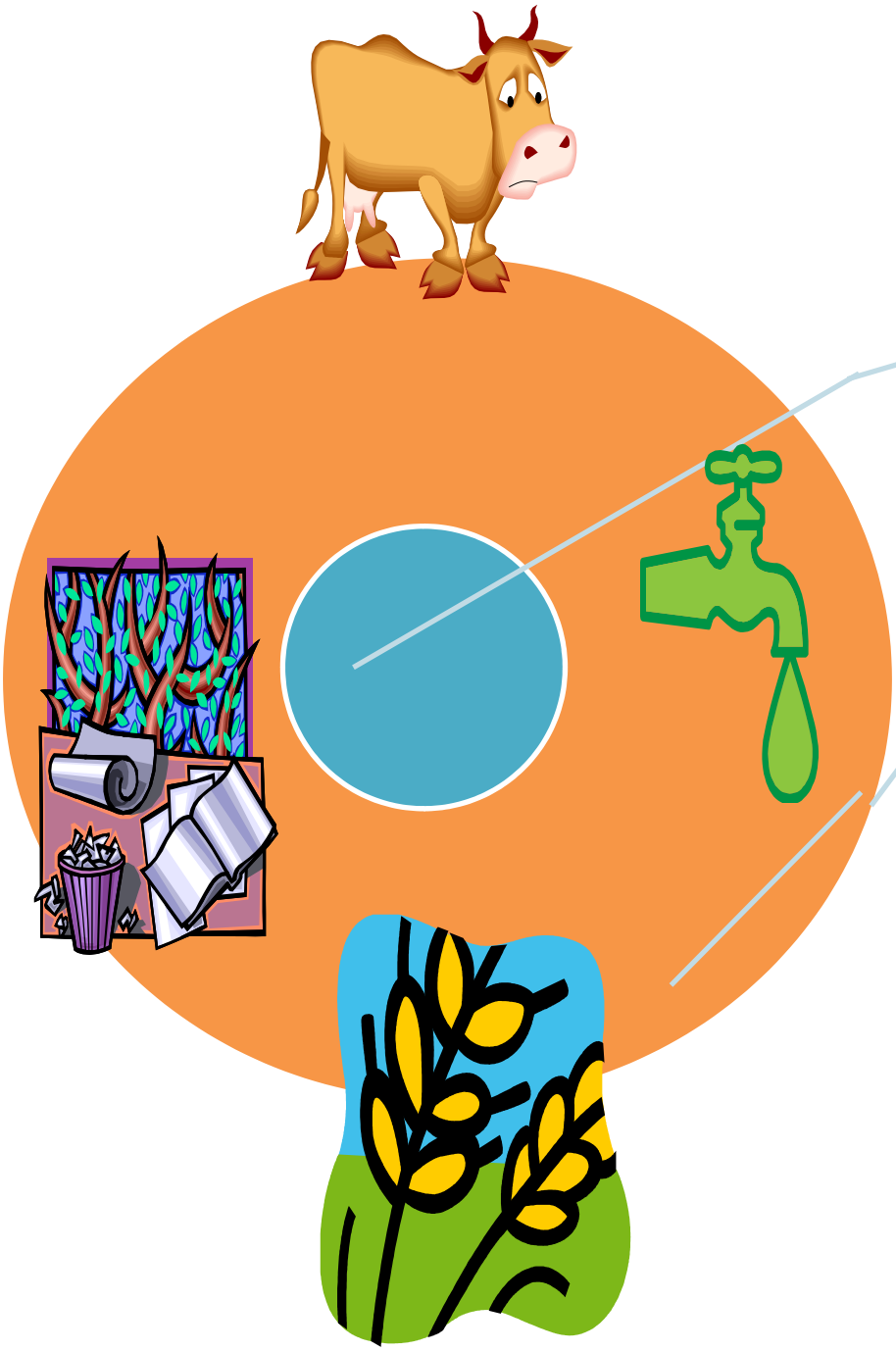
_____

_____

As cities grow and develop they start to have bigger and bigger impacts on their surrounding areas. In the early stages they use the surrounding countryside to produce food and raw materials. But as cities become bigger the area they affect becomes bigger as well- they can now bring food, water, dump waste and produce electricity further away.

