GCSE GEOGRAPHY (8035)

LIC/NEE Case study

A guide to help teachers develop an understanding of the depth and detail in which to deliver the required case study content to students.

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LIC/NEE Case Study Teacher guide

This guide is designed to:

- help develop an understanding of the depth and detail in which to deliver the required case study content to students
- exemplify the requirements of the specification for Unit 2: The Changing Economic World case study of an LIC/NEE and suggest an approach to delivering the content in the necessary depth
- demonstrate ways that skills requirements and cross specification links can be embedded within delivery.

We recommend that the information for this case study can be delivered in approximately 8–9 hours (plus homework tasks).

This guide can then be used as a template to apply to the teaching of the other required case studies across units 1 and 2.

This guide includes:

- a step by step exemplification of an approach to delivering each strand of the specification outline for this case study
- data and information linked to a named LIC/NEE case study
- teaching activities designed to engage students with the content in a way that is aligned to the assessment objectives
- a variety of opportunities to engage with the activities in different ways using varying techniques (cloze procedure, extended writing, basic comprehension)
- a comprehensive commentary to explain, in detail, the aims of each activity and to aid teachers understanding of the importance of delivering the content in the best way for students.

The commentary contained within this booklet is designed to provide some rationale and points of consideration for teachers who will use this with students. You will be able to download a student booklet here which includes the activities only.

This particular case study has been chosen for this guide as it requires teachers to deliver much of the content for this topic through the chosen case study, and therefore demonstrates the need to exemplify theory in relation to a named location.

This booklet could be used by displaying tasks on the board or adapting into a workbook for students by adding space to questions, allowing students the opportunity to respond.

NB The focus of this guide is to provide an approach to delivering the content and should not be considered the only way to deliver this to your students. Other appropriate case studies can be used, and you can consider adapting, changing or adding to this guide to best suit your own students. Questions posed (unless stated) are not intended to mirror examination questions, but rather demonstrate ways of posing questions to students in the classroom. Teachers should always refer to specimen materials and past papers to inform ways of assessing the content.
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.”

It is important to consider the key idea from the specification throughout the delivery of the content. Always refer back to the key idea to help students evaluate their knowledge and understanding in the wider context.

Case Study chosen: **Indonesia** – a newly emerging economy (NEE)

The Indonesian economy has recorded strong growth over the past few decades. Indonesia’s economic performance has been shaped by government policy, the country’s high number of natural resources and its young and growing labour force.

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

Students will need a brief overview of the location of their case study on a variety of scales.

**Complete the table below to identify the position of Indonesia in terms of its development indicators**

**Indonesia fact file**

<table>
<thead>
<tr>
<th>Country characteristics</th>
<th>Value</th>
<th>Is this high or low?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>261 million</td>
<td>High – 4th largest population</td>
</tr>
<tr>
<td>GNI per capita</td>
<td>$12,400</td>
<td></td>
</tr>
<tr>
<td>Birth rate</td>
<td>16.2 births/1,000 population</td>
<td></td>
</tr>
<tr>
<td>Death rate</td>
<td>6.5 deaths/1,000 population</td>
<td></td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>22.7 deaths/1,000 live births</td>
<td></td>
</tr>
<tr>
<td>Life expectancy</td>
<td>73 years</td>
<td></td>
</tr>
<tr>
<td>People per doctor</td>
<td>0.2 physicians/1,000 population</td>
<td>Low – but increased from 0.05 in 1993</td>
</tr>
<tr>
<td>Literacy rate</td>
<td>95.4%</td>
<td></td>
</tr>
<tr>
<td>Access to safe water</td>
<td>87.4% of population</td>
<td></td>
</tr>
<tr>
<td>HDI</td>
<td>0.689</td>
<td>113th out of 188 – medium</td>
</tr>
</tbody>
</table>

Data source: CIA World Factbook
Give students the opportunity to engage with some data and ask them to discuss what the data tells them about the characteristics of their chosen case study. This links to the key idea within the specification ‘There are global variations in economic development and quality of life’.

Remember, this is the study of an LIC or NEE:
- What would students expect the data to be like?
- How would they expect it to be different to the UK?
- Can students reach a conclusion about the development of their chosen case study already by engaging with the data?

