

REVISION BOOKLET – DEVELOPMENT

Name: _____

Tutor: _____ Class: _____

PERSONAL LEARNING CHECKLIST

The first thing to do whenever you start revising is to find out what you know and what you aren't as confident on. Complete the table below by shading or ticking the correct ranking for your confidence level.

1 = Not confident at all

4 = Really confident and I can prove it!

Development

| | 1 | 2 | 3 | 4 |
|---|----------|----------|----------|----------|
| Development Indicators | | | | |
| Types of development | | | | |
| Colonialism – causes for uneven development | | | | |
| Climate changes – causes for uneven development | | | | |
| Rostow Model | | | | |
| Obstacles to development | | | | |
| Case Study – Tanzania's development so far | | | | |
| Case study- Tanzania and the MDGs | | | | |
| Case Study – Tanzania and TNCs | | | | |
| Case Study – Tanzania and aid | | | | |
| Case Study – Tanzania Top Down vs Bottom Up | | | | |
| Development Strategies | | | | |

Once you have this grid completed you will have a good idea of where you will want to focus your revision.

The following booklet will help you in all areas but you will want to focus more on the areas where you are less confident in your extra revision slots

HOW TO REVISE...

COM
REVI
.COM



How long can you learn effectively without a break (learning chunk)?

How many subjects do you need to revise for?

What other commitments do you have which prevent you from revising?

When do you want to start?



Circle the exam dates on your planner. Allocate particular subjects/exams to each learning chunk.

Check that you have covered each exam/subject adequately, make sure that you revise in a sensible order – no point preparing for the last exam first!

Check your revision plan as you go along



Revise on the go!

Introducing the GCSE pod, the website contains a range of tailor-made podcasts for GCSE students to help you in the run-up to your exams.

These resou
FREE OF CH

Simply visit GCSEPOD.co.uk and register with your school email address.



Revision cards are among the most popular revision resources. The idea is that you summarise some information on a single blank card. You can make them online at www.getrevising.co.uk.

How can they be used?

- 1) Write questions on one side and answers on the other, then test yourself or ask someone else to test you.
- 2) Write key names or terms on one side and a summary of what they mean on the other side.
- 3) Write the advantages of something on one side and the disadvantages on the other side.
- 4) Write about something in reasonable detail on one side and use the other side to summarise key points as a short list (no more than five points).

This website allows you to create revision cards, wordsearches, quizzes and gives access to thousands of resources that have worked for other students. You can create and join study groups and even create revision timetables.



www.getrevising.co.uk

This website allows you to create revision cards, wordsearches, quizzes and gives access to thousands of resources that have worked for other students. You can create and join study groups and even create revision timetables.

www.bbc.co.uk/schools/revision

The bbc provides great materials and activities for revision of all levels.

www.s-cool.co.uk

Lots of 'chunked' information for all major subjects of GCSE and A level. You can test yourself too.



Mind maps are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one section of the main idea. These lead to other branches and so it goes on. A mind map allows you to see the whole topic on one sheet of paper. Making the mind map helps you learn both the detail and the big picture of a topic.

How can they be used?

- 1) Stick them up somewhere in your house where you sit and dream, maybe your bedroom walls or ceiling.
- 2) Illustrate some of the points on your mind map with some silly pictures. They will help you remember the point.
- 3) Spend some time learning the mind map, turn the paper the other way up and see if you can remember it well enough to copy.
- 4) Use mind maps to plan essays. Put the title in the centre, then have one branch for each key point and use further branches to develop those points.



Top tip...

Exam board websites are the places to go for information about the types of exams, specification (syllabus), past exam papers, mark schemes and examiners reports.

Here are some:

AQA www.aqa.org.uk
Edexcel www.edexcel.com
OCR www.ocr.org.uk
Welsh board : www.wjec.co.uk

Task 1 – Key Terms of the Topic

Complete the table below with key word definitions you will need to know. Use your notes and the internet to help you complete all the definitions you need!

| | |
|-----------------------|--|
| Development | |
| GDP | |
| per capita | |
| HDI | |
| Development Indicator | |
| TNC | |
| Bi-lateral aid | |
| Multilateral aid | |
| Top Down Development | |
| Bottom Up Development | |
| IMF | |
| NGO | |
| LIDC | |
| EDC | |
| AC | |