The two diagrams on the next two pages show these two types of cities. You need to

1. Identify which city is which (old and new) and think about when they might have existed for a certain city
2. Identify the produce for each city- what are the differences? Why is this important?



The city or town

Surrounding areas

When might this city have existed?

City/town

Surrounding area

Rest of the world (imports)

What has happened to this city? Why?

YORK CASE STUDY

YORK'S ECO-FOOTPRINT	**REDUCING ENERGY USE IN YOK**
REDUCING WASTE IN YORK	**SUSTAINABLE TRANSPORT- YORK AND ELSE WHERE**

Eco-footprints vary from place to place

We can think about eco-footprints varying in 4 main ways:

Urban→

Rural→

MEDC→

LEDC→

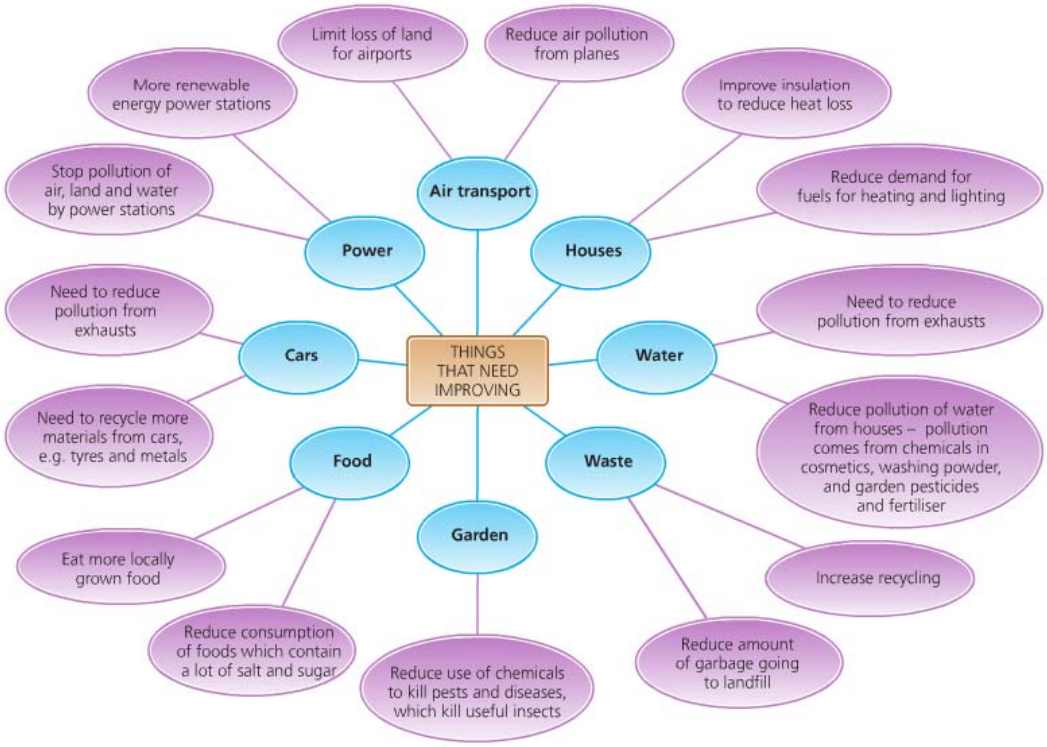
The environment because of these cities is also under pressure- the environment is divided by AIR, LAND & WATER. Look at the table below and summarise the severity of the pressures shown. Colour code them to the three elements.

Producing electricity	Producing electricity through the burning of coal, oil or gas pollutes the air.
Nuclear power	Using nuclear power to generate electricity threatens land, air and water by the possible escape of radioactivity.
Industry	Industries such as the chemicals industry or car production can also add to **environmental pollution**. Water is often polluted by industries when chemicals escape.
Household waste	Burying **household waste** in **landfill** sites is not a good way to dispose of waste material. The buried material may contain chemicals which can escape and pollute local water supplies.
Oil	The main source of energy for transport (cars, lorries, buses, trains and planes) is oil. Oil production has grown hugely over the past thirty years and burning all this oil releases chemicals which pollute the air.
Agricultural chemicals	The food most people in developed countries eat is made from crops which are grown with the help of agricultural chemicals. These chemicals can end up in our food and water.
Contaminated water	Many people get their water supply from underground sources. Over the past twenty years many of these underground sources have been contaminated by chemicals washed into the ground from houses, factories, farms and fields.

