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**Question(s)** AQA GCSE Geography Revision  Astrea Academy Trust  
INSPIRING BEYOND MEASURE

What does the term development mean?


**Answer(s)**  St Ivo Grammar School

This refers to how a country has grown economically and technologically and its typical quality of life.


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What does quality of life mean?


**Answer(s)**  St Ivo Grammar School

Refers to the well-being of individuals with respect to a range of human needs that should be met including economic, social (education, health etc); psychological (happiness, freedom etc.); Physical (diet, access to water etc.)


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**Question(s)** AQA GCSE Geography Revision  Astrea Academy Trust  
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Define the term development gap.


**Answer(s)**  St Ivo Grammar School

This is the difference in economic wealth / quality of life between countries.


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GNI is one measure used to look at a countries level of development – what does the term GNI mean?

**Answer(s)**  St Ivo Grammar School


This is the total value of goods & services produced by a country, plus money earned by overseas investments.

To use it to compare economic development it is (i) converted to US \$ (ii) divided by population (per capita) and (iii) adjusted for each country based on its income.


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What are the three main groups of countries divided according to level of development – give an example of each.

**Answer(s)**  St Ivo Grammar School

**Low Income Countries (LIC)** – e.g. Ethiopia  
**Newly Emerging Economies (NEE)** – e.g. Nigeria, China, India (have begun to experience higher rates of economic growth)  
**High Income Countries (HIC)** – e.g. Japan, USA, UK

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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Describe the global pattern of development with regards to the distribution of HICs, LICs, NEEs.


**Answer(s)**  ST. IVES COLLEGE

- Most HICs are in the N hemisphere apart from Australia and New Zealand
- South American countries are mainly NEEs
- Asia has more NEEs than LICs
- Africa has more LICs than NEEs.

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Give 3 limitations of using GNI as a measure of development


**Answer(s)**  ST. IVES COLLEGE

- It is calculated as a mean (average) (what is the problem with this – can you think of an example?)
- Data may not be accurate
- Data may be hard to collect (e.g. disaster / conflict)
- Rapid migration into cities makes it hard to know exactly how many live in a place and how much they earn
- GNI uses US\$ but currency values change every day.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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State 4 examples of social measures of development.

**Answer(s)**  ST. IVES COLLEGE


- Literacy Rates
- Birth Rates
- Death Rates
- Infant Mortality
- Life Expectancy
- Access to Safe Water (%)
- People per doctor.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
INSPIRING BEYOND MEASURE


Define the terms:

- Birth Rates
- Death Rates
- Infant Mortality
- Life expectancy


**Answer(s)**  ST. IVES COLLEGE

- Birth Rates** – number of babies born per 1000 population per year
- Death Rates** – number of deaths per 1000 population per year
- Infant Mortality** – number of deaths of children under 1 per 1000 live births
- Life expectancy** - average number of years expected to live for.

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Give any 2 limitations of social measures of development.


**Answer(s)**  ST. IVES COLLEGE

- data can be out of date / hard to collect
- data may be inaccurate – not all infant deaths recorded in poorest countries
- water quality can change due to flooding / poor maintenance – official estimates underestimate these problems
- in some NEEs people use mobile phones to get healthcare advice this isn't taken into account by 'people per doctor' measure
- carrying out literacy surveys difficult in conflict zones / shanty towns.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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What is meant by the Human Development Index (HDI)

**Answer(s)**  St Ivo Grammar School

A method of measuring development in which GDP per capita, Life expectancy and Adult literacy are combined. The HDI is expressed in values of 0-1 with 1 being the highest.

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What is the benefit of using the HDI rather than just GNI in comparing levels of development between countries.

**Answer(s)**  St Ivo Grammar School


The HDI combines BOTH economic and social indicators to provide a more reliable index figures for comparison between countries.

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There is a negative correlation between GNI and birth rates – what does this mean?

**Answer(s)**  St Ivo Grammar School

It means that as GNI increases, birth rates decrease


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What type of correlation is shown in the graph?

What does this tell us about the relationship between life expectancy and GNI per capita?

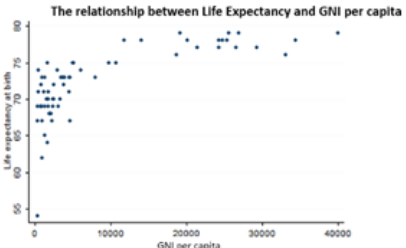
**Answer(s)**  St Ivo Grammar School


A positive correlation

This suggests that as GNI per capita increases so does life expectancy (i.e. the average number of years a person is expected to live for).


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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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What is meant by the terms natural increase and natural decrease?

