Geography Specification B - Unit 2 - People and the Planet What's changed?



EDEXCEL MODULAR GCSE GEOGRAPHY B (LAST ASSESSMENT IN 2013)

SPECIFICATION AND ASSESSMENT AT A GLANCE

Specification overview

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

Section A – Introduction to People and the Planet – Compulsory topics: Population Dynamics, Consuming Resources, Living Spaces, Making a Living (32 marks)

Section B – Small-scale People and the Planet – Optional topics: complete one of either Changing Cities or Changing Countryside (9 marks) Section C – Large-scale People and the Planet – Optional topics: complete one of either Development Dilemmas or World at Work (12 marks)

Section	Topic			Detailed content	Page
Section A: Introduction to People and the Planet	Topic I: Population Dynamics	I.I How and why is population changing in different parts of the world?	a The world's opulation was increasing exponentially, but future growth rates are uncertain.	An overview of global population and its historical, current and future trends. Analyse data from a range of countries to identify the factors which are driving the changes, eg changing fertility and mortality rates, HIV/AIDS.	22
			b Population change and structure vary considerably between countries at different states of development.	Compare countries to show why their population change varies, including demographic factors, migration and conflict. Investigate different population structures using population pyramids, and explore the issues relating to youthful and ageing populations.	
		I.2 How far can population change and migration be managed sustainably?	a Different policies attempt to manage change to achieve sustainable levels of population.	Identify why some countries may wish to control their populations. Evaluate two examples of Population policies eg pro-natalist Singapore), anti-natalist (China) and laissez faire (UK)	22
			b Many countries have policies to control and manage migration flows.	Understand why different migration policies develop to meet different needs. Evaluate different migration policies, eg open-door, skills tests and tensions that sometimes arise as a result of some of these.	
	Topic 2 Consuming Resources	2.1 How and why does resource consumption vary in different parts of the world?	a Resources are classified as renewable, sustainable and non-renewable, and this has implications for their consumption.	Define and classify different resources. Assess the costs and benefits of obtaining and consuming one resource of each type.	23
			b Patterns of resource supply and consumption have produced a changing world of 'haves' and 'have nots'.	Investigate inequalities in the supply and consumption of one global resource eg oil. Assess the future pressures on both supply and consumption of this resource brought by global economic growth.	
		2.2 How sustainable is the current pattern of resource supply and consumption?	a Different theories exist about how far the world can cope with the current consumption of resources.	Discuss the differences between Malthusian, Boserupian and 'limits-togrowth' theories about the population resource equation. Evaluate these differences in the light of global resource supplies and demands.	23
			b The challenges for future resource consumption centre on achieving sustainability.	Identify ways in which resource demand might be reduced. Evaluate the potential for the switch to alternative and renewable resources, and ways in which technology might 'fix' the problem.	
	Topic 3 Living Spaces	3.1 What are the ingredients of good living spaces?	a People vary in their perception of what makes a good living space.	Identify what constitutes a good living space, eg by age, people's perceptions, eg urban or rural, and how these vary between different countries. Examine the processes that have led to variations in quality of living spaces.	24
			b People in different parts of the world are attracted to live in different kinds of living space.	Evaluate urban and rural living spaces—the 'rural idyll' in developed countries versus the 'rush for the towns' in developing countries. Assess how personal choices about living spaces can be affected by life cycles, eg the re-urbanisation of inner cities by 'twenty-somethings' and retirement migration to Spain.	
		3.2 How far can growing demands for good living spaces become more sustainable?	a Current demands for living space are rising, placing pressure on the quality of different living spaces.	Analyse pressures faced by two contrasting rural areas in developed countries in creating more living spaces, eg for housing, transport. Identify why urban spaces are in demand, eg London, Tokyo, Mumbai and how far these demands compromise the desire for good quality living space.	24
			b Different strategies exist to enable future living spaces to become more sustainable.	Evaluate one attempt to develop more sustainable living spaces, eg John Prescott's 'sustainable cities'. Assess the potential for 'sustainable cities', eg urban algae farms, new eco cities in rural Britain.	
	Topic 4 Making a Living	4.1 How and why is work changing in different places?	a The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing.	Interpret the Clarke Fisher model to explain changing employment in countries at different states of development. Contrast employment in two countries, one of which is industrialising and the other de-industrialising.	25
			b The impacts of employment change between urban and rural populations.	Identify links between economic change and urbanisation in an industrialising country, eg emergence of an informal urban economy. Identify the factors currently leading to diversification of the rural economy, eg broadband revolution.	
		4.2 How can the environmental impacts of changing work be managed	a Changing employment has environmental impacts, some of which are positive and some negative.	Assess the environmental impacts of de-industrialisation and economic diversification in a developed country. Assess the environmental impacts of employment change in one rapidly growing city in a developing country.	25