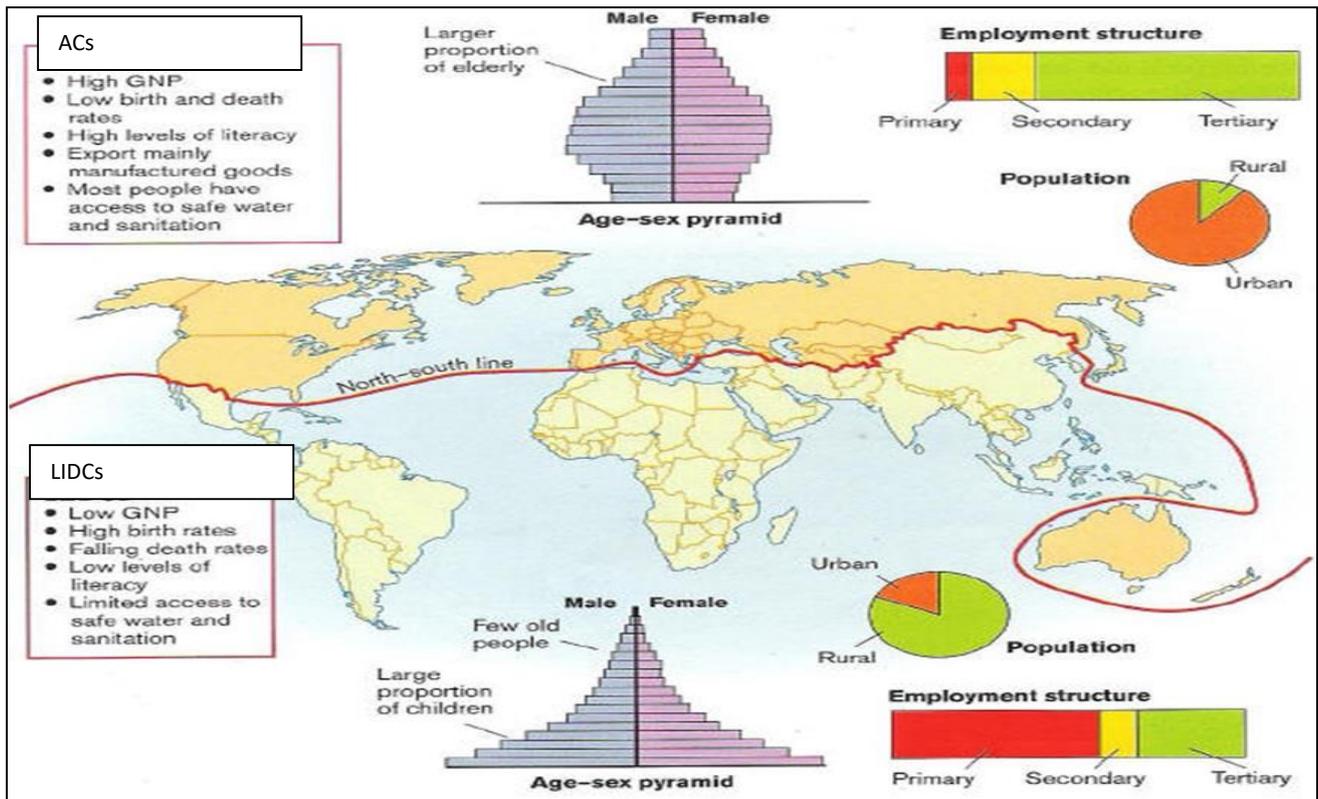
Task 2 – Country Classification:

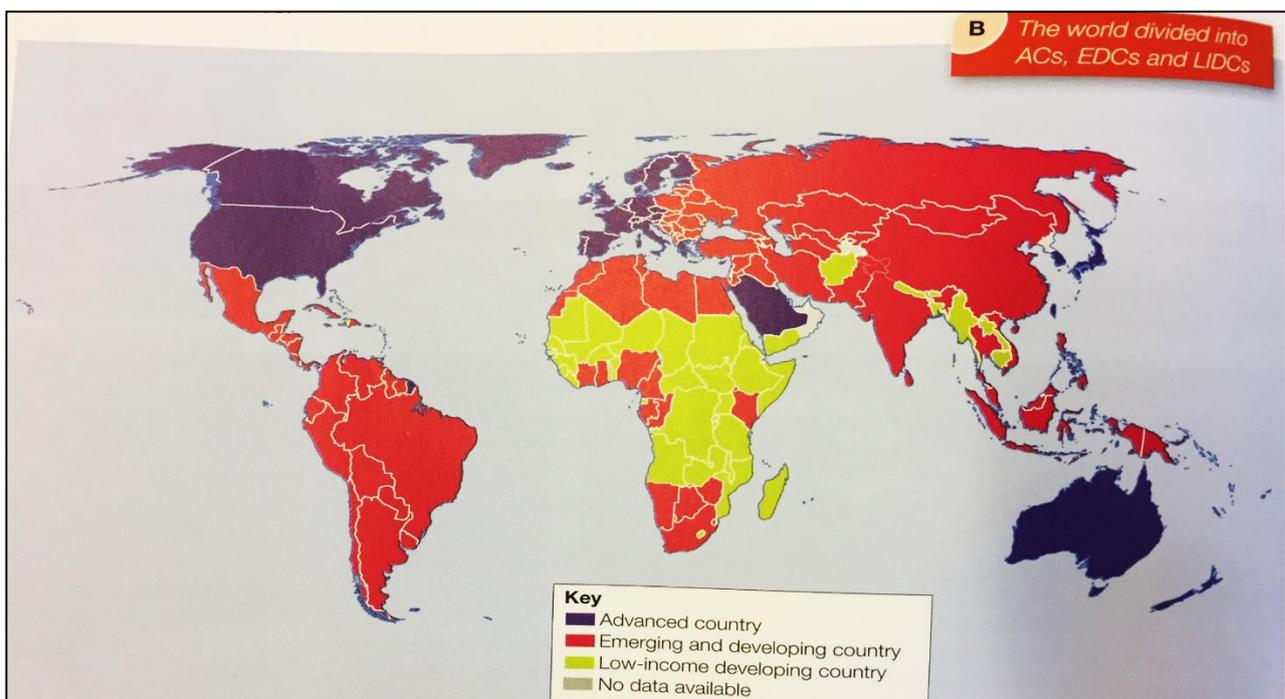
Label each of these countries – whether they're AC, EDC or LIDC

| | | | |
|---------------------|-------------------------------|------------------|------------------|
| Country | Congo, Democratic Republic of | Ethiopia | Uganda |
| GDP (PPP) | \$55.73 billion | \$139.4 billion | \$66.65 billion |
| Life expectancy | 56.54 years | 60.75 years | 54.46 years |
| Adult literacy rate | 61.2% | 39% | 73.2% |
| Mali | Kiribati | Comoros | Solomon Islands |
| \$27.1 billion | \$180 million | \$1.211 billion | \$1.046 billion |
| 54.95 years | 65.47 years | 63.48 | 74.89 years |
| 33.6% | No data | 75.9% | 84.1% |
| Brazil | China | India | Mexico |
| \$3.073 trillion | \$17.63 trillion | \$7.277 trillion | \$2.143 trillion |
| 73.28 year | 75.15 years | 67.8 years | 75.43 years |
| 91.3% | 95.1% | 74% | 94.2% |
| Argentina | United Arab Emirates | United States | United Kingdom |
| \$927.4 billion | \$605 billion | \$17.46 trillion | \$2.435 trillion |
| 77.51 years | 77.09 years | 79.56 years | 80.42 years |
| 97.9% | 90% | 99% | 99% |
| Singapore | Switzerland | Germany | Australia |
| \$445.2 billion | \$444.7 billion | \$6.321 trillion | \$1.1 trillion |
| 84.38 years | 82.39 years | 80.44 years | 82.07 years |
| 96.4% | 99% | 99% | 99% |

