

Population and Development

Recommended Prior Knowledge

This unit draws on earlier references to development indicators from Unit 1.

Context

Population growth and the changing distribution of a country's population have a major impact on all issues covered in other units.

Outline

To understand the reasons for and impacts of population change and also the nature, causes and effects of urbanisation.

Practical Research Investigations

The following research investigations could be incorporated into population and development lessons. However, candidates are **not** required to submit any work from the investigations for assessment; they are intended as a teaching aid only. The research investigations can be found in the appendix to the schemes of work.

Research investigation number	Title of the research investigation	Syllabus units and general objectives that the investigation is relevant to
8	Importance of natural habitats/biodiversity	<ul style="list-style-type: none"> Poverty and development: general objectives 1 and 4 Industrial development, trade and globalisation: general objectives 1 and 5 Population and development: general objective 2 Environment and development: general objectives 1, 4 and 5
10	Urbanisation	<ul style="list-style-type: none"> Population and development: general objective 2 Environment and development: general objective 3

AO	Learning outcomes	Suggested Teaching activities	Learning resources
A2	To define and understand population terms.	<ul style="list-style-type: none"> Ask students to define key population terms. Bar graphs showing population growth for continents since 1900 with prediction to 2050, together with a choropleth (thematic) map of the world showing average annual population growth rates will help to introduce this topic. A reference back to the Millennium Development Goals (MDGs) will enable students to appreciate the challenges of achieving these when world population growth is considered. 	<p>The New Wider World (Nelson Thornes, 2nd ed) Page 4-7, 21 www.wikipedia.org/wiki/world_population www.pbs.org/wgbh/nova/worldbalance/numbers.html www.un.org/popin/data.html</p>
A2 B5	To understand the positive and negative reasons for changes in population growth rates.	<ul style="list-style-type: none"> To show how countries pass through different stages of growth, introduce students to the concept of models using the Demographic Transition Model (DTM). Students can be asked to draw and annotate it and include relevant examples of countries in each stage. Students need to be able to explain the variations in the Birth Rate and Death Rate between countries at different stages of the DTM and to be able to calculate population growth rates. Links can be made here with earlier work in Unit 2 on the changing role of women in society and health improvements. 	<p>www.geography.learnontheinternet.co.uk/to pics</p> <p>Development Studies Module 2 Pages 1-22</p> <p>Development in Context Book 1 Pages 116-123 www.populationaction.org</p> <p>Past paper: 0453 Paper 2 2008 Q1</p>
B6 B7	To understand population structures and how changes in these affect development.	<ul style="list-style-type: none"> Students can be asked to construct a population pyramid for their own country, annotating the main features in terms of 'many children = high birth rate', 'few elderly = low life expectancy' etc. or relevant alternatives. The pyramids of a low and high income country and an NIC can then be compared and placed in the correct stage of the DTM. Three spider diagrams can then be drawn up following a discussion of the problems caused by: (i) Too many young children 	<p>www.census.gov/ipc/www/idb/</p> <p>The New Wider World Pages 12-15</p> <p>Past paper: 0453 Paper 2 2008 Q1</p>

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		<ul style="list-style-type: none"> (ii) Too few young people (iii) Too many old people • Further outward links can be drawn to show how these problems might be solved. The idea of dependent and independent populations will now have been covered and these can be shaded on the pyramids drawn earlier. 	
A2 A4	To appreciate the link between development and urbanisation with its effects on rural and urban areas.	<ul style="list-style-type: none"> • Define urbanisation and its difference from urban growth. Ask students to draw pie charts of selected countries to show how the proportion of people living in towns increases as a country develops. • A class discussion may then centre around why people move from rural areas to towns either from personal experience or from knowledge of friends/relatives who have done so. Centres in rural areas could enlarge here upon students' perceptions of life in the towns. The link with greater government and multinational investment in urban areas in terms of service provision and employment will relate reasons to development issues. All these ideas can be summarised under the headings Rural Push and Urban Pull factors. Reference back to the work on formal and informal occupations in Unit 3 may be made. • Problems and benefits for the different groups of people affected by this migration can then be discussed. I.e. the migrants themselves, existing urban dwellers, city authorities as well as those left behind in the rural areas. • This could be summarised in a class debate, with students discussing the statement – 'Everyone benefits from rural-urban migration'. 	<p>Development Studies Module 3 Pages 21-35</p> <p>Development in Context Book 1 Pages 75-87</p> <p>The New Wider World Pages 80-81</p> <p>http://en.wikipedia.org/wiki/Shanty_town</p> <p>Past papers: 0453 Paper 1 2009 Q3 0453 Paper 2 2008 Q2</p>
B7 C10	To evaluate possible solutions to the problems resulting from urbanisation.	<ul style="list-style-type: none"> • Ask students to look at copies of photographs/pictures of squatter settlements, these can be annotated in terms of obvious elements such as location, type of housing, services etc. Less visual 	The New Wider World Pages 82-88

