

**AQA Geography**

**Paper 2: Challenges in the Human Environment**

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**Section A: Urban Issues and Challenges**

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| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **revised** |
| **A growing percentage of the world’s population lives in urban areas** |
| The global pattern of urban change. |   |   |   |  |
| Urban trends in different parts of the world including HICs and LICs. |   |   |   |  |
| Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. |   |   |   |  |
| The emergence of megacities. |   |   |   |  |
| **Urban growth creates opportunities and challenges for cities in LICs and NEEs.** |
| A **case study** of a major city in an LIC or NEE to illustrate: |   |   |   |  |
| ·       the location and importance of the city, regionally, nationally and internationally |   |   |   |  |
| ·       causes of growth: natural increase and migration |   |   |   |  |
| ·       how urban growth has created **opportunities**: |  |  |  |  |
| o   **social:**  |  |
| §  access to services – health and education; |   |   |   |  |  |
| §  access to resources – water supply, energy |   |   |   |  |  |
| o   **economic**: how urban industrial areas can be a stimulus for economic development |   |   |   |  |  |
| ·       how urban growth has created **challenges**: |   |   |   |  |  |
| o   managing **urban growth** – slums, squatter settlements |   |   |   |  |  |
| o   providing **clean water**, **sanitation systems** and **energy**  |   |   |   |  |  |
| o   providing **access to services** – health and education |   |   |   |  |  |
| o   **reducing unemployment and crime**  |   |   |   |  |  |
| o   **managing environmental issues** – waste disposal, air and water pollution, traffic congestion |   |   |   |  |  |
| An example of how urban planning is improving the quality of life for the urban poor. |   |   |   |  |  |
| **Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.** |
| Overview of the distribution of population and the major cities in the UK. |   |   |   |  |  |
| A **case study** of a major city in the UK to illustrate: |   |   |   |  |  |
| ·       the location and importance of the city in the UK and the wider world |   |   |   |  |  |
| ·       impacts of national and international migration on the growth and character of the city |   |   |   |  |  |
| ·       how urban change has created opportunities:  |  |  |  |  |
| o   social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems |   |   |   |  |  |
| o   environmental: urban greening |   |   |   |  |  |
| **·       how urban change has created challenges:**  |
| o   social and economic: urban deprivation, inequalities in housing, education, health and employment |   |   |   |  |  |
| o   environmental: dereliction, building on brownfield and greenfield sites, waste disposal |   |   |   |  |  |
| o   the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. |   |   |   |  |  |
| An **example** of an urban regeneration project to show: |
| ·       reasons why the area needed regeneration |   |   |   |  |  |
| ·       the main features of the project |   |   |   |  |  |
| **Urban sustainability requires management of resources and transport.** |
| Features of **sustainable urban living**: |
| ·       water and energy conservation |   |   |   |  |  |
| ·       waste recycling |   |   |   |  |  |
| ·       creating green space |   |   |   |  |  |
| How **urban transport strategies** are used to reduce traffic congestion. |   |   |   |  |  |
| **Unit skills** | **R** | **A** | **G** |  | **revised**  |
| Map skills |   |   |   |  |  |
| High quality literacy skills (can you write with sophisticated fluency?) |   |   |   |  |  |
| Interpreting data and trends |   |   |   |  |  |
| High quality evaluation skills (balanced arguments and your own opinions) |   |   |   |  |  |
| Ability to think synoptically (using content from a range of topics and units) |   |   |   |  |  |

