



# Edexcel AS and A Level Geography

## Topic Booklet for Area of Study 2: Dynamic Places, Topic 3: Globalisation

### Practical support to help you deliver this Edexcel specification

The aim of this topic guide is to get a big-picture overview of the globalisation topic. The concept of globalisation is inherently synoptic and links with all aspects of the course, but particularly Topic 7 (Superpowers) and Topic 8 (Global Development and Connections) in the A Level course.

The unit introduces students to the concept of globalisation from a historical perspective, introducing the main players and actions that have driven the development of globalisation since the 19th century and accelerated it in the post-war years. The second and third enquiry questions broadly cover the consequences of globalisation for people around the world, and ask students to consider different attitudes towards globalisation and whether the consequences can be managed. In this way the course follows a familiar structure: outline of globalisation, the impacts and management.

Things to bear in mind:

- 1) Globalisation is a nebulous concept, but as most global interactions take place on a local scale, students will have experiences that can be drawn on in class to make the concept easier to grasp.
- 2) Case studies and examples should still be located and range from the local to the national scale. The globalisation unit is, obviously, global in scope, but an appreciation of the concept of scale is essential.
- 3) There are clear links to be made to the specialised concepts that run throughout the AS and A Level course – causality, systems, inequality, representation, identity, sustainability and interdependence are all directly relevant to this globalisation course.
- 4) Students should be encouraged to see the debates and issues surrounding globalisation through the structure of players, attitudes and futures.

Our specifications offer an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.



The AS and A Levels in geography are linear, and all assessments are at the end of the course. The AS assessment will be at the end of the first year, and the A Level assessment will be at the end of the second year.

The specification has been designed so that the content is clear and it is manageable for centres to deliver within the guided learning hours over a one-year (AS Level) or two-year (A Level) period.

The guided learning hours are 180 for an AS Level and 360, over two years, for an A Level. This document provides a topic guide for teaching Globalisation, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic guides indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.

The advised teaching time for this topic is 18 guided learning hours; i.e. roughly 6 hours per enquiry question (EQ). This requires some blending together of the detailed content. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for more able students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

Each enquiry question is broken down into sections, beginning with a quick overview of the breadth of the enquiry question followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

### **Synoptic linkages and case study nesting**

Our synoptic themes help students see the 'bigger picture', by encouraging them to make geographical links between topics and issues. To enable this, and to support exam preparations, we've continued to signpost 'Players' (P), 'Attitudes and Actions' (A) and 'Futures and Uncertainties' (F) throughout the specification content.

The globalisation unit is inherently synoptic. There are many links with both options of Topic 4: Shaping Places, where students learn how local places are shaped by global processes. In 4A, students will study economic and social inequalities and consider the global flows that have influenced them, including deindustrialisation and the need for economic restructuring. They will understand the role of different players, such as TNCs, in shaping and regenerating places. In 4B, students will understand the global flows that have shaped the demographic and cultural characteristics of places, including the impact of migration and cultural diffusion.

Topic 5 includes a section on integrated drainage basin management, including the role of IGOs like the UN in water-sharing treaties, which may draw on some aspects of this globalisation course. Topic 6: The Carbon Cycle and Energy Security includes looking at the role of TNCs in securing pathways and energy supplies, giving students an insight into global energy supply as well as TNC attitudes towards re-balancing the carbon cycle.

Topic 7: Superpowers has the most synoptic links. The globalisation topic gives students a good understanding of the inequality of power, which can be built on in



the Superpowers topic. Students will understand the rapidly changing influence of emerging powers and make links to the increasing global flows within these countries. Recognising the role of TNCs and IGOs in influencing the global economic system will make students more aware of the inequality of power in international decision making. Learning about cultural globalisation will be a good base on which to build understanding about soft power. Globalisation can explain some of the economic problems faced by the USA and the EU, which challenge their power.

Topics 8A: Health, Human Rights and Intervention, and 8B: Migration, Identity and Sovereignty link particularly well with the Globalisation topic. In 8A, a basic understanding of neoliberalism will help students better understand the role of governments and IGOs in defining development targets and policies. In 8B, there are many links to be made between globalisation and migration, where students will already have a good understanding of different types of migrants and their impacts. Students will also have a good understanding of the ability of national governments to manage globalisation, which links with 8B.5 (nationalism), 8B.6 and the whole of EQ4. The role of IGOs in managing global issues will also be familiar to learners.

There are a number of case studies that can be used for different topics. China and India are common case studies, with links to be made throughout the course. IGOs will also be studied in different topics throughout the course. The IMF in Tanzania, for example, could also be used in the Superpowers topic. The deindustrialisation case study could be used for the Places topic. If studying North Korea or the Sahel, there are various links to be made with territoriality, intervention, nationalism and superpowers. The migration case studies can be revisited if studying 8B.



# Introduction

## Overview

'Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely will help players implement sustainable solutions' (excerpt from the specification).

EQ1: What are the causes of globalisation and why has it accelerated in recent decades?

EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

EQ3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?

## EQ1: What are the causes of globalisation and why has it accelerated in recent decades?

### Teaching approach over 6 hours

Lesson 1 (1hr)	An introduction to globalisation.
Lesson 2 (1hr)	The development of globalisation.
Lesson 3 (1hr)	Political and economic players in globalisation.
Lesson 4 (1hr)	Globalisation in China.
Lesson 5 (1hr)	Measuring globalisation.
Lesson 6 (1hr)	A two-speed world – winners and losers in globalisation.

### Lesson 1: An introduction to globalisation

## Overview

For the first lesson, it is worth spending some time deconstructing the term 'globalisation', so that students can better understand how it relates to their own lives. In geography, globalisation is a multi-strand process, and the complexity of the term means there have been many different attempts at a definition. Students need to identify types of connections and flows (goods, services, capital, people, information, etc.) and should be introduced to a framework around which to place these flows (social, economic, cultural, political, environmental). All students need to be able to describe *what* flows and explain *how* it flows.



More able students might write their own definition of globalisation and consider the overlapping nature of flows and how these flows change over time.

Less able students will still need to know the key flows and how they are interdependent. They could be given examples of global interactions and categorise them in a card sort.