			b The impacts of employment change can be managed more sustainably.	Examine alternative proposals for regeneration and environmental change on one brownfield site. Examine the potential for growth in the 'green' employment sector.	
Section B Small- scale People and the Planet	Topic 5 Changing Cities	5.1 What are the environmental issues facing cities?	a Urban regions can generate huge ecofootprints.	Assess the environmental impacts and footprints of different urban areas and activities. Consider how people vary in their own eco-footprints, especially between urban and rural, and between developing and developed countries.	26
			b There are tensions between cities as generators of wealth and as eco-friendly organisms.	Identify how cities develop by consuming energy and resources from other environments, and export their waste back to those and other locations. Assess the impact of urban activities, eg landfill, energy consumption on surrounding regions.	
		5.2 How far can these issues be resolved sustainably?	a Cities have huge potentialfor reducing their ecofootprints.	Assess how one city is reducing its eco-footprint by reducing energy consumption and waste generation. Analyse the potential for more sustainable transport alternatives in their own local area.	26
			b Different role models exist for greener urban futures.	Evaluate examples of green consumerism in urban areas, eg food purchasing and farmers' markets. Assess the nature of and potential for green consumer behaviour in their own local area, eg increasing recycling, using public transport.	
	Topic 6 Changing Countryside	6.1 What are the issues facing rural areas?	a Rural areas face a number of challenges such as isolation, economic change, second homes and tourist pressures.	An overview of the issues facing two rural areas. One should be from a developed and one from a developing country eg, in a developed country – rural isolation, changes to rural services, changes in the global economy, tourist pressures, the effects of counterurbanisation; eg, in a developing country – rural depopulation, isolation, changing farm economy or landholdings, urban opportunities.	27
			b These challenges often result from changes outside the rural areas themselves, eg in the global economy or in urban areas.	An analysis of the links between the issues above and changes outside the two rural areas eg, in a developed country, changes in counter-urbanisation, second home ownership, tourism; eg, in a developing country, changes in the global or national economy, or to food production, rural-urban migration.	
		6.2 How might these issues be resolved sustainably?	a Planners and local initiatives can bring about change which can boost the rural economy in developing countries.	Evaluate initiatives in one rural area in a developing country, designed to address one or more of the issues studied in 6.1a. Assess how this rural area could develop more sustainably in future.	27
			b The future of rural areas in developed countries needs to be managed more sustainably.	Evaluate initiatives in one rural area in a developed country, designed to address one or more of the issues studied in 6.1a. Assess how this rural area could develop more sustainably in future.	
Section C Large- scale People and the Planet	Topic 7 Development Dilemmas	7.1 How and why do countries develop in different ways?	a Countries can develop in ways that bring different effects to different regions.	Identify how economic development has led to regional economic differences in one developing country. Assess the effects of the disparity between urban core and rural periphery regions in the same country.	28
			b Types of development vary between top-down and bottom-up.	Compare the differences between topdown and bottom-up development. Evaluate the impacts of one 'top-down' large-scale project, eg a dam, in a developing country for different people.	
		7.2 How might countries develop more sustainably in the future?	a Bottom-up schemes are designed to bring effects at a local scale.	Identify the characteristics of bottom-up development. Evaluate one 'bottom-up' small-scale project in a rural area of a developing country. This can be in the same country or a different one as that studied in 7.1.	28
			b Such schemes may be more sustainable for the future.	Identify the characteristics of what makes rural development 'sustainable' or not. Assess how far top-down or bottomup schemes are more appropriate for developing countries in future.	
	Topic 8 World of Work	8.1 How does the 'new economy' function in different places? Who wins and who loses?	a The global economy is changing, with new employment sectors replacing traditional work. b Transnational companies (TNC) control a substantial part of the global economy, and have created a global shift.	Know the meaning of the 'new economy' and its meaning and implications for people in different parts of the world. Evaluate the 'new economy' for different groups of people, eg developed/ developing countries, women/men, children. A study of one TNC to show how the new economy operates in different parts of the world, eg out sourcing, the global shift in manufacturing. The advantages and disadvantages brought by TNCs to different countries for different people.	29
		8.2 How sustainable might the future world of work be?	a Changes in employment location and technology are creating different forms of work.	Assess the impact of the service economy, eg outsourcing and call centres on one developing country. The benefits and problems brought by these changes for different people.	29
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EDEXCEL LINEAR GCSE GEOGRAPHY B (FIRST ASSESSMENT IN 2014)

SPECIFICATION AND ASSESSMENT AT A GLANCE

Specification overview

This unit has three sections. Section A is compulsory, and Sections B and C contain optional topics.

