

LIC/NEE Case Study

Teacher booklet

This workbook, along with the corresponding student booklet is a teaching and learning tool to engage students in the study of a lower-income country (LIC) or newly emerging economy (NEE) as part of the GCSE Geography content. We've used Nigeria (a newly emerging economy in West Africa) as the case study location, schools are able to choose any suitable LIC or NEE to meet the requirements of the specification. Students can work their way through the workbook, building knowledge, skills and exam practice as well as learning about Nigeria, its culture, location and importance in the context of the rest of the world. You may need to provide your students with paper to write some of their answers. Students can choose to complete additional tasks. These teaching and learning tasks can be modified to the context of your chosen LIC or NEE.

We've also included answers to low tariff questions; a commentary linked to each task to explain the reasons why we've chosen the content we have and provided guidance on teaching this case study with a decolonised view.

Section B: The changing economic world

Key idea: "Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change."

Specification content

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. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development
- the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country
- 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 the quality of life for the population.

Specification Link: The location and importance of the country, regionally and globally.

When learning about a case study, it is important that we **contextualise** the country. This means developing our knowledge so that we portray places and people accurately and avoid stereotyping. In this section, you will focus on Nigeria's location and its' importance at different scales.

Figure 1. A world map showing the location of Nigeria.

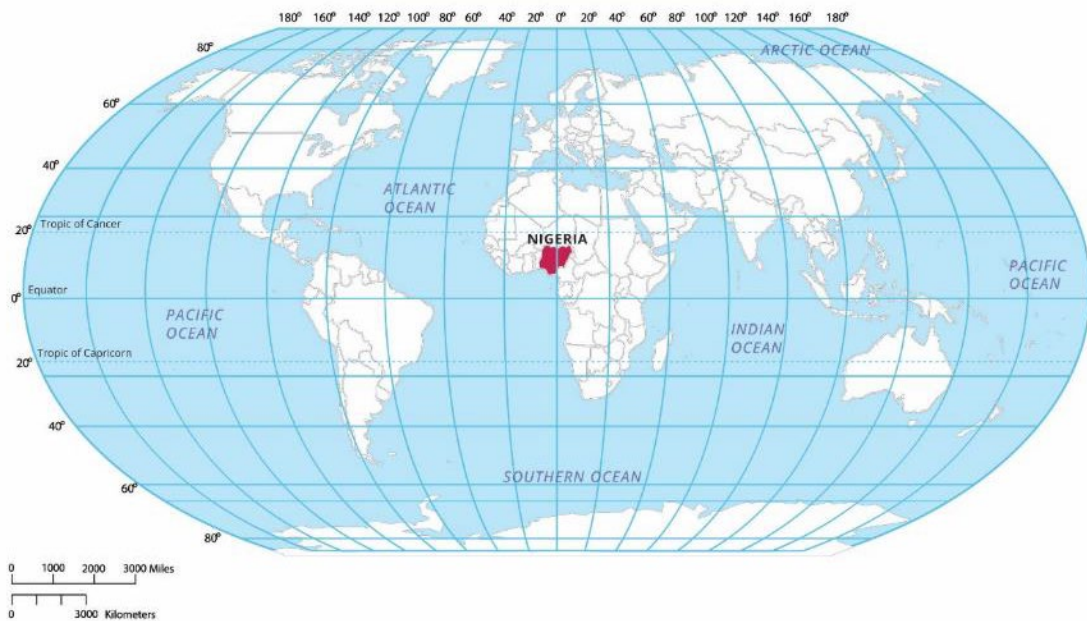


Figure 2. A map of Nigeria.



Tasks 1-3 target the first key idea describing the location and importance of Nigeria at different scales. Practising map skills to derive location in the context of the rest of the world, as well as key features of Nigeria itself. The information contained in the table represent a variety of different contributing factors to Nigeria’s importance at all scales and provides opportunities for students to recognise that these factors can have importance on more than one scale.

Task 1: Using **Figures 1 and 2**, describe the location of Nigeria. Try to include the following in your answer:

- Compass points
- Lines of latitude
- Hemisphere
- Neighbouring countries
- Capital city and other major cities
- Neighbouring seas and oceans.

Task 2: Categorise the information about Nigeria in the table below. Use the following descriptions to help you, some of these could fit into more than one category.

- Local importance (important to Nigeria).
- Regional importance (important to Africa).
- Global importance (important to the world).

A. In 2021, Nigeria was the 31 st largest economy in the world (it is estimated to grow to 24 th largest by 2028).	B. In 2014, Nigeria overtook South Africa to have the highest GDP in Africa.	C. In 2022, Nigeria was the world’s 16 th largest producer of oil, supplying approximately 1.5% of the world’s total supplies.
D. Nigeria’s film industry (‘Nollywood’) produces 2,500 films a year. It is the second largest film industry in the world behind Bollywood (India) and produces more films than Hollywood (USA).	E. Approximately 35% of people in Nigeria are employed in agriculture (farming). In total, crop farming is practiced by about 70% of Nigerian households. The most popular crops grown include yams, cassava and millet.	F. The city of Lagos is a megacity and a thriving global economic hub. It has an estimated population of 16 million people.

<p>G. Nigerian footballers, for example Odion Ighalo, Wilfred Ndidi, Alex Iwobi and Samuel Chukwueze, play for international football teams that are regarded as some of the best in the world.</p>	<p>H. Nigeria’s music industry generates approximately \$2billion in revenue annually. Tems, Wizkid and Davido are Nigerian artists with worldwide fame. Tems is the first female Nigerian to win a Grammy award.</p>	<p>I. Nigeria has the potential to lead the way in Africa’s future development. Barack Obama (former president of the USA) said that Nigeria is “critical to the rest of the continent and if Nigeria does not get it right, Africa will really not make more progress.”</p>
<p>J. Nigeria has the largest population in Africa, with an estimated 230 million people in 2023.</p>	<p>K. Nigeria has the largest farm output in Africa (despite widespread issues over land ownership).</p>	<p>L. Nigeria has developed a diverse range of industries including financial services, telecommunications, and the media.</p>
<p>M. Nigeria has over 20 million cattle, the largest number in Africa.</p>	<p>N. Nigeria’s manufacturing output reached an all-time high of \$64.4 billion in 2021 as stated by The World Bank.</p>	<p>O. Nigeria is the fifth largest contributor to UN peacekeeping missions around the world.</p>
<p>P. Nigeria has important political links to other countries, including being a member of the Commonwealth and the United Nations.</p>	<p>Q. Nigeria has 250 different ethnic groups who speak over 500 languages. The diversity of customs and traditions gives the country great cultural variety.</p>	<p>R. According to a report published in 2011, Nigeria is predicted to have the highest average GDP growth in the world between 2010 and 2050.</p>

Task 3: Using the information from the table, answer the following questions.

1. Why is Nigeria seen to be so important to the future of other African countries?
2. Why does Nigerian culture play an important role globally (across the world)?

Specification link: The wider political, social, cultural and environmental context within which the country is placed.

This section will help you to further develop your knowledge of Nigeria by focusing on what it is like, how people live, and how its history has shaped it. This will mean you can avoid stereotypes and accurately describe Nigeria.

Tasks 4 and 5 require students to engage in the concept of understanding why it is important not to rely on a single source to make assumptions about a place, which is particularly important when considering political, social, economic and environmental context as required in the specification. Utilising technology here can help students to engage in a different way and understand this using a different context. Once students are able to understand the risks of a single narrative, they begin to appreciate how important it is to seek a view from the lives of people within Nigeria, not only the Western lens (a worldview that is centred on Western civilisation) and ultimately avoid stereotyping.

This is also a really good opportunity to have the discussion with students about the importance of accurate representation when we study a new place and the people that live there with the **Additional task** a basis for this.

Task 4: Watch the TED talk '[the danger of a single story](#),' by Chimamanda Ngozi Adichie. Answer the following questions in as much detail as you can.

1. Who is Chimamanda Ngozi Adichie? Give details of her background.
2. What do you think Adichie means by a 'single story'? Give examples of this.
3. Why does Adichie refer to the 'single story' as a 'danger'?
4. Why is it important to have a "balance of stories"?

Figure 3. Photographs that show contrasting images of Nigeria.



(Image sourced from an international NGO)



(Image sourced from a Nigerian Magazine)

Task 5: Using **Figure 3**, answer the following questions, the key terms in the table below may help you.

1. How do these images represent Nigeria?
2. Whose perspective are these images from?
3. What is the purpose of representing Nigeria in these ways?
4. What are the impacts of representing Nigeria in these ways?
5. How do these images link to 'the dangers of a single story'?

