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)

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?**

_____

2) **Do you think somebody who earns that much money is classed as 'rich'?**

_____

_____

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)**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Ranking ▲	Country	Data ⬍	Date of information ⬍
1	Australia	0.94	2014
2	Norway	0.94	2014
3	Switzerland	0.93	2014
4	Ireland	0.92	2014
5	Netherlands	0.92	2014
6	United States	0.92	2014
7	Denmark	0.92	2014
8	Germany	0.92	2014
9	New Zealand	0.91	2014
10	Singapore	0.91	2014

Ranking ▲	Country	Data ⬍	Date of information ⬍
181	Burkina Faso	0.40	2014
182	Burundi	0.40	2014
183	Chad	0.39	2014
184	Eritrea	0.39	2014
185	Niger	0.35	2014
186	Central African Republic	0.35	2014
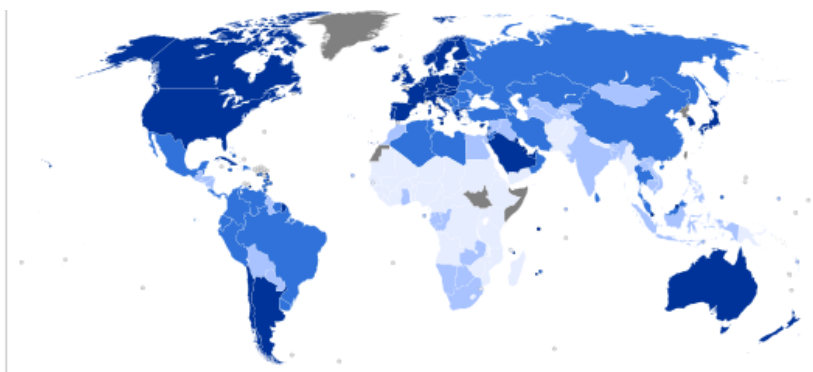
World map indicating the categories of Human Development Index by country (based on 2013 data, published on July 24, 2014).[1]

Very high
High
Medium
Low
Data unavailable

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Explain <u>three</u> 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.

_____

_____

_____

_____

/6

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

	Life expectancy
	Birth rate
	Death rate
	% of adult literacy
	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

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

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)

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

4 The number of children who regularly attend school

5 The % of people who can read and write within a population

6 The number of children who die under the age of two.

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

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

9 The number of doctors divided by the number of people in the population.

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

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.

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

12 This indicator effects the economy, health services and family / community ties.

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.

_____

_____

_____

_____

_____

2) Suggest reasons for this

_____

_____

_____

_____

Country	HDI Rank
Norway	1
USA	8
Japan	20
Mexico	74
China	90
Vietnam	116
Kenya	145

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

Identify 2 countries which you would identify as:

Developed:

1)

2)