Section A – Introduction to People and the Planet – Compulsory topics: Population Dynamics, Consuming Resources, Globalisation and Development Dilemmas. (48 marks)

Section B – Small-scale People and the Planet – Optional topics: complete one of either The Changing Economy of the UK or Changing Settlements in the UK. (15 marks) Section C – Large-scale People and the Planet – Optional topics: complete one of either The Challenges of an Urban World or The Challenges of a Rural World. (15 marks)

Assessment overview

-hour 15 minutes tiered written examination • Total of 78 marks (up to 6 marks for SPaG) • June series

	Section	Topic		78 marks (up to 6 marks for SPaG) • June series	Detailed content	Page
	Section A:	Topic I:	I.I How and why is	a The world's population was increasing exponentially	Study an overview of historic trends in global population growth since 1800 and contrasting future projections.	22
	Introduction to People and the	Population Dynamics	population changing in different parts of	but future growth rates are uncertain.	Examine the five stages of the demographic transition model to help explain changing population growth rates and structure.	
	Planet	Dynamics	the world?	b Population change and structure vary considerably between countries at different levels of development.	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 youthful and ageing populations.	
			1.2 How far can population change	a Different policies attempt to manage change to achieve sustainable levels of population.	Assess the reasons why some countries might wish to manage their populations, including pressure on resources, overcrowding, ageing and skill shortages.	22
			and migration be managed		Evaluate two contrasting examples of population policies, including a pronatalist (e.g. Singapore) and an antinatalist (e.g. China).	_
			sustainably?	b Many countries have policies to control and manage migration flows.	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.	
		Topic 2 Consuming Resources	2.1 How and why does resource consumption vary in different parts of the world?	a Resources are classified as renewable, sustainable and non-renewable, and this has implications for their supply and consumption.	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.	23
				b Issues surrounding energy supply and consumption have produced a changing world of 'haves' and 'have nots'.	Examine the reasons for variations in the global supply and consumption of: • one non-renewable energy resource • one renewable energy resource. 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.	
			2.2 How sustainable is the current pattern of resource supply and consumption?	a Different theories exist about how far the world can cope with the current consumption of resources.	Discuss the differences between Malthusian, Boserupian and 'limits-togrowth' theories about the population resource equation. Evaluate these differences in the light of global resource supplies and demands.	23
				b The challenges for future resource consumption centre on achieving sustainability.	Investigate the differences between Malthusian and Boserupian theories about the relationship between population and resources. Evaluate these theories by considering the changing relationship between global food demand and supply.	
		Topic 3 Globalisation	3.1 How does the economy of the globalised world function in different places?	a The balance between employment sectors (primary, secondary, tertiary and quaternary) varies spatially and is changing.	Use the Clark Fisher model to investigate changing employment structure in countries at different stages of development. Contrast the importance of different employment sectors and working conditions in countries at different stages of development.	24
				b Globalisation is changing employment sectors in both the developed and the developing world.	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. 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.	
			3.2 What changes have taken place in the flow of goods and capital?	a In the past 50 years both international trade and the flow of capital across international borders have expanded rapidly.	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.	24
				b Transnational corporations (TNCs) control a substantial part of the global economy and have created a global shift.	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. 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.	
		Topic 4 Development Dilemmas	4.1 How and why do countries develop in different ways?	a Definitions of development vary as do attempts to measure it.	Examine contrasting ways of defining development, using economic criteria and broader social and political measures. Evaluate different ways of measuring development, including Gross Domestic Product (GDP) per capita, the Human Development Index and measurements of political freedom and corruption.	25
				b There remains a large gap between the level of development of the most developed and least developed countries.	Examine the extent of the global development gap and how this has changed over time, using a range of indicators. For one developing country in Sub- Saharan Africa, consider recent social, political and economic development and possible barriers to further progress.	
5			4.2 How might the development gap be closed?	a Development strategies vary in theory.	Use theories of development to help explain why societies develop over time, including Rostow's modernisation theory and dependency theory. Levels of development may vary within a country with regional differences evident, especially between an urban core and a rural periphery.	25
				b Types of development vary between top-down and bottom-up strategies.	Compare the characteristics of top-down 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.	
	Section B Small- scale People and the Planet	Topic 5 The Changing Economy of the UK	5.1 How and why is the economy changing?	a There have been many changes in the industrial structure of the UK economy in the past 50 years as a consequence of government policies and external forces such as globalisation.	Investigate the changes in primary and secondary sectors to explain why: • employment has declined in many sectors • changes in output are more variable, with some growth areas, e.g. vehicle manufacturing, but decline in other areas, e.g. footwear and clothing. Examine changes in the tertiary and quaternary sectors, including the growth of retail, finance and business services and IT-related research.	26
