**GCSE**

**Topic 2: Development Dynamics Workbook 1**



**Lesson outline:**

|  |  |
| --- | --- |
| **Lesson** | **Title** |
| **Lesson 1:** | Measuring Development |
| **Lesson 2**: | Development and Population |
| **Lesson 3**: | Why does inequality exist? |
| **Lesson 4**: | What is holding Malawi back? |
| **Lesson 5**: | Theories of Development |
| **Lesson 6:** | Development in a globalised world |
| **Lesson 7:** | Mid Topic Assessment |

**Extension tasks:**

|  |  |
| --- | --- |
| **Lesson** | **Task** |
| **EXT1:** | Complete **‘Development Indicator’** worksheet. You must also suggest whether it would be high/low in certain countries and the positive and negative of using each indicator. |
| **EXT2:** | Comparing Development Indicators between countries – pdf from Edexcel |
| **EXT3:** | Seneca Tasks – review what you know so far about Development using the link provided. |
| **EXT4:** | *For a named developing country, assess how far patterns of trade have affected its economic development.* (12 marks) Complete **Model Answer** activity worksheet. |
| **EXT5:** | **Exam Qs** 2.4-2.6 – as can be found in the Kerboodle textbook (blue questions on the odd pages) |

**Lesson 1: Measuring Development First, read pages 52-53 in the Kerboodle text or read this** [**BBC Bitesize page**](https://www.bbc.co.uk/bitesize/guides/zq8gj6f/revision/1)**.**

**Learning Objective:** To **define** the term development and **explain** the different ways it can be measured

**Starter:**

1. **What do you think the average income of a UK citizen is?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Do you think somebody who earns that much money is classed as ‘rich’?**

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**Task 1: What is development?**

<https://www.youtube.com/watch?v=pRmjoF5nv6s&safe=active>

**Level of development –** means a country’s wealth (measured by its GDP), and its social and political progress (e.g. its education, health care or democratic process in which everyone can vote freely).

**Outline the three different types of development**

|  |  |
| --- | --- |
| **Social** Development |  |
| **Economic** Development |  |
| **Environmental** Development |  |

**Stretch:** How could you measure each of the above definitions?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2:** Using the following words, **complete the gap fill** on the various development indicators you can use to assess a countries level of development

|  |  |  |  |
| --- | --- | --- | --- |
| **capita** | **female** | **data** | **gap** |
| **excluded** | **biased** | **population** | **hidden** |
| **combines** | **divides** | **differ** | **benefit** |
| **absent** | **Western** | **every** | **elections** |
| **money** | **accurate** | **pregnancy** | **unequal** |
| **wealth** | **living** | **outside** |  |

**Gross Domestic Product** (GDP) per \_\_\_\_\_\_\_\_\_ takes the money made within a country in a year and \_\_\_\_\_\_\_\_\_ it by the number of people in the country.

**Advantages:**

* Data is available for \_\_\_\_\_\_\_\_\_\_\_ country with an economic structure.

**Disadvantages:**

* It uses an average amount of money per person and so hides any \_\_\_\_\_\_\_\_\_ between rich and poor people. (India, for example, has about 60 billionaires – but millions of people below the poverty line.)
* Does not include important activities that do not involve \_\_\_\_\_\_\_\_\_ (e.g. subsistence farming).

**Gross National Income** (GNI) per capita is used as a measure of national \_\_\_\_\_\_\_\_\_.

**Advantages:**

* GNI is similar to GDP but considers wealth created \_\_\_\_\_\_\_\_\_ the country by its companies, and such things as **debt.**

**Disadvantages:**

* Doesn’t take into account the way in which cost of \_\_\_\_\_\_\_\_\_ varies between countries (e.g. 1 dollar buys more in India than in the USA)

**Human Development Index** (HDI) considers several aspects of development, e.g. income, education and life expectancy, and COMBINES them into one scale.

**Advantages:**

* Covers a wider range of factors – social *and* economic – and so is considered a more \_\_\_\_\_\_\_\_\_ measurement of overall development.

**Disadvantages:**

* Some \_\_\_\_\_\_\_\_\_ is not available for all countries
* Does not consider the natural environment or inequalities within countries.

**Happy Planet Index** (HPI) considers how efficient individual countries are at using their resources to \_\_\_\_\_\_\_\_\_ their people, without causing long-term damage to the environment.

**Advantages:**

* It considers sustainability and how well supported a \_\_\_\_\_\_\_\_\_\_ is by its government

**Disadvantages:**

* Economic aspect is \_\_\_\_\_\_\_\_\_,
* Measure needs to be used with other indicators to give a better view of development.

**Gender Inequality Index** considers FEMALE participation in the workforce and decision-making processes, the level of education of women, and their degree of control over \_\_\_\_\_\_\_\_\_ .

**Advantages:**

* It specifically targets a group that are often \_\_\_\_\_\_\_\_\_ during the development of a country

**Disadvantages:**

* The role of women varies considerably between societies, and therefore some of the indicators used may be \_\_\_\_\_\_\_\_\_, which will skew the results.

**Political Freedom** measures political rights and civil liberties, including the freedom of \_\_\_\_\_\_\_\_\_, the number of people voting or the number of people with the right to vote, freedom of speech and individual rights.

**Advantages:**

* Uses 7 different measures, combined with 25 key questions judged by experts.
* The data has been assembled since 1973, so trends over time can be identified.

**Disadvantage:**

* Bias towards the ‘\_\_\_\_\_\_\_\_\_ ‘ ideas of freedom.

**Corruption Perception Index** looks at perceived corruption in governments and their departments. If development is to take place, a government should be working for the people.

**Advantages:**

* It covers 183 countries
* Combines different sources of information.

**Disadvantages:**

* Perceptions are used because corruption is \_\_\_\_\_\_\_\_\_and difficult to measure

**The Gini Coefficient** measures the extent to which the distribution of income is \_\_\_\_\_\_\_\_\_ within a country and changes over time. It allows comparisons to be made between countries.

**Advantages:**

* The Gini Coefficient can be used no matter how large or small a population is.

