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Teaching notes

Using this issue

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These notes are intended for use with GEOGRAPHY REVIEW Vol. 27, No. 2. They suggest ways in which you might develop further some of the articles in the magazine with your A-level and diploma students.

Westward Ho! A case study of coastal management (pp. 2–6)

This article provides students with a useful coastal case study. The map on p. 4 is particularly instructive and can be used as the basis for a homework activity.

Possible follow-up activities

1. Ask students to devise a table using information from the map on p. 4.
3. Geography exams sometimes require candidates to analyse a photograph for landscape evidence of processes at work. Use the photograph below to practise this skill, by answering the following question:

(1) Identify and explain two pieces of photographic evidence that show coastal erosion is taking place in front of the chalets. [4 marks]

Tip

Students could focus on evidence such as the morphology of the cliff, evidence of recent retreat and the level of vegetation.
Development update Energy issues in Africa (pp. 7–9)

This article synthesises several thought-provoking areas of geographical inquiry:

- the potential of solar power to transform the energy mix of different societies
- the degree to which future technology will deliver even more efficient solar panels
- the interconnected nature of social and economic development
- the role that electricity can play in assisting with sustainable development.

Possible follow-up activities

1. The article introduces a powerful idea: a single electric light may be enough to help a child become more educated and to consider a greater range of work opportunities. A2 students of development could think about how this simple idea — a light — can play a role in:

   - meeting the Millennium Development Goals (think how light could be vitally important in meeting targets such as reducing maternal mortality, in addition to more obvious benefits such as helping with education)
   - helping societies reach the preconditions for take-off in the classic Rostow model. Rostow was an economic historian who was interested in how European societies built infrastructure that paved the way for industrialisation. Could parallels be drawn with the spread of solar power into rural areas in Africa?

2. The uses of technology — especially the way mobile phones are used to transfer credit between people in areas where there are no banks — is worth investigating. Find out more at: http://www.bbc.co.uk/news/business-11793290

3. Practice exam questions can be built around the illustrations included with the article, as shown below.

Figure 1
Electricity access in selected sub-Saharan African countries. Note the variation between countries.
(2) Study the graph (Figure 1).

(a) Describe how electricity access varies between the countries shown. [4 marks]

(b) Suggest three reasons why societies with poor access to electricity are unable to participate in globalisation. [6 marks]

**Tip**

For part (b), you should ideally try to conceptualise what is meant by 'globalisation'. In particular, think about economic globalisation and social globalisation as separate topics to discuss. A poorly educated society, held back by lack of power, may not attract much foreign direct investment from TNCs that require an educated workforce (this relates to economic globalisation). People without electricity will be unable to participate in social networking on a global scale, such as making use of Facebook (this is an aspect of social globalisation).

**Housing issues in London (pp. 14–17)**

This article looks at the local and global processes that put pressure on the housing stock in London. It presents a great opportunity for students to think about how globalising processes have effects for local places.

**Possible follow-up activities**

1. Get students to map the migration of Europeans, Russians and other nationalities into 'golden postcode' areas such as Chelsea. This triggers a 'domino effect' of migration and gentrification as far as areas like Balham and Streatham. You can find out more about this phenomenon in a past London Evening Standard article: [http://www.thisislondon.co.uk/lifestyle/article-24027221-invasion-of-the-eurosloane.do](http://www.thisislondon.co.uk/lifestyle/article-24027221-invasion-of-the-eurosloane.do)

2. Investigate the reasons why foreign buyers are attracted to London, and see its property market as a 'safe haven' for money. London is a global hub that often comes at or near the top of global charts, such as: [http://www.cbi.org.uk/media-centre/news-articles/2013/10/london-is-global-hub-of-creatively-trained-minds-facebooksmendelsohn-tells-cbi-lunch/](http://www.cbi.org.uk/media-centre/news-articles/2013/10/london-is-global-hub-of-creatively-trained-minds-facebooksmendelsohn-tells-cbi-lunch/)

