Population

Background:

- 1. The world's population is not spread evenly. (A)
- 2. There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B)
- 3. Total population is constantly changing, both within countries and world-wide. (C)
- 4. We can look at changes in population by comparing past and predicted population structures. (D)
- 5. The level of development within a country may influence its population structure. However, as countries develop economically, these structures will change. (E)
- 6. In many developed countries the population is ageing. This process brings many impacts. (F)
- 7. Migration is also an important population process world-wide and is one of the biggest drivers of population change. (G, H)

Α.	Popu	Population distribution (4)						
Population density		The number of people who live within 1km ² .						
Population distribution		How people are spread out over an area.						
Densely populated		Places which contain many people per km ² .						
Sparsely populated		Places which contain few people per km ² .						

Г	P	Faste			care homes and carers		
	Physical (4)		 The relief of the land (flat or steep). Natural resource availability. Climate. Fertility of the soil. 	Possible benefits (2)	 Grandparents can be their grandchildren, red childcare for parents. Some elderly have m income so spend more 		
	Huma	an <i>(3)</i>	 Transport links. The availability of jobs. The availability of local services e.g. hospitals, education. 	Solutions (3)	 Increase the retirement Raise taxes. Offer incentives for c children e.g. longer matrix 		

C.	Popula	ation change (5)			D. Population structure (4)					
Birth rate			The number of births per 1000.		Population structure		The number/ proportion of people in each age range, for each			
Death rate			The number of deaths per 1000.				gender.			
Natural increase The difference between birth		Population pyramid			A graph showing population structure, by age and sex.					
and death rates.		and death rates.	Economically			Those people who work, receive				
explosion A sudden rapid rise in the number of people.		Dependent			Those who rely on the					
Demographic A model whic ransition model changes a po		el	A model which shows the changes a population is likely to	population			economically active for support e.g. the young and elderly.			
_		go through over time.		G.	Migrat	ion <i>(5)</i>				
E.	Popula	ation structure differences			Economic		A person who leaves one area or			
2) Developing 1. Hig countries depe 2) 2. A I elder		1. Hig depe	High birth rates, so a large young		m	job opportunities.				
		2. A le	ower life expectancy, so a small y dependent population.	Push factor		Things that make people want to leave an area.				
 Developed countries (2) 1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population. 		1. A c young	leclining birth rate, so a small g dependent population.	Pull factor		Things that attract people to live in an area.				
		y dependent population.	Host country		The destination country for a migrant.					
F. An ageing population <i>(4)</i>			Source country		The home country of a migrant.					
ife The average age you are expected to										
	sible	1 Dr	on a country.	Н.	H. Impacts of migration					
oroblems co (3) 2. 3.		could 2. The	 could increase. The government may have to support the funding of pensions. Government investment into more 		Positives for the source (2)		 Money sent home (remittances) can support families. Potential for increased trade between host country and source country. 			
		3. Go	vernment investment into more			host	country and source country.			
Poss	fits (2)	3. Go care l 1. Gra their o	vernment investment into more nomes and carers might be costly. andparents can help look after grandchildren, reducing the cost of	Nega for the sourc	tives e e <i>(2)</i>	host 1. Fe 2. Le the c	country and source country. ewer economically active citizens. ess tax, as fewer working people in country.			
Poss	i ble fits (2)	3. Go care l 1. Gra their g childo 2. So incom	vernment investment into more nomes and carers might be costly. andparents can help look after grandchildren, reducing the cost of care for parents. me elderly have more disposable ne so spend more in shops.	Nega for the sourc Positi the ho	tives e (2) ves for ost (2)	host 1. Fe 2. Le the c 1. M diffic 2. N	country and source country. ewer economically active citizens. ess tax, as fewer working people in country. igrants can work in jobs that are cult to fill, therefore contribute tax. ew shops and restaurants open,			
Poss benef	i ible fits (2) ions	3. Go care l 1. Gra their g childo 2. So incon 1. Inco	vernment investment into more nomes and carers might be costly. andparents can help look after grandchildren, reducing the cost of care for parents. me elderly have more disposable ne so spend more in shops. rease the retirement age.	Nega for the sourc Positi the ho	tives e (2) ves for ost (2)	host 1. Fe 2. Le the o 1. M diffic 2. N whic	country and source country. ewer economically active citizens. ess tax, as fewer working people in country. igrants can work in jobs that are cult to fill, therefore contribute tax. ew shops and restaurants open, th is positive for the economy.			
Poss benef Solut	i ible fits <i>(2)</i> ions	3. Go care I 1. Gra their g childo 2. So incom 1. Inco 2. Ra 3. Off childr	vernment investment into more nomes and carers might be costly. andparents can help look after grandchildren, reducing the cost of care for parents. me elderly have more disposable ne so spend more in shops. rease the retirement age. ise taxes. er incentives for couples to have en e.g. longer maternity pay.	Nega for the sourc Positi the ho Nega for ho	tives e (2) ves for ost (2) tives ust (1)	host 1. Fe 2. Le the c 1. M diffic 2. No whic 1. Pe e.g.	country and source country. ever economically active citizens. ess tax, as fewer working people in country. igrants can work in jobs that are cult to fill, therefore contribute tax. ew shops and restaurants open, th is positive for the economy. otential pressure on public services health care.			