**Disadvantages:**

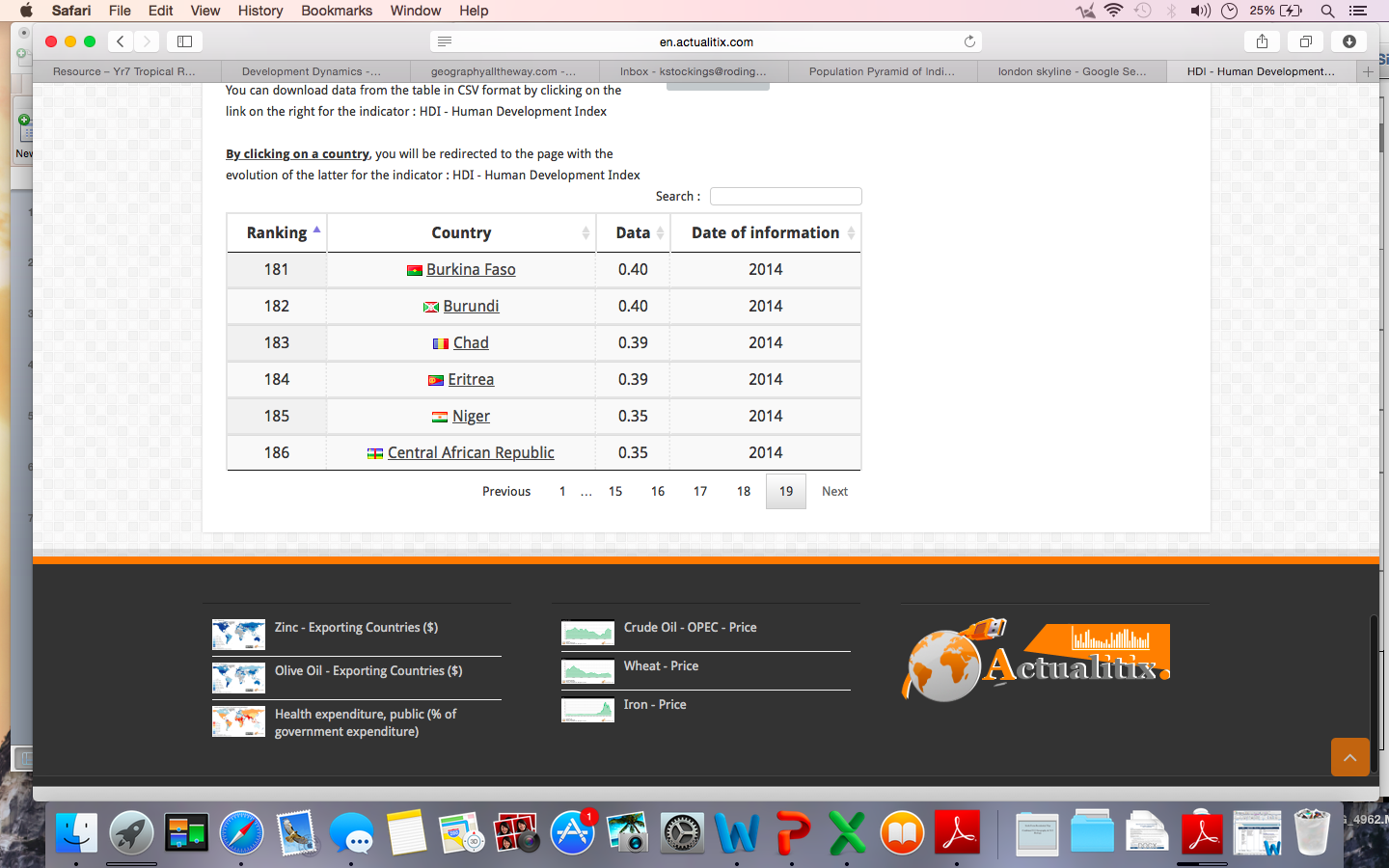
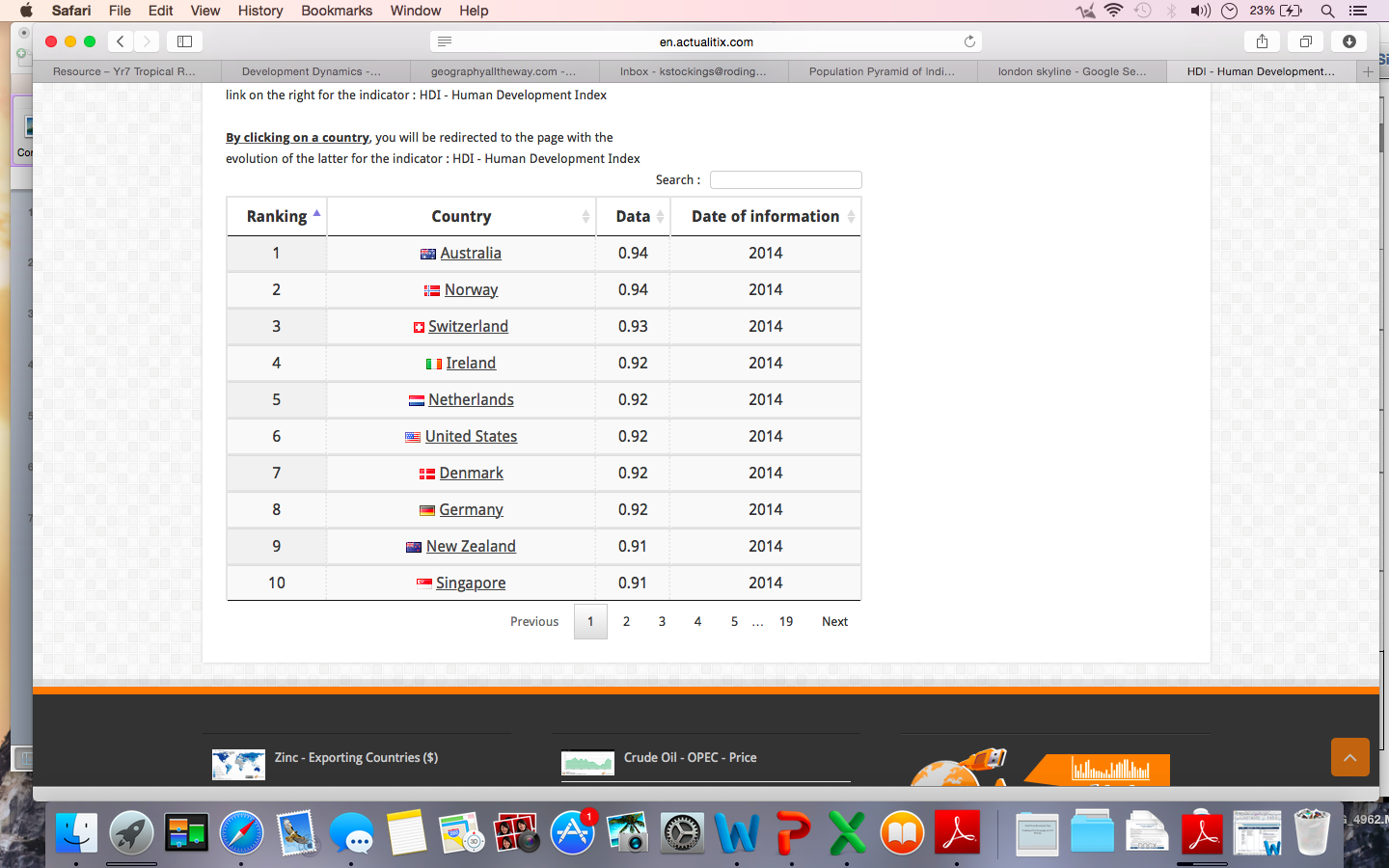
* It loses information about national and personal incomes. Countries may have identical Gini coefficients, but \_\_\_\_\_\_\_\_\_ greatly in wealth.

**Task 3: What is the Human Development Index?**

**Based on four variables:**

1. Life Expectancy (health)
2. Level of Education (literacy rate)
3. Level of Education (average years of schooling)
4. GDP per capita (wealth- GDP)

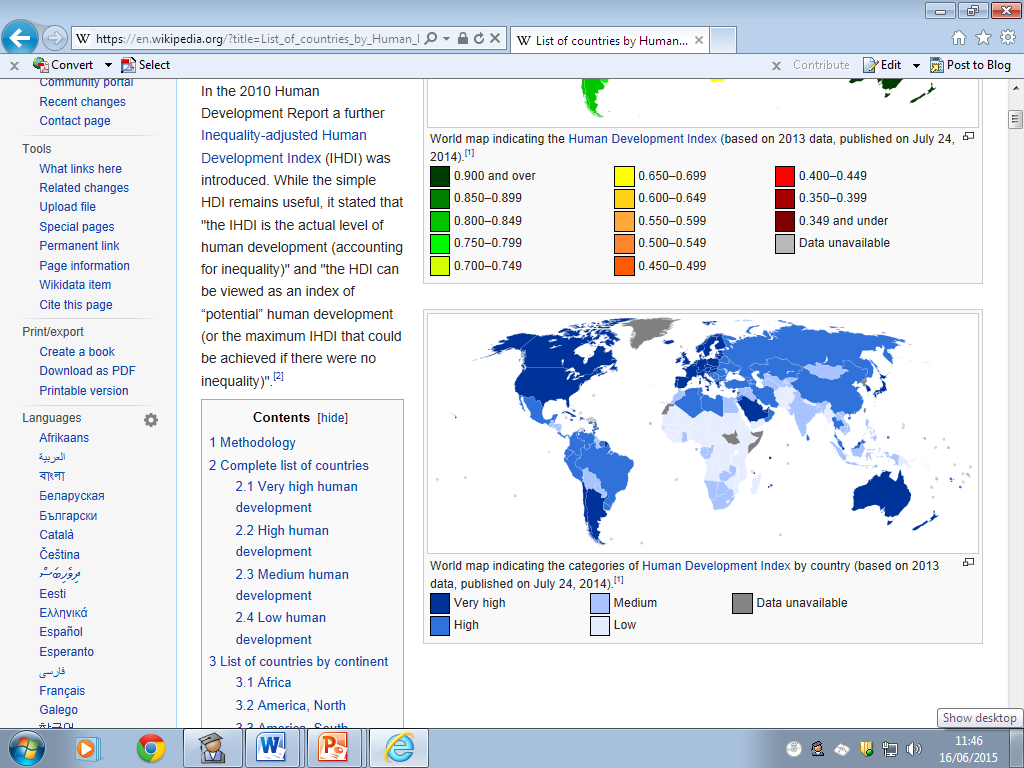
This covers quality of life. Each variable is given a score from 1.0 (the best) to 0.0 (the poorest).



**Q.** **Outline** the differences between countries ranked highest and lowest on the Human Development Index **(3 marks)**

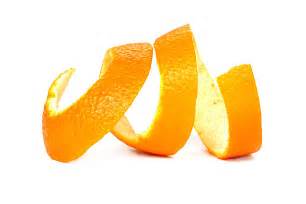
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**Q.** **Describe** the distribution of countries measured through the HDI **(3 marks)**

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******Task 4: Exam Question Practice:**

**Explain** three indicators that show a country’s level of development **(6 marks)**

One way we can measure development is by measuring the life expectancy of the population. The longer the life expectancy the more developed the country, as their quality of life is likely to be higher. This does not give us a full picture however as it does not tell us what their life is like or whether they are educated.

*Another way we can measure development is by measuring the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the population.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*A composite indicator you can use to measure development of a country is the Human Development Index.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Extension 1: ‘Development Indicator’ Worksheet**

**TASK: Match up the correct development indicators with the correct definitions**

1 The number of people who are born per 1,000 people

|  |  |
| --- | --- |
|  | **Life expectancy** |
|  | **Birth rate** |
|  | **Death rate** |
|  | **% of adult literacy**  2 The wealth of a country. This is measured by total value of goods and services produced by a country and divided by its population (Gross National Product) |
|  | **GNP (per capita)** |
|  | **Infant Mortality Rate** |
|  | **Population growth** |
|  | **Population per doctor** |
|  | **% of children who go to school** |
|  | **% in agriculture** |
|  | **Calories consumed per person per day** |
|  | **% population infected by HIV/AIDS** |

8 The average age people of a given population are likely to live to.

3 Whether family trends show lots of children per family or few/none children per family.

11 The % of people who work in farming and therefore primary industry.

10 The number of calories eaten each day and divided between the population.

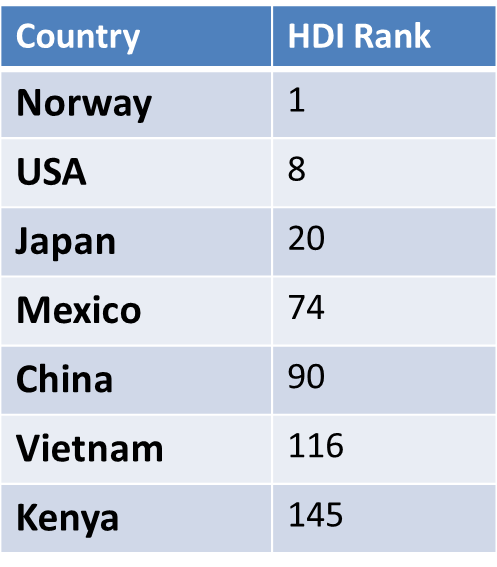
7 The number of people who die per 1,000 people

4 The number of children who regularly attend school

**Task 2: Now rethink each definition and write the words HIGH or LOW next to each development indicator which would show us whether a country is MEDC e.g. you would write HIGH next to GNP as this would be HIGH for a rich country.**

**Lesson 2: Development and population Read pages 54-55 in the Kerboodle textbook or use this** [**BBC Bitesize**](https://www.bbc.co.uk/bitesize/guides/zq8gj6f/revision/2)**.**

**Learning Objective:** To **explain** the ways in which the demographic of a country can change as it develops and the impacts of this.