Key term	Definition
Representing or representation	Showing places and people in certain ways.
Perspective	A point of view/opinion.
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.

Additional task: How can these images in **Figure 3** lead to unfair 'stereotyping'?

Task 6 takes further the previous content relating to accurate representation. The themes here have been chosen to offer varied insight into the culture in Nigeria that will likely spark interest for all students, providing insights they may not see in a textbook. We've also selected different types of sources from alternative maps and data to images and book covers. This indirectly gives students the opportunity to engage in different stimulus, supporting their exam practice.

Task 6: Figures 4 to 9 show different parts of Nigeria's culture. Choose any two figures and answer the matching question in as much detail as you can.

Figure 4. The main languages spoken across Nigeria.

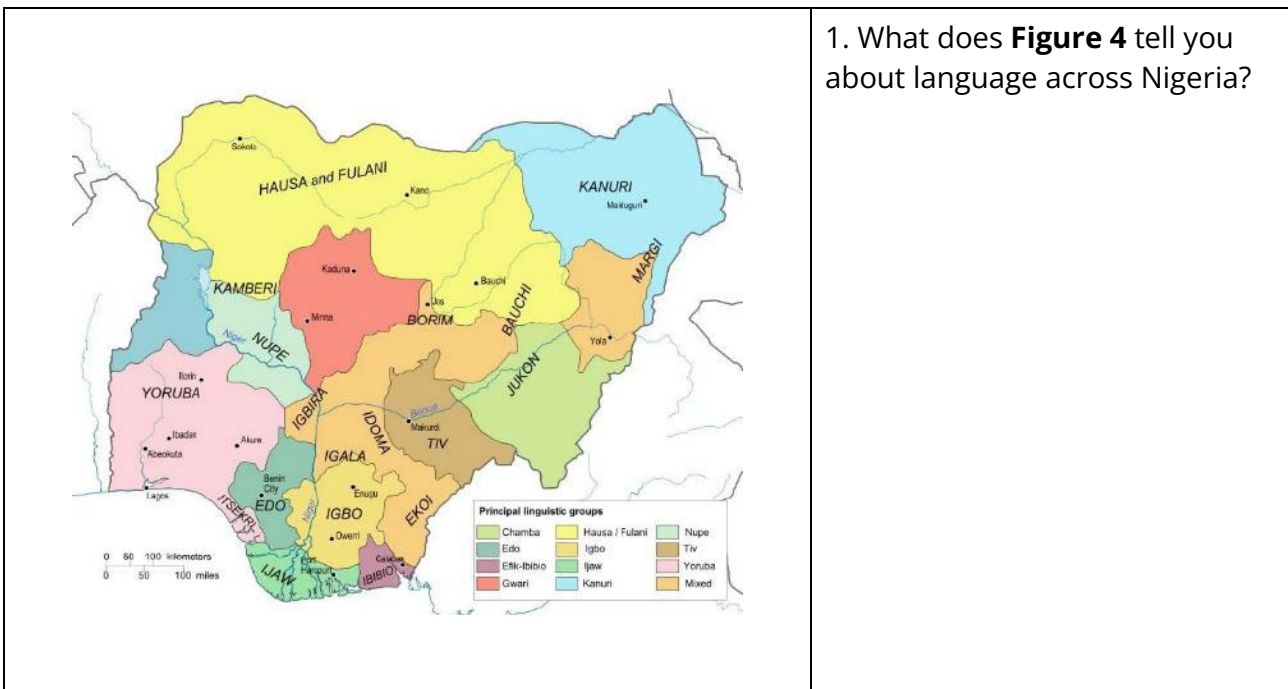


Figure 5. The money made by Nigeria’s media and entertainment industry.

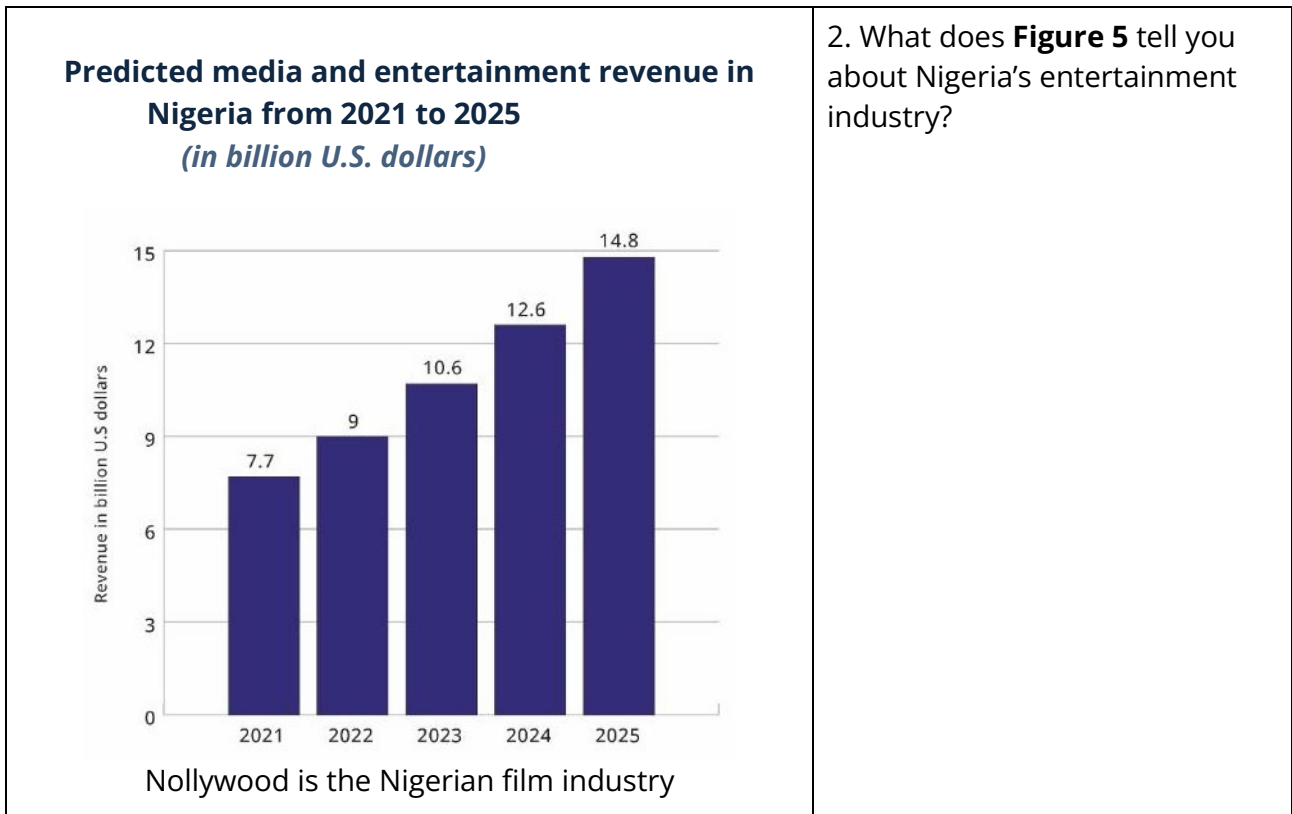


Figure 6. A map to show the largest religion in each province of Nigeria.