**Answer(s)**  St Ivo Grammar School

**Natural increase** is where Birth Rates are greater than Death Rates so the population is increasing.

**Natural decrease** is where Death Rates are greater than Birth Rates so the population is decreasing.

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As well as differences in birth and death rates what will affect the total population of a country?


**Answer(s)**  St. Ivo Grammar School

Immigration and Emigration rates (i.e. people moving in and out of the country)

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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What does the Demographic Transition model show?

**Answer(s)**  St. Ivo Grammar School

A graph showing changes in population due to changes in birth and death rates.


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Name an example of a country at stage 5 of the demographic transition model?


What is happening at stage 5?

How many this affect a countries development?

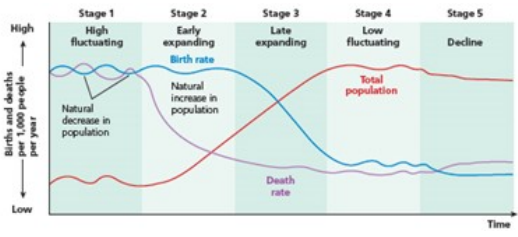
**Answer(s)**  St. Ivo Grammar School


- (i) e.g. Sweden, Germany, Japan
- (ii) At stage 5 birth rates are very low and may dip below death rates (as an ageing population means there are more elderly)
- (iii) With very low birth rates, this may affect the countries productivity when this cohort reach working age having to support a much larger population of older people.

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Describe what is happening in Stage 2 of the demographic transition model.




**Answer(s)**  St. Ivo Grammar School

In stage 2 birth rates are high but death rates have fallen (e.g. due to improvements in medical care, access to vaccinations, improved standards of living). As birth rates are still high however population is increasingly rapidly.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
INSPIRING BEYOND MEASURE

Suggest ways in which rapid population growth may affect development.

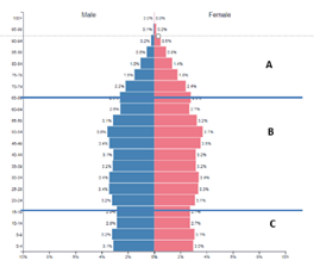
**Answer(s)**  St. Ivo Grammar School


- (i) Higher unemployment and lower wages – too many people for jobs available and employers can pay less.
- (ii) Over-use of resources – e.g. water supplies, over-grazing etc. can cause environmental degradation – e.g. desertification due to soil erosion (further reduce available land and resources available)
- (iii) Insufficient food due to high demand may lead to malnourishment and the spread of disease.

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(i) What do we call this type of graph?  
 (ii) What does it show?  
 (iii) What do the three sections (A), (B) and (C) represent?




**Answer(s)** 

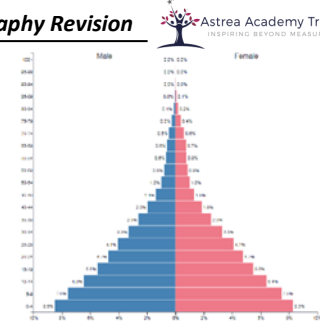
Population Pyramid  
 Shows a countries population structure – the age and sex of the population broken up into 5 year age bands / split into male/female  
 A = elderly (old) dependents; B = economically active (C) – Young dependents (both A and C are also known as economically dependent)


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**Question(s)** **AQA GCSE Geography Revision** 

What does the population pyramid suggest about the countries level of development and why?




**Answer(s)** 

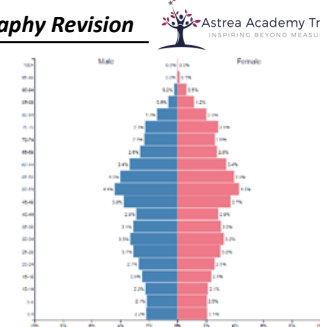
This population pyramid is typical of a LIC – i.e. a country with low levels of development. There is a wide base suggesting high birth rates (typical of LICs where there may be lack of access to contraception). The pyramid narrows quickly suggesting lower life expectancy typical of areas where the quality of life is not as high (e.g. in LICs)


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What are the implications for a countries economy of having a population structure like this?




**Answer(s)** 

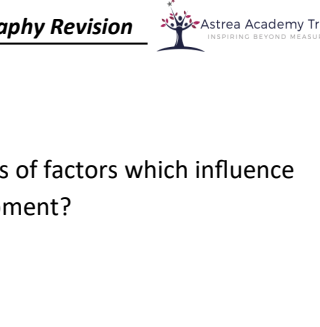
Negative growth (stage 5 of DTM)  
 When current young people become of working age – fewer people to support economy / pay taxes  
 Higher dependency will result with greater proportion of non-economically active to economically active  
 Ageing population will have a high demand for resources associated with elderly (e.g. health care, nursing etc.)


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**Question(s)** **AQA GCSE Geography Revision** 

What are the three main sets of factors which influence development?