**Starter:**

1. **Explain how the level of development may vary between these countries.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Suggest reasons for this**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 1: Demographic Data:**

**Define demographic data**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Developed:** country with very high human development
* **Emerging:** country with high/medium human development
* **Developing:** A country with low human development – poor country

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**Identify 2** countries which you would identify as:

**Developed:**

1)

2)

**Developing:**

1)

2)

**Emerging:**

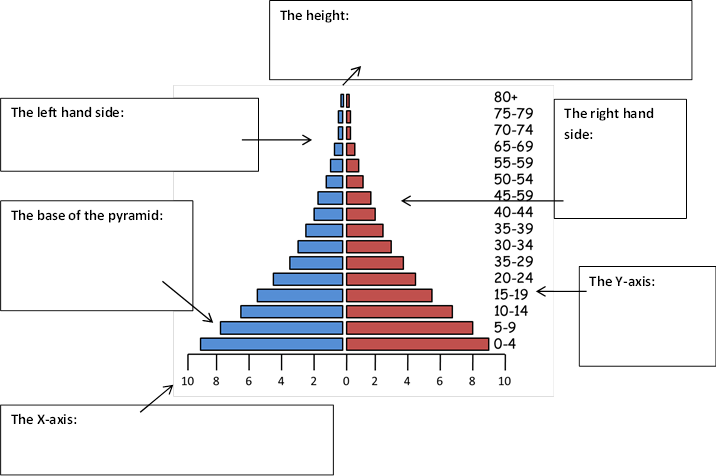
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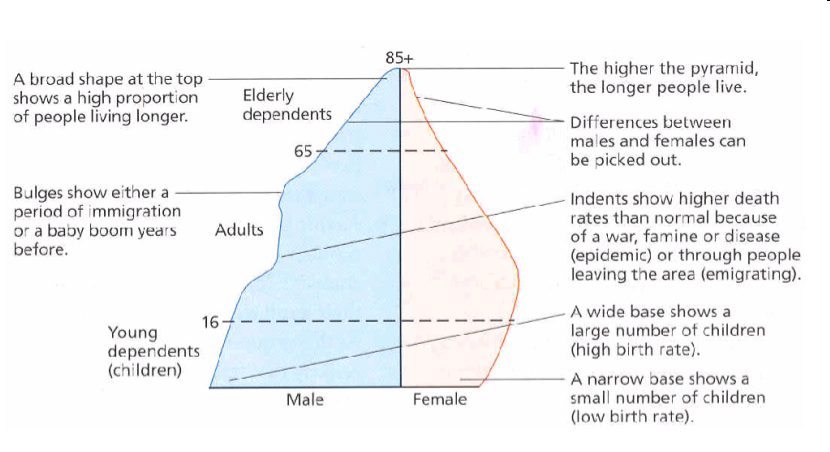
2)

**Task 2: Features of a population pyramid**

**A population pyramid:** is a bar graph which shows the age and gender structure of a country, city or other area.

**Label what each part of a population pyramid shows**:

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*The diagram below explains how the shape of a population pyramid can explain the demographics of a population*

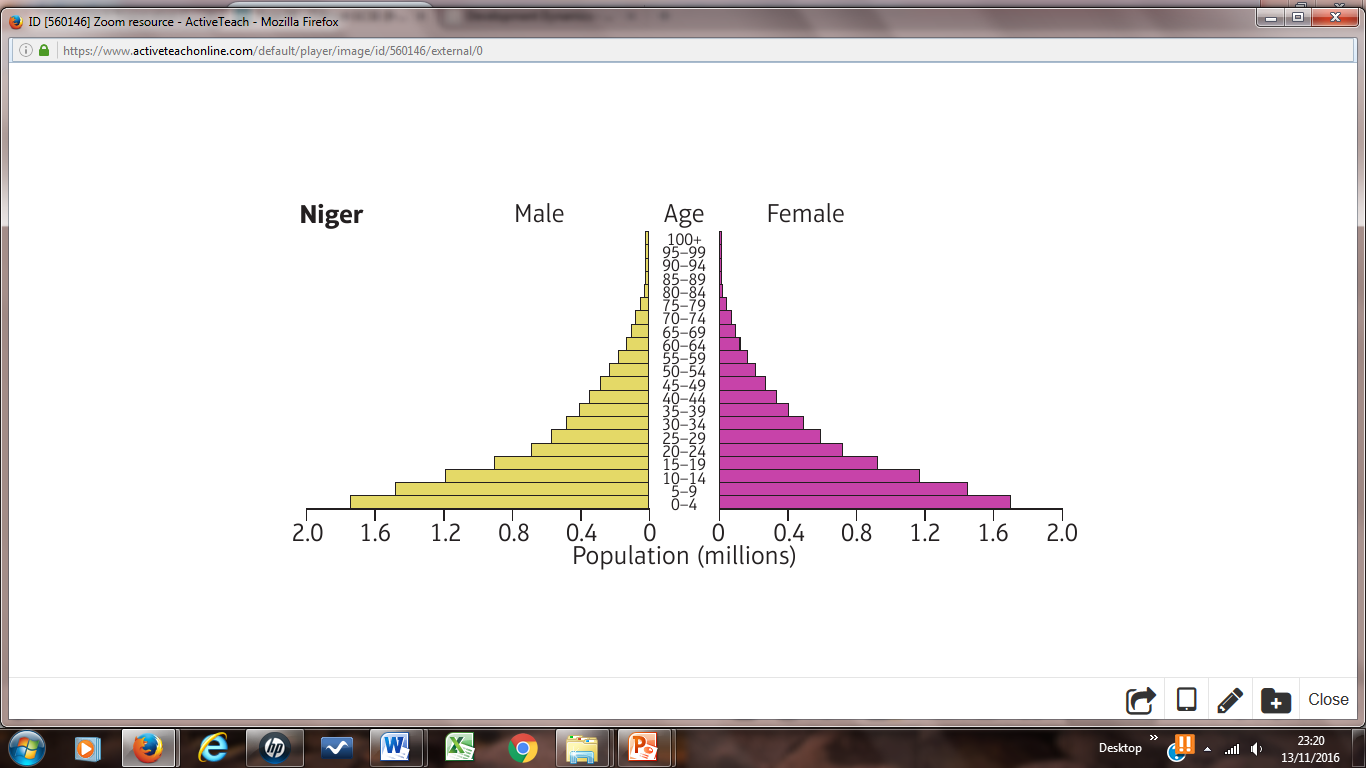
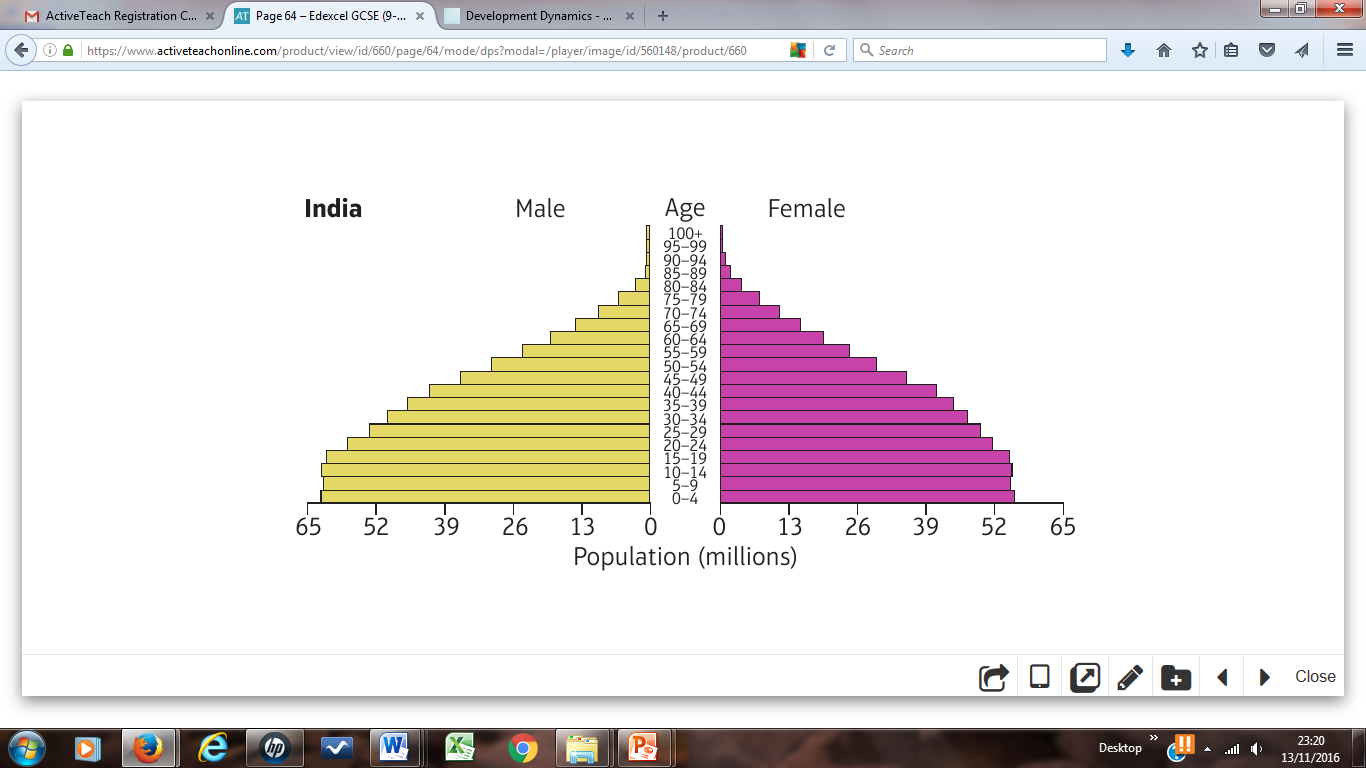
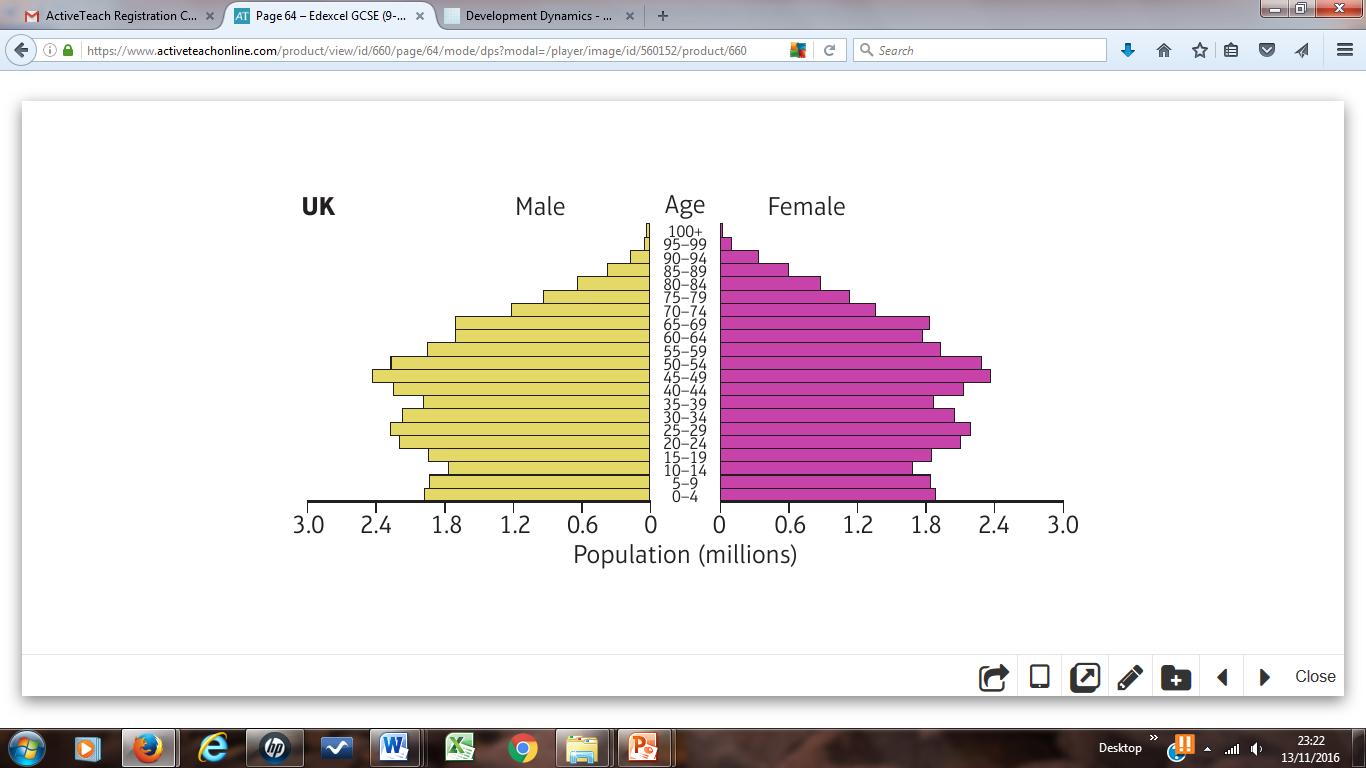
**Task 3: Describe the population structure of each country using the data below**