Cities are incredibly important for today's societies, this is because cities are:

- Where decisions are made
- Able to create wealth from a variety of different activities
- Centres of transport
- Centres for population

The question is- can cities make money AND be eco-friendly?



The diagram above shows some of the ways in which cities could improve their eco-credentials, think about the following:

1. How can people cut their personal pollution?
2. How can heat loss in homes be cut down?
3. Why is the UK a throw-away society?
4. Why are chemicals used in food production not good for us or the environment?

Sustainable cities

Many cities are now starting to become sustainable- some towns in the UK and around the world are designed specifically to be 'Eco-Towns'. There are several examples of these sustainable cities, make notes under these heading using the text book and the internet.

Curitiba- Southern Brazil→ green transport role model city.

London→ congestion Charge, BedZED, Mucking in Essex.

What characteristics would a sustainable city need to have? Make a list below.

Green Consumerism and Farmers Markets

Green consumerism concentrates on the things people buy, encouraging us to:

1. Reduce our consumption of all products including energy, water and food
2. Buy products that are environmentally friendly. This includes a wide range of things washing powder to organic food and clothing.

Make a list of the ways people can become 'green consumers':

-
-
-
-
-
-
-
-
-

Farmers Markets→ these were pioneered in the USA ad the first British one was in 1997 in Bath. There are now over 500 Farmers Markets in the UK. People send around £120 million a year at these markets.

What is a farmers market?

What are the advantages and the future of these markets? Find an example of a local farmers market:

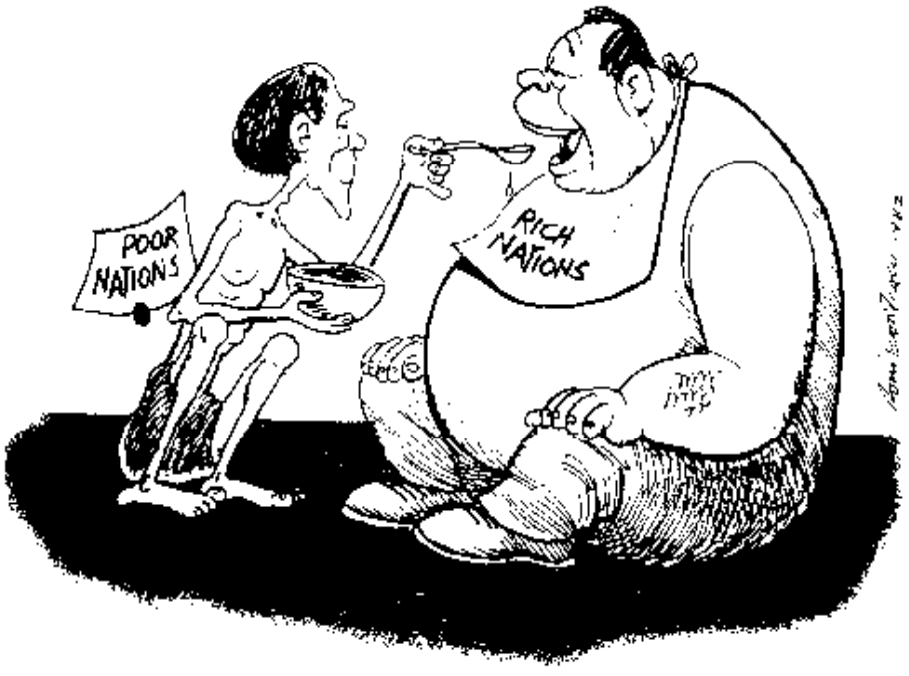
Case Studies

Here you could make case study notes on the studies you have done in class and your own research.

Section C: Large-Scale people and the Planet
Unit 7: Development Dilemmas

What you need to know:

1. Disparities in wealth and development
2. Top-down ad bottom-up schemes
3. Sustainable development of cities



How and why do countries develop in different ways?