## Key concepts and processes

Much of the content for this key idea will be familiar from the 2008 specification (Going Global). In summary, students need to know:

- a key definition for globalisation.
- that globalisation involves a variety of different flows and connections.
- that globalisation varies in width and depth (this should be familiar from the last specification).

Globalisation is quite an abstract concept and an activity to help students plot their own global interactions will help anchor the ideas. There are several definitions of globalisation from different players that vary quite considerably:

- 'The growing economic interdependence of countries worldwide through increasing volume and variety of cross-border transactions in goods and services, freer international capital flows, and more rapid and widespread diffusion of technology' (IMF).
- 'Globalisation is a process enabling financial and investment markets to operate internationally, largely as a result of deregulation and improved communications' Collins Dictionary.
- 'The process by which business or other organisations develop international influence or start operating on an international scale' Google.
- 'This is the integration of economies, industries, markets, cultures and policy-making around the world. Globalisation describes a process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation' Financial Times Lexicon.
- 'Globalisation is the ongoing process that is linking people, neighbourhoods, cities, regions and countries much more closely together than they have ever been before. This has resulted in our lives being intertwined with people in all parts of the world via the food we eat, the clothing we wear, the music we listen to, the information we get and the ideas we hold' UNESCO.

A good definition of globalisation for geography would take into account the fact that it is a multi-strand process incorporating social, economic, cultural, political and environmental facets.



## Guidance on teaching

Students could start the unit by writing their own definition of globalisation – then as a plenary revisit this, following what they have learned in the lesson.

A classic hook is to ask students to look around the room and take a sample of ten items each, find out the origin of each item and plot on a world map. With more time this could be done using a flow map, where the width of the line represents the quantity of goods manufactured in a place. Students need to know how to plot and read proportional flow lines – this is a good opportunity to cover this. See the Edexcel skills guide for support with this skill.

Give a range of definitions to students then ask them to highlight similarities and differences between the definitions.

Globalisation is unequal. This idea is explored further later in the unit, but it might be worth considering the varying length and depth of globalisation at this early stage. Showing photos of weekly food purchases from around the world would help spark debate about the varying length and depth of global connections (some familiar brands – Coca-Cola, KFC – pop up again and again): <http://time.com/8515/what-the-world-eats-hungry-planet/>.

## Lesson 2: The development of globalisation

### Overview

The second lesson could cover Key ideas 3.1b and 3.1c and present an overview of the development of globalisation over time. Globalisation, arguably, is not a recent phenomenon, but the length and depth of globalisation has certainly accelerated in the post-war years. There are a range of factors that have accelerated globalisation, but developments in transport and communications are the two most important.

More able students will be able to evaluate the relative importance of the factors that have accelerated globalisation at a variety of scales. Some more able students may like to compare the 'globalisation' of the 19th, 20th and 21st centuries, perhaps by considering the difference between colonialism and modern globalisation.

Less able students will still need to know the key developments in transport and communication that have facilitated globalisation and appreciate the idea of time-space convergence. They may need some scaffolding to help them evaluate the relative importance of the factors that have accelerated globalisation.

### Key concepts and processes

The development of globalisation should be covered in chronological order. Several factors have led to the acceleration of globalisation: railways, telegraph, steamships, jet aircraft, containerisation, mobile phones and internet are factors that will be familiar to teachers of the legacy course. Social networking, electronic banking



and fibre optics are factors that may be new to teachers. Advances in technology have led to developments in trade and transport, such as:

- the Industrial Revolution in the UK, which led to developments in transport and communication (steam engines and machinery in factories facilitating the mass production of manufactured goods).
- the Second Industrial Revolution – continuing mechanisation of industry and the growth of mass production (Fordism) in the first half of the 20th century.
- developments in jet aircraft and containerisation in the post-war years.
- 21st-century developments in ICT and mobile communication, leading to profound changes in all aspects of society and the economy. The digitisation of manufacturing is sometimes called the Third Industrial Revolution. Fibre optics have further lowered the cost of communication and facilitated other global flows such as goods, services and capital.

All of these developments can be said to have caused some time-space compression. This term, coined by geographer David Harvey, refers to 'any phenomenon that alters the qualities of and relationship between space and time'.

## Guidance on teaching

Time-space compression is seemingly complex; comparing Victorian travel times with current travel times using isochronic maps, [like this one created by Rome2Rio](#), can help students understand this concept.

Most students will be aware of recent changes to technology (the internet, social networking), but they may be less aware of more historical developments and of the importance of containerisation in reducing the cost of trade.

Containers could be said to be the archetypal symbol of modern globalisation. Students need to appreciate how containerisation has lowered costs for trade and therefore facilitated the acceleration of globalisation since the 1950s. Simple statistics can be used to explain the impact of containerisation on global trade – [see this article from the Economist](#), for example.

When discussing fibre optics as a facilitator for 21st-century globalisation, teachers might like to show students a [world map of fibre optic cables](#). This [article](#) from the Economist about the Third Industrial Revolution is also relevant.

Students should recognise that it is a combination of factors that has led to the acceleration of globalisation and the shrinking world.

Example strategies for teaching:

- Diamond 9 ranking the factors.
- Use infographics showing the sheer size of some modern container ships, like [this video from the BBC](#).

## Lesson 3: Political and economic players in globalisation

### Overview

The third lesson could cover Key ideas 3.2a and 3.2b, with students covering the role of international political and economic organisations, regional trade blocs and national governments in promoting free trade and foreign direct investment (FDI).



They need to understand how the major political and economic players contribute to, and manage, globalisation at a range of scales, from global to national.

More able students might like to consider the inequality of power within and between international organisations and trade blocs. They may also problematise the role of trade blocs in a globalised world – protectionism versus liberalisation.

Less able students will benefit from the use of examples to explain the role of international organisations on places.

## Key concepts and processes

Students need to understand the role that international organisations and national governments play in managing globalisation. Much of this will be familiar from the legacy specification, or from GCSE globalisation courses. International organisations could include the WTO, the IMF and the World Bank. The WTO promotes trade liberalisation and encourages countries to reduce or remove barriers to trade (such as quotas or tariffs). The IMF and the World Bank are international banks set up to lend money for development purposes.