Consider cross checking activities linked to this with the skills checklist in the specification – are there any skills students may be able to practice alongside engaging with the content? To see how this might work in practice, take a look at some of the tasks on the next few pages.

For comparison: UK fact file

<table>
<thead>
<tr>
<th>Country characteristics</th>
<th>Value</th>
<th>Is this high or low?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>65 million</td>
<td>High – 22\textsuperscript{nd} largest population</td>
</tr>
<tr>
<td>GNI per capita</td>
<td>$43,600</td>
<td>High – 40\textsuperscript{th} globally</td>
</tr>
<tr>
<td>Birth rate</td>
<td>12.1 births/1,000 population</td>
<td>Low – 166\textsuperscript{th} globally</td>
</tr>
<tr>
<td>Death rate</td>
<td>9.4 deaths/1,000 population</td>
<td>Moderate – 55\textsuperscript{th} globally</td>
</tr>
<tr>
<td>Infant mortality rate</td>
<td>4.3 deaths/1,000 live births</td>
<td>Low – 185\textsuperscript{th} globally</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>80.8 years</td>
<td>High</td>
</tr>
<tr>
<td>People per doctor</td>
<td>2.83 physicians/1,000 population</td>
<td>Moderate</td>
</tr>
<tr>
<td>Literacy rate</td>
<td>100%</td>
<td>High as possible</td>
</tr>
<tr>
<td>Access to safe water</td>
<td>100% of population</td>
<td>High as possible</td>
</tr>
<tr>
<td>HDI</td>
<td>0.909</td>
<td>High – 16\textsuperscript{th} globally</td>
</tr>
</tbody>
</table>

Data source: CIA World Factbook

This is a great opportunity to allow students to engage with the two data sets. Although it is not a requirement of the specification to compare levels of development between the UK and the chosen case study, it allows them to make assumptions/evaluate/conclude what they think the comparative levels of development are by using just the data. This will allow students to develop their ability to manipulate data and compare sets of data to reach conclusions. Similarly, the information could be provided to students and you could ask questions that help them identify which of the two countries the data relates to.

Gross National Income (GNI) per capita is a very good measure by which to determine the economic development of a country, as it shows the average amount of money earned per person and it can be plotted to see change over time. This can easily be compared to other nations.
Assessment focus

Give one disadvantage of using an economic measure of development such as GNI. [1 mark]

AO1 – 1 mark

Taken from the 2018 examination, this question shows that students need some understanding of the advantages and disadvantages of using measures of development such as GNI. Consider posing questions to students that ask them to justify usefulness of using development indicators like this.

Which social measure is the most useful in determining the economic development of a country?

Why?

Posing questions like this to students will give them the opportunity to use the data in a way that develops their decision making skills, and improves their ability to tackle AO3: Application, as well as demonstrating knowledge and understanding.
Specification link: the wider political, social, cultural and environmental context within which the country is placed

Cartographic Skills – Atlas Maps

Not all world maps are centred on Europe. The one shown on the next page is centred on Asia, which makes it easy to locate Indonesia.

You will notice that this particular world map is centred on Asia. It is important to give students exposure to maps from different perspectives, and have some awareness that Indonesians may use maps that are Asia centred.

It is a requirement of the skills within the specification that students are familiar with continents and oceans – there could be an opportunity to explore that here.

On the world map complete the following tasks:

1. Draw on the Equator and the Tropics of Cancer and Capricorn (the major lines of latitude).
2. Shade in all the islands that make up Indonesia (Indonesia is a country that is made up of a group of islands. Geographers call this an archipelago).
3. Label the main islands of Indonesia – Java, Sumatra and Borneo.
4. The capital city of Indonesia is Jakarta – label this on your map.
5. Label the Indian Ocean and Pacific Ocean.
6. Label the following countries: Australia, China, India, Japan, Russia and USA.

Always consider looking for areas within the specification where content can be delivered to students alongside practising other requirements of the specification such as skills requirements. This area of the unit is a great example of how you can plan for students to engage with content and develop their geographical skills.
Indonesia is important both regionally (within the Asia-Pacific area) and globally. Study your map and use online data to complete the gap fill below to explain why.