3. An interesting issue not touched on by the article is the trend for basement excavations. Rich people have been building swimming pools and gymnasiums below their homes in 'golden postcode' areas. Sometimes this has led to disruption and in some cases building damage for their neighbours. [http://www.telegraph.co.uk/finance/newsbysector/constructionandproperty/10102016/Countess-says-mega-basements-are-tearing-neighbourhood-apart.html](http://www.telegraph.co.uk/finance/newsbysector/constructionandproperty/10102016/Countess-says-mega-basements-are-tearing-neighbourhood-apart.html)

4. The popularity of 'nappy valley' with young couples priced out of Chelsea is one reason why Wandsworth has one of the most youthful population pyramids and highest fertility rates in the UK. In addition, many eastern Europeans of child-bearing age have been attracted to areas like Tooting, further boosting the youthful profile of the Borough. You can study the pyramid here: [http://www.rgs.org/NR/rdonlyres/F6EA4422-3042-4DCD-9CB7-8EF8472F9C8D/0/KS3_Pop_Populationpyramids.ppt](http://www.rgs.org/NR/rdonlyres/F6EA4422-3042-4DCD-9CB7-8EF8472F9C8D/0/KS3_Pop_Populationpyramids.ppt)

**Environment today Wetlands (pp. 18–19)**

This thought-provoking article focuses on the 'value' that can be attributed to wetland ecosystems.

**Possible follow-up activities**
1 Students could compare the wetland services with those of another ecosystem, such as the tropical rainforest, mangrove forest or coral reefs
   - Draw a table based on the categories shown in Table 1 (below).
   - Compile a list of ecosystem services for your own case study of an ecosystem.

Table 1 Examples of wetland ecosystem services and related ecosystem structures and functions

<table>
<thead>
<tr>
<th>Ecosystem services</th>
<th>Ecosystem structure and function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flood protection</td>
<td>Controls and regulates water flow</td>
</tr>
<tr>
<td>Coastal protection</td>
<td>Dissipates waves, buffers winds</td>
</tr>
<tr>
<td>Water supply</td>
<td>Groundwater recharge/discharge</td>
</tr>
<tr>
<td>Erosion control</td>
<td>Provides sediment stabilisation and soil retention</td>
</tr>
<tr>
<td>Carbon sequestration</td>
<td>Generates biogeochemical activity, sedimentation, biological productivity</td>
</tr>
<tr>
<td>Tourism, recreation, education and research</td>
<td>Provides unique and aesthetic landscape, supports diverse fauna and flora</td>
</tr>
<tr>
<td>Maintains fishing, hunting and foraging activities</td>
<td>Provides suitable reproductive habitat and nursery grounds, sheltered living space</td>
</tr>
<tr>
<td>Cultural, spiritual and religious benefits</td>
<td>Provides unique and aesthetic landscape of cultural, historic or spiritual meaning</td>
</tr>
</tbody>
</table>

Source: Barbier, E. B. (2011) 'Wetlands as natural assets', Hydrological Sciences Journal Vol. 56, pp. 1,360–1,373

**News watch Baby boom Britain (pp. 20–21)**

Population dynamics in the UK have rarely been as interesting as they are right now. After many years of hearing about Britain’s ageing population, a series of contrasting trends give pause for thought.

**Possible follow-up activities**

1 As the title suggests, there is a baby boom taking place. However, we need to get things in historical perspective! The UK’s fertility rate has lifted slightly but is still nowhere near the high rate of 7 children per woman found in some African countries. Rather, we have seen a slight increase in recent years. You can compare the new figures for the UK with other countries using these data: [http://data.worldbank.org/indicator/SP.DYN.TFRT.IN](http://data.worldbank.org/indicator/SP.DYN.TFRT.IN)

2 Is the UK in Stage 5 of the demographic transition model? This question requires careful evaluation, given current trends.

3 Practice exam questions can be built around the illustrations included with the feature, as shown below.
Figure 2 Population change 2001–12 for UK regions

(3) Study Figure 2.