**Answer(s)** 

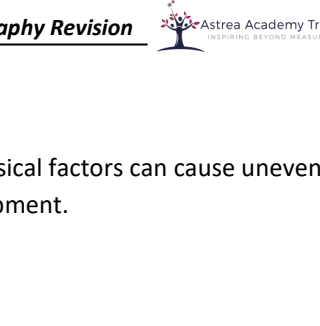
Physical Factors  
 Economic Factors  
 Historical Factors


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**Question(s)** **AQA GCSE Geography Revision** 

Outline two ways in which physical factors can cause uneven development.



**Answer(s)** 

**Presence of a coastline** – most of the world’s landlocked countries are LICs or NEEs – without access to sea – slow development (reduces ability to trade)  
**Natural Hazards / Extreme Weather** – can slow development and leave costly repairs – e.g. Haiti 2010  
**Climate** – sometimes hot, arid areas may have more climate related diseases and pests – can affect health and ability to work  
**Access to safe water** – can be a barrier to economic development where there is a physical scarcity of water

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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Explain the economic causes of uneven development.

**Answer(s)**  ST. IVS GARDENS


Rich countries dominant trade – TNCs buy materials and food from LICs at low prices (as supply is greater than demand) – raw materials are then processed which adds value – but this benefits NEEs / HICs not the LICs making it harder for the poorer countries to develop.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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How has colonialism affected some countries ability to develop?

**Answer(s)**  ST. IVS GARDENS


Colonialism created artificial political boundaries in countries which didn't reflect tribal / religious division so in post-colonial times ethnic conflict has occurred. In many instances newly independent countries find it hard to develop as corruption and struggles for political control leading to civil war / corrupt has made development difficult – e.g. Rwanda, Uganda.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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What is meant by the Gini Co-efficient?

**Answer(s)**  ST. IVS GARDENS


This measures internal inequality in development – a value of 0 means everyone has the same. A score of 1.00 would mean that all income in a place is controlled by one person.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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How has uneven development led to LICs becoming further in debt?

**Answer(s)**  ST. IVS GARDENS


Many LICs have become dependent on HICs for aid – borrowing money for hospitals, health care etc – means that they are becoming further and further in debt.

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How does uneven development has a significant impact on health?



**Answer(s)**  ST. IVS GARDENS

Areas with high levels of development can invest in good quality health care – whilst LICs can't. LICs see greater numbers die from preventable and curable diseases (including infectious diseases which are mainly under control in HICs)


In LICs 4 in every 10 deaths are among children under 15 – this is 1 in every 100 deaths in HICs.

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 **Question(s)** AQA GCSE Geography Revision  Astrea Academy Trust  
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Why does uneven development lead to migration?

**Answer(s)**  ST. IVES CHURCH


(i) Many undertake economic migration in search of a better quality of life / to earn money to send home  
(ii) Many feeling poverty, conflict and persecution in poor LICs in Africa have become refugees making desperate journeys across the Mediterranean to seek safety and better quality of life.

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Define the following terms:

(i) Migration (vi) Displaced Person  
(ii) Immigrant  
(iii) Emigrant  
(iv) Economic Migrant  
(v) Refugee


**Answer(s)**  ST. IVES CHURCH

**Migration** – movement of people from place to place  
**Immigrant** – a person who moves into a country  
**Emigrant** – a person who leaves their country  
**Economic migrant** – a person who voluntarily moves to seek a better life (e.g. better paid job)  
**Refugee** – a person forced to move from their country (e.g. due to civil war / natural disaster)  
**Displaced Person** – person forced to move from their home but who stays in their country of origin.

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 **Question(s)** AQA GCSE Geography Revision  Astrea Academy Trust  
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What is meant by the ‘brain-drain’ and how can it affect development?


**Answer(s)**  ST. IVES CHURCH

Where a country loses their high skilled computer engineers and doctors who are leaving countries that invested in their education and skills to move to places such as the UK – can lead to slowing down of development in their country of origin.

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Distinguish between “Top-down” and “Bottom-up” approaches to reducing the development gap.

**Answer(s)**  ST. IVES CHURCH

**Top-Down** – these are strategies that are led by governments and global institutions  
**Bottom-up** – these are strategies that are community-led / small scale investments.

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Name four possible strategies for reducing the development gap.

**Answer(s)**  ST. IVES CHURCH

Aid  
Debt Relief  
Investment  
Intermediate Technology  
Fairtrade  
Microfinance Loans  
Industrial development and tourism

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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(i) Define the term TNC

(ii) How can TNCs help to reduce the development gap?

**Answer(s)** (1) TNCs – these are Transnational Corporations – ones which have a headquarters in one country but operate in other countries producing goods / providing services – e.g. IBM / Google / McDonalds etc.