Developing:
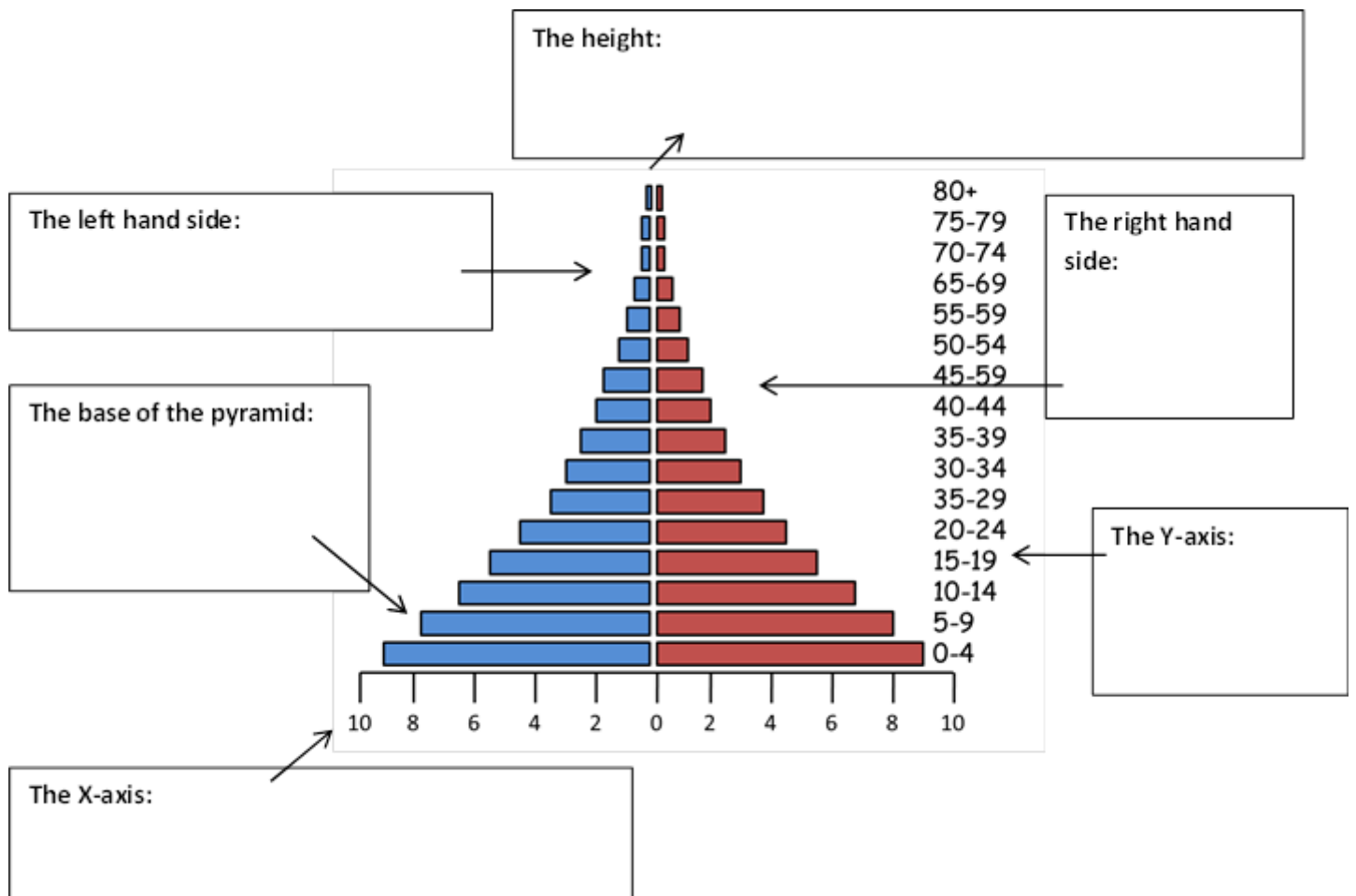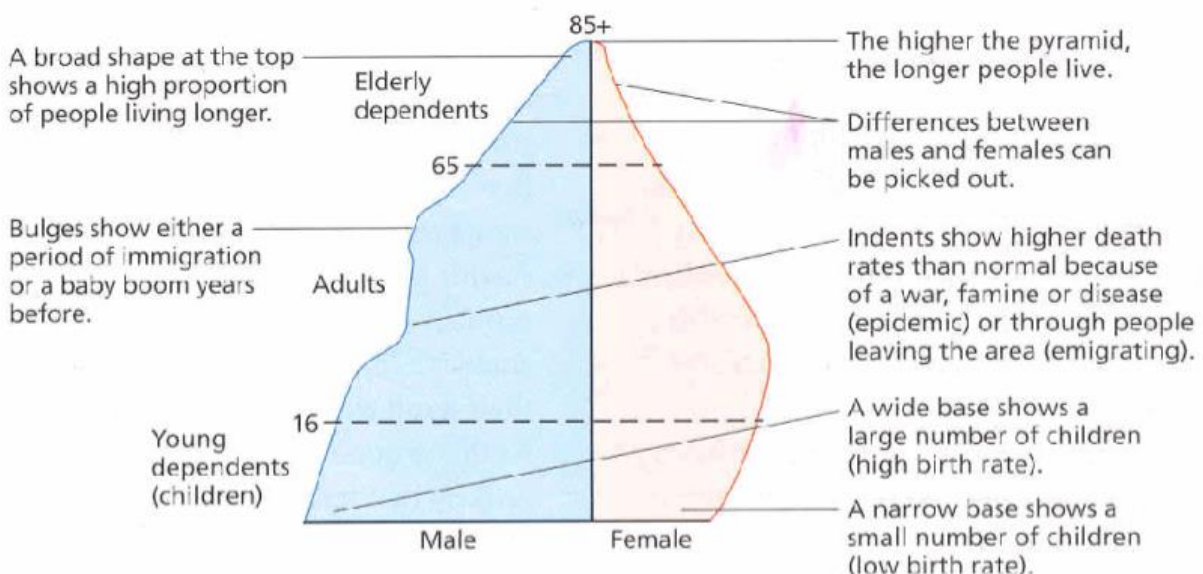
1)