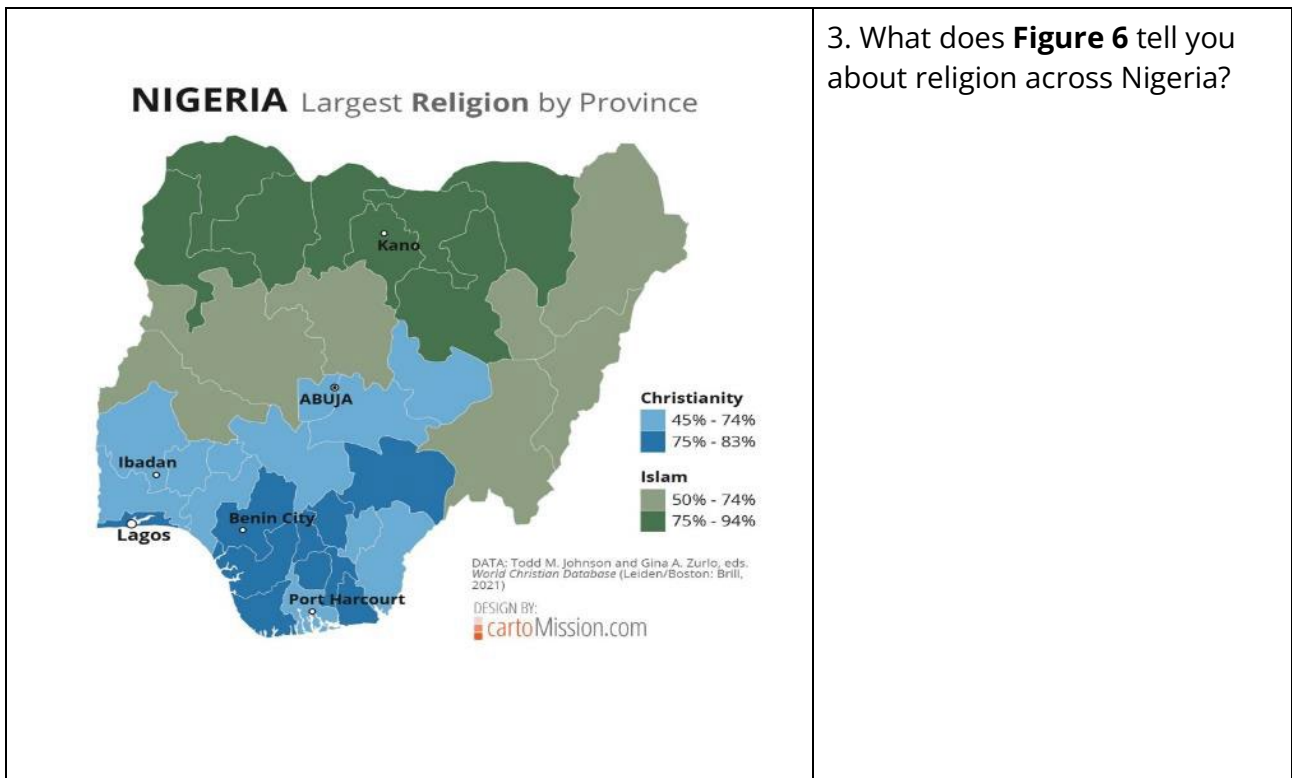


Figure 7. The legacy of Fela Kuti, Nigerian musician and activist.



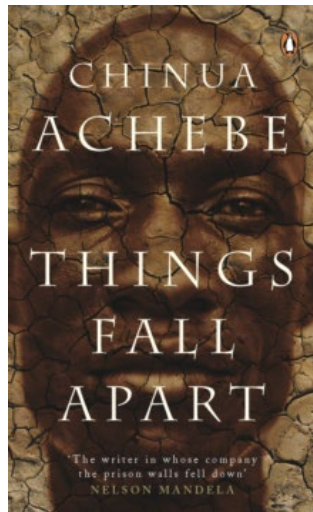
4. What does **Figure 7** tell you about Nigeria's entertainment industry?

Fela Kuti was a Nigerian musician and activist. He created a modern style of music called Afro-beat. Afro-beat combines traditional Yoruba music with American blues, jazz and funk. Kuti often included political statements about the Nigerian government in his music to create social change.

Figure 8. In 2013, Nigeria won the African Cup of Nations football tournament for a third time.



5. What does **Figure 8** tell you about Nigeria's sport?

Figure 9. Things Fall Apart by Chinua Achebe.

Things Fall Apart written by Chinua Achebe is one of the most important books of African literature. It has sold more than eight million copies worldwide and has been translated into more than 50 languages. This makes the author one of the most translated authors in Africa. The book describes pre-colonial life in south-eastern Nigeria and the invasion of Europeans in the late 19th century.

6. What does **Figure 9** tell you about Nigeria's literature?

The purpose of **Task 7** is to get students to understand the different ways people view parts of the world and to think beyond a Western lens. It's a really good opportunity to have the conversation with students about the significance of displaying geographical information in these unfamiliar formats. The exam practice question ties these areas together to see how students have been assessed in the past.

Task 7: Study **Figure 10** an Endonyms map of Africa. This shows Africa with no borders and with native place names.

Key term	Definition
Endonym	A name of a place used by the people in that place, for example, people in Japan call their country Nihon or Nippon.

Answer the following questions:

1. Locate Nigeria (circle where it is located).
2. Annotate this map with your ideas about:
 - a. Why you think this map was made?
 - b. Why does this map look different to the maps we usually see?
 - c. Why it might be significant?
 - d. What might it show about Nigeria?

Figure 10. Endonyms map of Africa.



Assessment focus

Describe the social or cultural background of a named LIC/NEE country.

[2 marks]

June 2022 question paper

The below text gives a brief overview of some of Nigeria's history, **Task 8** then allows students to engage with this information to see change over time and to understand Nigeria's development and therefore its political context. The **Additional task** links this back to previous learning about representations of place.

Read the text below in **Figure 11** about some features of Nigeria's history, this will help you to understand Nigeria's political context and how Nigeria is shaped today.

Figure 11. Nigeria's history.

<p>2000-1001 BC, onwards</p> <p>Indigenous peoples and kingdoms have lived in Nigeria for thousands of years. Different Indigenous groups controlled and owned their land and resources. There were several large kingdoms, these were areas that were ruled by a royal family such as the Northern Hausa kingdoms found between the Niger river and Lake Chad.</p>	<p>1883</p> <p>At the Berlin Conference, a group of 13 powerful European countries and the United States met to discuss how to control and divide the continent of Africa. The indigenous people within Africa were not part of this process and there was no consideration of how they wanted to live and rule themselves from the European countries. This led to Europeans exploiting more of Africa's resources, including its people, some of whom were enslaved.</p>
<p>Early 1900s</p> <p>Nigeria was under the rule of the British Empire and was used for different industrial activities. Environmental damage was caused by these activities which was viewed very negatively by Nigerians who believe the land sacred. Tension was further created between local people and the British because they felt the British had taken their land by force.</p>	<p>1960 onwards</p> <p>Nigeria gained independence on 1 October 1960, meaning it was no longer under the control of Britain. After this, different political groups controlled different areas of Nigeria. This led to the outbreak of a civil war in 1966 after the assassination of the prime minister. After this, Nigeria was under military rule for over 20 years. It became the law that political groups were only allowed to exist nationally, not regionally.</p>
<p>1999-present day</p> <p>In 1999, Nigeria elected a new president, and a stable government was established. However, in the early 2000s, ongoing tensions between different ethnic and religious groups erupted in violence. These tensions are complex but can partly be explained by Nigeria's colonial past. When the country of Nigeria was created, the British did not attempt to unite people instead, various ethnic groups were joined together under one nation. A study from 2012 shows that nearly 50% of people in Nigeria choose to identify with their indigenous ethnic identities rather than as Nigerians. For example, people prefer to identify with their ethnic identity of Yoruba rather than their national identity as a Nigerian. Author Chimamanda Ngozi Adichie writes in her book <i>Half of a Yellow Sun</i>, "I am a Nigerian because a white man created Nigeria and gave me that identity... But I was Igbo before the white man came."</p> <p>Nigeria today has political stability. This was demonstrated in 2014 with its success in preventing the spread of Ebola. Dr Ameyo Stella Adadevoh was important in helping the government respond quickly, she helped to prevent the spread of the disease.</p>	

Key term	Definition
Indigenous peoples	distinct social and cultural groups that share family ties to the land and natural resources where they live.

Task 8: Using the information from **Figure 11**, complete the sentences in the table to create a timeline to summarise what happened during the dates given, you may wish to also draw a diagram.

Pre 19 th Century	1883
Before colonisation the Indigenous people of Nigeria...	European countries decided...
Early 1900s	1960-1999
There were clashes between Nigerians and British because...	Nigeria's independence led to...
1999	2014
Political stability in Nigeria was still complex because...	Political stability is shown through...

Additional task: How does examining Nigeria's history help us to avoid the 'single story'?

Assessment focus

Outline **one** way the political **or** trading relationship of a named LIC/NEE country with the wider world has changed.

[2 marks]

Sample Assessment Material (SAM) 3

Task 9 allows students to compare development indicators from a familiar context to Nigeria. However, this data could be adapted to a different location to suit the needs of your students.

Figure 12. Development indicators for Nigeria and the UK.