Trade blocs are multilateral regional agreements between countries that often involve reducing or removing barriers to trade. In this way trade blocs tend to promote trade liberalisation on a regional scale. Trade blocs often erect trade barriers with non-member states, protecting certain industries within the trade bloc itself. The ability to protect member states varies with the trade bloc; some, like the EU, have free movement of goods and services but still protect member states against cheap imports – this is particularly true with agricultural products.

Students will be less familiar with the role that individual governments play in managing globalisation. Individual governments can both limit and encourage globalisation through grants and subsidies, increasing the profitability and thus competitiveness of certain industries (e.g. the Common Agricultural Policy in the UK). Through the privatisation of state-owned industries (e.g. the privatisation of British Gas and British Rail) they can encourage investment and entrepreneurial activity. Governments can set up special economic zones with tax breaks and other incentives to attract FDI. They can also make improvements to transport networks to encourage trade, particularly important for land-locked or mountainous countries.

Students should see the actions of these players at a variety of scales, from local to global.

## Guidance on teaching

Rooting the impacts of IMF and World Bank loans in a particular place can be helpful for students. There are many examples to draw from. One high-profile case study is the privatisation of water in Tanzania. The World Bank and IMF loaned millions to Tanzania on the condition that they privatise state-run organisations. The Structural Adjustment Programme imposed on Tanzania included the privatisation of the water supply in Dar es Salaam, which ended up causing water bills to rise, leading to many people turning to unsafe water supplies rather than pay the increased bills. Teachers could get students to complete a conflict matrix to look at the different players



involved in a case study like this. They can measure the strength of each conflict with a score from -3 to +3 and write a short explanation.

Teaching about trade blocs can be complicated, as they vary in aims, size, depth of interdependency and effectiveness.

More able students might question the role of trade blocs and bilateral agreements in a supposedly globalising movement towards free trade. [This article from the Economist](#) explains this paradox well.

The next lesson looks in more detail at the strategies that national governments can implement to manage globalisation.

## Lesson 4: Globalisation in China

### Overview

The fourth lesson could cover Key idea 3.2c, enabling students to understand how political and economic decisions can drive globalisation into new regions. China's rapid industrialisation through globalisation can be traced back to the Open Door Policy of 1978. Students need to understand how special economic zones, grants and subsidies can incentivise TNCs and encourage business start-ups.

More able students could make synoptic links to Key ideas 3.2a and 3.2b and consider the political context of China from the 1970s to the present day, and question whether single-party politics have meant greater control of the forces of globalisation. The concept of special economic zones as hyper-globalised places may also lead to interesting discussions.

Less able students will still need to understand the role of SEZs and subsidies in attracting investment. A 'living graph' exercise with pre-prepared statements to annotate a map of FDI over time might make this more accessible.

### Key concepts and processes

- Special Economic Zones incentivise the set-up of TNCs through tax breaks and investment in infrastructure. There has been a [proliferation of SEZs](#) in recent years, but China has used these to great effect in the past – e.g. the Miracle of Shenzhen, now the site of Foxconn Electronics, a Taiwanese TNC that assembles Apple products. Transport investment often goes hand in hand with SEZs and investing in infrastructure is another way to encourage FDI – see [China's aerotropolis](#), for example.
- Subsidies and grants can increase the competitive nature of industries, though this is often criticised by the WTO.
- China opened its doors to international business in 1978. The country has since followed a policy of 'state capitalism', which has been enormously successful, creating rapid economic growth (~10% increase in GDP per year throughout the 2000s) and subsequently lifting millions out of poverty. In recent years, China has increased outflows of FDI around the world, to other Asian countries and across Africa.



## Guidance on teaching

There is an opportunity to teach graphing skills here, using IMF data to analyse FDI inflows and outflows over time. Students could then annotate their graphs with explanations for the changes over time, with the teacher's help.

Living graph (adapted from David Leat's *Thinking Through Geography*): students could be given a set of statements and a graph showing FDI change over time in China since the 1970s. Students then consider where that statement belongs on the graph. E.g. 'a young graduate decides to move to Shenzhen to work in the new factory there'.

Students should be encouraged to make synoptic links with Key idea 3.1a to describe how the nature of global flows, as well as their length and depth, has changed over time in China.

## Lesson 5: Measuring globalisation

### Overview

The fifth lesson could cover Key idea 3.3a, allowing students to investigate how globalisation varies by country and how it can be measured using indicators and indices, such as the AT Kearney index and the KOF index. They should recognise that, since globalisation is such a contested term, there are a variety of ways to measure globalisation. Each measurement is unique and uses a range of indicators and weightings to achieve a score.

More able students could evaluate the strengths and weaknesses of different indices.

Less able students could be given the indicators included in the KOF index and match them up with the reasons why these indicators measure globalisation.

### Key concepts and processes

Globalisation is a contested, nebulous term, and it is therefore difficult to quantify the depth of the global links of a particular place. Students need to be aware that efforts have been made to describe the length and depth of globalisation – they need to know about both indices, and it is reasonable to expect A2 candidates to explain the value of the indices in describing the length and depth of global flows to different places (see Key idea 3.1a). Probably the most common index is the KOF index, which aims to measure the three main dimensions of globalisation – economic, political and social. There are a range of indicators that are used to represent these dimensions within a country; these can be explored [in depth on the KOF website](#). The most up-to-date rankings can also be found here. [This ArcGIS story map](#) is another useful resource.

The other index of globalisation is [the AT Kearney index](#). This actually measures globalisation in cities, so at a different scale to the KOF index. The methodology of this index is similar to that of the KOF; dimensions ranked: business activity, human capital, information exchange, cultural experience and political engagement.



## Guidance on teaching

These indices are an opportunity to work with data – both presentation and analysis. Graphs can be found on the KOF and AT Kearney websites.

Before looking at the KOF and AT Kearney indices, students might like to consider how to measure globalisation themselves first. Looking at [a map of the world at night](#) might be one way of measuring the connectivity of a place – discuss reasons why. What other indicators could they use?

A2 students might like to consider the alternative methodologies of different indices – perhaps using a Venn diagram to show the similarities and differences. They could read about the different weightings of the indicators and discuss whether they agree. This would be above and beyond what is expected from the specification.