(a) Describe the pattern of population change shown. [4 marks]

(b) Suggest three reasons for the variations shown between regions. [6 marks]

Tip
For part (a), you should pay attention to the command to look at the ‘pattern’. Make sure you do more than simply list the data for different regions. For part (b), reasons may relate either to the overall number of migrants for different regions (in-migrants or out-migrants), or else to the age of migrants. Young migrants arriving in an area are likely to be of child-bearing age and bring higher fertility. With older migrants, the opposite is true. It may also be the case that some ethnic groups with a higher birth rate are disproportionately concentrated in London.

Ice on Mars: periglacial landforms (pp. 22–24)

Possible follow-up activities

If you are a teacher of physical geography who has never watched comedy legend Billy Connolly scale a pingo, then it is high time you did. This clip makes a great starter for a lesson on periglacial landforms. View at: [http://www.youtube.com/watch?v=Vb-Nh3J2Fg4](http://www.youtube.com/watch?v=Vb-Nh3J2Fg4) (1:30)
Development through dairying: an east African case study (pp. 26–29)

This article details the progress made towards improving access to dairy food, first in India and now in east Africa.

Possible follow-up activities

1. Knowledge of the White Revolution can complement the Green Revolution case studies that many students will have learned. This is therefore a highly relevant article for a range of topic areas including:
   - population and resources
   - food and health
   - agriculture
   - development studies

Students can review past work assignments they completed on these topics and identify where they could have mentioned the White Revolution (for instance, as another example of how the carrying capacity of the land can be raised in studies of population and resources).

2. Ask students: do they think that is this a ‘top-down’ or ‘bottom-up’ development project? The answer is that there are elements of both. This is therefore a good case study to analyse in terms of the players, or actors, involved at both local and global scales.

   • First, ask students to study the player network shown in Figure 2 on p. 29 of the article (Figure 3 below) which shows the local linkages that exist, for instance between villages and local banks. There is clear evidence here of local players working together (based around ‘the Hub’)

   • Second, ask them to identify all the global scale (or ‘top-down’) players that have helped the project come to fruition. Most of these are mentioned in the section documenting the establishment of the EADD (p. 28) but there is also a mention of a TNC later in the article: ask students of they can find it!

Figure 3 The Hub
Restoring peatlands: a UK case study (pp. 30–33)

This article provides students with an in-depth look at a specialised area of physical geography. Important connections can be made with some core areas of study such as biodiversity and climate change.

Possible follow-up activities

1. Students of biodiversity can use this as an in-depth case study of local ecosystem restoration; they can also apply an ecosystem services approach (see article above) to peatlands. Using the web links provided in the article, ask students to research the food web for peat moorland in the UK. The photograph on p. 31 is another useful starting point.

2. Students of climate change can explore the idea of peat as an important carbon store, using Figure 1 on p. 31 (Figure 4 below). Practice exam questions (for IB paper 1 and Edexcel paper 1) can be built around the illustrations in the article, as shown below.

![Figure 4 Carbon storage and movement](image)

(4) Study Figure 4.

(a) Identify (i) the largest carbon store (ii) the two largest carbon inputs into the atmosphere. [3 marks]

(b) Suggest reasons why greenhouse gas emissions from soils could be increasing. [5 marks]
Tip
For part (b), you can use ideas from the article, such as peat burning and degradation. You can also widen your range of ideas because the question asks about greenhouse gases and not just carbon dioxide. This means that you could include the release of methane from thawing Arctic soils as a suggestion.

The Emirates Stadium: a case study of urban regeneration (pp. 37–41)

This article provides students with an in-depth look at a sports-led regeneration scheme, making it a particularly useful read for AQA A2 (World cities), Edexcel AS and IB Paper 2 (sports, leisure and tourism) candidates.

Possible follow-up activities

- The article provides a comprehensive account of costs and benefits associated with the Emirates stadium. But what is the final verdict? Success or failure?

- The IB Guide says that students must be able to ‘discuss the role of sports and recreation in regeneration strategies for urban areas’. A fair exam question would therefore be something like: ‘Sports-based urban regeneration strategies are never entirely successful.’ Discuss this statement. [10 marks]

- To reach full marks, you would need to use the information in the article in a way that allows a genuine conclusion to reached. Crucial things to think about are: what were the actual goals of the strategy and were they achieved? What different perspectives of success could you write about in your answer?