2)

Emerging:

1)

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:

The height:

The left hand side:

The right hand side:

The base of the pyramid:

The Y-axis:

| 80+ |
| 75-79 |
| 70-74 |
| 65-69 |
| 55-59 |
| 50-54 |
| 45-59 |
| 40-44 |
| 35-39 |
| 30-34 |
| 35-29 |
| 20-24 |
| 15-19 |
| 10-14 |
| 5-9 |
| 0-4 |

10 8 6 4 2 0 2 4 6 8 10

The X-axis:

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

85+

A broad shape at the top shows a high proportion of people living longer.

Elderly dependents

The higher the pyramid, the longer people live.

65

Differences between males and females can be picked out.

Bulges show either a period of immigration or a baby boom years before.

Adults

Indents show higher death rates than normal because of a war, famine or disease (epidemic) or through people leaving the area (emigrating).

16

Young dependents (children)

A wide base shows a large number of children (high birth rate).

Male   Female

A narrow base shows a small number of children (low birth rate).

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
3. **Explain** the reasons for the different shapes
   - *Birth rate is low in UK because.....*
   - *Life expectancy in Niger is low because............... And so on..................*
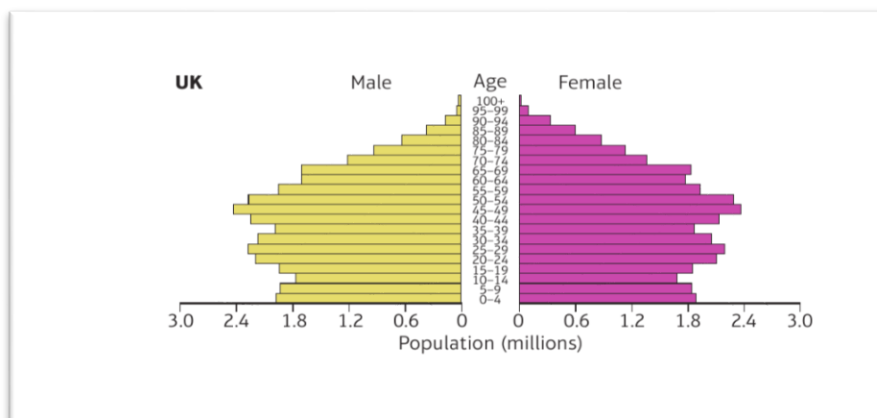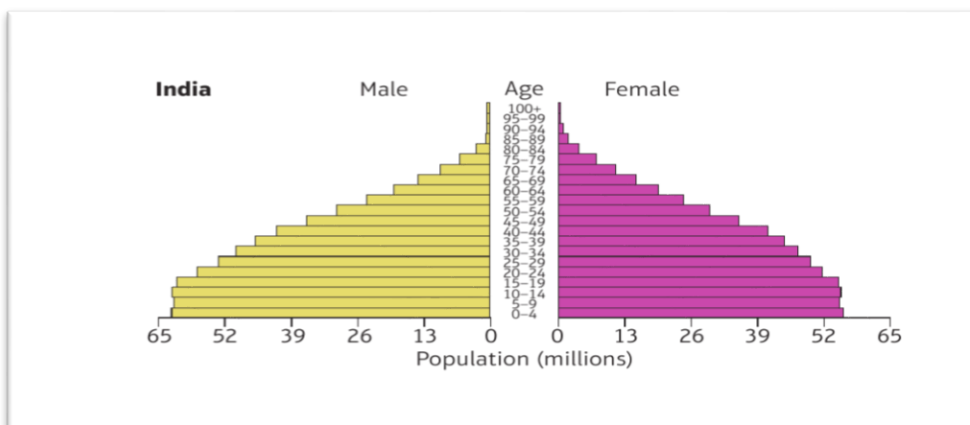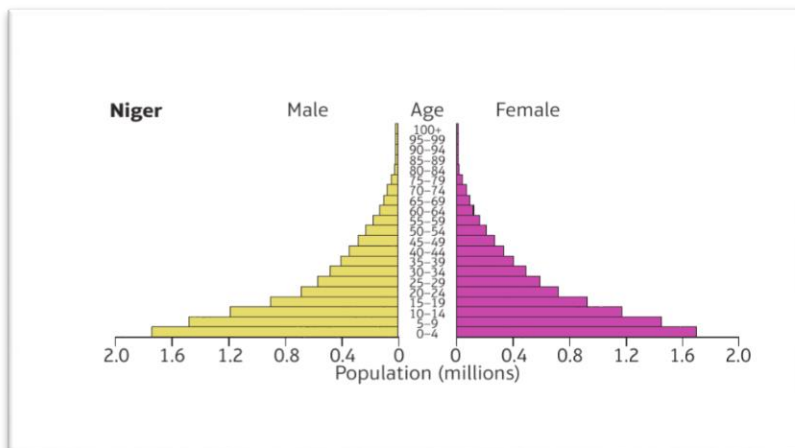
Task 4: Demographic Transition Model: DTM
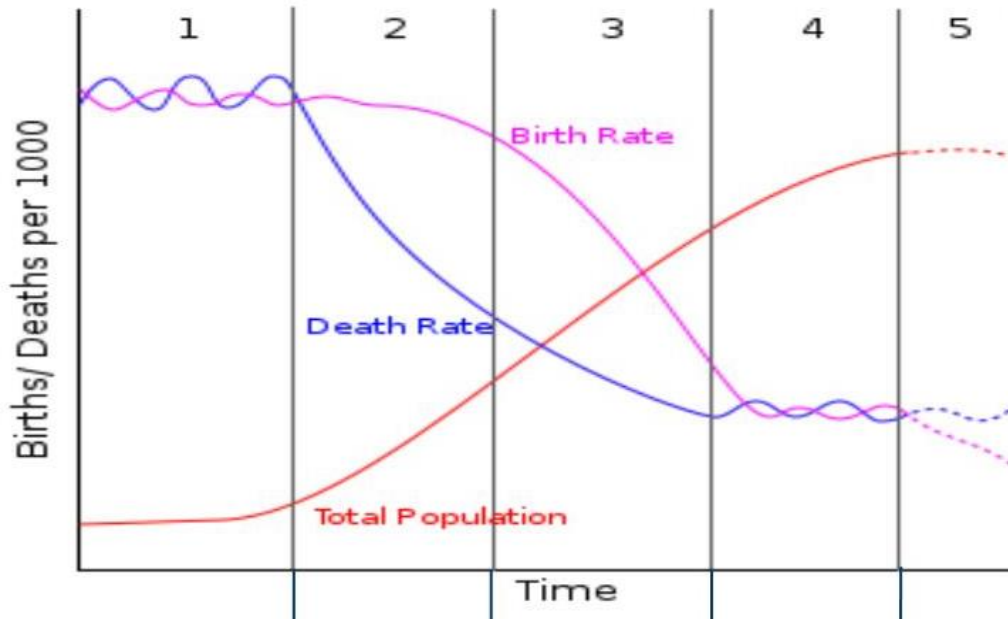
Complete the table below with a description of what is occurring in each stage of the Demographic Transition Model (DTM)

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:

_____

_____

_____

/4

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'
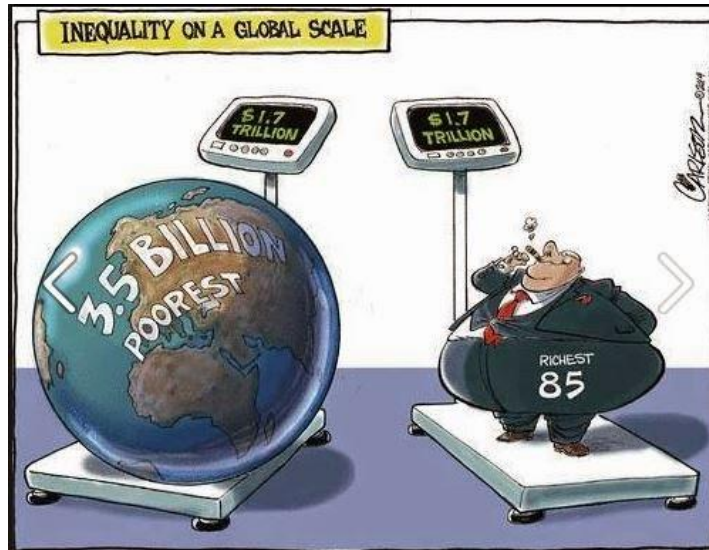
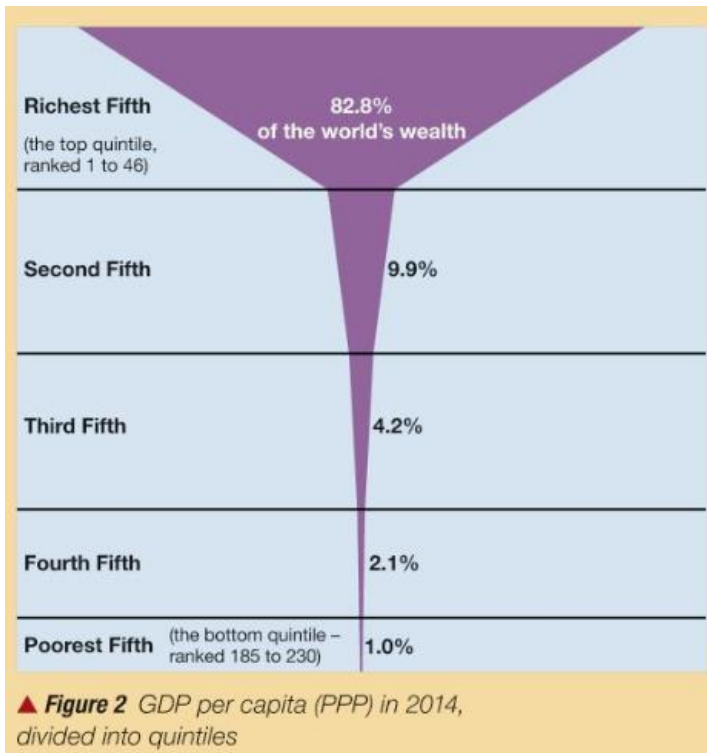

Task 1: The Brandt Report

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
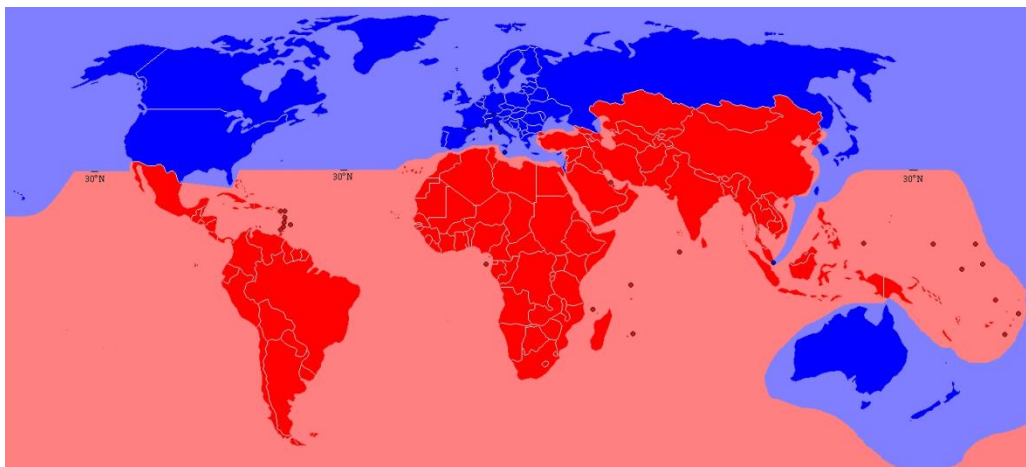
Global North	
Global South	

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).

Richest Fifth (the top quintile, ranked 1 to 46)	82.8% of the world's wealth
Second Fifth	9.9%
Third Fifth	4.2%
Fourth Fifth	2.1%
Poorest Fifth (the bottom quintile – ranked 185 to 230)	1.0%

▲ **Figure 2** GDP per capita (PPP) in 2014, divided into quintiles

Each horizontal band represents an equal fifth of the world's people

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

_____

_____

E

_____

_____

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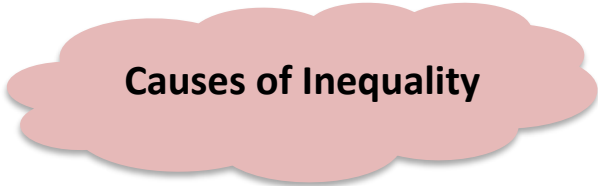
Task 3: Causes of inequality: **https://www.youtube.com/watch?v=9-4V3HR696k**

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)

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.