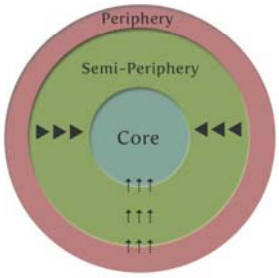
'Development' means change- usually an improved change for people and the economy. It brings trade and jobs. But sometimes the benefits only go to some people and not others. Will the benefits go to the urban or rural people? Will some parts of a country benefit more than others? These questions can pose 'dilemmas' or problems for places.

Development within a country does not take place evenly across all the regions at the same time. It occurs at different speeds- this creates a DISPARITY. A Disparity is the differences in a place, especially between regions and wealth.

You need to know the differences between the CORE AND PERIPHERY:

Core→

Periphery→



Wallerstein's World Systems Theory

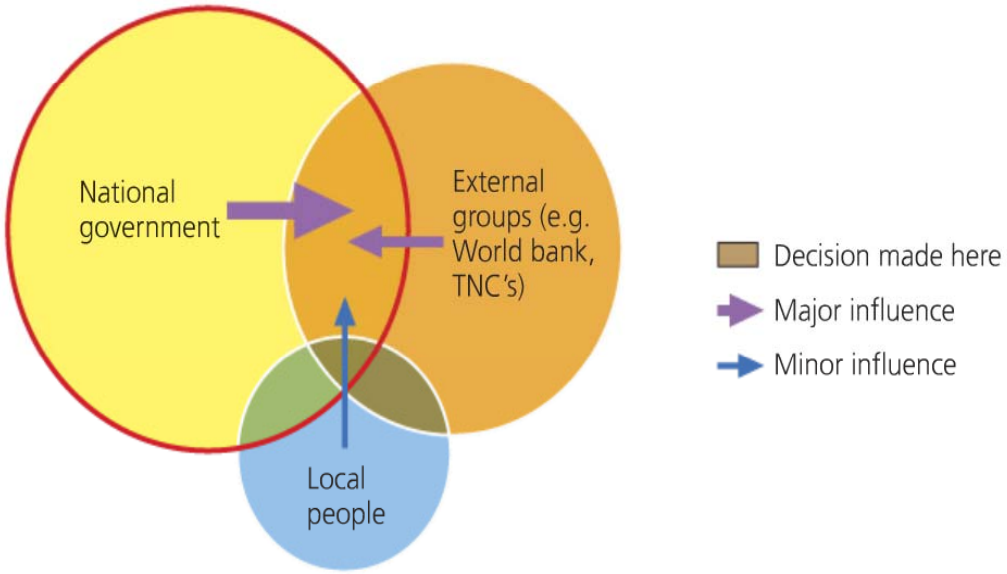
BRAZIL→

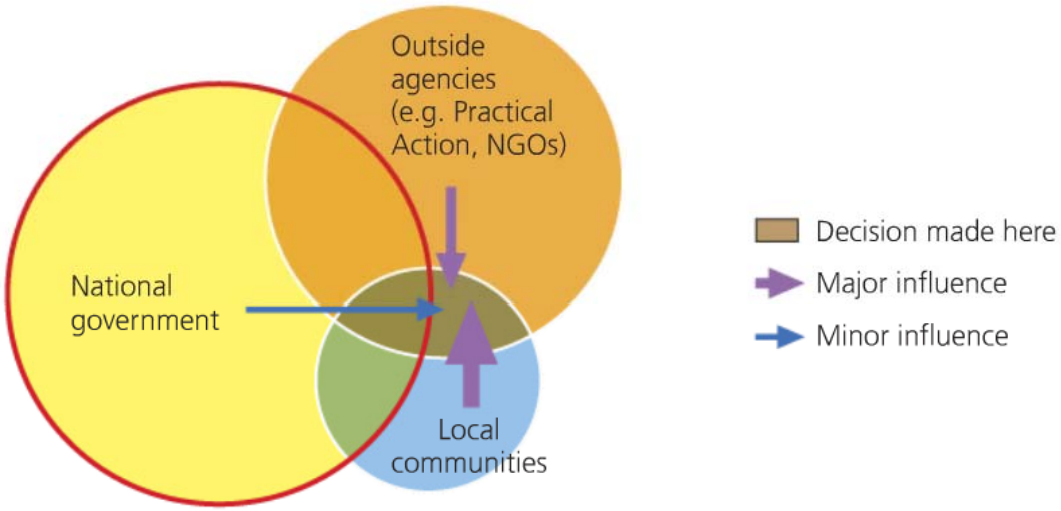
Use page 230-231 in the text book to make notes on why Brazil has disparities (make sure you refer to the core and periphery regions):

Why do governments want to spread development across their countries?