Data (2021)	Nigeria	UK
Population (millions)	213,401,323	67,326,569
Population growth (% per year)	2.4	0.4
Birth rate (per 1000)	36.8	11.3
Death rate (per 1000)	11.3	10
Infant mortality (per 1000 live births)	70.6	3.7
Life expectancy (years)	52.7	80.7
Literacy rate (%)	62	99
GNI per capita (\$)	4,790	45,225
Human Development Index (HDI)	0.535	0.929
Medical doctors per 100,000 people	3.95	31.71
Access to safe water (% of people using improved drinking water sources and sanitation facilities)	26.5	99.8
Proportion of seats held by women in national parliaments (%)	4	34

Task 9: Complete the following questions:

- Using **Figure 12**, compare the levels of development for Nigeria and the UK, explaining what the data shows about their development levels.

In Nigeria...

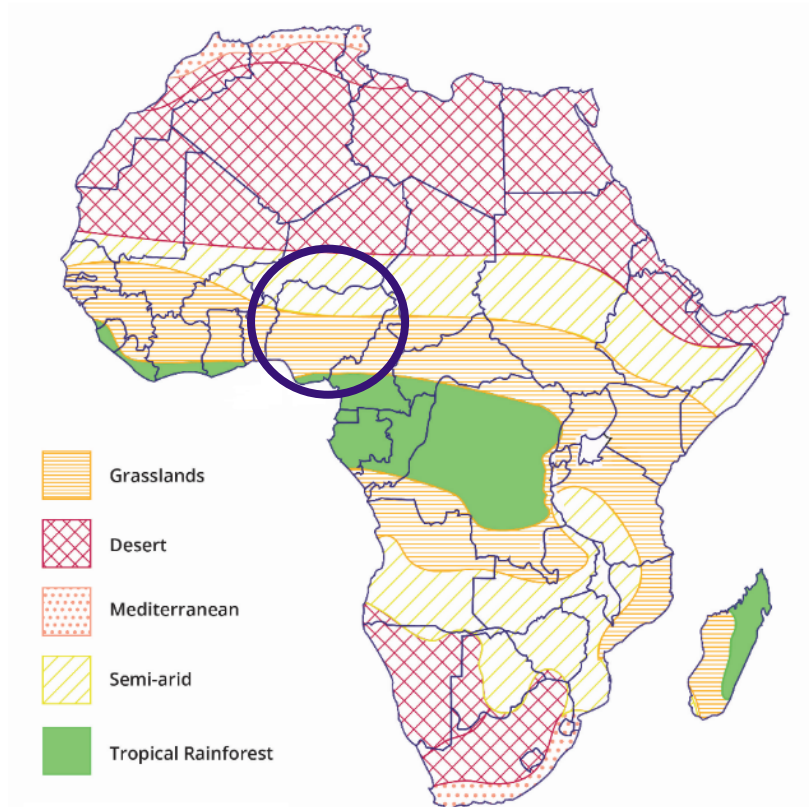
Whereas in the UK...

This shows that...

- Which development indicators are the most/least useful in understanding Nigeria's level of development? Why?
- Explain what the rate of population growth could tell us about Nigeria's development (try to use your knowledge of the Demographic Transition Model).
- How do you think these statistics could vary for people living in urban Nigeria and people living in rural Nigeria? Why do you think this?

Tasks 10-12 focus on the environmental context of Nigeria, looking at climate and landscape and offers opportunities along with the **Additional task** for The Living World content to be introduced or reviewed depending on your curriculum sequence. These tasks are also designed to engage students in skills practice. Answers to the multiple-choice questions are highlighted in bold and underlined.

Figure 13. Climate map of Africa.



Task 10: Using **Figure 13**, choose the correct answer from the below options.

- How many climate zones are there in Nigeria?
 - 2
 - B. 3**
 - 4
- Which area of Nigeria contains rainforest?
 - North
 - North-East
 - West
 - D. South-East**
- Why does this area of Nigeria contain rainforest?
 - Because it is close the Tropic of Cancer with high winds
 - B. Because it is close to the Equator where air pressure is low**
 - Because it is close to the Tropic of Capricorn where air pressure is high
- Which area of Nigeria will have the lowest annual rainfall?
 - A. North**
 - South
 - Central

5. Which climate zone in Africa would have the highest air pressure?

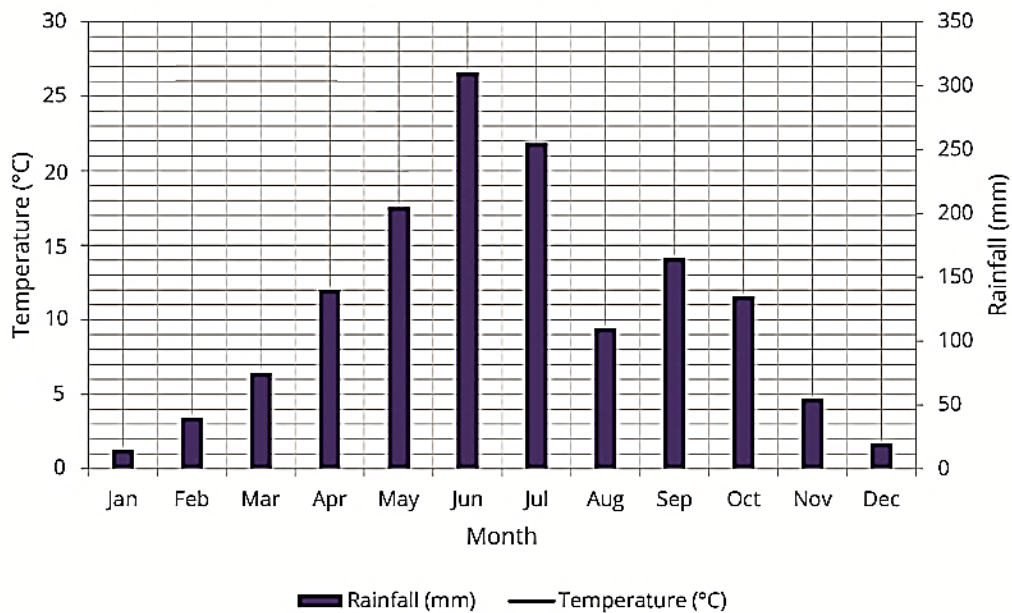
- A. Semi-arid
- B. Grasslands
- C. Rainforest
- D. Desert**

Additional task: Give reasons for your chosen answer to question 5.

Task 11: Using the temperature data below, complete the climate graph for Lagos, Nigeria.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temperature (°C)	28.5	29.5	29.5	29.0	28.0	26.5	26.0	26.0	26.5	27.0	28.5	28.5
Rainfall (mm)	15	40	75	140	205	310	255	255	110	165	135	20

Figure 14. Climate graph for Lagos, Nigeria.



Task 12: Using **Figure 14**, the completed climate graph, answer the following multiple-choice questions about the climate of Lagos, Nigeria.

1. Which month of the year has the highest temperatures?

- A. June
- B. February**
- C. October

2. Which month of the year has the highest rainfall?

- A. July
- B. June**
- C. December

3. What is the range between the highest and lowest rainfall?

- A. 295 mm**
- B. 190 mm
- C. 15 mm

4. Which month of the year has 9 times more millimetres of rainfall than January?

- A. December
- B. October**
- C. May

5. What is the mean average temperature (to the nearest 1 decimal place)?

- A. 26.1°C
- B. 27.8°C**
- C. 25.1°C

Additional task: Calculate the mean rainfall. **127mm**

Specification link: The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development.

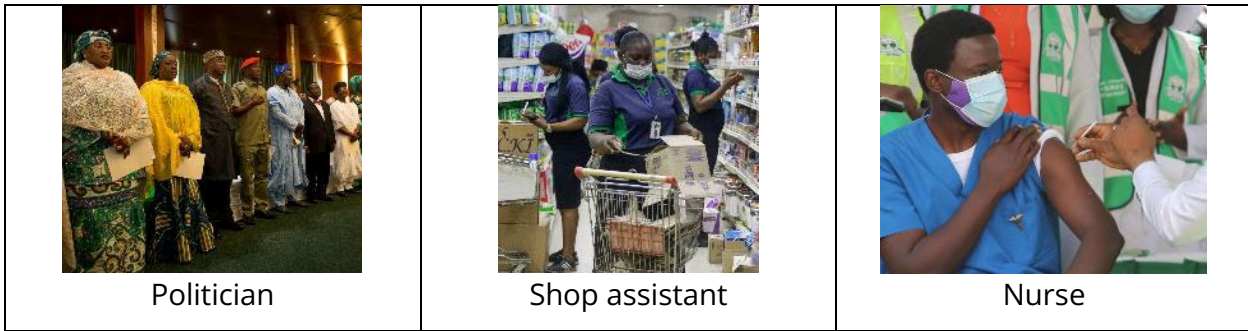
When looking at a country's economy, we often look at the structure of the industries people are employed in, and the proportion of the workforce employed in different sectors of the economy. These sectors are described as:

Key term	Definition
Primary sector	Production or extraction of raw materials.
Secondary sector	The manufacturing (making) of goods.
Tertiary sector	Jobs that provide a service to others.
Quaternary sector	Jobs that involve development of new ideas, sometimes called the knowledge economy.