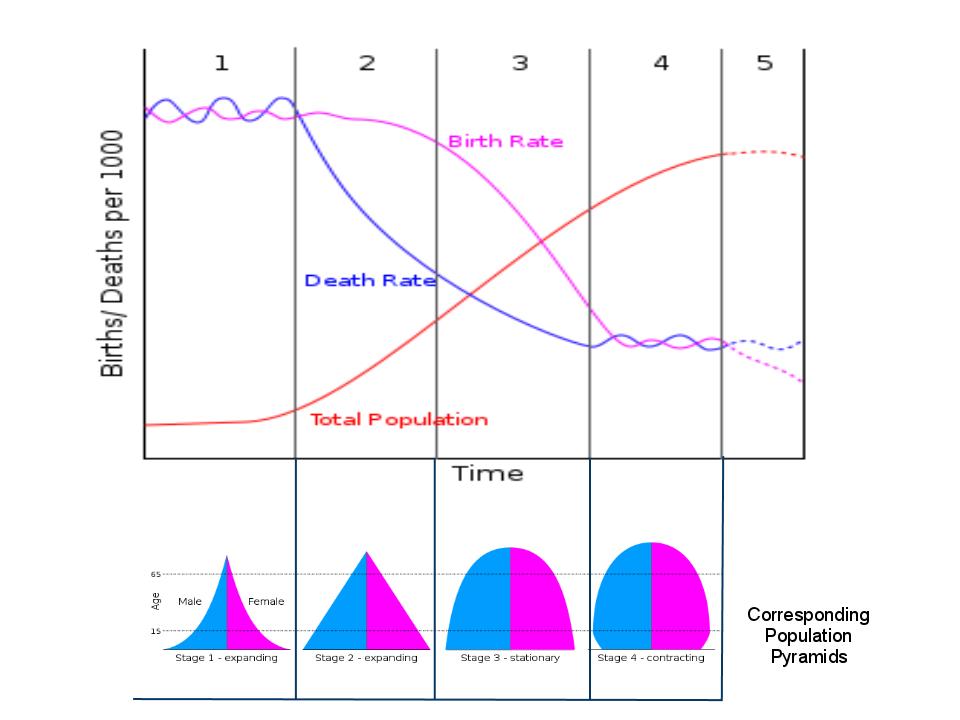
1. **Annotate** the pyramids – shape of the pyramids, highest/ lowest age groups, life expectancy/death rate, fertility rate
2. **Describe** the key differences between the pyramids. Consider the following points:

* The shape of the pyramids
* The highest/ lowest age groups

1. **Explain** the reasons for the different shapes

* *Birth rate is low in UK because.....*
* *Life expectancy in Niger is low because............... And so on..................*



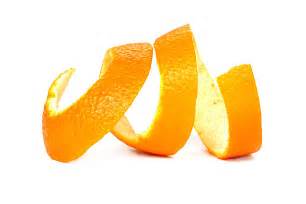
**Task 4: Demographic Transition Model: DTM**

*Complete the table below with a description of what is occurring in each stage of the Demographic Transition Model (DTM)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Stage** | **1** | **2** | **3** | **4** | **5** |
| **Birth Rate** |  |  |  |  |  |
| **Death Rate** |  |  |  |  |  |
| **Natural Increase** |  |  |  |  |  |
| **Reasons for changes in birth rate** |  | |  |  | |
| **Reasons for changes in death rate** |  |  | |  | |
| **Examples** | **e.g.** | **e.g.** | **e.g.** | **e.g.** | **e.g.** |

**Task 5: Women’s health and education - Malawi**

* In most developing countries (e.g. Malawi) women are poorer than men
* In Malawi, many women work on the land
* 25% of mothers are undernourished (among the world’s worst maternal and infant mortality rates)
* Skilled workers only attend 20% of births
* Babies of unhealthy mothers are more likely to die in their first five years
* Primary education is free in Malawi, but there are few state secondary schools – most charge fees (which subsistence families cannot afford)
* Few girls attend secondary school beyond the age of 13 – in rural areas they marry at 13/14

**Q.** **Explain** why economic and social development can only take place if a country improves lives for women and children. **(4)**

***Reason 1:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Reason 2:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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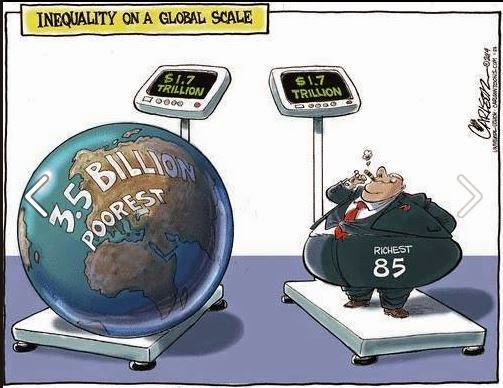
**Extension 2:** [**Link to comparing development indicators from Edexcel**](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/teaching-and-learning-materials/Comparing_development_using_single_and_composite_measures_Spec_B.pdf)

**Lesson 3: Why does inequality exist? Read pages 56-57 in the Kerboodle text or use this** [**page**](https://studyrocket.co.uk/revision/gcse-geography-b-edexcel/development-dynamics/measuring-development) **from Study Rocket**