## Lesson 6: A two-speed world – winners and losers in globalisation

### Overview

The sixth lesson would cover Key ideas 3.3b and 3.3c. This serves as an introduction to the role of transnational corporations and the impacts of globalisation. TNCs contribute to the spread of globalisation – creating global production networks and developing new markets – and take advantage of economic liberalisation to outsource and offshore different stages of production. Some countries struggle to attract FDI for a variety of reasons and remain largely ‘switched off’ from globalisation. Students need to explore at least one case study of a ‘switched off’ place and evaluate the reasons for the unequal spread of globalisation.

More able students could draw synoptic links between this lesson and other key ideas in this enquiry by considering, for example, the political players (Key idea 3.2a) involved in attracting FDI.

Less able students might be given reasons why places are switched off or switched on to globalisation and sort these into categories.

### Key concepts and processes

Understanding financial flows is crucial to understanding globalisation, and TNCs are said to be the key players or ‘architects’, of economic globalisation. Teaching about TNCs will be familiar to most centres. These are firms that have co-ordinated operations in more than one country. The last century has seen a significant change in the geography of TNCs – improvements in transport and infrastructure have led to the development of global production networks and a new ‘international spatial division of labour’. Offshoring and outsourcing are terms used to describe the way that TNCs move sectors of their business abroad. TNCs are central players in the globalisation game, and this lesson could serve as an introduction to their structure and organisation.

There are a number of social, economic and environmental reasons why TNCs choose to locate their operations in one place or another. Looking at the comparative advantage of a ‘switched on’ place compared to a ‘switched off’ place can help



students understand the myriad factors affecting TNC decision-making processes. All students must look at a case study of a 'switched off' location and evaluate the physical, political, economic and environmental reasons for its status. Physical reasons may include mountainous or landlocked situations. Political reasons might include corruption, conflict or undemocratic regimes. Economic factors may include cost of transport and cost of training unskilled labourers. Environmental reasons might include climatic factors. Students should appreciate the interdependence of these factors.

Switched off countries are places that are left behind by globalisation. It is usually the case that physical factors are not the sole reason for places to be 'switched off' to globalisation (consider San Francisco or Tokyo in terms of tectonics, and Las Vegas in terms of climate) but these do provide a disincentive for FDI. Students could consider these physical factors in relation to other political or economic comparative disadvantages.

### **Guidance on teaching**

Students could create a mindmap to show the factors affecting the distribution of FDI.

Case studies are useful to show the locational factors influencing TNCs in 'switched on' places. Guangdong Province in China has attracted FDI over the last 50 years through a mixture of human (large population) and physical (Pacific Rim location) comparative advantages. Singapore is another good example of a place that has successfully attracted FDI from TNCs by capitalising on their comparative advantage.

A 'switched off' case study is essential for all students. It is recommended that centres use specific countries or regions as case studies of switched on and switched off places. North Korea is one good example of a place switched off to globalisation for political reasons (students could compare to South Korea). Somewhere with a mixture of physical, political, economic and environmental reasons, such as the Central African Republic, would allow students to understand the interdependence of factors and the negative feedback loops arising from lack of inward FDI.

For Key idea 3.3b, students should be encouraged to question the extent to which global culture is increasingly homogenised; the term 'glocalisation' is used to describe a global product that has been adapted to suit local tastes. It could be said, therefore, that cultural diffusion is a two-way process; it is too simplistic to say that globalisation rides roughshod over local culture, and it may be more accurate to say that globalisation is creating something new: a cultural hybrid.



## EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

### Teaching approach over 7 hours

Lesson 7 (1hr)	Impacts of the global shift on the developing world.
Lesson 8 (1hr)	Globalisation and deindustrialisation.
Lesson 9 (1hr)	Rural-urban migration.
Lesson 10 (1hr)	Characteristics of international migration.
Lesson 11 (1hr)	Impacts of migration on host and source regions.
Lesson 12 (1hr)	Globalisation and cultural diffusion.
Lesson 13 (1hr)	Cultural erosion and anti-globalisation.

### Lesson 7: Impacts of the global Shift on the developing World

#### Overview

The first lesson for this enquiry question could combine Key ideas 3.4a and 3.4b by looking at the social, economic and environmental benefits and costs of the global shift of manufacturing and outsourcing of services to developing countries. Students need to know two detailed case studies here: one to show the global shift in manufacturing and one to show the outsourcing of services.

More able students might like to consider how positive feedback loops spread the economic benefits of globalisation on a place – cumulative causation theory – and weigh the benefits against the environmental impacts.

Less able students will benefit from making a clear list of the pros and cons of globalisation on developing countries, but will still need to evaluate the impacts.

#### Key concepts and processes

The global shift of manufacturing and outsourcing of services are well-worn concepts in geography. The 'movement of the economic centre of gravity' is more unusual, and refers to the growing importance of Asia in economic globalisation. [This chart from the Economist](#) shows this idea very clearly.

This rest of the lesson is fairly typical, with students looking at the costs and benefits for a developing country. Students must look at both manufacturing and services and can either use the same case study for both economic sectors or choose one for each. Students will need to evaluate the costs and benefits, and should be encouraged to see these impacts as interrelated. When considering the benefits of globalisation, the [cumulative causation model](#) can be a useful concept; it shows a



positive feedback loop (comparisons could be drawn between feedback loops studied elsewhere on the course).

## Guidance on teaching

As students have to look at both the global shift in manufacturing and the outsourcing of services, teachers could split the group up to conduct some research into two contrasting places (such as China and India).

Teachers could create a card sort showing the impacts of globalisation, and students could sort into any category they see fit before being asked to sort into social/economic/environmental and positive/negative.

Teachers should think carefully about the scale of the case study used – candidates using more localised case studies are likely to write more rigorous answers than candidates making generalisations about large countries like China and India.

More able students could debate whether the shift in the economic centre of gravity has brought more benefits or problems.

## Lesson 8: Globalisation and deindustrialisation

### Overview

This lesson could look at Key idea 3.4c, which is about the impacts of deindustrialisation on developed countries as a result of the global shift in manufacturing. This is an opportunity to use datasets to quantify the impacts of deindustrialisation on a place.