Task 3 – Development around the world:

Describe and compare the two maps showing global development:





Task 4: Development Indicators

Match the development indicator to its correct definition:

| |
|--|
| People Per Doctor |
| Life Expectancy |
| GDP (Gross Domestic Product) per Capita |
| Infant Mortality Rate |
| % Primary workers (employment structure) |
| Literacy rate |
| Death Rate |
| Birth Rate |
| Fertility Rate |
| % urban dwellers |
| Food intake |
| GDP (Gross Domestic Product) |

| |
|--|
| The number of people who die per thousand in the population per each year |
| The number of infants that die before they are 1 year old per thousand in the population per year |
| The number of years you are expected to live on average in a particular country |
| The average number of calories consumed by one person in one day |
| The percentage of people in a country that can read or write |
| The number of babies born per thousand in the population per year |
| The average number of babies born to one women |
| The total income of a country |
| The average number of people that are taken care of by one doctor |
| The percentage of people that live in towns and cities |
| The total income of a country divided by its population. This gives you the average income in a particular country |
| The percentage of people who work in agriculture |

Task 5: Different types of development

S.P.E.E. For the following 4 factors, give examples of how a country could develop in this area. E.g. political – stable government.

Social: _____

Political: _____

Economic: _____

Environmental: _____

The Human Development Index (HDI) of a country is calculated using three areas of information

1. Life Expectancy at birth
2. Access to knowledge (Mean years of schooling and expected years of schooling)
3. Standard of Living – GDP per capita

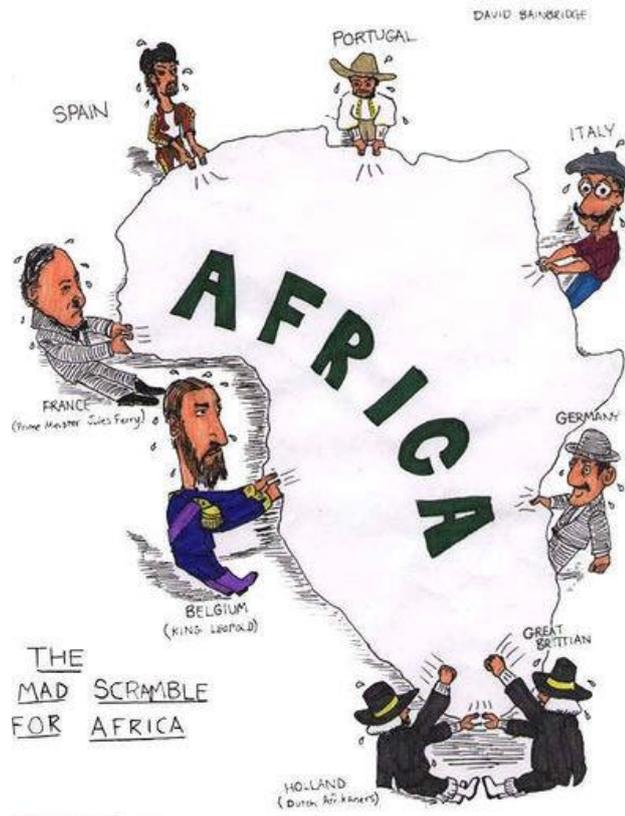
The benefits of using the HDI are:

The disadvantages of using the HDI are:

Task 6 – Causes for uneven development – Colonialism

What is colonialism?

Explain where colonialism happened and examples of countries that were involved. Describe the image to show the scramble for Africa:



Why has colonialism affected the development of countries in Sub-Saharan Africa?

SOCIAL:

POLITICAL:

ENVIRONMENTAL:

ECONOMIC:

Task 7 – Causes for uneven development – Climate Change

- Sort the following effects of climate change into social, economic and environmental.
- Explain how this would affect the development of a country.

Melting glaciers in mountain ranges like the Andes and Himalayas will initially lead to flooding but, later, to reduced river flow and water shortage for farmers and cities.

Disease will increase as temperatures rise, so bacteria and insects will spread. The Ethiopian Highlands are likely to become a malaria zone as mosquitoes move higher.