**Learning Objective:** To **explain** the causes and potential consequences of global inequality.

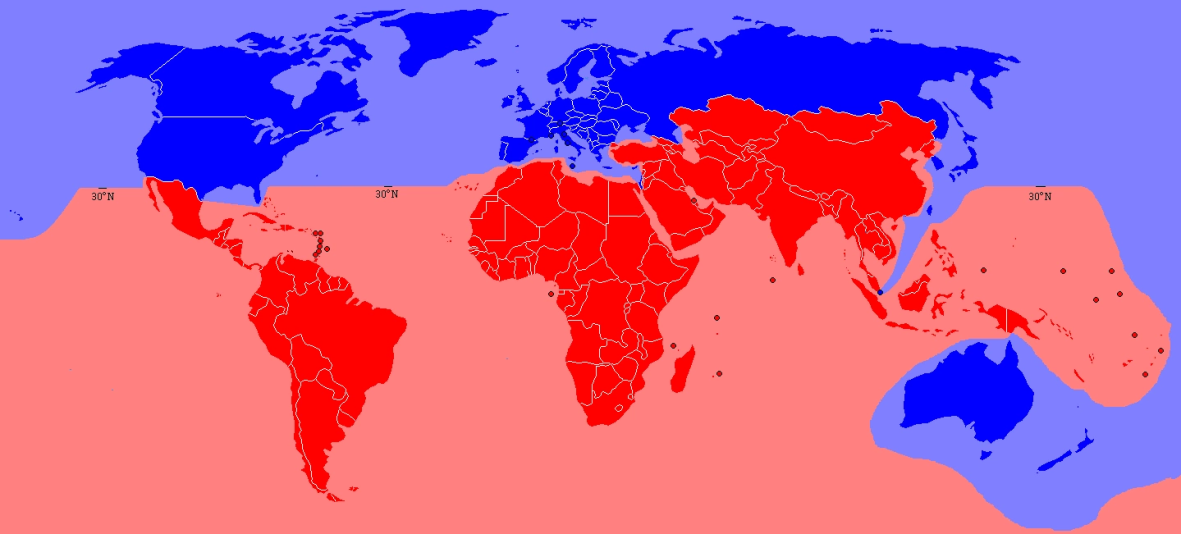
**Starter: Annotate around the image**

* **Explain** what this image is trying to represent and **suggest** some reasons for this ‘development gap’

****

**Task 1: The Brandt Report**

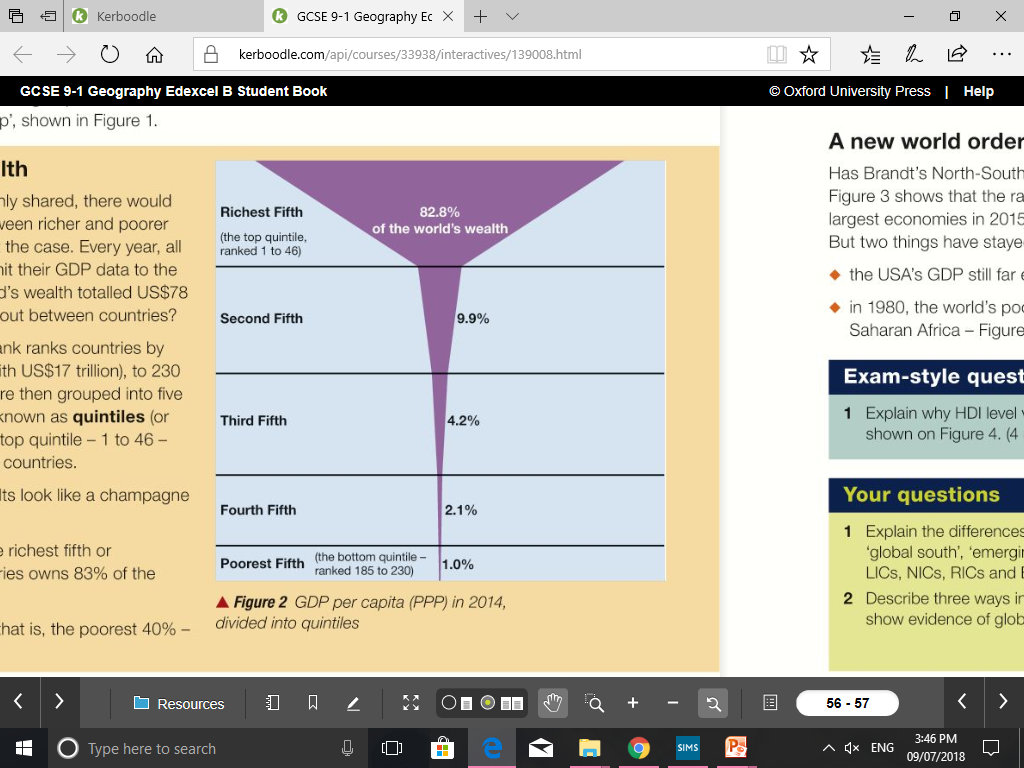
In 1980, German Chancellor William Brandt published a report which highlighted global differences between rich and poor, the poverty of many developing countries, and the vast wealth of a few developed nations

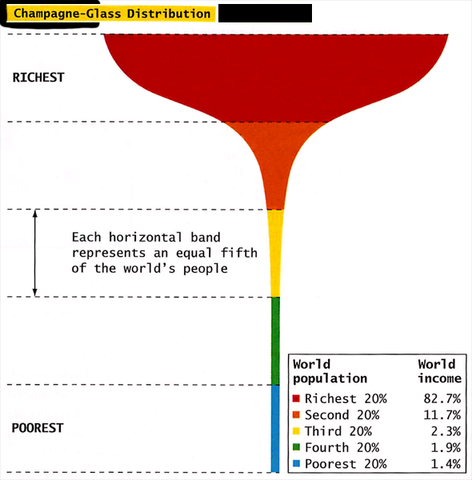
****

|  |  |
| --- | --- |
| **Global North** |  |
| **Global South** |  |

**Task 2: Global shares of wealth**

The World Bank ranks countries by total GDP, from 1 (the USA, with US$17 trillion), to 230 (Tuvalu US$39 million).

****

****

The **top quintile** (the richest 5th – owns **83%** of the worlds wealth

The **bottom two quintiles** (the poorest 40%) – owns just **3%** of the worlds wealth



**Q.** **Describe** the distribution of wealth between the countries of the world. **(3 marks)**

**T** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E**

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**E**

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**/3**

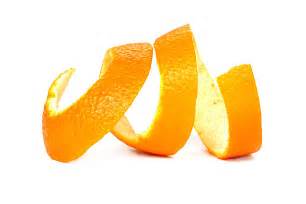
**Task 3: Causes of inequality:** [**https://www.youtube.com/watch?v=9-4V3HR696k**](https://www.youtube.com/watch?v=9-4V3HR696k)

Create a mind map of reasons you think can create inequality in the world.

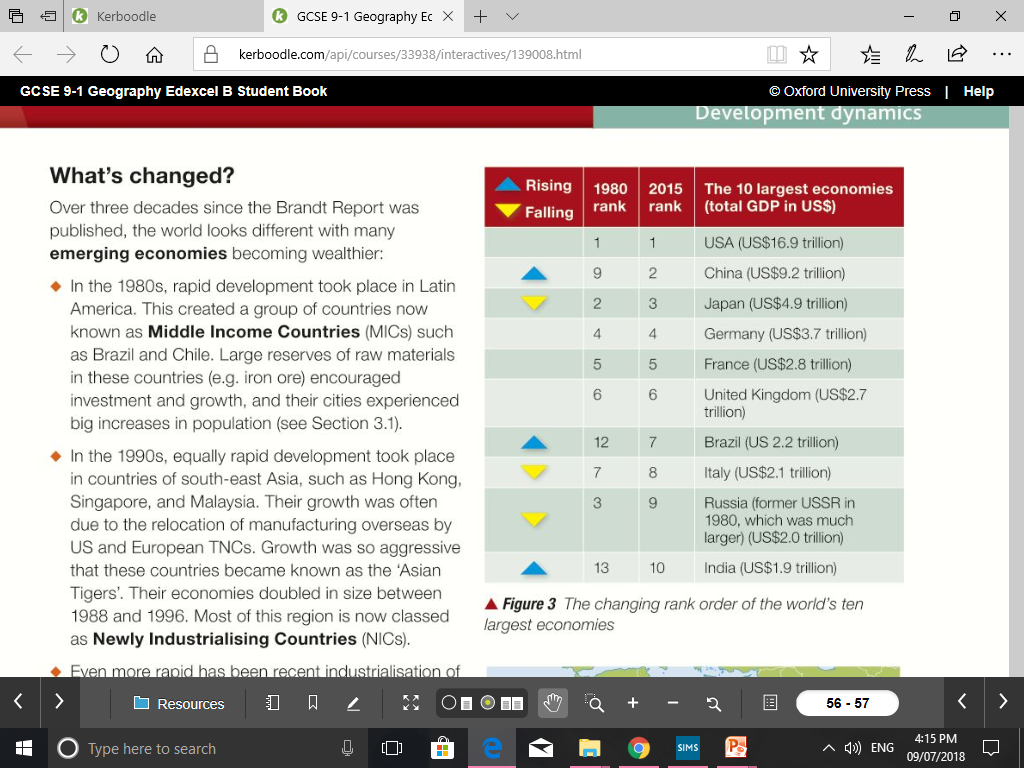
**Causes of Inequality**

Choose 3 of your causes and complete the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor causing inequality** | **How does it cause inequality?** | **Possible consequences of this inequality** | **Importance in causing inequality: 1-5 (5 is strongest factor)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Task 4: Exam Question Practice:**

**Using Figure 3, Explain** how much of the world has changed since 1980. **(6 marks)**

**There have been many changes within the world’s global economies, due to rapid development, migration and expansion of TNCs. As a result many emerging economies are becoming wealthier.**

**Rapid development has resulted in….**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**this can be seen in….**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Due to the relocation of manufacturing overseas this has resulted in…**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**An example of this can be seen in…**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Industrialisation has also seen an increase in trade within…**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