More able students may draw synoptic links between deindustrialisation and the place unit, assessing the role of globalisation in inner-city decline, for example. They could also make links with other Key ideas within the globalisation unit, such as 3.3b, 3.2a/3.2b/3.2c or 3.1b/3.1c.

Less able students will need to be given data and instructions on how to produce an appropriate graph to display the dataset.

### Key concepts and processes

- Deindustrialisation is another common feature of globalisation courses. Deindustrialisation should be studied on a regional scale, but teachers must encourage students to appreciate the global links involved in causing the deindustrialisation in the first place.
- The process of deindustrialisation is well covered in many GCSE courses and students should already be familiar with the term, perhaps from urban geography units. They need to be aware of the process of deindustrialisation. There is an opportunity here, again, to link to the concept of feedback in geography (see [this diagram](#), for example). Finally, students should realise that globalisation is not the sole cause of deindustrialisation.



## Guidance on teaching

Students should first consider what is meant by deprivation, dereliction and deindustrialisation. A photo showing a derelict factory can be useful here to draw out the impacts of deindustrialisation on local economies; even better if that photo has images of housing, so students are able to identify social impacts, too (see, for example, [this photo of Redcar](#) and accompanying article).

Students should use datasets to quantify the impacts of deindustrialisation. They can use data from the Index of Multiple Deprivation for a deindustrialised region and compare to the national average. Schools with the necessary resources could allow students to plot deprivation data on ArcGIS, which is freely available.

The Google Earth timeline feature is a useful resource to show the scale of the changes that have taken place in British cities in the post-war years. There is aerial photography of Swansea, Cardiff and London from the mid-20th century.

## Lesson 9: Rural-urban migration

### Overview

The third lesson in this EQ sequence could cover Key idea 3.5a, which is about rural-urban migration, megacities and the associated challenges. Rural-urban migration and natural population increase has led and continues to lead to the growth of megacities. Both of these processes are interrelated, and driven in part by globalisation. Students must cover a case study of at least one megacity.

More able students might be encouraged to consider how push and pull factors vary throughout the developing world, and may link these to environmental, social and economic differences between places.

Less able students could sort push and pull factors into a table to provide some scaffolding.

### Key concepts and processes

- Through globalisation and cumulative causation, some places have developed rapidly (the core: cities), while other places have lagged behind (the periphery: rural areas). This has led to millions of people leaving rural areas and moving to cities. Urbanisation is an essential stage of development – no country has grown to middle-income status without urbanising – and there are roughly two causes: rural-urban migration and natural increase. Students should see these two causes as interrelated.
- Push factors are those that cause people to leave rural areas (lack of jobs, opportunities and housing; natural disasters; famine; drought; desertification; tough working conditions) and pull factors draw people into urban areas (job opportunities; 'bright lights' perceptions; better living conditions; better services).
- Rapid urbanisation has led to a number of environmental and social challenges, including slum development; lack of housing, services, sanitation



and formal employment; air and water pollution; disease; congestion and crime.

- Lastly, students should be encouraged to see core and periphery areas as interconnected – the urban areas rely upon rural areas for food and other resources, just as the rural areas rely upon urban areas for outward investment and remittances. Much of this key idea will be familiar to teachers of previous A Level courses, though the interdependence between core and periphery areas will be new to most.

## Guidance on teaching

Lee's push and pull model is a useful framework for explaining rural-urban migration.

Students could graph the change in population growth over the last century. They could then, with the teacher's help, annotate the graph to show reasons for the trends observed. Data for [Karachi](#) and [Mumbai](#) can be found in these reports produced for UCL by UN Habitat.

## Lesson 10: Characteristics of international migration

### Overview

The fourth lesson in this EQ could look at Key idea 3.5b: the links between globalisation and international migration. International migration has increased in global hub cities and regions, and has led to greater interdependence between these regions. Students need to be aware of two types of international migration in particular: elite migration and low-wage migration. This is a good opportunity for students to use proportional flow arrows to investigate the global movement of migration from source to host areas.

More able students could link the content of this lesson to other aspects of the course. International migration could be seen as a global flow (linking to Key idea 3.1a). How does that flow differ to flows of capital/goods/services?

Less able students may need some scaffolding to understand the interdependence of regions and hub cities.

### Key concepts and processes

- Hub cities, also known as world cities, are nodes in the global economic system. The concept stems from geographer Saskia Sassen, and is used to mean a city that is disproportionately influential on the world stage, economically and politically. There are various different ways to measure the importance of hub cities; the AT Kearney index may be worth looking at in more detail. Hub cities are the most globalised places on the planet, meaning there are substantial flows of capital, goods and – to a lesser extent – people, to and between these places.
- Globalisation has led to an increase in the level of international migration since the mid-20th century. Hub cities have become destinations for all types of migration, from elite migration to low-wage migration. Elite migrants are wealthy, often highly skilled people. Included within this category are the very wealthy, very powerful oligarchs who may own properties in a number of hub



cities and travel freely between them. Hub cities therefore have a two-tier economy, with low-wage migrants often living shoulder to shoulder with wealthy, elite migrants. There are links to be made between this section and the Diverse Places module (Key idea 4B.8). Students need two case studies here: one for elite migration and one for low-wage migration.

## Guidance on teaching

A mix and match keyword and definition activity could be used to help students understand the key types of migration.

This [global migration infographic](#) estimates migration flows between and within regions in five-year periods, for 1990–2010. The teacher could use this to introduce international migration patterns. This is useful for showing that much international migration is still inter-regional – see the flows within Africa, for example.

Students could use the data here to [plot migration against remittances](#).

It can be difficult to find detail on interdependence between regions. Indian migration to the Gulf states is a fantastic case study to show this interdependence between Kerala and the Gulf states, [as this article shows](#). Students could extend this further to examine Gulf migration to London: interconnection between Kerala, the Gulf and London.

## Lesson 11: Impacts of migration on host and source regions

### Overview

This lesson could build on the previous two lessons and look at the impacts of migration on source and host regions. The impacts can be categorised as costs or benefits, and then further as social, political, economic or environmental.

More able students should draw synoptic links between this lesson and Key ideas 3.5a and 3.5b. Migration could be seen to increase other flows, such as capital (remittances) and goods.