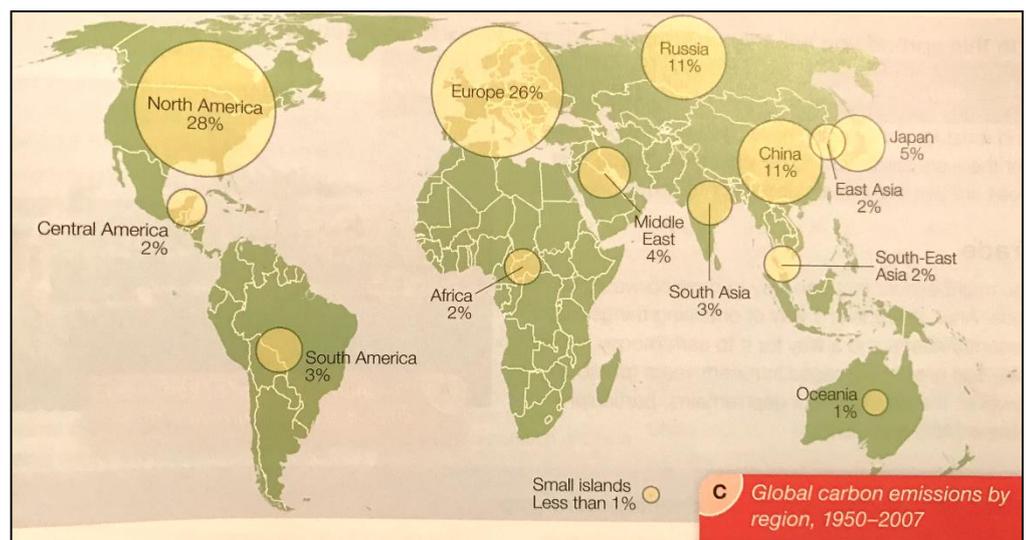
Coastal flooding will put major cities like Lagos and Calcutta at risk. Small islands, like the Maldives and Tuvalu, could disappear as sea levels rise.

Urban temperature rise could make life in many LIDC cities almost unbearable. Urban temperatures are already higher than in the surrounding countryside. More older people and children would die.

More weather disasters like Typhoon Haiyan will occur. Extreme storms and rainfall will increase and the monsoon season in south Asia will become longer.

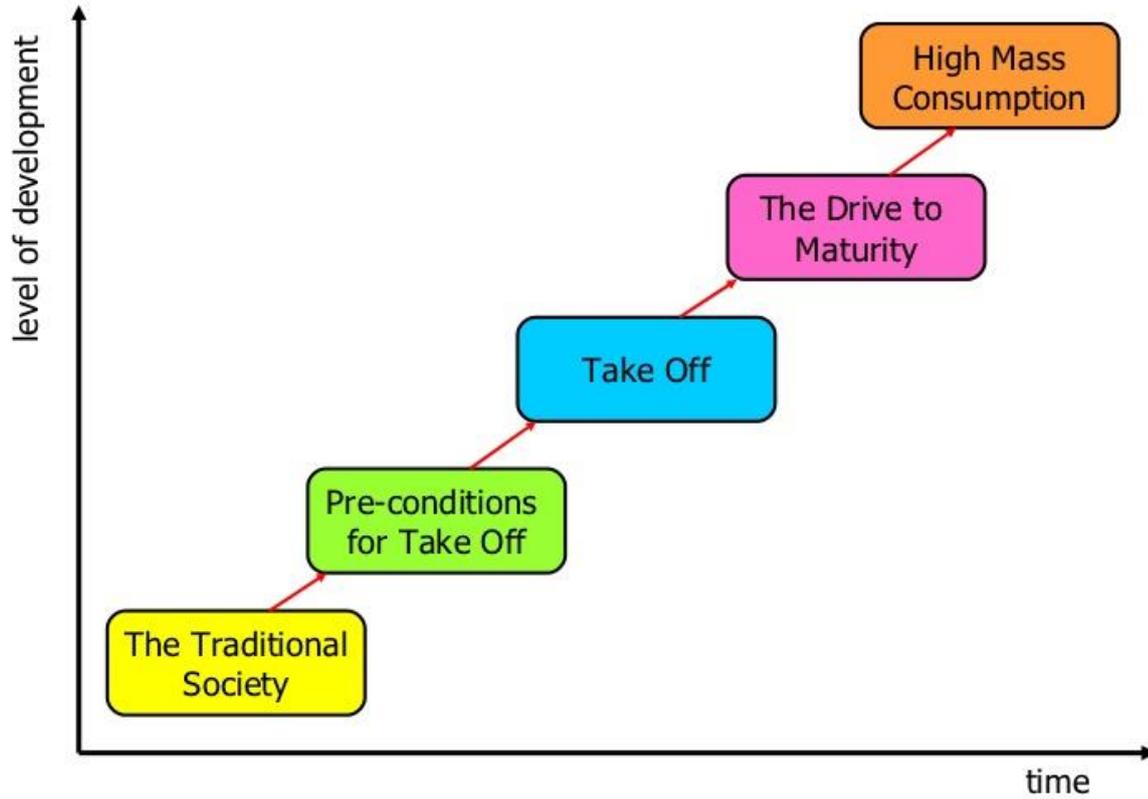
Crop yields will fall due to increased water loss from plants and reduced levels of soil moisture. Millions in South-East Asia are at risk from reduced rice yields.

How do the effects link to the causes?



Task 8 – Rostow Model (how do countries develop?)

The Rostow Model shows how a country would develop over time. Add to your diagram descriptions for each of the 5 stages.



Add to the table the advantages and disadvantages of this model:

| Advantages | Disadvantages |
|------------|---------------|
| | |

Task 9 – Obstacles to development

There are 3 main obstacles to development: Trade, Debt and Political Unrest. For each of these, explain how they would stop a country to develop and use examples to show this.

1. Trade



2. Debt

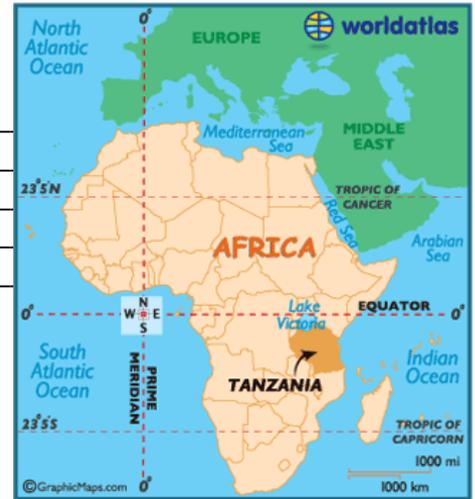


3. Political Unrest



Task 10 – Case Study – Tanzania .