Top-down and Bottom-up development schemes:

Using the two diagrams to help identify the differences between these two schemes (label whether they are top-down or bottom-up). Then think about the positive and negatives of each one.





Development Indicators tell us about the development of a country. Some are more useful than others.
There are 5 main development indicators (match them up):

INFANT MORTALITY RATE	On average the amount of Food eaten per day
DAILY CALORIE SUPPLY	The % of people over 15 who Can read and write a Simple sentence
GDP PER CAPITA	How many years a person is Expected to live for, on average
ADULT LITERACY RATE	Gross Domestic Product Divided by the population
LIFE EXPECTANCY	The average number of deaths Of children under 1 year old Per 1000 of the population

Top-Down schemes

The priority of Top-Down schemes is to help the whole country, especially urban cores. Without careful management the impacts on small areas of the rural periphery can be severe. The alternative is to carry out bottom-up projects.

THE SANTO ANTONIO DAM CASE STUDY:

What is the scheme?

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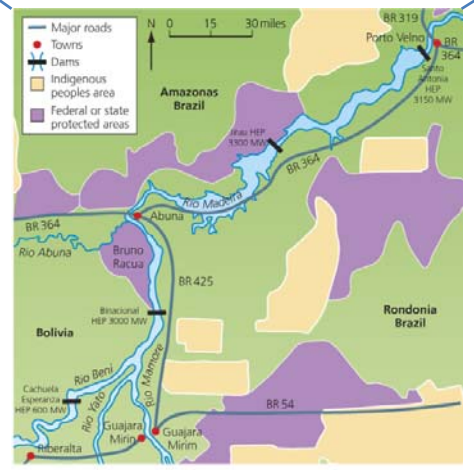

Figure 4: The Madeira River scheme

Other top-down schemes- research on your own or use class notes given:

1. The 'Green Revolution'

2. The 'Gene Revolution'

3. Narmada River Scheme

4. Three Gorges Dam-China

Bottom-Up schemes

Development is usually associated with economic growth such as secondary and tertiary industries, but it is also associated with the well-being of people- their health, freedom and food. The HUMAN DEVELOPMENT INDEX (HDI) considers these factors and measures how developed a country is. The UK in 2008 ranked the UK as 16th/177, Brazil 70th and Peru 87th.

Micro-hydro schemes are an example of APPROPRIATE TECHNOLOGY and are a bottom-up way of developing small villages and towns in the rural periphery.

WHAT IS THE SCHEME?

SOCIAL

ECONOMIC

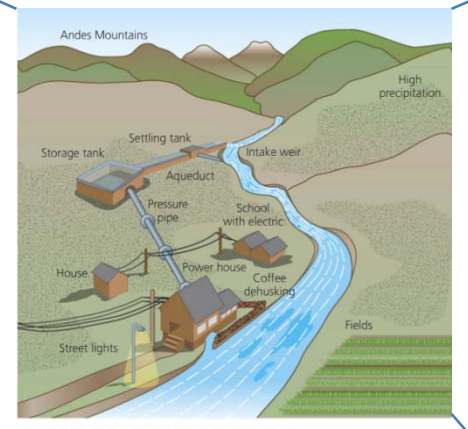

Figure 7: Peruvian valley with features of micro-hydro

ENVIRONMENTAL

Other bottom-up schemes- use own research or class notes:

1. Afridev Hand Pump-Tanzania

2. Biogas- India

3. Rain water harvesting

Sustainability and the Millennium Development Goals.

As with everything throughout this unit of work- we must ensure that what we do is sustainable- so it is there for future generations. With development- being sustainable also means that people are helped to get out of the poverty cycle. The diagram below shows some of the features of a sustainable scheme. Task→ identify the social, economic and environmental aspects.