lectonics			C. Different plate boundaries (4)				E. Earthquakes (4)			
Background: 1. The Earth's structure is made up of layers. (A)			Constructive		Where tectonic plates move apart, and new land is created.		Epicer	ntre	The point on the Earth's surface directly above the focus of an earthquake.	
 The characteristics of these layers' fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B) There are four different plate boundaries, each with their own characterises and resulting hazards. (C) Volcances can be found along constructive and 			Destructive		Where two plates come together, and the oceanic plate is subducted, leading to violent				The source of an earthquake beneath the Earth's surface.	
			Conservative		Where tectonic plates move	$\left \right $	Seism	ic waves	Fast waves of energy generated from the focus of an earthquake.	
destructive found at the	 destructive boundaries, although the volcanoes found at these boundaries are different. (D) 5. Earthquakes take place along all the boundaries but are often most significant at conservative 		Collision		alongside, or past each other. Where continental plates move	┤┢	Richte	r scale	A scale used to measure the strength of an earthquake.	
but are often					towards each other, forming					
boundaries.	Earthquakes have key features and are			╣	F.	Living	Living in the tectonic danger zone			
6. People cont	inue to live in tectonic areas several	D.	Volc	anoe	s (3)	11	Volcar	noes	s 1. Jobs in tourism.	
7. Some of the protect and	 reasons. (F) 7. Some of these reasons relate to how we monitor, protect and plan for such hazards. (G) 			סו	A gently sloping volcano formed by runny lava, usually at a constructive boundary.		(4)		 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and cold from previous 	
significant, a	 However, the impacts of these nazards can still be significant, although they can vary based upon different factors. (H. F) 		Composite volcano		A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.				eruptions can be mined.	
							Eartho	luakes	 Friends and family live in the area. It has not happened in such a long 	
Crust	rust The thin outer layer of the Earth		Pyroclastic flow		Torrent of hot ash, rock, gas and steam from a volcano.			time, so people take the risk. 3. Employment in the area.		
Mantle	Middle layer of the Earth, between the crust and the core, approx.		G. Volcanoes				Earthquakes			
Core	2900km thick. The centre and hottest layer of the	Moni <i>(2)</i>	Monitoring 1. The shape may change. (2) 2. Increase in gases given off e.g. sulph dioxide.				 Irregular tremors measured. Radon gas levels increase as rocks crack. 			
	Earth, broken into the inner (solid) and outer core.	Prote	Protect Lava diversion channels					Earthou	Jake proof buildings.	
B Theory (Planning 1 Evacuation				1 Earthquake drills		
B. meory (D. The place where plate meet		(2) 2. Emergency services trained.				2. Emergency services on-call.			
boundaries	The place where plates meet.	Н.	H. Effects of tectonic hazards (2)			1	I.	Examp	bles	
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.	Primary effects] A 0	Direct impacts of an event e.g. beople die, injured, or buildings collapse.		Developing Haiti Port Au Prince		 318,000 died. 1.5 million homeless. Cholera outbreak killed 8,000. 	
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick	Secondary effects			The indirect impacts of an event, usually occurring in the weeks, nours, months after the event e.g.		Devel New Z Christe	oped Cealand Church	 1. 181 died. 2. 80% of the city without electricity. 3. The Rugby World Cup was 	
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.			t	he outbreak of disease from contaminated water.				cancelled. 4. Schools closed for 2 weeks.	

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