Describe the location of Tanzania:



Create a timeline to show Tanzania's progress so far.

Put the following events into the correct order.

1917 Tanzania suffers a huge famine caused by a drought

2001 a new gold mine is discovered

2006 African development bank cancels Tanzania's debt

2012 Large gas and oil reserves are found in Tanzania

1963 Tanzania became independent

1886 Germany and Britain agree to share Tanzania as a colony



Pick two of the factors from the timeline and explain how they will influence Tanzania's development

Factor 1:

Factor 2:

Factors affecting Tanzania's development:

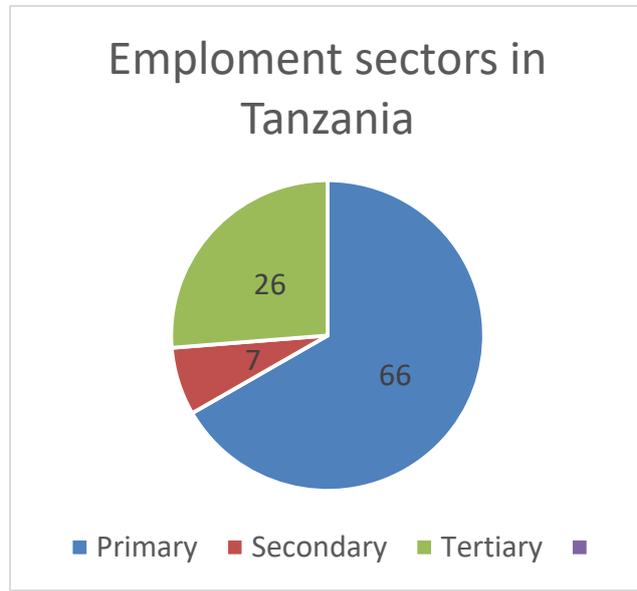
Political

Tanzania Trade Balance 2015



Tanzania has a negative trade balance as its imports are greater than its exports therefore it will be in debt and cannot develop.

Social

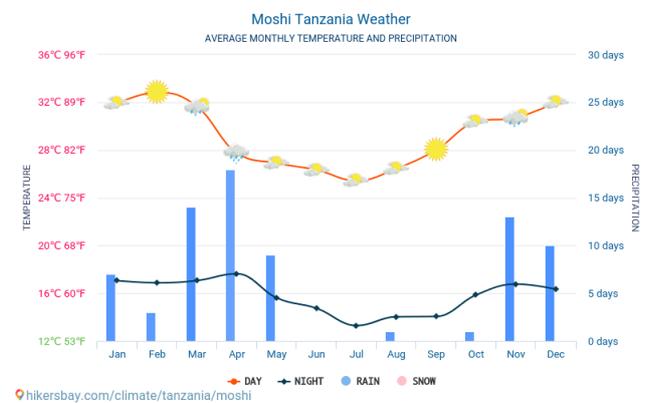


Many people in Tanzania work in the primary industry and work on farms and in mines. Many farmers in Tanzania are subsistence farmers.

Keyword:

Subsistence farmers – where people grow and eat their own food instead of selling their crops

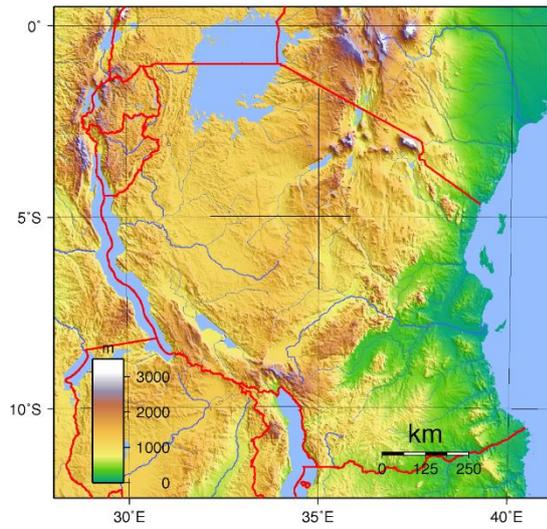
Environmental



Tanzania has a very hot and dry climate. The average temperature is above 24°C all year.

The rainfall is...

This makes development difficult because...



A large proportion of Tanzania, especially in the west is at a high altitude which makes it very difficult to farm. This leads to very small subsistence farm lands.

Task: explain how the social, political, and environmental factors have affected Tanzania's development

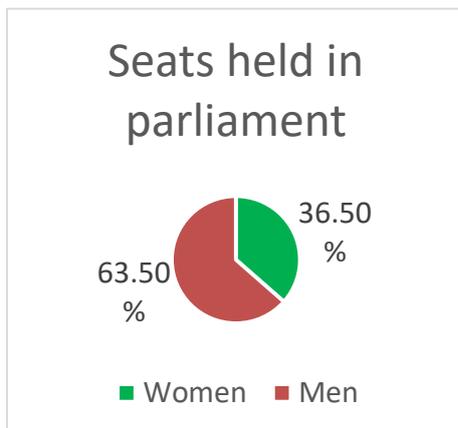
| Factor | This means that | Therefore | Consequently |
|--|------------------------|------------------|---------------------|
| Social – lot of people work in the primary industry as subsistence farmers | | | |
| Political – Tanzania has a negative trade balance | | | |
| Environmental – Much of Tanzania is at a high altitude | | | |

Tanzania and the Millennium development goals (MDGs)