Indonesia is located in the continent of ............... Its population size is the third largest in the continent, with the two largest populations (both within the continent and globally) being .................. and ..................

Indonesia has a very long coastline and all of its major cities are located by the coast. This means that they can be .............., which is a town or city with a harbour or access to navigable water where ships load or unload. This means goods that have been produced in factories in Indonesia can be easily ................ to other parts of the world.

Words to use: PORTS, INDIA, ASIA, SHIPPED, CHINA

Three of the wealthiest countries in the world are located within Asia. These are ......................... , ...................... and ......................... By being located in the close to all three of these countries (and strategically between them), means that this has helped Indonesia’s economy grow. Indonesia is ..............- east Asia’s biggest economy.

To the south of Indonesia is the country of ......................... This is an HIC and another important connection for Indonesia. Many tourists from here visit the island of Bali, which is Indonesia’s major tourist area.

Indonesia is also well located to trade with the USA, trade links are easy across the .............. Ocean.

Words to use: AUSTRALIA, CHINA, PACIFIC, JAPAN, INDIA, SOUTH
Political
• Political stability. Indonesia is a democracy and a republic.
• Indonesia is a member of many global groups, such as the United Nations.

Cultural
• Indonesia has a multicultural, multilingual and multi-ethnic society.
• It is a majority Muslim nation.

Social
• Indonesia is the 4th most populous country in the world.
• Young and large population. There is high population growth at 1.9%
• Low labour costs.

Environmental
• Abundant and diverse natural resources. Indonesia's size and tropical climate mean a high level of biodiversity.
• It has the third largest area of rainforests of any country, high population density and rapid industrialisation has led to rapid deforestation.

Choose one factor from each of the boxes and comment on how this might impact the country's development.

Specification link: the changing industrial structure. The balance between different sectors of the economy

The industrial structure refers to the different sectors of the economy that people are employed in or the amount of money different sectors of the economy contribute to GDP.

Complete the definition table:

<table>
<thead>
<tr>
<th>Industrial sector</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary:</td>
<td></td>
</tr>
<tr>
<td>Secondary:</td>
<td></td>
</tr>
<tr>
<td>Tertiary:</td>
<td></td>
</tr>
</tbody>
</table>
Graphical Skills – Select and construct appropriate graphs and charts to present data, using appropriate scales – ... bar charts, histograms with equal class intervals ...

Again, this demonstrates how students can develop their knowledge of the case study whilst developing other skills requirements of the specification.

### Indonesia’s changing industrial structure

![Bar chart showing percentage of GDP from different sectors in Indonesia from 1965 to 1996.](https://data.worldbank.org/country/indonesia)

**Data source:** [https://data.worldbank.org/country/indonesia](https://data.worldbank.org/country/indonesia)

**Using data, describe the changes to Indonesia’s industrial sectors from 1965 to 1996.**
Indonesia’s industrial structure in 2016

- Primary
- Secondary
- Tertiary

Data source: CIA world factbook

Describe the change in Indonesia’s industrial structure between 1996 and 2016.

Or

Using only the bar chart and pie chart, analyse how significant the changes have been between 1965 and 1996?

Posing questions to students like this gives them the opportunity to respond to questions that require only the use of stimulus materials, developing their skills in AO3 and AO4.

You could then go on to ask students why they think these changes have occurred, or to consider the impact of these changes. This allows them to bring in their own knowledge and/or understanding (AO1 and AO2). Impacts could include changing employment patterns, risks to loss of manufacturing industry or costs of importing food due to loss of primary sector jobs.

Why do industrial structures change?

Industrialisation is where a country moves from an economy mainly made up of primary industry (farming and agriculture) to one mostly made up of secondary industry (factories/manufacturing). This will usually involve building factories to produce and make products, often to be exported or sold to other countries.

This generates more money for the economy and so the country experiences economic development.
Specification link: how manufacturing industry can stimulate economic development

The growth of GDP in Indonesia in 2017 was 5.2%

Indonesia’s GDP growth rate was 37th out of the 222 countries/areas included on the World Factbook list. This tells us it has one of the faster growing economies in the world.

Define economic development.

It is important that students are able to understand the theory behind this area of the specification. Some of these initial tasks are designed to develop that general understanding before students are provided with the context in reference to the chosen case study.