(2) TNCs inject valuable FDI (Foreign Direct investment) into countries which

(a) help development to take place. Also:  
 (b) Often result in improvements in infrastructure  
 (c) Locals employed to build factories / offices  
 (d) Others get jobs working in the TNC operations  
 (e) Creates a multiplier effect – investment from TNCs can help other local businesses to thrive and create more work.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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How can industrial development / tourism help to tackle the development gap?

**Answer(s)** If countries can find something unique which those from other countries want to buy or on which they can develop industries, they can use this to generate money and foreign direct investment (e.g. China – 1980s – policies supporting industrial development and Tunisia – Tourism)

Manufactured goods can generate higher profits – which in turn can pay for education / health services and improve levels of development

Tourism generates employment opportunities and increases income.

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(i) What is meant by microfinance?  
 (ii) How can microfinance reduce the development gap?

**Answer(s)** Microfinance – small scale sums of money borrowed by poor people in LICs and NEEs from banks set up to help poor

These only involve a few hundred dollars but can kick-start development at a local level – enable locals to set up businesses – e.g. Women in Bangladesh – village women borrow US\$200 to buy a mobile phone – other villagers pay moment to use the phone.

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What is international aid and how can it reduced the development gap?

**Answer(s)** Aid is usually a gift of money, goods or services to developing countries from other countries, international organisations and charities (maybe be short term (e.g. after disasters) or long term (supporting development projects)

Aid can reduce the development gap by boosting the economy and supporting projects such as improving water supply, sanitation, energy supply etc. and in doing so help improve quality of life.

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**Question(s)** **AQA GCSE Geography Revision**  Astrea Academy Trust  
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What is fairtrade and how can it help reduce the development gap?


**Answer(s)** Fairtrade helps give greater independence to farmers in poor countries to ensure that they get more realistic prices for their crops and better working conditions. If global prices for a particular crop fall, fairtrade famers still get their regular income.

Enables farmers to have more control of their business, ensure a regular income and therefore improve standards of living / access to education and healthcare.


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**Question(s)** **AQA GCSE Geography Revision** 

Define the term appropriate technology (also known as intermediate technology) and give an example of how it can help reduce the development gap.

**Answer(s)** 

**Intermediate Technology** - combines sophisticated ideas but with cheap, readily available materials which local communities can use and maintain easily themselves.

Example – **AfriDev handpump** – used to help provide clean water in places such as Tanzania – helps ensure people have access to safe water reducing the development gap by increasing life expectancy (reduced death from diseases) and improving education (less time missed due to illness / collecting water).

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**Question(s)** **AQA GCSE Geography Revision** 

There are three types of debt relief – what are they and how can debt relief reduce the development gap?


**Answer(s)** 

**Debt written off completely**  
**Repayments made lower and time for re-payment extended** (makes it more affordable)  
**Conservation swaps** (where a rich country agrees to write off part of a poor countries debt if they agree to protect its physical environment.


*Debt relief enables money saved to be used for development projects – reducing the development gap.*

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**Question(s)** **AQA GCSE Geography Revision** 

What are the possible threats to the sustainability of tourism in Tunisia?

**Answer(s)** 

**Environmental pollution**  
**Leakage** (foreign tour operators / organisations keep a large % of profits – so reduces the amount that can reinvested locally)  
**Terrorism** – in 2015 – two tourist attacks aimed at tourists reduced levels of foreign direct investment


There are always possible issues when a country becomes heavily dependent on one particular industry – the success of tourism in reducing the development gap is linked to its sustainability.

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**Question(s)** **AQA GCSE Geography Revision** 


Tunisia has used tourism to help reduce the development gap – why tourism in Tunisia?

**Answer(s)** 


**Heritage sites** – has seven UNESCO world heritage sites  
**Climate** – Mediterranean – hot summer and mild winters  
**Location** – northern coastline – close to Europe (and ex-French colony so particularly popular with the French)  
**Cheap Package Holidays** – tour operators like Thomas Cook have helped develop it as tourist location  
**Diverse physical geography** – beaches, mountains, Sahara.

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**Question(s)** **AQA GCSE Geography Revision** 

How has tourism in Tunisia helped to reduce the development gap?

**Answer(s)** 

- created 37,000 jobs and boosted incomes – more money in the economy
- income of Tunisia quadrupled in 1970s – it is now one of Africa's wealthiest countries
- local businesses have benefitted from coastal resorts developing (hotels, shops, taxi drivers etc.)
- agricultural sectors has benefited (providing food for tourists)
- government has invested in health and education services and literacy rates and life expectancy have increased
- tourism connects Tunisia to other places / cultures – helps to explain changing attitude to girl's education and higher status given to women (important for development).

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