Rising / Falling	1980 rank	2015 rank	The 10 largest economies (total GDP in US$)
	1	1	USA (US$16.9 trillion)
▲	9	2	China (US$9.2 trillion)
▼	2	3	Japan (US$4.9 trillion)
	4	4	Germany (US$3.7 trillion)
	5	5	France (US$2.8 trillion)
	6	6	United Kingdom (US$2.7 trillion)
▲	12	7	Brazil (US 2.2 trillion)
▼	7	8	Italy (US$2.1 trillion)
▼	3	9	Russia (former USSR in 1980, which was much larger) (US$2.0 trillion)
▲	13	10	India (US$1.9 trillion)

▲ **Figure 3** The changing rank order of the world's ten largest economies

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.

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)**

Hint: Think of Continents, Countries and Oceans,

▲ Malawi is about two-thirds the size of England, but with only 30% of its population. Its two largest cities (Blantyre and the capital, Lilongwe) have only 1.25 million people between them.

_____

_____

_____

_____

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?

_____

_____

_____

_____

_____

_____

_____
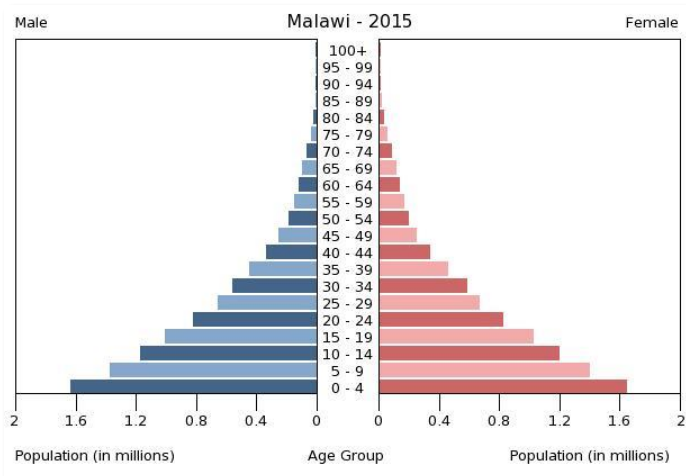
Task 2: Outline the physical and environmental barriers that affect Malawi's development

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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 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.

|	
GDP	Crops sold primarily for money not for the farmer to feed himself or family
Primary products	The total number of goods and services produced by a nation in year.
Cash crops	The value of a country's exports relative to its imports.
Terms of trade	Raw materials e.g. wheat, cotton etc.

Task 1: The Rostow Model:

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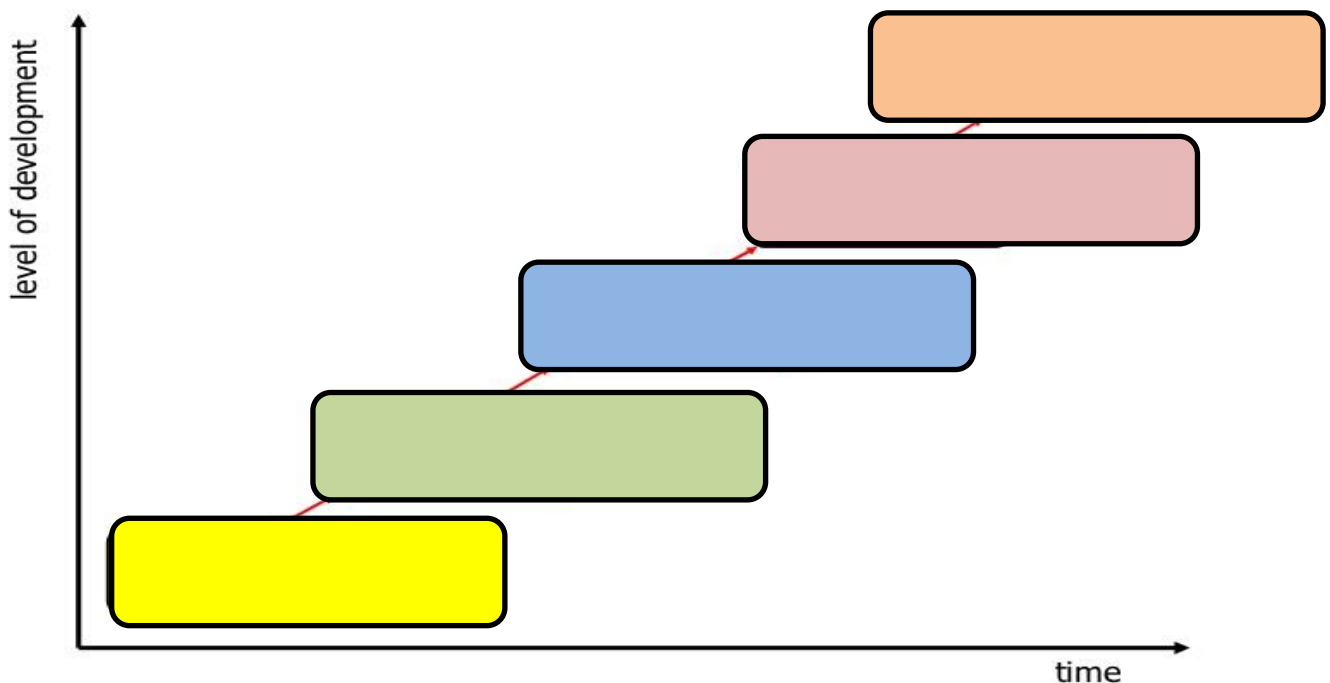
Copy the correct information next to the correct stage on your diagram