Less able students could fill in a table to scaffold the social, political, economic and environmental impacts.

### Key concepts and processes

- This is another lesson familiar to most geography teachers. This can look at the impacts of any type of migration – rural-urban, elite or low-wage – though it makes sense to use a case study that has been covered in the last two lessons.
- Economic impacts on the source country tend to include brain drain and brawn drain (a term used to describe the loss of blue collar workers). Remittances are clearly an important aspect to teach here, and it may be worth pointing out the importance of remittances for many peripheral regions. [Remittances are three times larger than global aid budgets](#).



## Guidance on teaching

Teachers could use a cartoon as a discussion point to explore the impacts of low-wage migration on people and places. Many interesting cartoons that will generate discussion can be found on Google Images.

Students could fill in a simple matrix to show the impacts of migration on the source and host regions:

Impacts		Source	Host
Costs	Social		
	Economic		
	Environmental		
	Political		
Benefits	Social		
	Economic		
	Environmental		
	Political		

Students should be encouraged to evaluate the costs and benefits.

Migration is typically a contentious issue. Students could look at a range of comments beneath online newspaper articles on migration and perhaps compare different news sources.

## Lesson 12: Globalisation and cultural diffusion

### Overview

This lesson could look at Key idea 3.6a: how globalisation has caused cultural diffusion around the world. TNC brands, the global media and tourism are the key players that have caused this cultural diffusion to take place, which has, arguably, caused a Westernised global culture to develop. This global culture can be said to have had both positive and negative impacts on people and the environment, particularly in developing countries.

More able pupils will question the extent to which the emerging global culture can be said to be 'Westernised'.

Less able pupils could be given the impacts of cultural diffusion. They may need help making the link between cultural diffusion and economic globalisation.



## Key concepts and processes

- Cultural diffusion is the spread of one culture to another by various means. Globalisation has led to increased cultural diffusion and the development of a sort of global culture. Cultural diffusion could be said to be causing cultural homogenisation – a term used to describe how cultures are increasingly similar. Examples of cultural diffusion and homogenisation could include language, media and tourism; students need to focus on how they affect both people and the environment. The majority of the most powerful brands are Western, though with the rise of China as an economic superpower there are an increasing number of Chinese global brands (e.g. Huawei and Li Ning). There could be said to be a range of positive and negative impacts of global culture on people and the environment.
- Key idea 3.6a focuses more on the positive outcomes that homogenisation and diffusion can bring, while Key idea 3.6b focuses more on the negative outcomes. Teachers may want to split this into two lessons, but comparing the positives and negatives in one lesson would arguably allow more debate and discussion.
- The specification suggests that the development of a global culture has led to increased opportunities for marginalised or disadvantaged groups, particularly in developing and emerging economies where disabled people are more marginalised. The Paralympic movement has been used as a vehicle for social change, raising awareness and reducing stigma for disabled groups in some countries (such as Ghana).
- The negative impacts of cultural homogenisation will be more familiar to teachers.

## Guidance on teaching

It is worth focusing on one country in this lesson to evaluate the impacts of cultural diffusion. Cuba is a good example of a country that has only recently opened up to the forces of globalisation. Astana is an interesting example of [urban homogenisation](#) in a globalising post-Soviet Kazakhstan. China's rapid industrialisation has led to a [change in the diet](#) of the average Chinese consumer. This has impacted on people in positive and negative ways, as well as on the environment, increasing the Chinese ecological footprint per capita.

The Paralympic YouTube channel has a number of videos that show how the movement has raised cultural awareness around the world. Students could watch some of these as a 'flipped learning' task before the lesson and bring their notes to class for discussion and debate.

Globalisation is undoubtedly leading to the decline of minority languages. Teachers or students might like to explore the state of endangered languages using this [UNESCO endangered languages map](#).

There are various ways of measuring the power of brands, one is the [Forbes list of the most powerful global brands](#). Students might like to guess which are the most powerful brands. It is also worth discussing the origin of these brands – most are Western.



There are many examples of glocalisation: McDonalds is the most commonly cited one (the Maharaja Mac in India, for example). Tesco has incorporated [wet markets](#) into its supermarkets in Thailand. The Disneyland in Shanghai has incorporated elements of [Chinese culture](#) into a traditionally American brand exercise.

A silent debate about whether global culture is having a positive or negative impact on people in developing countries could help students draw out argument lines that may be useful for their essays. A silent debate is a carousel activity where a group writes one line of argument (e.g. globalisation has led to the decline of a number of minority languages), they then pass this on to the next student to write a counter-point, and so on until several argument lines have been developed. They could then write this up as an essay.

## Lesson 13: Cultural erosion and anti-globalisation

### Overview

This lesson could look at Key idea 3.6c and expand on the cultural globalisation arguments introduced in the last lesson. Students could evaluate the impacts of cultural erosion on a place and understand why concern about cultural, economic and environmental impacts of globalisation has led to opposition from various groups of people.

More able students could consider the power inequalities at play between pro- and anti-globalisation groups.

Less able students will need the links between globalisation and cultural erosion clearly highlighted.

### Key concepts and processes

Cultural erosion led by globalisation is changing the lives of people in indigenous communities worldwide. Language, food, music, clothing, social relations, economic systems, religion and traditions are all under threat from cultural homogenisation. Pro-globalisation groups could include TNCs, and anti-globalisation groups could include NGOs concerned about economic and environmental exploitation. Local stakeholders could be either pro- or anti-globalisation, depending on their views. More able students will likely highlight the difference in power between these groups – TNCs have more power than local stakeholders.

### Guidance on teaching

This classic footage from [Human Planet](#) could be an interesting discussion point to begin the lesson with – how would globalisation affect people like this?

[Papua New Guinea](#) has a number of indigenous communities that have been profoundly affected by globalisation. Students could investigate the changes wrought by globalisation on one indigenous tribe in Papua New Guinea. This [video could serve as a useful introduction](#).

There has been a long battle between a mining TNC and local communities in Bougainville, Papua New Guinea. [This article](#) gives a very detailed background to the



struggle and the impacts of the mining operation on the culture, society and economy of Bougainvillians over the last half century.