Task 13 shows the importance of students being able to see Nigerian people employed in a variety of jobs across industrial sectors when looking at employment structures in Nigeria. It reinforces the importance of accurate representation and contributes to students understanding how employment structures change as country's develop.

Task 13: Test your understanding of these definitions by categorising the following jobs. The photos all show Nigerian people in these job roles.

 <p>Teacher</p>	 <p>Oil extractor</p>	 <p>Farmer</p>
 <p>Construction worker</p>	 <p>Actor</p>	 <p>Chef</p>



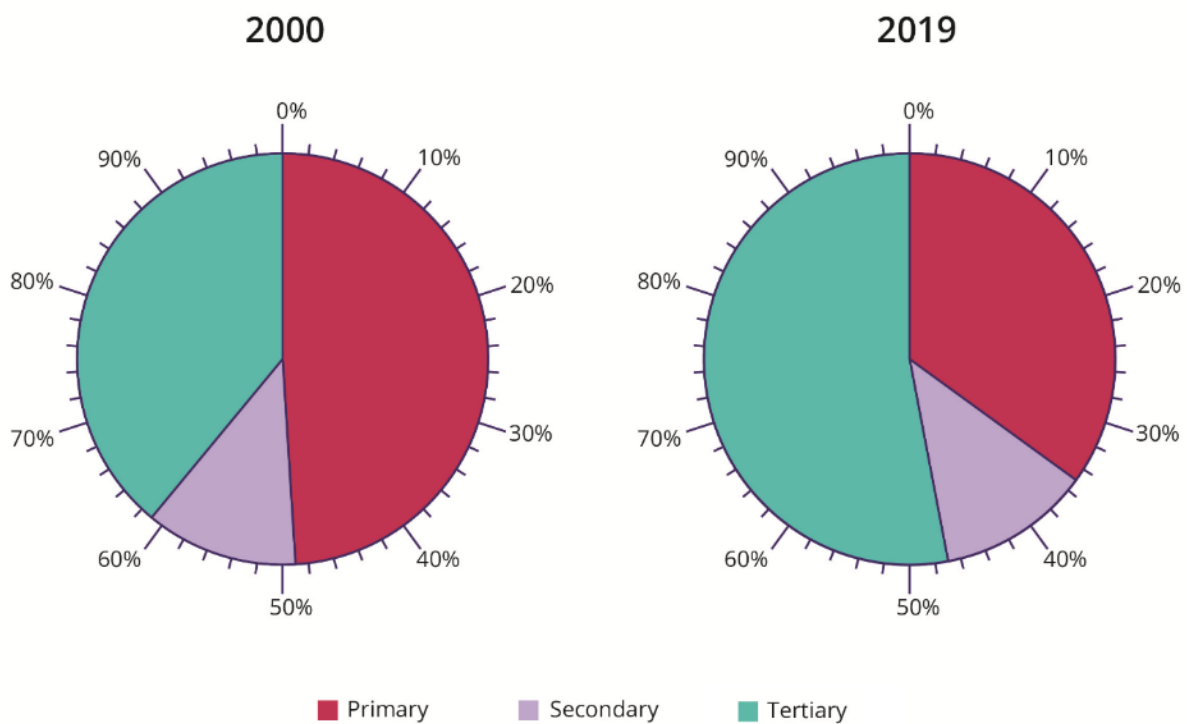
Politician

Shop assistant

Nurse

Task 14 is an example of embedding skills practice into a task whilst also imparting new knowledge. **Task 15** allows students to develop an appreciation of the cyclical nature of economic development whilst allowing them to engage with a cloze procedure question style.

Figure 15. Pie charts showing Nigeria’s industrial structure in 2000 and 2019.



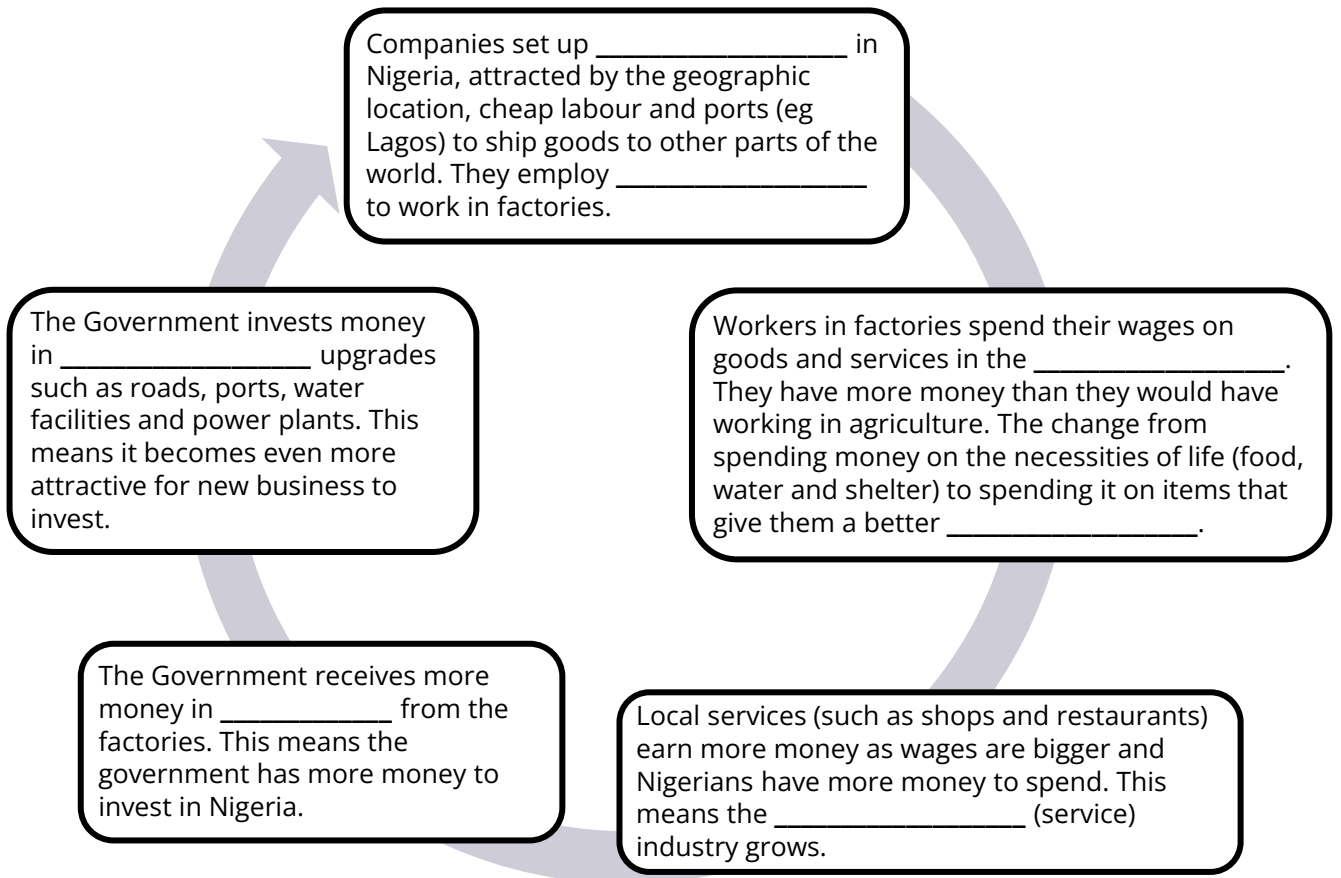
Task 14: Using **Figure 15**, describe the changes to Nigeria’s industrial structure between 2000 and 2019.

In 2000, the primary sector...

In contrast, the secondary sector... whereas the tertiary sector...

In 2019, the industrial structure changed...

Figure 16. Infographic showing how manufacturing can stimulate economic development.



Task 15: Complete the information in **Figure 16**, using the words below.

- factories infrastructure local economy local people**
- taxes quality of life tertiary**

Assessment focus

Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development.

[6 marks]

SAM 3 question paper

Specification link: The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNCs to the host country.

Nigeria's rapid economic development is partly due to TNCs operating in the country. This section explores what TNCs are and the influence they have on Nigeria. You will further explore the environmental impacts of TNCs in a later section of this booklet.