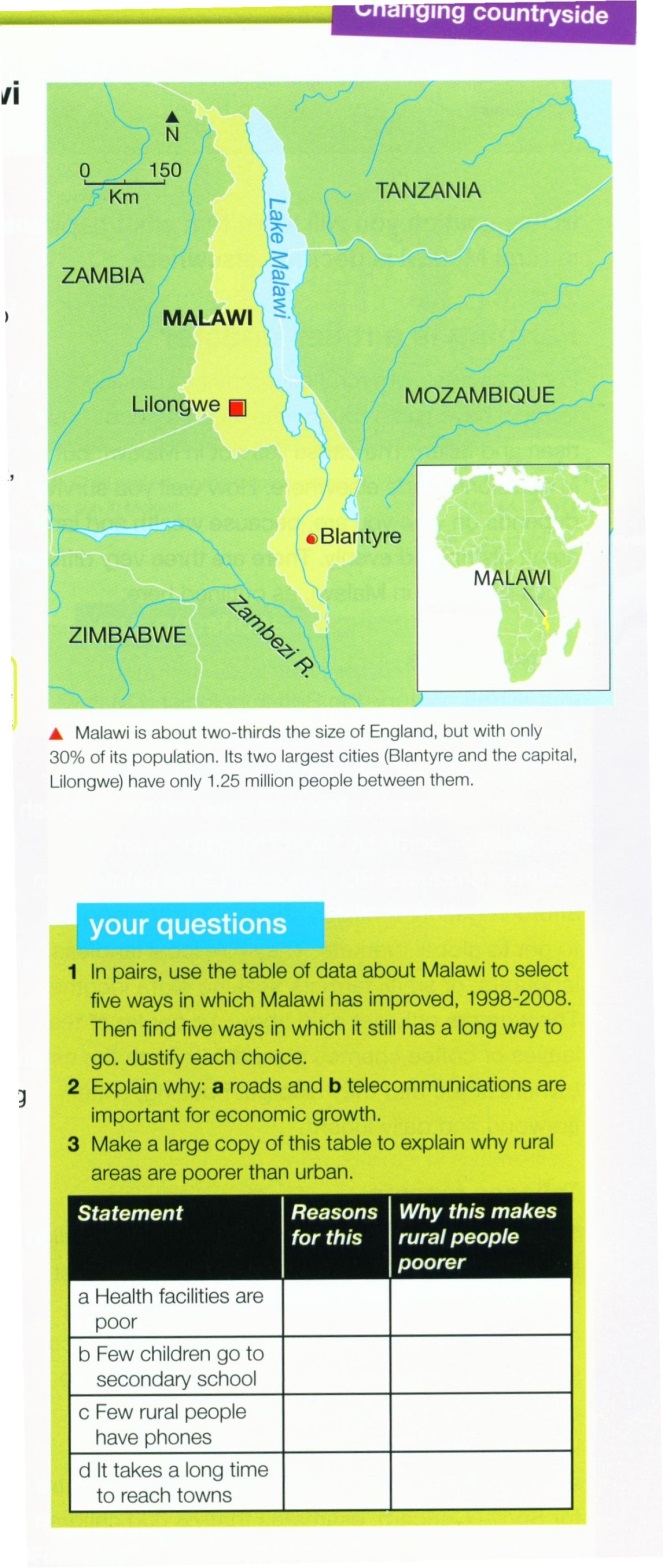
**/6**

**Extension 3:** [**Seneca Review of learning so far.**](https://app.senecalearning.com/classroom/course/462bb5d2-8ea2-4083-b0fc-e25e4d85d946/section/ec58fae0-3cbd-11e8-a021-11bc75913777/session)

**Lesson 4: What is holding Malawi back? Read pages 58-61 in the Kerboodle textbook or use this** [**page.**](https://sites.google.com/a/framvle.co.uk/fehsgeog/year-9/unit-11/case-study-of-an-ledc-malawi)

**Learning Objective:** To **explain** the physical, economic, political and environmental barriers to Malawi’s development.

**Starter: Why might corruption create a barrier to development within a country?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q. Describe** the location of Malawi **(3 marks)**

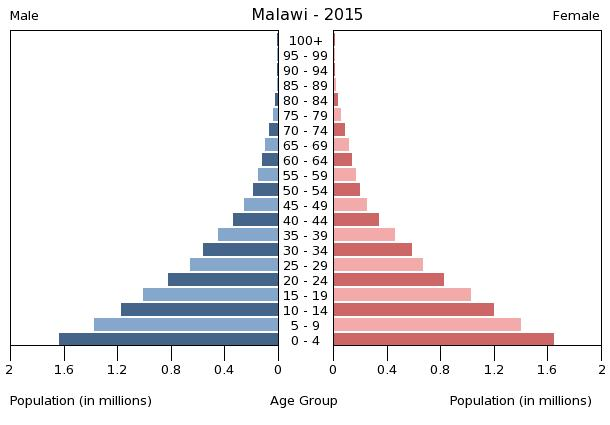
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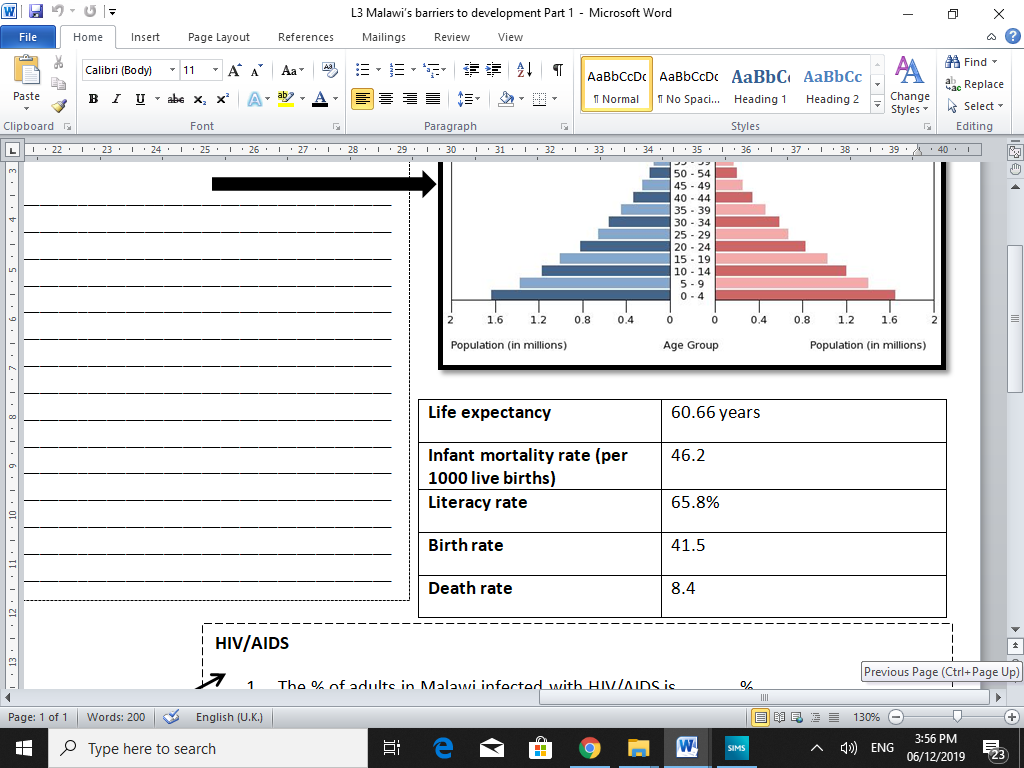
**Hint:** Think of Continents, Countries and Oceans,

**Task 1: What does Malawi’s population pyramid show about the level of development in Malawi?**

Think about birth rate, death rate, life expectancy.  **EXT**: what can we learn about literacy rates, access to clean water, the number if doctors per 1000 people?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_





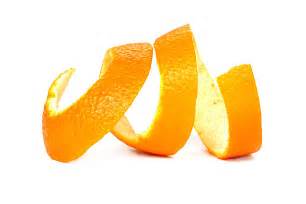
|  |  |
| --- | --- |
| **Life expectancy** | 60.66 years |
| **Infant mortality rate (per 1000 live births)** | 46.2 |
| **Literacy rate** | 65.8% |
| **Birth rate** | 41.5 |
| **Death rate** | 8.4 |

**Task 2: Outline the physical and environmental barriers that affect Malawi’s development**

|  |  |
| --- | --- |
| **Landlocked:** | **Rural Isolation:** |
| **Living with Climate Change:** | **Increased Pollution:** |

**Task 3: Outline the economic and political barriers that affect Malawi’s development**

|  |  |
| --- | --- |
| **Terms of Trade:** | **Cash Crops:** |
| **Colonisation:** | **Global Trade and international relations:** |

******Task 4: Exam Question Practice:**

**/8**

**Explain two physical factors that can prevent development progress in a country (4 marks)**

Climate can have a considerable impact on development, for example, the variable \_\_\_\_\_\_\_\_\_\_\_\_ in Malawi that has seen crop \_\_\_\_\_\_\_\_\_\_ fall. When rains have arrived they have been intense and led to \_\_\_\_\_\_\_\_\_\_ and destroyed thousands of homes. If a country is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it has no port to import and export \_\_\_\_\_\_\_\_\_\_, affecting its development. To reach Malawi, goods have to be transported on a slow \_\_\_\_\_\_km railway which increases the\_\_\_\_\_\_\_ of imports and could put off companies from locating their \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Malawi.

|  |  |  |  |
| --- | --- | --- | --- |
| flooding | cost | landlocked | yields |
| goods | rainfall | 800 | business |

**Explain two economic factors that can prevent development progress in a country (4 marks)**

Using the following keywords complete your answer to the question above, words in the same colour box refer to the same factor.

|  |  |  |  |
| --- | --- | --- | --- |
| terms of trade | Primary products | Manufactured goods | Raw materials |
| Colonisation | Plantations | Commodities | Tariffs |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extension 4: Model Answer Worksheet**

For a named developing country, assess how far patterns of trade have affected its economic development. (12 marks)

*The first paragraph has been done for you – it has gained you 4 marks already (3 for content 1 for SPAG):*

Malawi’s patterns of trade have had a significant impact on its economic development. For example, the value of Malawi’s exports each year is less than its imports, so every year it earns less than it spends. One reason why Malawi has such poor terms of trade is that they export largely raw materials, also known as primary products. It has then sold these on to developed countries, and in return bought manufactured goods that it does not make itself.

As a result, its terms of trade are stacked against it.