				b There have been significant changes in the structure of the workforce in the past 50 years which vary from place to place within the UK.	Explore different methods of classifying employment and investigate why the balance of types of employment has changed in terms of average wages, full time/part time, temporary or permanent, male and female. 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.	
			5.2 What is the impact of changing work on people and places?	a Changing employment has environmental impacts, some of which are positive and some negative.	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.	27
				b Employment is changing and will continue to change.	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. Consider the impact of changing working practices, including home working, teleworking, self-employment, flexible working and the impact of IT.	
		Topic 6 Changing Settlements in the UK	6. I How and why are settlements changing?	a There have been many changes in urban areas in the UK in the past 50 years as a consequence of government policies, in addition to economic, social and demographic changes.	Investigate the contrasting economic, social, political and demographic processes that have transformed urban areas in the UK with some, e.g. London, experiencing significant economic growth with rapid population growth while others have experienced economic and population decline, e.g. Liverpool. Examine how these processes have led to variations in the quality of urban residential areas (including housing, services, amenities and recreational areas) and the levels of multiple deprivation within large urban areas.	28
				b Rural settlements in the UK have changed greatly in the past 50 years and new types of settlement have developed in that time.	Identify different types of rural settlement, including remote rural communities in upland areas, retirement communities and commuter villages, and explain how these have developed. Investigate two contrasting rural regions in the UK, e.g. the Highlands of Scotland and East Anglia, to explain the variations in the quality of life and levels of deprivation.	
			6.2 How easy is it to manage the demand for high quality places to live?	a Current demand for some urban residential areas in the UK is rising, placing pressures on the environment.	Examine the environmental, social and economic impacts of rising demand for residential areas in one urban area in the UK. Evaluate the success of strategies to improve urban areas, e.g. 'rebranding' and urban regeneration.	28
				b Different strategies can be used to improve the quality of settlements in rural regions of the UK to make them sustainable.	Examine the role of rural development schemes and larger projects, e.g. the Eden Project, in stimulating growth in the rural economy and arresting outmigration. Evaluate the success of planning policies such as 'green belts' and National Parks in both conserving valuable landscapes, and allowing economic development.	
	Section C Large- scale People and the Planet	Topic 7 The Challenges of an Urban	7.1 How have cities grown and what challenges do they face? 7.2 How far can these challenges be managed?	a The world is increasingly urbanised as cities grow due to different processes.	Examine urbanisation trends globally and across different regions, including reasons for growth (migration and internal growth). Contrast the economic activities, spatial growth and population of 'megacities' (cities with more than 10 million people) in the developed and developing world.	29
		World		b Cities face a range of social and environmental challenges resulting from rapid growth and resource demands.	Examine urban challenges in the developed world, including food, energy, transport and waste disposal demands that may lead to concentrated resource consumption. Examine urban challenges in the developing world, including slum housing, the informal economy and urban pollution, that lead to low quality of life.	
				a Cities in the developed world have huge potential for reducing their environmental impact (eco-footprint).	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. Analyse the potential for more sustainable transport in a named city in the developed world.	29
				b Different strategies can be used to manage social and environmental challenges in developing world cities.	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). Evaluate the advantages and disadvantages of attempts to develop less-polluted cities, e.g. Masdar City, Mexico City.	
		Topic 8 The Challenges of a Rural World	of issues facing rural	a Rural areas have contrasting economic characteristics.	Explore the varied rural economy in the developed world, including commercial farming systems, employment and service provision in rural areas. Explore the varied rural economy in the developing world, including cash-crop farming for export versus subsistence farming.	30
				b Rural areas in the developed and developing world face a number of challenges.	Examine rural challenges in a named rural area in a developed country, including rural isolation, changes to rural services, the decline of farm employment, tourist pressures, and the effects of counterurbanisation. Examine rural challenges in a named rural area in a developing country, including isolation, changing farm economy and landholdings, the impact of rural-urban migration and natural hazards.	
			8.2 How might these issues be resolved?	a Livelihoods and opportunities for people in rural areas in developing countries can be improved.	Examine the role of different groups involved in development projects in rural areas: national and local government, non-governmental organisations (NGOs), intergovernmental organisations (IGOs), local communities. Evaluate initiatives in contrasting rural areas in the developing world designed to improve opportunities and quality of life, e.g. micro-finance, mobile health services and education.	30
				b The farming economy of rural areas needs to adapt to be economically and environmentally more sustainable.	Explore how developed world farms can diversify to generate new income streams, e.g. specialist crops and food, organic farming, recreation and leisure. Explore how developing world farming can benefit from fair-trade schemes and intermediate technology to reduce soil erosion, improve water supply and raise yields.	

