



Geography Department GCSE Topic Summary: GCSE - AQA, Syllabus A - 'Population' Module



Remember that for examinations you must be able to quote relevant case studies throughout, where appropriate. If they are places you know about first hand (i.e. they could be local) and you write with accuracy, the examiners will award you marks for this.

At the end of the unit, read through the list of key questions, issues and case study information and tick the appropriate box. This will highlight any areas that may need extra revision for the examination!

Key Questions, Issues and Case Study Information	What do I know?		
	I do not know or understand this topic.	I understand some aspects of this topic.	I understand this topic completely.
The global distribution of population is uneven			
World patterns of population distribution. <ul style="list-style-type: none"> • The difference between density and distribution. • Small scale examples to illustrate the reasons for different population densities: <ul style="list-style-type: none"> • Physical - Relief Climate Vegetation Resources. • Human - Social Economic Political factors. 			
Case studies: Likely to include the UK, USA, Brazil and Bangladesh Students should be able to recognise and NAME areas of: <ul style="list-style-type: none"> • High density • Low density ...of population on a map at a global scale and be able to explain factors which account for this distribution.			
Population change presents challenges to human populations			
World population growth/change. <ul style="list-style-type: none"> • Understand and define Birth Rate & Death Rate. • Idea that countries pass through different phases of population growth as shown by the Demographic Transition Model. • Stage 5 of the Model to be studied with reference to an MEDC and explanation of reasons for changes in BR & DR. • Students should be familiar with the typical exponential (1, 2, 4, 8, 16, 32, 64.....) pattern of world population growth. • Students should be familiar with the stages of the Demographic Transition Model (DTM). 			
Contrasts between MEDCs & LEDCs in: <ul style="list-style-type: none"> • Population growth • Population pyramids • Stage of DTM. • Students should know the contributions MEDCs & LEDCs make to overall World Population growth. • Should know which stages countries are at on the DTM. • The characteristics of population pyramids should be understood • Should know how to construct and interpret a pop pyramid - linked to stages in the DTM. 			

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	I do not know or understand this topic.	I understand some aspects of this topic.	I do not know or understand this topic.
<p>Population change in a country is also a product of Migration and Push and Pull factors</p> <p>Causes of migration:</p> <ul style="list-style-type: none"> • Voluntary • Forced <p>With examples of:</p> <ul style="list-style-type: none"> • International refugees • Economic migrants <ul style="list-style-type: none"> • Students should appreciate the role of migration influencing growth and decline of pop. • The examples of migration should consider the chosen places in their wider context and interdependence. • Examples could include: Palestinian refugees, Darfur refugees, Mexican economic migrants, rural to urban migrants in Kenya 			
<p>Advantages and disadvantages of emigration and immigration</p> <ul style="list-style-type: none"> • to the losing area/country • to the receiving area/country • to the migrant and their family 			
<p>The social, economic and political implications of population changes and the need to achieve sustainable development.</p> <p>The contemporary social, environmental and political problems of</p> <ul style="list-style-type: none"> • population growth in LEDCs • ageing populations in EU. <ul style="list-style-type: none"> • Students should appreciate that while world population growth is beginning to slow down there are still problems of rapid growth in some areas leading to environmental degradation. • Suggested examples include refugee camps, urbanisation, desertification. • Problems associated with ageing populations may be studied in a number of countries in the EU where issues about welfare and health provision are current concerns. 			
<p>Strategies for coping - resource exploitation and birth control in LEDCs and ageing populations in the EU.</p> <p>Sample case studies should be used to illustrate these ideas</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The transmigration policy in Indonesia, • Birth control in China • Irrigation in Egypt • The re direction of resources into care homes and facilities for the aged in various EU countries. • Land reclamation in the Netherlands 			