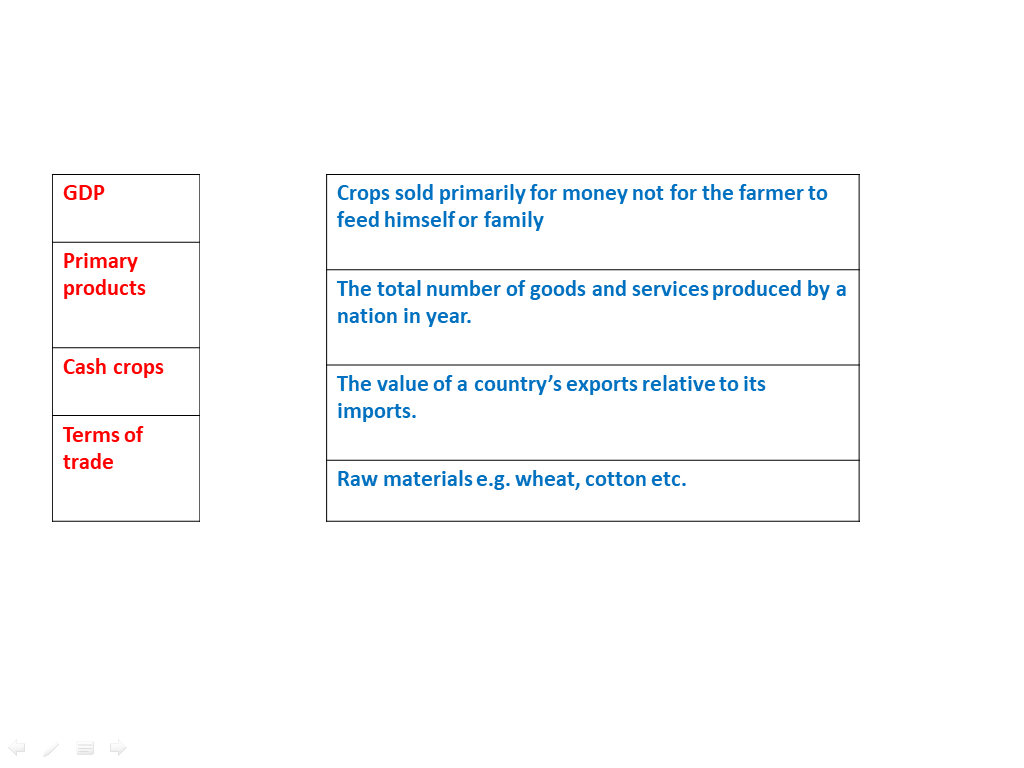
*Can you now finish the response? You need to focus on other factors that have affected Malawi’s economic development. Use your notes from the lesson today to support 2 more paragraphs arguing the country is held back by more than just its terms of trade.*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 5: Theories of Development Read pages 62-63 in the Kerboodle Textbook or use this** [**page**](https://studyrocket.co.uk/revision/gcse-geography-b-edexcel/development-dynamics/theories-of-development) **from Study Rocket.**

**Learning Objective:** To **explain** two different theories regarding how countries develop over time.

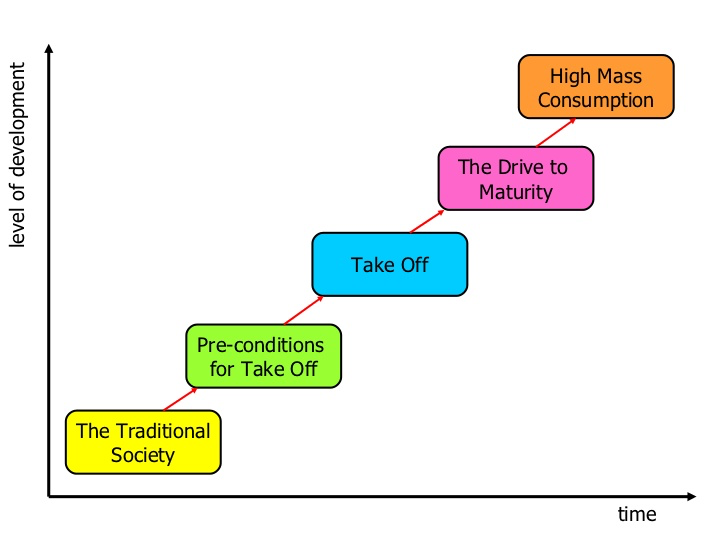
**Starter: Match-up the correct definition to the correct key word.**





**Task 1: The Rostow Model:** [**https://www.youtube.com/watch?v=jgFecxrGceQ**](https://www.youtube.com/watch?v=jgFecxrGceQ)

* Walt Rostow was an American economist who worked in the US government after WWII.
* In 1960, he published his theory- called the Rostow model- based on how countries like the UK and USA developed.
* He believed that countries should pass through 5 stages of development.
* Given enough time, all countries would become fully developed.

**Complete the following model with the 5 stages of the Rostow Model**

|  |  |
| --- | --- |
| **Stage 1:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Stage 2:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Stage 3:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Stage 4:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Stage 5:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

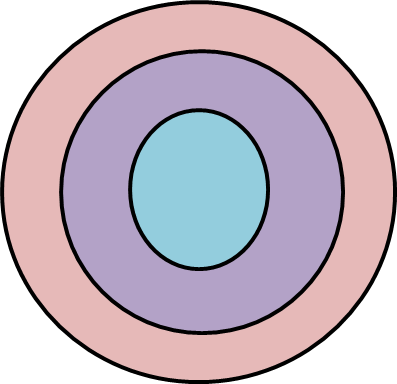
**Copy** the correct information next to the correct stage on your diagram

**Criticisms of Rostow’s Model:**

* Rostow’s theory is outdated (1960) and too simplistic
* Not all countries follow the same path of development. Some skip stages.
* Not all countries start off the same or have the same pop, res and climate.
* The model is based on the experiences of Europe (Eurocentric.)
* Overlooks other paths to development e.g. promoting tourism, attracting FDI.
* The model is ‘one-way’ but some countries do not achieve this because their economies stall or even fall backwards due to debt and corruption.

**Task 2: Frank’s Dependency Theory:**

* In the **1970’s**, the dependency theory was developed by Andre Frank- in opposition to Rostow’s ideas.
* Frank believed that development was about **two types of countries-** core and periphery.
* The core is developed, powerful countries like North America, Europe.
* Periphery is other areas which produce raw materials.

**Complete the following diagram to represent the theory**

**Goods**

**Resources**

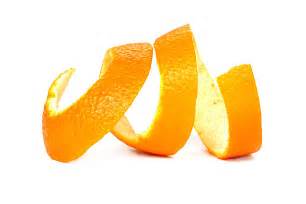
|  |  |
| --- | --- |
| **Core** |  |
| **Periphery** |  |

**He disagreed with Rostow because…**

* Historical trade made countries poor.
* He believed poorer countries aren’t simpler versions of wealthier countries, but are weaker members of the global economy.

**Criticisms of Frank’s Deepndency Theory:**

* It is argued that colonialism *did* have positive benefits because it provided LIC’s with a basic infrastructure (e.g. transport and communications).
* Never colonised LICs such as Ethiopia and Afghanistan experience severe problems today because they lack the infrastructure provided by the colonial powers.
* Some countries such as Bangladesh have grown poorer despite increased aid from the West over two decades.
* Campaigns such as ‘Make Poverty History’ and ‘Fair Trade’ are examples of positive links between developing and developed countries.

****

**Task 3: Exam Question Practice:**

**Explain how Rostow’s model can be used to explain the development of a country (4 marks)**

Rostow's model explains the development of a country by identifying the different stages it progresses through, beginning with traditional society where most people work in an agricultural "subsistence economy". As agriculture shifts to manufacturing, the country is getting ready for "take off" - a period when investment and technology create new opportunities. The "Drive to maturity" is a period of growth and production of consumer goods before the economy reaches "High Mass Consumption" which is a period when consumers enjoy a wide range of goods and society is wealthy.

**Point**

**Explain**

**Extension 5: Exam Qs 2.4-2.6 in the Kerboodle Textbook**

**Lesson 6: Development in a globalised world Read pages 64-65 in Kerboodle Textbook or pages 1-4 on** [**BBCBitesize**](https://www.bbc.co.uk/bitesize/guides/zx3vtyc/revision/1)

**Learning Objective:** To **explain** the reasons why some countries benefit from globalisation more than others.

**Starter: Think....100 years ago:**

1. If you wanted to travel to Australia, how would you get there and how long would it take?

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1. If you wanted to buy a coat, where would you buy it from and where would it be made?

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1. If we went to another area of the world, would we see similar or different shops/fashions? Why?

