Using this issue

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These notes are intended for use with GEOGRAPHY REVIEW Vol. 29, No. 4. They suggest ways in which you might develop further some of the articles in the magazine with your A-level and IB Diploma students.

The MDGs: have they worked? (page 15)

This article provides A-level and IB diploma students with an in-depth account of the progress made towards meeting the MDG goals introduced in 2000. New GCE and IB courses in 2016 and 2017 may look historically at the MDGs but will also be interested in their successor, the Sustainable Development Goals (2015+). The MDGs and SDGs are examples of global governance, which is a core topic across all new GCE 2016 geography specifications.

Possible follow-up activities

1. Working in pairs, students can choose an MDG each and, first, review what the article says about the progress made. Second, they can try to think of some contemporary news stories from the last 2 years that could relate to their chosen goal. How have events like the Ebola outbreak, the Syrian refugee crisis and the rise of Daesh (IS) affected the development of some world regions, for instance?

2. Look at the Sustainable Development Goals introduced in 2015 (below). In small groups, students can compare the SDGs and MDGs in terms of what they include, how they are presented, and their usefulness as a ‘roadmap for action’.

3. For teaching in 2016–17, this article becomes a useful resource for delivering the topic of global governance. The word ‘governance’ suggests broader notions of steering and/or piloting rather than the direct form of control associated with ‘government’. ‘Global governance’ therefore describes...
the steering rules, norms and codes used to regulate human activity at an international level. The United Nations was the first postwar intergovernmental organisation (IGO) to be established and is the key player involved in global governance. Over time, its remit has grown to embrace a whole range of areas of governance spanning human rights, the environment, health and economics. Ask students what they know about the UN, its agencies, agreements and treaties. Ask them to piece together what they may have learned in history or citizenship in addition to geography. Suggestions may include:

- The UN Declaration of Human Rights which defines global human rights in considerable detail (the Human Rights Council has been established to press for improvements in states and contexts where human rights are denied to people).
- The UN Convention on the Rights of the Child (CRC), which was set up in 1990.
- The 1992 Conference on Environment and Development (the ‘Earth Summit’) which established a plan of action for sustainable development and laid the groundwork for the Kyoto Agreement in 1997 and many subsequent climate-change conferences, accords and agreements (including COP21 in Paris).

**Centrepiece Representations of place (page 20)**

The Centrepiece in this issue provides a starting point for GCE 2016 students who will be studying representations of place. This core topic is included in all new specifications.

**Possible follow-up activities**

1. **Representation** refers to the description or portrayal of someone or something in a particular way. GEOGRAPHY REVIEW has focused here on the representation of Liverpool. Having read the magazine, students may consider how their local region or city is represented and think about what those representations might tell them about the place. Often, cultural representations have been shaped by physical and economic factors, either now or in the past. Many large UK cities have a history of industrialisation, for instance. Present-day clues to this past lie all around. For instance:

   - Arsenal is a good example of a football team which originally drew its amateur players from a local cluster of factories. The cannon on Arsenal's badge reflects the club’s birth in the 1880s among the munitions factories of Woolwich, now part of southeast London. Many other football teams continue to pay homage to city or neighbourhood heritage through their name or club badge. Sheffield’s team in still known locally as ‘The Blades’. Why? What other examples can we think of?

   - Ex-mining communities in England and Wales are often still renowned for their brass bands and male voice choirs. This is a theme which can be investigated further online.

**Water security in western Australia (page 22)**

This article includes several illustrations which provide students with an opportunity to practise and develop their geographical skills and graphical literacy.

**Possible follow-up activities**

1. Use Figures 1, 2 and 4 (below) to practise important quantitative and geographic skills.

   - Using Figure 1, calculate the range of rainfall data.
   - Using Figure 1, describe how rainfall varies in Western Australia.
• Using Figures 1 and 2, analyse the relationship between population distribution and rainfall.

• Using Figure 4, identify the **median** level of water availability in this region.
To what extent is Western Australia suffering from absolute water scarcity? Use data from Figure 4 to support your answer.

Geotourism and footpath erosion: a case study from Ubatuba, Brazil (page 26)

This article supports current and future GCSE and IB diploma students who will be investigating a range of topics including tourism studies, rural landscape management, tropical ecosystems and the impacts of economic development. Strong links are established between physical geography and human geography, making this a useful classroom source for thinking synoptically.

Possible follow-up activities

1. While the article may appear at first to be human-geography themed, closer reading reveals that the writer is also employing detailed knowledge of geomorphology. Specialist terms such as bulk density, scree and talus are used. Figure 2 (below) provides a good focus for students to work through what may be initially unfamiliar ideas for them. Draw their attention to the following points:

- High bulk density scores indicate high compaction, fewer pores and greater runoff risk.
- The red bars show the main trail where most people walk; the green bars show the edges of the path. The writer describes the path edges as being ‘scree’ or ‘talus’. These specialist words describe naturally-occurring slope debris (rocks and gravels which cover a slope). Smaller numbers of people will be walking here as opposed to the main trail.
- Sites 6–9 are more compact because they show the region of Sete Praias which has greater visitor pressure. Sites 10–13 are from a less visited place.

2. Use this article to explore the important geographical concepts of carrying capacity and resilience. In this context, resilience is the ability of an ecosystem or other physical system to recover and return to a normal state of equilibrium after a disturbance or disruption brought by over-shooting of its recreational carrying capacity. Two important aspects of recreational carrying capacity include:

- psychological capacity (when a sense of overcrowding begins to occur)
environmental capacity (unacceptable damage to flora, fauna and habitat)

It is also important to recognise that the ‘recreational capacity recreational capacity’ of a site or area is never fixed. It can always be changed through management intervention — for instance, by increasing the physical size of buildings or walkways.

Based on this article, what evidence is there that the local environment has reached its carrying capacity?

Why might the physical geography of this region (including slopes, soils and rainfall) mean that there is limited environmental resilience to the damage done by trampling? What are the implications of this for management?

Students wanting to read geography at university could mention this article in their UCAS statements as a good example of how geography bridges natural science and the humanities.

**Energy matters** The electricity utility ‘death spiral’: a case study from Australia (page 33)

Looking forwards to new GCE teaching in 2016, this article provides stretch and challenge by asking learners to think critically about the concept of positive feedback in a human system. The author also provides an in-depth look at the actions of players at different scales, from individual citizens to national government in Australia.

**Possible follow-up activities**

1. Students can study Figure 2 (below) and discuss how it provides evidence of positive feedback in a system. The article itself explains that: 'An increase in the cost of grid electricity incentivises customers to install more solar panels and reduce consumption from the grid. This leads to even higher electricity prices. This in turn leads to more solar panels and lower consumption…and the cycle repeats itself. This feedback loop is called the electricity utility ‘death spiral’.

![Figure 2](image-url)
Students can discuss what the article tells us about the importance of individual citizens as players. The issue is actually quite complex because it is the aggregation of individual actions that is causing positive feedback to take place. As the article explains: ‘This case shows the cumulative power of individual actions. The households that installed solar panels had different reasons for doing so. Some wanted to reduce their electricity bills, others wanted to make a contribution to climate-change mitigation, others may have been enthusiasts for the technology. Whatever their reasons for installing the panels, they contributed to a collective force that is decarbonising the Australian electricity system.’