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| **Section B: The Changing Economic World** |  |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **REVISED**  |
| **There are global variations in economic development and quality of life.** |  |
| Different ways of classifying parts of the world according to their level of economic development and quality of life. |   |   |   |  |
| Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). |   |   |   |  |
| Limitations of economic and social measures. |   |   |   |  |
| Link between stages of the Demographic Transition Model and the level of development. |   |   |   |  |
| Causes of uneven development: physical, economic and historical. |   |   |   |  |
| Consequences of uneven development: disparities in wealth and health, international migration. |   |   |   |  |
| **Various strategies exist for reducing the global development gap.** |  |
| An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fair-trade, debt relief, microfinance loans. |   |   |   |  |
| An **example** of how the growth of tourism in an LIC or NEE helps to reduce the development gap. |   |   |   |  |
| **Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.** |  |
| A **case study** of one LIC or NEE to illustrate: |   |   |   |  |
| ·       The location and importance of the country, regionally and globally |   |   |   |  |
| ·       The wider political, social, cultural and environmental context within which the country is placed |   |   |   |  |
| ·       The changing industrial structure. |   |   |   |  |
| ·       How manufacturing industry can stimulate economic development |   |   |   |  |
| ·       The role of transnational corporations (TNCs) in relation to industrial development. |   |   |   |  |
| ·       The changing political and trading relationships with the wider world |   |   |   |  |
| ·       International aid: types of aid, impacts of aid on the receiving country |   |   |   |  |
| ·       The environmental impacts of economic development |   |   |   |  |
| ·       The effects of economic development on quality of life for the population |  |  |  |  |
| **Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.** |  |
| Economic futures in the UK: |   |   |   |  |
| Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies |   |   |   |  |
| Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks |   |   |   |  |
| Impacts of industry on the physical environment. |   |   |   |  |
| An **example** of how modern industrial development can be more environmentally sustainable |   |   |   |  |
| Social and economic changes in the rural landscape in **one** area of population growth. |   |   |   |  |
| Social and economic changes in the rural landscape in **one** area of population decline. |   |   |   |  |
| Improvements and new developments in road and rail infrastructure, port and airport capacity |   |   |   |  |
| The north–south divide. |   |   |   |  |
| Strategies used in an attempt to resolve regional differences |   |   |   |  |
| The place of the UK in the wider world. |   |   |   |  |
| Links through trade, culture, transport, and electronic communication. |   |   |   |  |
| Economic and political links: The European Union (EU) and Commonwealth. |   |   |   |  |
| **Unit skills** | **R** | **A** | **G** |  |
| Map skills |   |   |   |  |
| High quality literacy skills (can you write with sophisticated fluency?) |   |   |   |  |
| Interpreting data and trends |   |   |   |  |
| High quality evaluation skills (balanced arguments and your own opinions) |   |   |   |  |
| Ability to think synoptically (using content from a range of topics and units) |   |   |   |  |
| **Other:** | **R** | **A** | **G** |  |
| Understand the meaning of common command words like describe, explain, analyse |   |   |   |  |
| P.E.E.L Technique |   |   |   |  |

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| **Section C: The Challenge of Resource Management** |  |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **REVISED** |
| **Food, water and energy are fundamental to human development.** |  |
| The significance of food, water and energy to economic and social well-being. |   |   |   |  |
| An overview of global inequalities in the supply and consumption of resources. |   |   |   |  |
| **The changing demand and provision of resources in the UK create opportunities and challenges.** |
| An overview of resources in relation to the UK. |   |   |   |  |
| **Food:**  |   |   |   |  |
| ·       the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce |   |   |   |  |
| ·       larger carbon footprints due to the increasing number of ‘food miles’ travelled, and moves towards local sourcing of food |   |   |   |  |
| ·       the trend towards agribusiness. |   |   |   |  |
| **Water:**  |   |   |   |  |
| ·       water quality and pollution management |   |   |   |  |
| ·       matching supply and demand – areas of deficit and surplus |   |   |   |  |
| ·       the need for transfer to maintain supplies.  |   |   |   |
| **Energy:**  |   |   |   |  |
| ·       the changing energy mix – reliance on fossil fuels, growing significance of renewables |   |   |   |  |
| ·       reduced domestic supplies of coal, gas and oil |   |   |   |  |
| ·       economic and environmental issues associated with exploitation of energy sources.  |   |   |  |  |
| **Unit skills** | **R** | **A** | **G** | **REVISED**  |
| Map skills |   |   |   |  |
| High quality literacy skills (can you write with sophisticated fluency?) |   |   |   |  |
| Interpreting data and trends |   |   |   |  |
| High quality evaluation skills (balanced arguments and your own opinions) |   |   |   |  |
| Ability to think synoptically (using content from a range of topics and units) |   |   |   |  |

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| **Energy** |  |  |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** | **REVISED**  |  |
| **Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.** |  |
| Areas of **surplus** (security) and **deficit** (insecurity): |  |  |
| ·       global distribution of energy consumption and supply |   |   |   |  |  |
| ·       reasons for increasing energy consumption: economic development, rising population, technology |   |   |   |  |  |
| ·       factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. |   |   |   |  |  |
| Impacts of **energy insecurity**: |  |
| ·       exploration of difficult and environmentally sensitive areas |   |   |   |  |  |
| ·       economic and environmental costs |   |   |   |  |  |
| ·       food production |   |   |   |  |  |
| ·       industrial output |   |   |   |  |  |
| ·       potential for conflict where demand exceeds supply |   |   |   |  |  |
| **Different strategies can be used to increase energy supply.** |  |
| Overview of strategies to **increase energy supply**: |  |
| ·       Renewable (biomass, wind, hydro, tidal, geothermal, wave and solar)  |   |   |   |  |  |
| ·       Non-renewable (fossil fuels and nuclear power) sources of energy |   |   |   |  |  |
| ·       An **example** to show how the extraction of a fossil fuel has both advantages and disadvantages.  |   |   |   |  |  |
| Moving towards a **sustainable resource future**: |  |
| ·       Individual energy use and carbon footprints.  |   |   |   |  |  |
| ·       Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels |   |   |   |  |  |
| ·       An **example** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. |   |   |   |  |  |