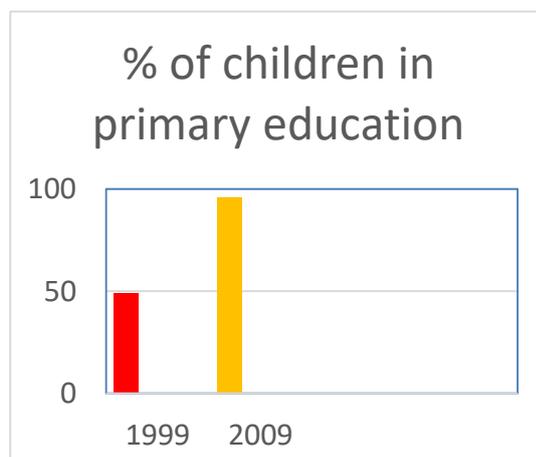
- The United Nations Millennium Development Goals are eight goals that countries have agreed to try to achieve by the year 2015.
- The United Nations Millennium Declaration, signed in September 2000 commits world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women.

Tanzania's Successes in meeting the MDGs:

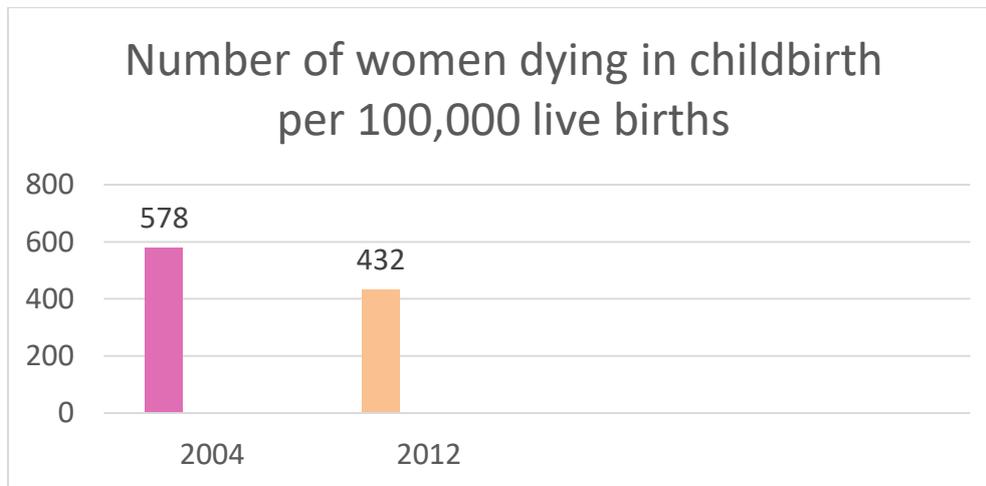


| Infant mortality rate per 1000 live births | |
|--|---------|
| 2004/05 | 61/1000 |
| 2007/08 | 58/1000 |
| 2009/10 | 51/1000 |
| 2012 | 45/1000 |

More than 95% reduction in use of Ozone Depleting substances



Tanzania's failures in meeting the MDGs:



Tanzania did not manage to reduce rate to 133 by 2015. This is due to lack of midwives and skilled professionals.

Eradicate extreme poverty and hunger.

Did not meet this target at all. The target states "extreme poverty should be reduced by half" this has not happened and poverty has been reduced by far less than half. 28% of people still live in poverty. Due to unpredictable rainfall large scale famine occurred in Tanzania, making people food insecure, projects such as Canada wheat (top down aid project) tried to improve food security but the people of Tanzania aren't used to eating wheat and still suffer from food insecurity as it doesn't meet their dietary needs/preferences.

Gender equality

Gender equality in Tanzania has improved, but hasn't been met. This is because.. gender equality needs to extend beyond primary school and throughout society giving women role models and power to make decisions that affect women.

However, CAMFED (campaign for female education) is a bottom up project that aims to empower women and has already had many successes such as making women earn up to 25% more than they did before, therefore improving gender equality in Tanzania.

Task: read through the information on Tanzania's successes and Failures and complete the table below:

| <u>MDG Number</u> | <u>MDG explanation</u> | <u>Was MDG was met or not? Yes/No</u> | <u>Explanation of how MDG was met or not</u> |
|-------------------|---|---------------------------------------|--|
| <u>1</u> | <u>Eradicate extreme poverty and hunger</u> | - | - |
| <u>2</u> | <u>Achieve universal primary education</u> | - | - |
| <u>3</u> | <u>Promote gender equality and empower women</u> | - | - |
| <u>4</u> | <u>Reduce child mortality</u> | - | - |
| <u>5</u> | <u>Improve maternal health</u> | - | - |
| <u>6</u> | <u>Combat HIV/AIDS, malaria and other diseases</u> | - | - |
| <u>7</u> | <u>Ensure environmental sustainability</u> | - | - |
| <u>8</u> | <u>Develop a global partnership for development</u> | - | - |

TNCs and Tanzania

Transnational Corporation/company

TNCs are companies that operate in more than one country with their headquarters in an Advanced Country. They operate in LIDCs where they extract natural resources or use cheap manufacturing costs, but most of the profit returns to the AC.