Students could play 'just a minute' to summarise the enquiry question. Just a minute involves challenging students to talk for a full minute about that one enquiry question without 'umming', 'ahhing' and without hesitation, repetition or laughing.

Students could plot stakeholder power, or voice, on a spectrum from most to least powerful.

## **EQ3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges?**

### **Teaching approach over 7 hours**

Lesson 14 (1hr)	Globalisation and the development gap.
Lesson 15 (1hr)	Globalisation and income inequality.
Lesson 16 (1hr)	Globalised diaspora and tensions.
Lesson 17 (1hr)	Controlling globalisation.
Lesson 18 (1hr)	Cultural identity and physical resources in a globalised world.
Lesson 19 (1hr)	Localism and transition towns.
Lesson 20 (1hr)	Sustainable globalisation?

### **Lesson 14: Globalisation and the development gap**

#### **Overview**

The first lesson in this enquiry sequence covers Key idea 3.7a and asks students to quantify the impact of globalisation on the development gap and compare economic development with social development and environmental quality.

More able students should seek to draw synoptic links between this lesson and others, perhaps Key idea 3.1a, which focuses on different flows. They should also be encouraged to critically evaluate the datasets used in this lesson – consider scale and variables used.

Less able students will need modelling and scaffolding to make efficient use of the raw datasets.



## Key concepts and processes

Globalisation has led to global economic development, which has, in most cases, led to improved human development indicators such as literacy and health. Students should be encouraged to make use of World Bank and UN datasets to analyse trends in economic and social development. Students should also use environmental datasets to evaluate the impact of globalisation on the environment. The environmental Kuznets curve suggests that as industrialisation occurs, environmental degradation increases and then begins to decrease again in the post-industrial phase.

## Guidance on teaching

Students could be presented with the enquiry question at the beginning of the lesson to help them see the bigger picture of the unit and to encourage thinking ahead.

For this lesson, students should be encouraged to research economic, social and environmental indicators that can show the impact of globalisation on the development gap. Students could select three countries at various stages of economic development (pre-industrial, industrial and post-industrial). They will likely need some guidance about which variables to look for; the [Human Development index](#) and the [Gender Inequality index](#) are good starting points. Teachers could create a crib sheet for less able students to fill in results. Students should, as ever, be encouraged to examine in more detail the methodologies that underpin the indices.

Environmental indicators are harder to come by, but the WHO has a useful map showing [global air pollution](#).

[Gapminder](#) is a fantastic resource for evaluating the change in various indicators over time.

## Lesson 15: Globalisation and income inequality

### Overview

The second lesson in this sequence could cover Key Ideas 3.7b and 3.7c in one lesson, looking at income inequality on a range of scales spatially and temporally. Globalisation has created winners and losers among people and physical environments, both within and between countries. There has been differential progress resulting from globalisation, which can be examined using Lorenz curves and the Gini Coefficient.

More able students should reflect on the importance of Lorenz curves and the Gini Coefficient in the context of this key idea: what does income inequality link to the development gap?

Less able students will still need to plot the Lorenz curve and understand the Gini Coefficient – they will need scaffolding for this.



## Key concepts and processes

One way to measure inequality is the Lorenz curve. Absolute equality is where income is distributed equally across the population, meaning that 50% of the population would earn 50% of the national income, 25% would earn 25% of national income and so on. Income inequality is where income is unequally distributed across a population. This can be displayed in graphical form using the Lorenz curve. The further the curve is from the 45 degree line, the more unequal the society. The Gini index measures the area between the Lorenz curve and the line of absolute equality – this can be calculated by finding the percentage of the area covered by the Lorenz curve under the 45 degree line. The Gini Coefficient is a simple conversion of that percentage to a value somewhere between 0 and 1, with 0 being absolute equality.

Global inequality has grown at the top end, with the global elite benefiting disproportionately well from globalisation. The other big winners of globalisation since 1970 have been the emerging economies, particularly China. The main losers have been the developed world's middle classes – deindustrialisation is a key factor – and the very poorest in the world (Sub-Saharan Africa and some LLDCs), who are not benefiting from globalisation and growth. [This graph from the lead economist at the World Bank](#) clearly shows differential progress made from globalisation since 1988. Deconstructing this chart would help address Key idea 3.7c. Looking again at the Kuznets curve would address the 'environmental management' element of this Key idea.

## Guidance on teaching

More detail on how to read Lorenz curves can [be found here](#).

Gini Coefficient data [can be found here](#). Students could investigate the same countries they looked at in the last lesson.

The concept of scale is crucial at this stage – inequality should be considered at the global and national scale, but students could also look at local inequalities resulting from globalisation.

## Lesson 16: Globalised diaspora and tensions

### Overview

The third lesson in the enquiry sequence builds on Key idea 3.8a and looks at the impact of increasing flows of goods, capital and people as a result of open borders, deregulation and FDI. Multicultural societies and diasporas have developed as a result of increasingly open borders, while tensions have risen in opposition to the rapidity of change caused by globalisation.

More able students could consider the idea of a diaspora more conceptually, perhaps linked to cultural hybridity. More able students could also make synoptic links with Key ideas 3.6 (cultural globalisation) and 3.1.

Less able students could be given opinions about globalisation from different people (e.g. from deindustrialised blue collar workers to elites) to grasp how groups can respond differently to open borders, deregulation and FDI.



## Key concepts and processes

Much of this lesson may be new to geography teachers. The term 'diaspora' is used to describe a community of people who share a national or ethnic identity away from their homeland. The term has historically been used to refer to the Jewish diaspora, but can be applied to any ethnic group. Global hubs, the most globalised places, also tend to be multicultural societies with a large number of ethnic groups or diasporas.

This lesson develops the idea that globalisation has led to some thriving multicultural societies but that tensions have resulted elsewhere, with the rise in extremism in the EU being one example. A Chatham House report suggests that populist extremist parties share two characteristics: 'they reject the principle of human equality, and hence advocate exclusionary policies towards immigrants and minority groups; and they adhere to a populist anti-establishment strategy that is deeply critical of the mainstream parties if not hostile toward liberal representative democracy'. The support of such parties has risen since the 1970s. Students need to understand the links between this extremism and globalisation, and appreciate reasons why some people feel threatened by globalisation, whether as a result of increased immigration or as a result of unequal resource distribution.