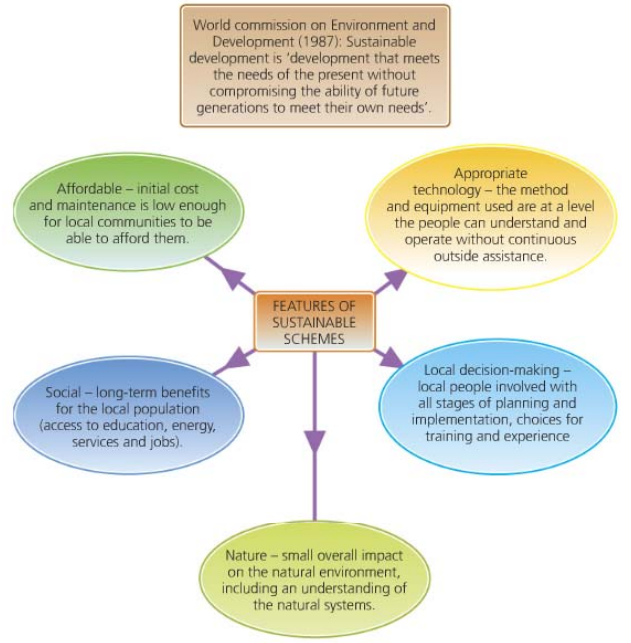

Figure 14: Sustainability criteria

Millennium Development Goals→

These provide goals for countries to achieve by 2015. Carry out your own research into these goals- there is a lot on You Tube covering this.

Case Studies

Here you could make case study notes on the studies you have done in class and your own research.

Practise Questions

Population Dynamics

1. Using named examples, describe the changes and the problems that have been caused by population change (4)
2. Explain two problems faced by countries with youthful populations (4)
3. Explain how governments can encourage a rise in birth rates (4)
4. Describe the key features of Stage 1 of the DTM (Foundation)
5. Explain why Stage 1 of the DTM is called the 'High Fluctuating' phase (Higher)
6. Using examples, explain the factors that lead to EITHER population increase of decrease.

Consuming Resources

1. Describe the challenges the world will face with a bigger population
2. Outline how increasing car ownership might cause an increase I the demand for oil (2)
3. Outline how technology might help solve shortages of resources (4)
4. Foundation: State 3 ways we can use resources more sustainably
5. Higher: Explain how developing sustainable transport can lead to a reduction in resource use
6. Identify 2 differences between Malthus' and Boserup's theories of resources and population.

Living Spaces

1. Explain two reasons why people who move overseas when they retire sometimes return home disappointed (4)
2. Explain the pressures that can result from the demand for new housing in rural areas (4)
3. Explain the term urban sprawl (2)
4. Explain two ways in which cities might be made more sustainable in the future (4)
5. Foundation: state three reasons why people in developed countries want to live in rural areas
6. Higher: explain how both push and pull factors are encouraging counter urbanisation (4)

Making a Living

1. Describe and explain the difference between the formal and informal sectors of employment (4)
2. Using examples, explain how the growth of industries in developing countries can bring both benefits and problems (4)
3. Foundation: describe the type of jobs you would find in the 'green sector' (4)
4. Higher: explain why the green sector is seen as a source of providing new jobs in the future (4)
5. Using examples, explain how employment opportunities in the future could be more sustainable
6. Explain how changes in employment structures can have a negative impact on the environment.

Changing Cities]

1. Using examples, explain how cities are trying to reduce their eco-footprints
2. Using examples, explain how people can become green consumers
3. Identify two benefits of Farmers Markets on the local economy
4. Describe ways in which local people can reduce their eco-footprints
5. Explain why cities such as London have a large eco-footprint
6. Using examples, explain how and why different cities have different eco-footprints
7. Define the term sustainable.

Development Dilemmas

1. What is the difference between a top-down project and a bottom-up project?
2. Define the core and periphery of a city
3. For a named example of a top-down strategy, explain how successful it has been.
4. What is a micro-hydro scheme? What is it an example of?
5. How do bottom-up schemes benefit the local people? Use examples.
6. Foundation: describe, suing an example, how a mega-dam could help a country develop
7. Higher: explain the positive impacts, other than providing HEP, of building mega-dams