Examples of TNCs include: Nokia, Apple, Google, KFC, Shell, Amazon

Task: on the table below, decide which factors are positives impacts for the LIDC and what are negative impacts for TNCs

- **Write P for positive**
- **Write N for negative**

| | |
|--|---|
| They bring jobs to LIDCs | TNCs can move profits from one country to another to avoid paying tax |
| TNCs are richer and more powerful than many governments so they do what they want in LIDCs | TNCs give people a variety of goods to choose from |
| TNCs often pay their workers a low wage | Conditions in TNC factories are often better than those in other factories in LIDCs |
| The wages from the TNCs help the economy of the LIDCs | The money TNCs make goes back to their headquarters , rather than helping the country the goods are made in |
| TNCs often pollute the air or water with toxic chemicals from their factories. They would not do this in their own country | TNCs bring new technology to LIDCs |
| The people living in these LIDCs find it difficult to develop their industry with all the competition from TNCs | TNCs move whenever they see a better deal elsewhere, closing down factories as they go |

Task: Read through the Acacia mining TNC sheet (next page) and fill out the blank case study sheet with the relevant information

Acacia Mining TNC

Name of Company: Acacia Mining

Location of Headquarters: London, UK

Where it operates: Tanzania, Kenya, Burkina Faso and Mali.



Acacia mining operates 3 mines in north-west Tanzania: Bulyanhulu, Buzwagi and North Mara. Bulyanhulu Gold mine is an underground mine in the Shinyanga Region of Tanzania, 55km south of Lake Victoria. The mine has produced over 3 million ounces of gold since it opened in 2001. The mine is expected to be worked until 2034.

Bulyanhulu mine employs over 900 people and the 3 mines across Tanzania employ 4,400 people. For each of these jobs a further 11 are created in associated industries elsewhere in Tanzania e.g. drivers who transport the gold, house builders, teachers etc. 94% of Acacia's workers in Tanzania are Tanzanians. On average they make \$31,000 per year which is 11x the national average. Acacia contributes approximately 2% to Tanzania's GDP.

Most of the employees work in the mines removing the rock for sorting. Some of the workers are engineers who ensure the machinery is working to full capacity and others sort the material into gold, copper and other ores in large water tanks.

Acacia's total profits reached \$868million in 2015 but only \$13.5m directly contributed to Tanzania's growth (GDP).

Most of the gold is transported out of Tanzania to South Africa, India, Japan and Switzerland. The majority of gold is exported to India and South Africa for processing and then manufacturing into gold products such as jewellery and engineering products.

Acacia mining has had a number of negative consequences around all of its mines. For example, in North Mara mine a major spill of toxic sludge from the ore separating tanks caused contamination of the River Tigethe which is a source of water for more than 2,500 people which caused serious illness in some people. In 2014 it was found that arsenic levels around the North Mara mine were more than 40x higher than the standard that the World Health Organisation says is safe for drinking. This led to the death of 43 people and 1358 livestock.

All the mines Acacia operates are in remote areas of Tanzania where infrastructure is limited. However, Acacia has invested in constructing new transport infrastructure for transport of products from the mine. These new tarmac roads are also used by local people (including in the rainy season) which has increased the accessibility of new markets for local businesses and reduced the amount of damage to goods which has therefore brought further investment to the areas surrounding the mines.

Acacia invests in the local communities around each of the mines. In 2015 their investment in communities totalled \$12.9m this was distributed through the Acacia Maendeleo Fund. They upgraded the Bugarama Health Centre near the Bulyanhulu mine as well as upgrading the secondary school at North Mara mine. They also invested in water and sanitation projects creating further community boreholes (from which clean water can be extracted) around Bulyanhulu.

Acacia also matched any contributions made to Caneducate charity which was set up by employees which provides sponsorships to more than 2000 students in these mining communities to allow them to go to school.

Gold is Tanzania's most valuable export in 2015 it accounted for 1/6th of Tanzania's total exports and 21% of its total exported goods.

| <u>Acacia Mining company</u> | |
|---|--|
| Location of Headquarters: | |
| Location of operations mining and processing: | |
| Location of Tanzanian mines: | |
| Number of people employed in Tanzania: | |
| Contribution to Tanzania's GDP \$: | |
| Location of processing: | |
| Negative social effects: | |
| Negative economic effects: | |
| Negative environmental effects: | |
| Positive social effects: | |
| Positive economic effects: | |
| Positive environmental effects: | |

Tanzania and Aid

Match the term to its definition:

| | | |
|------------------------|--|--|
| Bi-lateral | | In response to a natural or humanitarian disaster e.g. earthquake/war. |
| Multi-lateral | | Given by one country to another. |
| Emergency | | Helps people to improve their lives and develop the country over a longer period of time. |
| Tied | | For a large scale construction project such as a dam. |
| Project | | Conditions are attached to the aid, likely to be that the receiving country has to use the aid in particular ways. |
| Development Assistance | | Given by a group of countries through international bodies like the IMF. |
| Top- down aid | | This is aid that is usually given to the government of the developing country so that they can spend it on the projects that they need. |
| Bottom- up aid | | This type of aid targets the people most in need of the aid and help them directly, without any government interference. Aid from charities tends to be bottom-up aid. |

Task: read through the CAMFED (bottom up strategy) and Canada wheat (top-down strategy) and complete the blank case study sheets

Top-down Aid strategy Tanzania Canada Wheat Programme

What the issue was: In the early 1970s Tanzania suffered extreme drought and this led to 90% of Tanzania's maize and 80% of wheat needing to be imported. By 1975 Tanzania was reliant upon emergency food aid.

Tanzania asked Canada for help in growing wheat because Canada had expertise in growing large amounts of wheat using modern technology. Canada provided long term aid totalling \$95m to Tanzania between 1968-1993. The wheat programme covered 26,400 hectares in Hanang District in northern Tanzania (roughly 34,320 Wembley football pitches). Canada helped to develop suitable seeds and provided expertise, training, chemical fertilisers and machinery e.g. tractors and combine harvesters. At first chemicals and equipment were free but eventually Tanzania had to pay for them.