Depending on the needs of your students, you may wish to integrate the specific details of your case study from the beginning.

Why does manufacturing lead to economic development?

Agriculture is generally the lowest paid of the three sectors, so when people shift and start working in manufacturing, this triggers economic development.

The key reason for this is that manufacturing products leads to higher profits for companies. It also creates high numbers of jobs, meaning that lots of people work in this sector.

It is important that the focus here in on economic development and there is no need to go into detail with students about how this impacts on people socially and/or the environment.
From this diagram, you can see why the **tertiary sector grows**. As more people have more money, they shift from spending money on the necessities of life (food, water and shelter) to spending it on luxuries, giving them a much better **quality of life**.

You may wish to consider the geographical terminology and determine whether students may need support in understanding definitions of some new key terms. You may wish to simplify them further for some students.

For this particular task you may wish to provide students with the information, discuss some key terms, ask students to sort each comment into an order to show how investment feeds into the economy and subsequently improves quality of life.

The idea behind this task is to give students an understanding of how manufacturing can help to stimulate economic development.
Assessment focus

Using a case study of a LIC/NEE country, explain how manufacturing industry can encourage economic development. [6 marks]

AO1 – 3 marks, AO2 – 3 marks

This question is taken from SAMs 3. This would be a good opportunity to do some exam practice using the information students have just studied. As an extension, you could consider providing students with a model answer to scrutinise and ask them to consider the type of question being asked.

Specification link: “The role of transnational corporations (TNCs) in relation to industrial development.”

Key definitions

<table>
<thead>
<tr>
<th>TNC:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Host country:</td>
<td></td>
</tr>
<tr>
<td>Subsidies:</td>
<td></td>
</tr>
<tr>
<td>Imports:</td>
<td></td>
</tr>
<tr>
<td>Exports:</td>
<td></td>
</tr>
</tbody>
</table>
Choose one TNC which operates in Indonesia.

You might choose L’Oreal, Unilever or BP (if so use these websites as a starting point of your research). There are, however, many others you could also choose from.

<table>
<thead>
<tr>
<th>Name of company:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source country (where is its headquarters):</td>
</tr>
<tr>
<td>Type of industry:</td>
</tr>
<tr>
<td>How has this TNC invested in Indonesia? Try to give specific examples of location, types of business, number of people employed, amount of money invested etc</td>
</tr>
</tbody>
</table>

The context of this means that there are a variety of ways that students can engage with the information. You can select a TNC for students to look at, assign certain TNCs to students in groups or individually to research, or in any other way that allows students to research and present what they have found.

Ask students to be selective and specific when researching how the TNC has worked within the country. The main focus should be on what that tells us about the impact of TNCs in the country.
Specification link: advantages and disadvantages of TNC(s) to the host country

The table below contains general advantages and disadvantages of TNCs on host countries.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TNCs create employment (jobs)</td>
<td>• Workers are often paid low wages and work in poor conditions</td>
</tr>
<tr>
<td>• TNCs help create wealth for the host country</td>
<td>• The profits often leave the country and return to the source country</td>
</tr>
<tr>
<td>• TNCs benefit other local businesses</td>
<td>• The government invests money in subsidies to attract firms which could be spent on services for Indonesian people, such as healthcare</td>
</tr>
<tr>
<td>• TNCs provide goods to the host country</td>
<td>• Firms can negatively impact the host country</td>
</tr>
</tbody>
</table>

Again, this highlights the importance of being selective and specific. Encourage students to read the general advantages and disadvantages below, and apply some of the appropriate statements to their chosen TNC. This is a good opportunity to show students the importance of being accurate, and how specific detail can enhance their knowledge and understanding.

Using research on your chosen TNC, add specific detail to support at least two advantages and disadvantages.
Assessment focus

Now that you have completed the information on TNCs, you should be able to answer these questions.

The following questions are taken from SAMs 1 and 2018 summer series.

Transnational corporations (TNCs) only bring advantages to the host country. Do you agree with this statement? Justify your decision.  
[9 marks]

AO1 – 3 marks, AO2 – 3 marks, AO3 – 3 marks

This question does not just require you to write everything you know about TNCs. It requires you to think about what you have learned about TNCs and explain why they bring advantages (and possibly disadvantages too) and make a decision about whether you agree with the statement, and give reasons for your decision.