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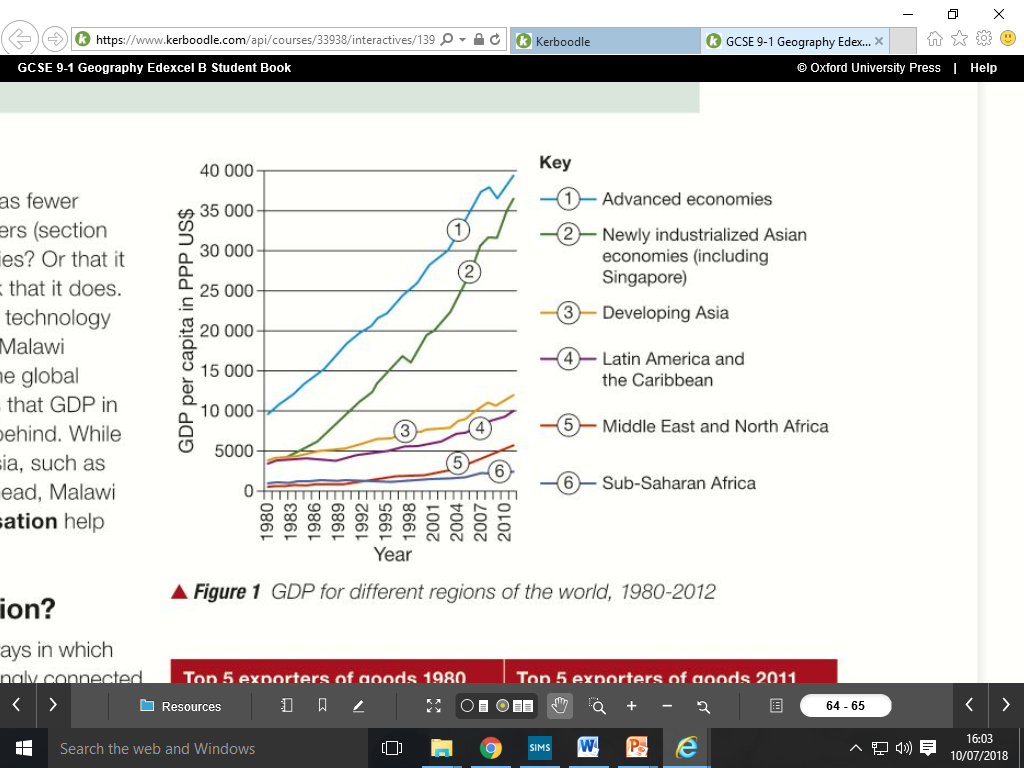
**Task 1: Define** the term ‘globalisation’

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**Q.** **Describe** how GDP has changed in different regions of the world from 1980-2010 **(3 marks)**

**Trend:**

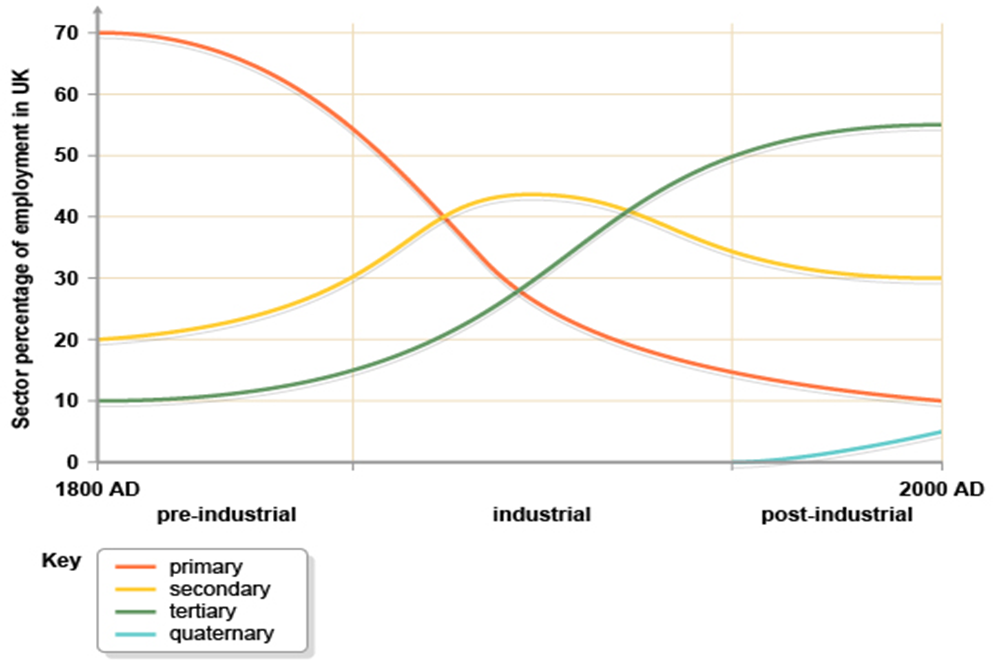
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**Evidence:**

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**Evidence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2: The Clark Fisher Model:**

|  |  |
| --- | --- |
| **Pre-Industrial** |  |
| **Industrial** |  |
| **Post-Industrial** |  |

**Task 3: Comparing Economies**

****Compare the economies of Malawi, Vietnam and the UK. Annotate (label) around the table what you notice.

**Explain how:**

1. **Industrialisation has given Vietnam a higher GDP than Vietnam.**

*Vietnam has invested more in factories, therefore…*

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1. **The UK has a much higher GDP than Vietnam, even though its manufacturing (industry) is lower.**

*The UK has a much higher GDP than Vietnam because…*

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**Glossary Unit 2: Development Dynamics**

|  |  |
| --- | --- |
| Key Term | Definition |
| **Biogas** | a gas produced by the breakdown of organic matter, such as manure or sewage, in the absence of oxygen. It can be used as a biofuel |
| **Bottom-up development** | experts work with communities to identify their needs, offer assistance and let people have more control over their lives, often run by non-governmental organisations |
| **Cash crops** | crops sold for cash, directly from farmers to be exported and traded on global markets |
| **Caste-based society** | the Hindu caste system determines a person’s status (and job), a social custom found traditional rural villages in India |
| **Clark Fisher model** | theory produced by two economists, Clark and Fisher, that explains changes in employment structure as countries develop their economies |
| **Colonisation** | when another country takes over a foreign land and applies a system of power |
| **Commodities** | items of value that can be traded for money |
| **Communism** | is a system of government, based on the theories of Karl Marx, which believes in sharing wealth between all people |
| **Containerization** | the transport of goods using container ships |
| **Core region** | areas within a country that are important economic hubs, with high levels of employment and technological innovation |
| **Cycle of poverty** | a set of factors that cause continuous poverty unless intervention is made |
| **Demographic data** | all data linked to population e.g. birth rate, death rate etc. |
| **Dependency ratio** | the proportion of people below (aged 0-14) and above (over 65) normal working age. The lower the number, the greater the number of people who work and are less dependent |
| **Development indicators** | measures of how a country is improving |
| **Economic liberalisation** | when a country's economy is given the freedom of a 'market economy', consumers and companies decide what people buy based on demand |
| **Emerging countries** | a country with high-to-medium human development, and recent economic growth |
| **Emerging economies** | countries that have recently industrialised and are progressing towards an increased role in the world economy |
| **Fertility rate** | average number of births per woman |
| **Footloose** | term used to describe companies that are able to locate anywhere there is high-quality communication links |
| **Foreign Direct Investment (FDI)** | unrestricted flows of capital (money) from one country to another |
| **Frank’s dependency theory** | theory developed by economist André Frank that describes development using two types of global region (core and periphery) |
| **Global north** | a group of wealthy countries found mainly in the Northern hemisphere |
| **Global south** | a group of less wealthy countries found mainly in the Southern hemisphere |
| **Gross Domestic Product (GDP)** | the total value of \*goods and \*services produced by a country in one year |
| **Globalisation** | increased connections between countries |
| **High Income Countries (HICs)** | countries where employment is dominated by tertiary and quaternary sectors |
| **Human Development Index (HDI)** | a standard means of measuring human development |
| **Industrialisation** | where a mainly agricultural society changes and begins to depend on manufacturing industries instead |
| **Infant mortality** | number of children per 1000 live births who die before their first birthday |
| **Infrastructure** | the basic services needed for an industrial country to operate e.g. roads, railways, power and water supplies, waste disposal, schools, hospitals, telephones and communication services |
| **Inter-Governmental Organisations (IGOs)** | governments and agencies working together |
| **Intermediate technology** | uses low-tech solutions using local materials, labour and expertise to solve problems |
| **Irrigation** | is the artificial watering of land that allows farming to take place |
| **Knowledge economy** | an economy based on specialised knowledge and skill |
| **Level of development** | means a country's wealth (measured by its GDP), and its social and political progress (e.g. its education, health care or democratic process in which everyone can vote freely |
| **Maternal mortality** | number of mothers per 100 000 who die in childbirth |
| **Life expectancy** | average number of years a person can expect to live |
| **Low Income Countries (LICs)** | countries where employment is dominated by the primary sector e.g. farming |
| **Middle Income Countries (MICs)** | countries dominated by the secondary sector (manufacturing), which often have large reserves of raw materials which has encouraged investment and growth e.g. Brazil and Chile |
| **Multiplier effect** | when people or businesses move to an area and invest money on housing and services, which in turn creates more jobs and attracts more people |
| **Neo-colonialism** | ‘new’ colonialism |
| **New economy** | economy based on the sale of services, rather than manufactured products |
| **Newly Industrialising Countries (NICs)** | the name given to countries that have very recently started to rapidly develop, such as Hong Kong, Singapore and Malaysia (the ‘Asian Tigers’) |
| **Non-governmental organisations (NGOs)** | NGOs work to make life better, especially for the poor. Oxfam, the Red Cross and Greenpeace are all NGOs |
| **Outsourcing** | using people in other countries to provide services if they can do so more cheaply e.g. call centres |
| **Population structure** | the number of each sex in each age group (e.g. 10-14), usually displayed in a population pyramid diagram |
| **Primary products** | raw materials |
| **Purchasing power parity (PPP)** | shows what you can buy in each country, now used to measure GDP |
| **Rostow’s theory** | theory by Walt Rostow about the economic growth of countries |
| **Quaternary sector** | employment based on highly specialised knowledge and skill |
| **Quintile** | a group of five |
| **Recently Industrialising Countries (RICs)** | countries such as China and India which have recently industrialised |
| **Rural-urban migration** | the movement of people from the countryside to the cities, normally to escape from poverty and to search for work |
| **Secondary products** | manufactured goods |
| **Secondary sector** | employment based in manufacturing |
| **Subsistence farming** | where farmers grow food to feed their families, rather than to sell |
| **Tariff** | additional cost added to the price of traded goods |
| **Terms of trade** | means the value of a country's exports relative to that of its imports |
| **Tertiary sector** | employment based on services |
| **Top-down development** | when decision-making about the development of a place is done by governments or large companies |
| **Trans National Companies (TNCs)** | those which operate across more than one country |
| **World Trade Organisation (WTO)** | a global organisation dedicated to making trade between countries easier |