However, the Hanang plains were previously used by the Barabaig people, who are a nomadic tribe (they move around and have no permanent home) who move from season to season. The Canada Wheat Programme forced the Barabaig people off their land which is a very controversial issue. They could no longer graze their cattle or access water from the lakes. Some Barabaig people were imprisoned as they tried to continue to live there. Livelihoods of 40,000 people were affected as a result of the removal of people from the Hanang Plains.

Name and Locate: Basotu Plains, Hanang District, Manyana Province, Tanzania

Describe: Tanzania-Canada Wheat Programme aimed to ensure Tanzania could spend less money on food imports by increasing the production of wheat. It uses highly mechanised and efficient farming techniques meaning that 7 farms produce 80% of all of the wheat grown in Tanzania. It has been a key project in ensuring food security for Tanzania. The project has also led to Tanzania going from an importer of food aid to an exporter of food, earning income.

Sustainability Economic: More investment has come to Hanang District as a result of job creation.

- The total cost of the scheme is \$100million

- Provided 400 jobs per farm
- More wheat is being produce so it is more affordable for the population of Tanzania
- Provided 60% of all Tanzania's wheat
- Tanzania could not afford spare parts for the most expensive tractors and they were left in fields un-used or rusted.
- Tanzania had to buy spare machinery parts from Canada

Social: Nomadic people were removed from their land and their traditional way of life was disrupted as they were no longer able to farm the land as they wished.

- Maize is the staple food for most of Africa, not wheat.
- Each farm creates 250 jobs and the workers tend to spend money in local businesses which has produced more jobs.
- Local Barabaig tribe were not consulted about the Programme and they were forcibly evicted from their land.
- Local Barabaig tribe had sacred burial sites destroyed.
- 150 mechanics gained skills in maintaining farm machinery
- Road, rail and electricity connections were improved
- Food security of Barabaig tribe was not met
- Most Tanzanians eat maize and cannot afford bread made from the wheat. Low technology maize production might have been better.

Environmental:

- The land used for the Tanzania-Canada Wheat Programme is the most fertile land and has forced people to use more land than they previously used to graze with their cattle.
- Local soil is very rich so little fertiliser has had to be used.
- Between harvests in July and February the soil is left bare and the most fertile topsoil is susceptible to being washed away in the rain.
- In 1992 drought, Tanzania was the only southern African country to not have to rely on food aid.
- Only one crop is grown so biodiversity and soil fertility have decrease

CAMFED, Bottom-up Case Study

Name and Location: Kilolo District, Iringa, Tanzania, East Africa

Tanzania is an LDC with a debt of 72%. Poverty is the biggest problem.

CAMFED is an NGO which educates and trains rural females at secondary level. In Kololo District, Iringa girls could not afford high school uniform or books were leaving for cities such as Dar es Salaam to become "house girls" many returned abused and exploited and HIV positive. CAMFED pays for these girls' education costs.

CAMFED work in schools to educate girls. They aim to boost girls' confidence and build leadership skills.

CAMFED trained 175 members as Community Health Trainers which have provided vital health information to over 15,500 children and young people.

CAMFED have provided 853 young women with business start-up grants and micro-finance loans. These women then further invest in other young females' futures and are positive role models in society.

Sustainability

Economic: Microfinance generated from previous female successes of the CAMFED project fund future businesses and appropriate technology such as mobile phones. This triggers the positive multiplier effect increasing investment in young females' futures and increases spending power, GDP and national wealth.

Social: Educated females and successful female business leaders provide key role models for all females. Women are educated and empowered in looking after their own health and family planning which reduces the number of cases of HIV/AIDs and lowers birth rates from educated females who are able to make sound decisions and not move to the urban centres. These changes improve quality of life.

Environmental: There is no major negative impact to this aid project. Positively there are lower birth rates so less demand for resources. Fewer females migrate to the cities so the pressure on the services is reduced are the associated employment and crime problems. The quality of life in urban shantytowns/slums is improved as a result.

Tanzania-Canada Wheat Programme (A top-down aid project)

| | |
|---|--|
| Name and location of aid project | |
| Source of aid (gift/loan) | |
| Background (why the aid is needed and how it is used) | |

Assessing the sustainability of Tanzania-Canada Wheat Programme

| | |
|---|--|
| Social (so, consequently, therefore) | |
| Economic (so, consequently, therefore) | |
| Environmental (so, consequently, therefore) | |

Tanzania- CAMFED (A bottom- up aid project)

| | |
|---|--|
| Name and location of aid project | |
| Source of aid (gift/loan) | |
| Background (why the aid is needed and how it is used) | |

Assessing the sustainability of Tanzania-Canada Wheat Programme

| | |
|---|--|
| Social (so, consequently, therefore) | |
| Economic (so, consequently, therefore) | |
| Environmental (so, consequently, therefore) | |

FINAL COUNTDOWN – PERSONAL LEARNING CHECKLIST

Time to measure what impact all this work has had on your understanding! Do the same as you did at the start of the booklet and rate yourself and your understanding in each of the areas below. Be honest! This will give you the final areas you need to focus on in preparation for your mock exam!

1 = Not confident at all

4 = Really confident and I can prove it!

Development

| | 1 | 2 | 3 | 4 |
|---|----------|----------|----------|----------|
| Development Indicators | | | | |
| Types of development | | | | |
| Colonialism – causes for uneven development | | | | |
| Climate changes – causes for uneven development | | | | |
| Rostow Model | | | | |
| Obstacles to development | | | | |
| Case Study – Zambia’s development so far | | | | |
| Case Study – Zambia and TNCs | | | | |
| Case Study – Zambia and aid | | | | |
| Case Study – Zambia Top Down vs Bottom Up | | | | |
| Development Strategies | | | | |

Once you have this grid completed you will have a good idea of where you will want to focus your revision.

The following booklet will help you in all areas but you will want to focus more on the areas where you are less confident in your extra revision slots