It is important to include specific information on your TNC, to support your argument, rather than just writing a general answer.

An important piece of information from the mark scheme is that the command word is ‘justify’, so answers should reach a conclusion and substantiate the choice made. Credit is given to responses which highlight one side of the argument, as well as those which take a more balanced approach before reaching a conclusion.

This question, like all the 9 mark questions in GCSE Geography, has no right or wrong answer.

Throughout the course and delivery of the content, you should prepare your students to make and justify decisions; this will prepare students really well for questions like this. Case study information should be delivered to students in a way that helps them to understand that this is all evidence to help to support the decisions they make.

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]

AO1 – 3 marks, AO2 – 3 marks

Again, this question does not ask you to explain everything you know about TNCs, but rather can you explain how TNCs influence development within a country by using specific knowledge from your case study. (It may be helpful to refer back to the diagram on page 13.)

This shows how important it is for students to be selective and specific and how this translates into the assessment. Students here would not benefit from having lots of general ideas and should be encouraged to become confident when deciding which information is and isn’t appropriate for the question being asked.
Specification link: the changing political and trading relationships with the wider world

Indonesia is a member of the G20. This is very important and significant because the G20 are:

‘The major global forum for financial and economic cooperation, whose members represent 85% of the world’s economic output, two-thirds of its population, and 75% of its international trade’.

Source: G20 website

Indonesia is the largest economy in the Association of Southeast Asian Nations (ASEAN).

1. Study the data on this link here. This shows information on “Where does Indonesia export to? (2016)”
2. Identify the five main countries that Indonesia exports to. Why would these countries make up the top five? How do you think this data will have changed over time?
3. Now change the box on the top left of the screen from ‘tree map’ to ‘stacked’ for the export locations. This will show you the change that occurred between 1995 and 2016. Why do you think these changes occurred?

This type of activity would give students the opportunity to work with different data sources, and then use that data to consider some, or all of, the questions above.

This could also be an element of the content you may wish students to complete independently.
Graphical Skills – complete a variety of graphs and maps – … desire lines and flow lines …

You could plot the data on the top five export destinations for Indonesia on a map. Whilst flow lines and desire lines both show movements from one place to another (and can both be proportional):

- flow lines show the exact path of movement (eg demonstrating flow along a river channel)
- desire lines show a general direction of movement (eg travel from one town to another is shown as a straight line, not following the route they take).

So if you wanted to show this data on a world map, would you use flow lines or desire lines?

Again, this demonstrates how students can develop their knowledge of the case study at the same time as developing other skills requirements of the specification.

Here you would expect students to select desire lines as the most appropriate way of displaying this type of data, you may wish to demonstrate this visually. It would be a good way of practising students’ knowledge of appropriate methods of data presentation.

As well as students having some knowledge of how to read and interpret graphs that shows this, part of their understanding must also be in knowing how best to display different data types, developing their AO3 and AO4 skills. This provides an example of how you may wish to incorporate this type of practice into content delivery.
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.

Begin by working out the correct definitions to each type of international aid in the table below.

**Short-term, long-term, tied, voluntary, multilateral, bilateral**

<table>
<thead>
<tr>
<th>Emergency help given immediately following a disaster such as an earthquake</th>
<th>Aid from one country to another</th>
<th>Aid given with certain conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ aid</td>
<td>__________ aid</td>
<td>__________ aid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Donations generated from the public</th>
<th>Sustainable aid designed to improve resilience and help the host country to develop</th>
<th>Money given to organisations such as the world bank from richer governments</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________ aid</td>
<td>__________ aid</td>
<td>__________ aid</td>
</tr>
</tbody>
</table>

Which of these types of international aid do you think are the best ways to help a host country to develop? Explain a reason for your choice.
Specification link: impacts of aid on the receiving country

The Schwab Foundation: IBKEA micro-hydro plant construction in Indonesia since 2012.

Source: schwabfound.org

What are they doing?
Creating small scale plantations that use water (hydro) to generate electricity.

Why is this needed?
40% of the population live in rural communities that have limited access to electricity.