|	
Stage 1:	_____ _____ _____ _____ _____ _____
Stage 2:	_____ _____ _____ _____ _____ _____
Stage 3:	_____ _____ _____ _____ _____ _____
Stage 4:	_____ _____ _____ _____ _____ _____
Stage 5:	_____ _____ _____ _____ _____ _____

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
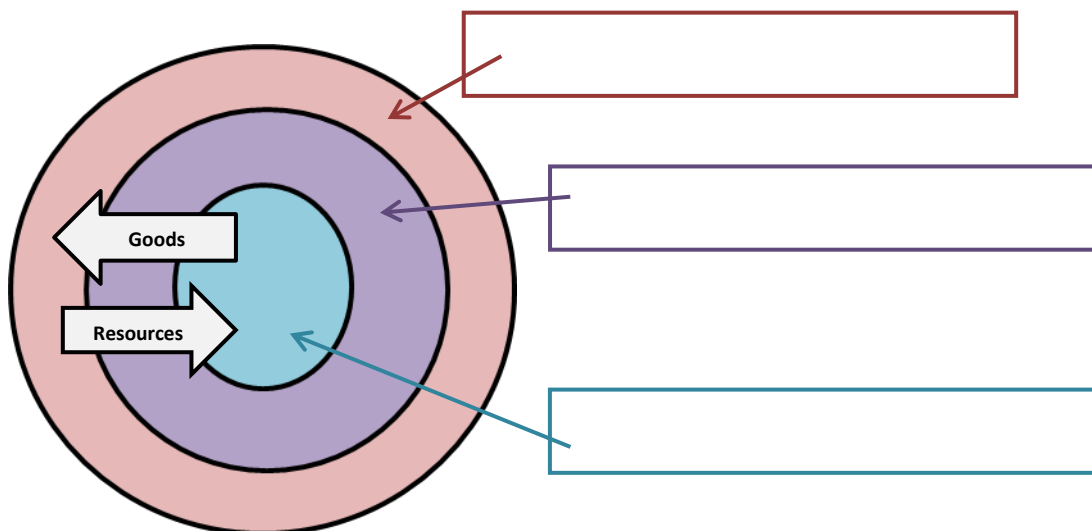
Core	
Periphery	

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 ☐

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

Starter: Think....100 years ago:

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

_____

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

_____

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

_____

Task 1: Define the term 'globalisation'

_____

_____

_____

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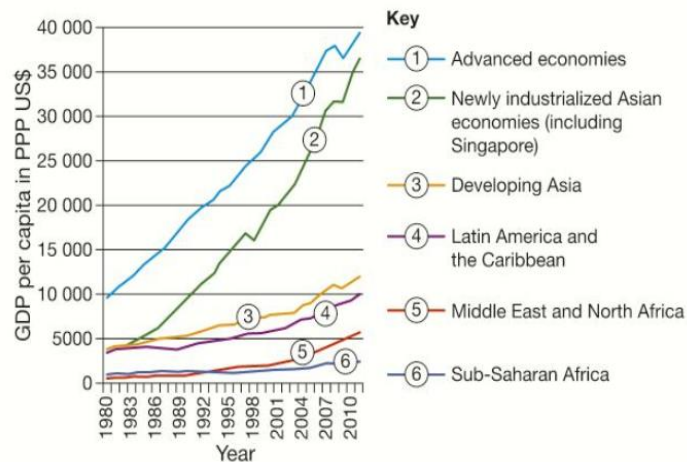
Trend:

_____

_____

Evidence:

_____

_____

Evidence:

_____

_____

_____

Figure 1 GDP for different regions of the world, 1980-2012

Key
1 — Advanced economies
2 — Newly industrialized Asian economies (including Singapore)
3 — Developing Asia
4 — Latin America and the Caribbean
5 — Middle East and North Africa
6 — Sub-Saharan Africa

Task 2: The Clark Fisher Model:
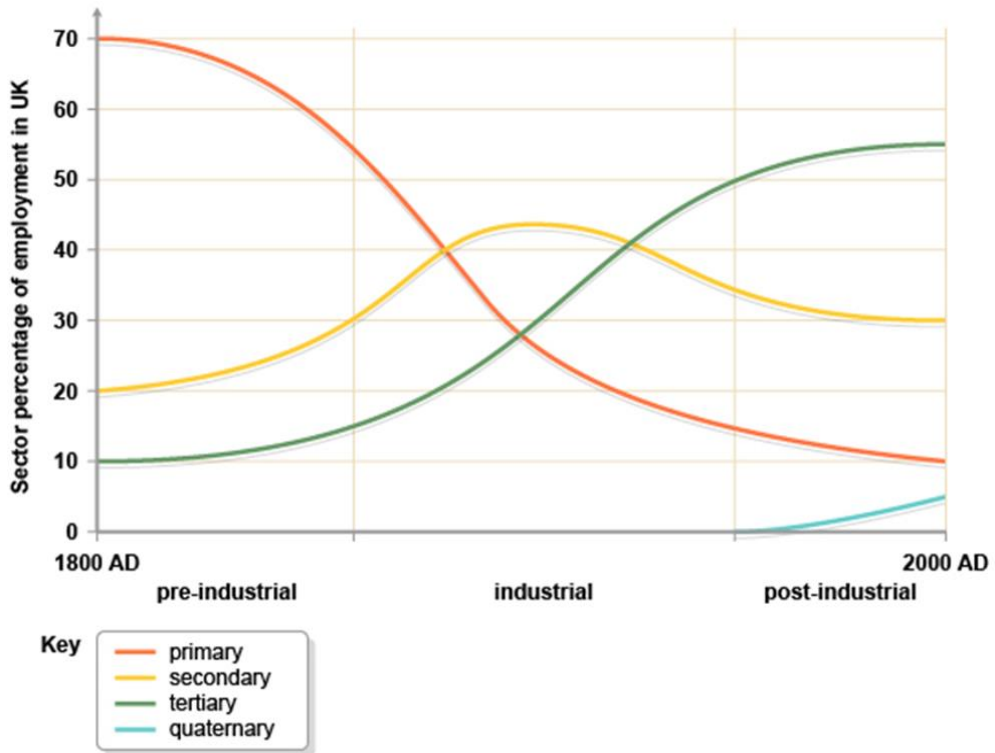
Pre-Industrial	
Industrial	
Post-Industrial	

Task 3: Comparing Economies

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

	Malawi	Vietnam	UK
GDP per person (in US$)	900	3400	37 700
Where GDP comes from (%)	Agriculture: 30.3 Industry: 16.7 Services: 53	Agriculture: 22 Industry: 40.3 Services: 37.7	Agriculture: 0.6 Industry: 20.6 Services: 78.8
Percentage of people by occupation	Agriculture: 90 Industry and services: 10	Agriculture: 48 Industry: 22.4 Services: 29.6	Agriculture: 1.4 Industry: 18.2 Services: 80.4
Value of Exports (US$)	1.3 billion	147 billion	550 billion
Export goods	Tobacco, tea, sugar, cotton, coffee, peanuts, wood products, clothing	Clothing, shoes, electronics, seafood, crude oil, wooden products, machinery, rice	banking, insurance, business services, machinery and transport equipment, fuels, chemicals

Explain how:

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

Vietnam has invested more in factories, therefore…

_____

_____

_____

b) **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…

_____

_____

_____

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