Key term	Definition
Transnational Corporations (TNCs)	A company that has operations (factories, offices, research and development, shops) in more than one country. Many TNCs are large and have well-known brands.

Tasks 16 and 17 consider different viewpoints when it comes to TNCs. This again reinforces the point to students of how important it is to take into account the opinions of people who live and work in Nigeria. This provides a good opportunity to discuss with students how different people can be positively or negatively impacted by TNC operations.

Task 16: Using **Figure 16**, and the above definition. Answer the following questions.

1. Where in the infographic could you add detail about TNCs?
2. What role do TNCs have in the development of industry in Nigeria?
3. Consider the advantages and disadvantages below, do you think TNCs should operate in Nigeria?

Advantages of TNCs in Nigeria	Disadvantages of TNCs in Nigeria
<ul style="list-style-type: none"> • TNCs create employment (jobs) • TNCs help create wealth for the host country • TNCs benefit other local businesses • TNCs provide goods to the host country. 	<ul style="list-style-type: none"> • Workers are often paid low wages and work in poor conditions • The profits often leave the country and return to the source country • The government invests money in subsidies to attract firms which could be spent on services for local people, such as healthcare • Firms can negatively impact the host country.

Assessment focus

Using a case study of a LIC or NEE country, explain the link between Transnational Corporations (TNCs) and industrial development in the country.

[6 marks]

June 2019 question paper

Task 17: Read the different viewpoints about Shell (a TNC) operating in Nigeria. Complete the table to give specific facts about the impact Shell has on Nigeria and whether these are positive or negative.

Viewpoint 1: Local worker

“Shell has created more jobs in my area, across the country, there are 2,500 Nigerians employed by Shell plus more than 10,000 contractors. Since working for Shell, I have better security of employment and have more disposable income. However, management positions are often given to people from other countries who are brought into the area by the company.”

Viewpoint 2: Local business owner

“With Shell in the area, people working for them have more money to spend in my shop. This means I make more money. There are 250,000 Nigerians indirectly employed like me because of Shell operating in Nigeria and the LiveWIRE programme helps young entrepreneurs start their own business.”

Viewpoint 3: Local resident

“Shell have invested in community health and education in the area, this helps. There have also been improvements to the local transport network which makes it easier for me to work in the morning.”

Viewpoint 4: Nigerian government

“91% of Shell contracts go to Nigerian companies; this means that Shell makes significant contributions to Nigeria’s tax funds and increases national wealth. However, oil wealth has provoked armed conflict and new terrorist groups such as the Niger Delta Avengers have cause loss of life and revenue for the government.”

Viewpoint 5: Environmentalist

“Oil spills, particularly in the Bodo region, have caused conflict and resentment and have ruined fishermen’s livelihoods and caused serious damage to the local ecosystem and led to water pollution.”

	What specific fact about Shell operating in Nigeria do they include in their viewpoint?	Overall, has Shell had a positive or negative impact on this person?
Local worker		
Local business owner		
Local resident		
Nigerian government		
Environmentalist		

Assessment focus

'Transnational corporations (TNCs) bring more disadvantages than advantages to a host country.' Do you agree? Explain your answer.

[6 marks]

June 2022 question paper

Specification link: The changing political and trading relationships with the wider world.

As Nigeria has developed, its' relationships with the wider world have changed. This section will look at firstly how its trading relationships have changed since the year 2000 and then explore how Nigeria's relationship with China has changed.

Tasks 18-20 provide students with a view of Nigeria's political and trading relationships, as well as the investments made by other nations. You may wish to revisit the Assessment focus question found after **Task 8**, as students will be able to answer this from the context of trading relationship. Introducing poverty across Nigeria in **Task 20** allows students to draw conclusions based on a variety of different contexts.

Key term	Definition
Imports	Goods or services bought from one country into another.

Figure 17. The top 5 countries that Nigeria imported goods from in the year 2000.

	Percentage share of Nigeria's total imports (%)	
	2000	2021
UK	9.8	2.8
USA	8.6	7.7
France	7.8	1.2
Germany	6.6	2.2
China	5.9	35.5

Task 18: Using **Figure 17**, answer the below questions.

- Choose two countries from **Figure 17** and complete the following sentence for both of them:
 _____'s percentage share of Nigeria's total imports in 2000 was _____. This increased/decreased to _____ in 2021. There was a change of _____%.
- How many of the top 5 countries have increased their percentage share of Nigeria's total imports from 2000?
- What percentage of the top 5 countries have decreased their percentage share of Nigeria's total imports from 2000?
- How might these trading relationships change in the future?

This **Additional task** provides students with an opportunity to engage with a challenging geographical skills requirement.

Additional task:

Plot the data from **Figure 17** onto a world map.

Use desire lines, these show a general direction of movement shown as a straight line, not following the exact route, from one place to another (these could be proportional).

China has invested vast amounts of money into Nigeria through, for example, developing and funding large-scale infrastructure projects. **Figure 18** and **Figure 19** show how much money China has invested across Africa.

Figure 18. Chinese Foreign Direct Investments in Africa (in millions of dollars, 2019).

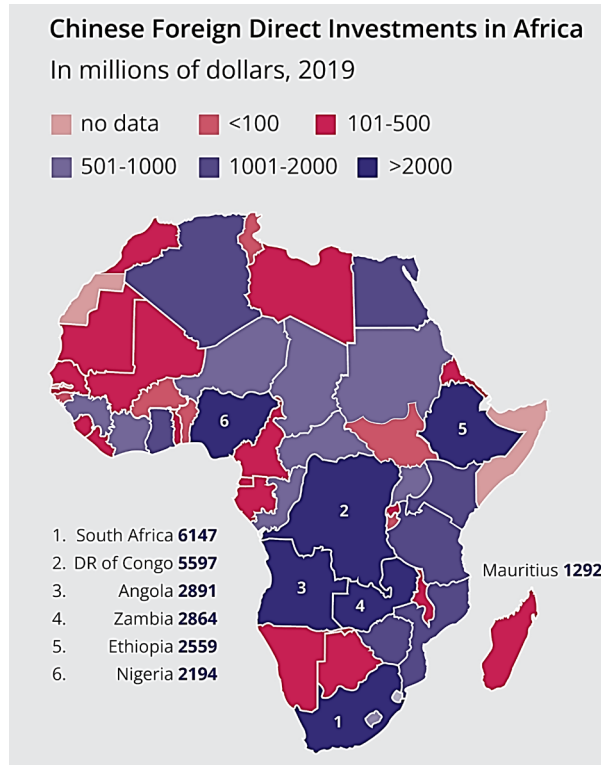


Figure 19. Three main Chinese-government-funded infrastructure projects in Nigeria.

1. The Lagos to Kano rail route is under construction. Once completed, this railway will link the port city of Lagos to the capital of Abuja onto Kano in the north of the country. The first section between Abuja and Kaduna opened in July 2016.

2. The Lagos to Calabar rail route is a coastal railway that stretches for 1,400 kilometres through southern Nigeria. It connects Nigeria's largest city Lagos to other southern coastal cities.

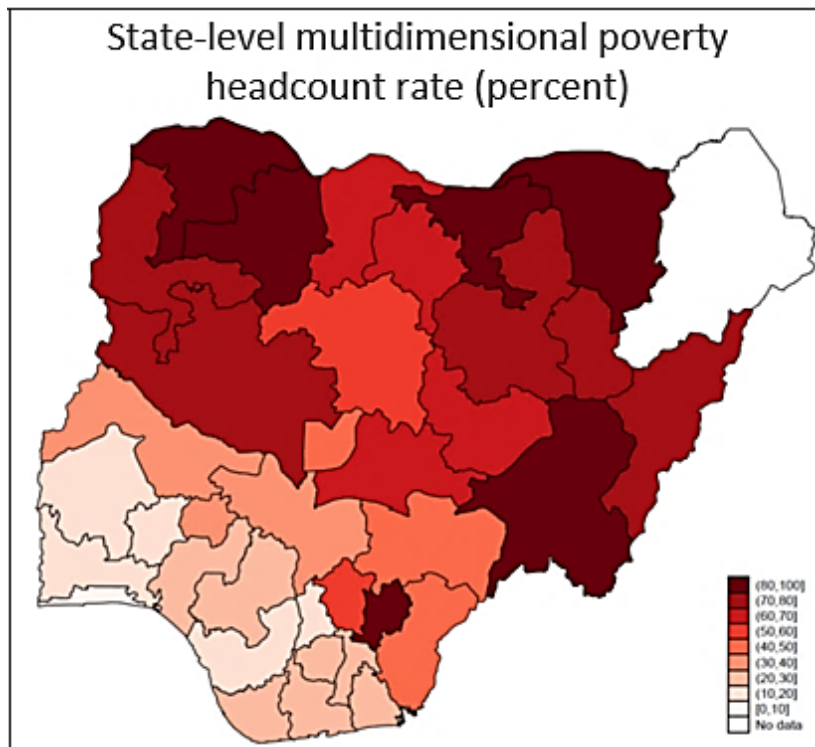
3. When completed in 2030, the Mambilla Hydroelectric Power Station will be the largest power-generating installation in Nigeria and one of the largest hydroelectric power stations in Africa. The estimated cost of the project is \$5.8 billion US Dollars with 85% of this coming from Exim Bank of China. The project will create an estimated 50,000 jobs, with a mix of temporary and permanent jobs.