How does this benefit the host country?
- IBKEA works with communities to train local villagers to run the micro-hydro plants
- locals learn skills in maintaining the hydro plants
- generates electricity using a sustainable source costing $1 per month
- each micro-hydro plant is owed by the village community
- IBKEKA has installed 61 micro-hydro plants and supply electricity to approximately 10,000 houses
- locals are no longer burning fuel to generate electricity (that used to cost locals $6 per month)

How have the IBKEKA micro-hydro plants benefited the people of Indonesia?

Are there any environmental benefits of locals using these micro-hydro plants?

To what extent is this type of aid sustainable?

These questions are designed to allow students to apply the knowledge that they have of the aid project to the question (in line with other examples above). Rather than asking students to quote knowledge, encourage them to practice using it to develop their own arguments. Tailor the questions you ask your students to their needs.
Assessment focus:

Outline one way in which international aid has had an impact on a named LIC or NEE country.

[2 marks]

AO1 – 2 marks

Specification link: the environmental impacts of economic development

As with most case studies there will be a variety of different types of environmental impacts you may wish to study. However, be selective and chose only one or two examples to study. Here are two examples, which may be common amongst other LICs/NEEs.

<table>
<thead>
<tr>
<th>Environmental impact</th>
<th>Industrial pollution</th>
<th>Deforestation</th>
</tr>
</thead>
<tbody>
<tr>
<td>©istock.com/Jukkisjupi</td>
<td>©istock.com/richcarey</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why does it occur (and link to economic development)?</th>
<th>Extraction of palm oil for use by TNCs in production of food, cosmetics etc. Not well controlled by the Government. Helps economic growth by at an environmental cost.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What impact does it have?</td>
<td>From 2000 and 2015 approximately 55% of forest lost to deforestation. Loss of habitats results and impacts local people in the areas affected.</td>
</tr>
</tbody>
</table>

Source: https://www.theguardian.com/sustainable-business/2015/jun/11/palm-oil-industry-indonesia-corruption-communities-forests

To give students a deeper understanding of the issue, you can give them the opportunity to research it. This can be an independent task, or something students complete in groups. The table above has some information as a starting point which may be useful for some students.

The key task would be ensuring that students have focused on the example specifically and avoided lots of general knowledge about the impacts of deforestation. They can then focus their findings to complete a table like this one. One example has been given to show the type of information students may wish to gather.
This section of the specification really allows students to use the evidence that they have developed throughout this case study and start to think about what the evidence collectively shows. Reconsider the key idea of this unit:

KEY IDEA: “Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.”

Consider how this part of the content really drives the understanding of this whole key idea. Give students the opportunity to really engage with this statement and further develop those AO3 skills in reaching conclusions and justifying decisions.

Elements of quality of life are:
- wider provision of medical services
- increased access to education
- higher rates of adult literacy
- improved food security
- improvements infrastructure
- less disease – safe water, sewage disposal.

1. Define quality of life.

2. Choose two of the list above.

Find evidence to suggest how economic development impacts quality of life for Indonesians. Try to use specific and selective evidence in your response.

How would the environmental impacts of economic development (covered above) impact quality of life in Indonesia?

The nature of how students respond to this will very much depend on the chosen case study and which aspect of quality of life the students wish to focus on.

Students could gather their own information on this or teachers can provide it for them. Practice the important elements of discussing what the information tells them.
Making links with other content across the specification

There are several areas across the specification that can link directly or indirectly to the content requirements for this particular case study. This can give students the opportunity to develop skills in other areas and revisit content from different topics throughout the course. Look for these links (or ask students to) as a way to show students how Geographical concepts can be found throughout physical and human Geography, and perhaps even consider this in relation to how teachers order and design their course. For example:

Looking at the data on page 2 what stage of the DTM would Indonesia be in? How would you expect this to change over time?

Links to Links between stages of the Demographic Transition Model and the level of development.

How does deforestation due to palm oil link to what you have studied in the Living World unit?

Links to impacts of deforestation – economic development….

How might industrialisation in Indonesia result in rapid urbanisation? To what extent is Jakarta a megacity?

Links to The emergence of megacities.

How does tourism in Bali provide a different route of economic development within Indonesia?

Links to SAMs 3 pre-release.