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		<p>characteristics such as poor health, high crime rates etc. can also be added.</p> <ul style="list-style-type: none"> • Ask students to write a report for a newspaper about schemes that improve living conditions in the shanty town, including advantages and disadvantages of these schemes and an assessment of to what extent they are successful. • A decision making exercise: Students can prioritise the various ways that rural areas could be developed to stop the rapid migration away from them. 	<p>Past papers: 0453 Paper 1 2009 Q3 0453 Paper 2 2008 Q2</p>
A2	To define migration terms and to understand the causes of international migration.	<ul style="list-style-type: none"> • Give students definitions of key migration terms and ask them for examples of different types of international migration, preferably with reference to their home country or continent. • Push and pull factors can be used again here to explain the causes of selected international migrations. 	<p>The New Wider World Pages 22-23 www.nidi.nl/pushpull/index.html Past paper: 0453 Paper 1 2009 Q1</p>
A3	To evaluate the impacts of migration on low and middle income countries and to investigate ways of managing international migration.	<ul style="list-style-type: none"> • The problems caused for a country if it becomes host to a flood of refugees can be considered in terms of the problems the government faces in dealing with them. Photographic interpretation of a large camp may be appropriate. For countries that also have their own high natural population increase, this situation can be catastrophic in terms of pressure on limited resources and development progress and this needs to be understood by students. • The humanitarian crises caused can be linked to international action with reference to MDG 8. The role of governments, charities and other aid organisations can be studied. • A study of the benefits of economic migrants to the receiving country in terms of improvements in general standards of living would illustrate to students that international migrations can be a good thing in development terms. The problems and benefits for those left at 'home' can be linked back to the study of rural to urban migration. 	<p>Newspaper articles of current refugee problems e.g. Dafur. www.migrationinformation.org/refugees</p>

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A2	To undertake a case study of a country or area where rapid population growth is an issue.	<ul style="list-style-type: none"> • Rapid population growth resulting from a high natural increase + net migration gain can be considered in relation to a country's resources. Examples of countries which are overpopulated, can be studied. The restrictions on development caused by a country having a GNP growth rate lower than its population growth rate can be discussed. • This idea of population growth and finite resources can be looked at on a global scale. With world population expected to increase dramatically by 2050, most of the increase being in the low income countries, the problems for the planet are considerable and the MDG targets present a real challenge. 	<p>Development in Context Book 1 Pages 124-126</p> <p>www.lii.org/ Go to 'Geography' then 'more subtopics' then 'environment' then 'more subtopics' then 'overpopulation'</p> <p>www.pbs.org/wgbh/nova/worldbalance/numbers.html</p>
B7	To evaluate programmes designed to overcome population issues.	<ul style="list-style-type: none"> • Different government programmes to address population issues can be looked at. Interrelationships between social, political and economic policies can be stressed. • Specific national population policies such as China's One Child Policy can be looked at in detail, including why the policy was thought to be needed, how it was implemented and the moral and social impacts. • The role of governments in setting policies to try to increase population growth may be considered. 	<p>The New Wider World Page 13</p> <p>Development in Context Book 1 Pages 127-130</p> <p>Development Studies Module 2 Pages 19-20</p> <p>www.pbs.org/wgbh/nova/worldbalance/campaigns.html</p>