Task 19: Use **Figure 18** and **Figure 19** to choose the correct answers to the questions below.

Questions	Answers
1. How much money is China investing in Nigeria?	<p>A. 2194 million dollars</p> <p>B. 6147 million dollars</p> <p>C. 2891 million dollars</p>
2. Which of the following statements describes the benefits of the Lagos-Calabar rail route?	<p>A. Goods manufactured in Lagos can be transported more easily to the coast to be traded to other countries.</p> <p>B. People living on the coast can more easily get to Lagos, allowing them to benefit from the opportunities in the major city.</p> <p>C. The construction of the rail route will provide jobs.</p> <p>D. All of the above.</p>
3. Which of the following is a social benefit of the Mambilla hydroelectric power station?	<p>A. The use of hydroelectricity will reduce Nigeria's use of fossil fuels meaning less CO₂ will be emitted into the atmosphere.</p> <p>B. It is estimated that 50,000 temporary and permanent jobs will be created.</p> <p>C. 85% of the cost will be funded by the Exim Bank of China.</p>
4. Which of the following is an environmental benefit of the Mambilla hydroelectric power station?	<p>A. The use of hydroelectricity will reduce Nigeria's use of fossil fuels meaning less CO₂ will be emitted into the atmosphere.</p> <p>B. It is estimated that 50,000 temporary and permanent jobs will be created.</p> <p>C. 85% of the cost will be funded by the Exim Bank of China.</p>

Key term	Definition
Poverty	<p>There are different types of poverty:</p> <p>Absolute poverty involves a lack of basic needs such as shelter, clean water, and food. People in absolute poverty will probably focus on day-to-day survival.</p> <p>Relative poverty is where people's incomes fall significantly below the average for the place where they live. They may have access to basic needs and more but will be poorer than other people in the same place.</p>

Figure 20. A map to show the percentage of the population living in poverty across Nigeria.



Task 20: Answer the following questions using **Figure 20**:

1. Which areas of Nigeria have the highest levels of poverty?
2. Which areas of Nigeria have the lowest levels of poverty?
3. How could China's investments shown in **Figure 19** potentially impact the population living in poverty? You may use the writing frame below to help you.

Chinese-funded infrastructure projects [will/will not] benefit people most in-need in Nigeria to a [small/large/partial] extent.

For example...

As a result/therefore/subsequently/this means that/consequently...

This **Additional task** allows students to bring together all of their learned knowledge of this section and really delve deeper into Nigeria's global relationships.

Additional task:

Key term	Definition
Neo-colonialism	The control of less-developed countries by more-developed countries through indirect means such as economic investment.

The financing of many large-scale infrastructure projects in Nigeria is being undertaken by Chinese and Nigerian public-private partnerships. China's influence in African countries does not have the same weight of colonial history, however Chinese involvement in the African continent does have uneven relationships similar in nature to those constructed by Western nations.

Since colonial times, oil and the connected TNCs have had a major influence over Nigeria. When oil was discovered in Nigeria in the 1950s by Shell-BP (a British oil company), the British colonial government encouraged a system of Nigerian oil extraction that favoured mainly western corporations. The British government granted complete control over Nigeria's resources to international oil corporations.

Do you agree with the statement "China's current investment into Nigeria is a clear example of neo-colonialism?". Give reasons for your answer.

Assessment focus

Outline one way the political or trading relationship of a named LIC/NEE country with the wider world has changed.

[2 marks]

SAM 3 question paper

Specification link: International aid: types of aid, impacts of aid on the receiving country.

International aid can be given to a host country in several ways from public donations to aid agreements with governments. Aid agreements are designed to help the host country to overcome short term problems and invest in longer term strategies to improve their development. In 2021, Nigeria received a total of \$3.36 billion in development assistance and aid.

It's important when discussing aid with students that there's a continued understanding of the way that the giving and receiving of aid tends to be portrayed, and the issues associated with that. The information in **Tasks 21 and 22** provides a realistic breakdown of how much students need to know about aid in order to be able to refer to their learned knowledge in an assessment.

Key term	Definition
Bilateral aid	Aid from one country to another, sometimes known as 'tied aid', as sometimes conditions are attached, such as the aid money must be spent on goods from the donor country.
Multilateral aid	Countries donate money through organisations such as the United Nations (UN) and the World Bank.
Voluntary aid	Given by individuals or companies and distributed through charities or non-governmental organisations (NGOs), such as Muslim Aid or OXFAM.

Task 21: Categorise the following statements about aid in Nigeria into the following categories:

- Positive impacts of aid
- Negative impacts of aid.

In 2014, the World Bank approved a US\$500 million loan to fund development projects and provide long-term loans to businesses. This helps reduce the over-dependence on oil exports.	The government may divert aid money to be used for other purposes. For example, there are claims that aid may have been used to build up Nigeria's navy.	Money may be used to promote the commercial self-interest of the donor.
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Aid from the USA helps to educate and protect people against the spread of HIV.	Corruption in the government, and by individuals, is a major reason for loss of aid.	Receiving long-term aid can make a country or some specific communities dependent on aid, which can slow down its own economic development.
The UK Department for International Development has funded a health and HIV programme, providing health education in rural areas.	The USAID-funded Community Care in Nigeria project provides support packages for orphans and vulnerable children.	Some aid comes with conditions. This can mean those providing aid have political influence over Nigeria.
The NGO Nets for Life provides education on malaria prevention and distributes mosquito nets to many households.	Research found that some development aid was not being used in the way it was intended and the impact hasn't been felt by the people who need it.	

This **Additional task** allows students to bring together learned knowledge of this section with previous knowledge of the representations of Nigeria. This further allows students to appreciate other viewpoints, not only that from a Western lens and ultimately avoid stereotyping.

Additional task:

Some argue that aid is an example of something called 'White Saviourism'.

Key term	Definition
White Saviourism	This is a term to describe when a White person (or an organisation mainly run by White westerners) attempts to 'help' or 'rescue' people of colour. People who feel they need to 'rescue' others usually have a conscious or unconscious belief that they know best or that they have certain knowledge and skills that people of colour don't.

1. How might aid in Nigeria be an example of White saviourism? Try to include examples from **Task 21** to support your ideas?
2. Link your answer above to Chimamanda Ngozi Adichie's '[the danger of a single story](#)' TED talk that you watched in **Task 4**.

Task 22: Answer the following question, 'Should aid continue in Nigeria?' Use the writing frame to help structure your answer to give both sides of the argument:

I think that aid [should/should not] continue in Nigeria.

On one hand... [give a supporting point for your argument] for example... as a result... therefore...

However... [give an opposing point to your argument] for example... as a result... therefore....

Overall, I think... because...

Assessment focus

Describe one or more impacts that international aid has had on a named LIC/NEE country.

[4 marks]

June 2022 question paper

Specification link: the environmental impacts of economic development.

Nigeria's oil industry has contributed to its rapid economic development; however, this has led to environmental damage and challenges. In this section, you will learn about the environmental impacts of the development of the oil industry in Nigeria.

Task 23 is an opportunity for students to engage with the concept of GIS and how data could be layered to show correlations.

The YouTube link for **Task 24** was published in 2008, there may be more recent video footage that schools could use in place of this should they wish.

Nigerian oil fields

The majority of Nigeria's oil fields are found along the River Niger Delta and offshore.

Task 23: What correlations are there between poverty levels across Nigeria shown in **Figure 19** and the location of Nigeria's oil fields.

Oil spills in the Niger Delta states

One environmental challenge is the numerous oil spills in the Niger Delta states. Based on reports available, in 2022, 18,904 barrels of oil were spilled, this is nearly 3 million litres or the equivalent of 95 oil tanker trucks. There were 3 major oil spills (over 2,500 barrels), 7 medium oil spills (between 250-2,500 barrels) and 353 minor oil spills (under 250 barrels). Oil spills can be caused by breaks in ageing or poorly maintained infrastructure, accidents, vandalism and other incidents. In the past 10 years, a number of spills have also been caused by oil theft, also known as bunkering. This is where oil is stolen from pipelines and then shipped to local or international markets.

Air, land and water have all been polluted by the oil spills. Mangrove swamps and freshwater ecosystems have been contaminated by the oil spills destroying the biodiversity of the area. Those that fish in the rivers found in the Niger Delta say that they used to have very impressive harvests; "spending an hour in the water would lead to lots of fish being caught. Now, after the oil spills, you can spend the whole day without catching anything at all". Chromium, lead and mercury contaminate soil leading to heavy metal toxicity, this means vegetation dies and cannot regrow. Gas flares (where natural gas associated with oil extraction is burned off in the atmosphere) cause air pollution and create acid rain that kills vegetation and further contaminates the ecosystem.

Task 24: Watch the YouTube video '[Niger Delta fish farmer remembers oil spill tragedy](#)'.

Answer the following questions with in as much detail as you can.

1. What environmental impacts of the oil spill are shown in the video?
2. The contamination of soils is the most serious impact of the oil spills. Do you agree?
3. How are the environmental impacts of the oil spills linked to economic impacts?

This **Additional task** allows students to explore the effects of oil exploration on the local communities and to explore the links between environmental and social impacts. This also gives students an appreciation of the importance of hearing directly from the people affected themselves.

Additional task:

Read the newspaper article found here: [‘We were eating, drinking, breathing the oil’: the villagers who stood up to big oil – and won | The Guardian](#) to discover how local communities have been affected by the oil spills in Nigeria.

Specification link: the effects of economic development on the quality of life for the population.

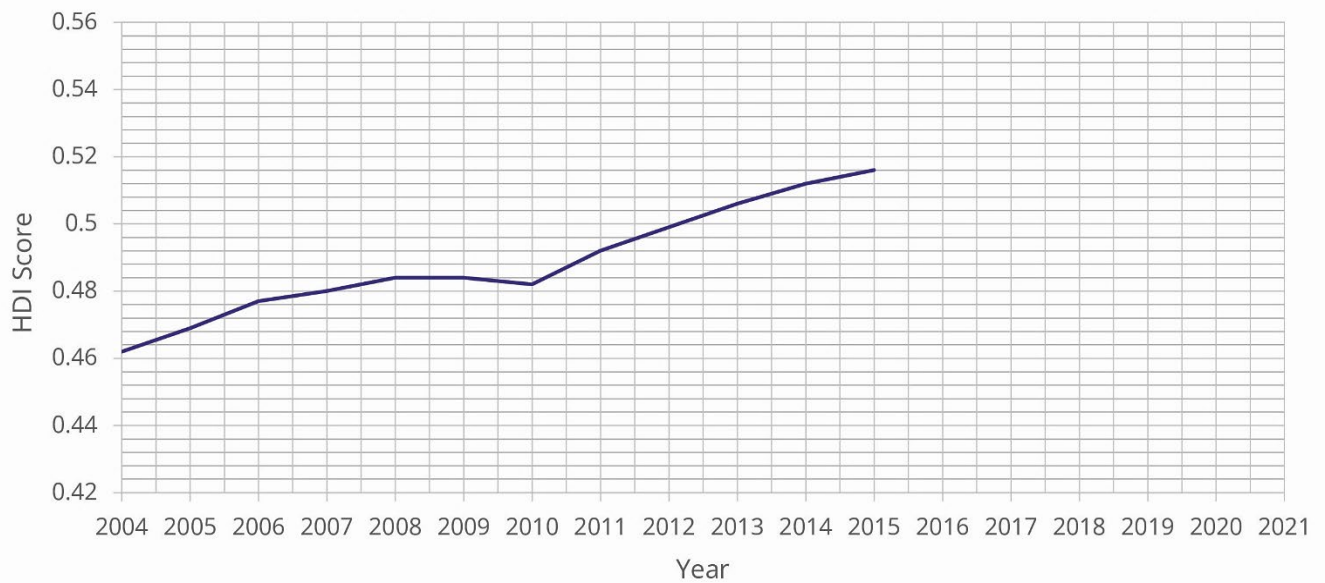
In this final section of the booklet, you will start to think about what the information you have studied collectively shows about Nigeria's development. This will help you to have fully explored the key idea of this unit: **"Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change"**.

Key term	Definition
HDI	The Human Development Index (HDI) is a method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This combined measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.

Tasks 25 and 26 demonstrate an effective way of embedding skills practice into a task whilst also imparting new knowledge.

Task 25: Using the data below, complete the line graph to show Nigeria's HDI scores between 2004 and 2021.

Year	HDI Score
2004	0.462
2005	0.469
2006	0.477
2007	0.480
2008	0.484
2009	0.484
2010	0.482
2011	0.492
2012	0.499
2013	0.506
2014	0.512
2015	0.516
2016	0.521
2017	0.526
2018	0.531
2019	0.538
2020	0.535
2021	0.535

Figure 21. Nigeria's HDI scores between 2004 and 2021.

Task 26: Describe and explain the changes to Nigeria's HDI score.

- Describe overall changes (Overall, Nigeria's HDI score has...)
- Include data to support observations (In 2003.../By 2021...)
- Describe anomalies (However, there is an anomaly...)
- Explain the changes to Nigeria's HDI score (These changes are a result of.../This might be because...)

Key term	Definition
Quality of life	The standard of health, comfort, and happiness experience by an individual or group. Commonly measured by HDI.

Task 27 give students opportunity for synoptic reflection to bring together all of their learned knowledge from across the case study content.

Task 27: Consider the statement “Economic development has improved the quality of life for people in Nigeria”. Use evidence from this booklet to complete the table below.

Evidence that quality of life has improved	Evidence that quality of life has not improved (or improved a small amount)

Assessment focus

Using a case study of a LIC/NEE, evaluate the effects of economic development on the population’s quality of life.

[9 marks]

June 2022 question paper

Case study checklist

There is lots of information to learn in this case study. This is because you will gain lots of the knowledge for this area of Geography when studying one place. Use the below checklist to ensure that you have covered all the required information when revising for the exam.

The Key Idea in the specification this topic sits under is:

“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 needs to illustrate:

	Pages	Tick
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. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development.		
The role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNCs to the host country.		
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.		

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Figure 3 – Children ©Kristian Buus/Greenpeace/Alamy Stock Photo

– City ©istock.com/Kehinde Temitope Odutayo

Figure 4 – December 2014 Kansas Working Papers in Linguistics 35:53-71 DOI:

10.17161/KWPL.1808.15948 Licence CC BY Author Maria Teresa, Martinez Garcia University of Utah

Figure 6 – Design: Bryan Nicholson/cartoMission; DATA: Todd M. Johnson and Gina A. Zurlo, eds. *World Christian Database* (Leiden/Boston: Brill, 2021)

Figure 7 – Paul Curry/Alamy Stock Photo

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Figure 9 – Artwork by from *Things Fall Apart* by Chinua Achebe published by Penguin Classics.

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Figure 10 – <https://decolonialatlas.wordpress.com/2015/12/08/endonyms-of-africa/> Used under the Decolonial Media Licence 1.0

Figure 12 – [https://www.who.int/data/gho/data/indicators/indicator-details/GHO/medical-doctors-\(per-10-000-population\)](https://www.who.int/data/gho/data/indicators/indicator-details/GHO/medical-doctors-(per-10-000-population))

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Figure 17 – Data Source - Gaulier, G. and Zignago, S. (2010) BACI: International Trade Database at the Product-Level. The 1994-2007 Version. CEPII Working Paper, N°2010-23. BibTex

Figure 20 - Source: NLSS 2018/19, Humanitarian Data Exchange (for map shape file), and World Bank calculations. World Bank Data Blog - blogs.worldbank.org/opendata/tackling-poverty-multiple-dimensions-proving-ground-nigeria

Task 4 and 5 – obtained from Decolonising Geography resources

<https://docs.google.com/presentation/d/1VEu5Ry-16Gn8KIW6BnB9YVI5Yh9Y3dX8/edit#slide=id.p1>

Task 13 –

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Task 25 – Data Source – Human Development Indicators © UNDP Human Development Reports