## Guidance on teaching

The EU is a great example of a trade bloc that has become progressively more open to free movement of goods, services and people. Teachers could use Google Earth (or Google Images) to compare the border between the Netherlands and Belgium with the border between Spain (see Ceuta or Melilla) and the rest of the African continent. The term 'fortress Europe' is sometimes used to refer to the EU's migration policy; it is difficult for migrants to enter Europe, but once inside there is free movement of people.

Chatham House has produced a [series of reports](#) into the rise of populist extremism in Europe. Students could highlight any reference to global flows (goods, services, capital, people, etc.) in a report as a flipped learning activity.

An alternative case study to the rise in extremism could be to look at a shared resource that is under threat, such as the Mekong River in South-east Asia. The [Mekong River Commission](#) is a useful source of information for conflicts along the Mekong. [This Economist essay](#) is a fantastic interactive resource. Students might like to annotate a map of the Mekong with information.

## Lesson 17: Controlling globalisation

### Overview

This lesson could cover Key idea 3.8b about the attempts made to control the spread of globalisation. There are a number of strategies that could be covered, including censorship, limiting migration and various forms of protectionism. Case studies are required for censorship and limiting immigration.

More able students should evaluate the power of the government to control globalisation, when compared with other players.



Less able students could struggle to grasp the economics of trade protectionism and will need clear definitions and examples of tariffs, quotas and subsidies.

## Key concepts and processes

- There are three strategies to manage globalisation listed in the specification: censorship, limiting immigration and trade protectionism. Students need to evaluate their effectiveness and examine the role of the government in managing globalisation.
- Censorship is government control of global flows, usually media. There are several examples of the Chinese government censoring the media, but teachers might also like to look at the extreme example of North Korea.
- Migration can theoretically be limited by using a [points-based system](#) or a tiered system (Australia and Canada are probably the best examples), however these [can be criticised](#) as ineffective and inefficient solutions.
- Trade protectionism includes tariffs, quotas and subsidies. Countries tend to be more protectionist when it comes to agricultural produce than compared with other trade. Several countries have used a mixture of export-orientated approaches with protectionism of state-owned industries to great effect; see [South Korea's Chaebols](#) and [China's trade in rare earth minerals](#), for example.

## Guidance on teaching

A good starter might be to ask students to consider how globalisation can be controlled – five ways to reduce it and five ways to increase it. They could then rank the strategies, and revisit this at the end of the lesson.

The teacher could set up a carousel of reading about the different methods to control globalisation – students could move from one to another. Less able students might need a crib sheet to help structure their notes.

Freedom House, an independent watchdog, issues censorship reports on individual countries, [such as this one on North Korea](#), which teachers might find useful.

Some see the Brexit vote as an [anti-globalisation vote](#), and there are links to be made throughout this unit, but it could be particularly relevant for Key idea 3.8b in terms of managing globalisation. Students could debate the reasons why areas such as Cornwall, who were [net beneficiaries of EU funding](#), voted to leave the EU.

## Lesson 18: Cultural identity and physical resources in a globalised World

### Overview

Key idea 3.8c could be covered in one lesson. Students need to look at the different pressures on physical resources and culture as a result of globalisation, and examine the threats and opportunities presented. A case study of one group or place is needed here.



More able students could read about other indigenous conflicts around the world and make a list of the similarities and differences.

Less able students could use a conflict matrix to better understand the different players and their views.

## Key concepts and processes

It could be argued that globalisation and neoliberalisation have led to the privatisation of physical/natural resources, such as water, minerals, oil, gas, wood and land, which has increased exploitation. This causes tension between indigenous groups, who seek to retain their sense of cultural identity and the links to the landscape they are rooted in, and those who seek to make economic benefit from the landscape or culture. The First Nations (indigenous communities) in Canada are fighting economic development that threatens their land rights in a number of areas. Jumbo is a community in South British Columbia that is under threat by the development of a new ski area. This is a classic case of economic development running against cultural and environmental opposition.

## Guidance on teaching

*Jumbo Wild* is a film that is available to rent or buy; the trailer shows the environment well as an [introduction to the lesson](#). Students could jot down the physical and human resources they can see.

The following websites contain plenty of information for students to create a case study: [this website has two excellent maps](#) that can be downloaded – students could analyse the physical resources of the area using these maps. [The developer's website](#) gives an alternative perspective on the development.

Students could use these resources to create a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the development, considering the impact of the development on the First Nations community and on the grizzly bear population in the area.

Students could fill in another conflict matrix or do mock interviews with the main stakeholders.

Other case studies could include the [Great Bear Rainforest](#) and the [tar sands conflicts in Alberta, Canada](#).

## Lesson 19: Localism and transition towns

### Overview

The sixth lesson in this sequence could focus entirely on transition towns as an example of local responses to globalisation (Key idea 3.9a). Local pressure groups have a role to play in making globalisation more sustainable socially, economically and environmentally, and this lesson could evaluate their actions.

More able students will critically evaluate the transition town movement in the context of Key ideas 3.7 and 3.8.



Less able students might benefit from a list of the initiatives, and will need help to explain how they are a response to globalisation, if at all.

## Key concepts and processes

The transition town movement aims to promote local sourcing of products and maximise the local benefits of local spending. The first transition town was Totnes, and the movement has now grown into a network of towns across the country. Brixton is a great example for London schools. Initiatives vary by towns, but could be divided into social, economic and environmental dimensions. For example, the Totnes pound aims to ensure that money spent in the area is reinvested into the community. Socially, community ties are strengthened through art classes and activist groups. The food-link project aims to strengthen ties with local producers, reducing food miles/carbon emissions and benefiting local farmers. Students should be encouraged to critically evaluate the successes of these initiatives wherever possible.

## Guidance on teaching

Students could create a poster about one transition town each, looking at their initiatives. They should be encouraged to describe these initiatives, explain their link to globalisation and critically evaluate their successes. Each transition town has its own website, [see the Totnes one for example](#).

There is scope here to undertake an independent investigation – a clone town/home town survey or a food miles survey (comparing chain store with farm store for example) would generate some interesting data.

Students could differentiate between economic, environmental and social initiatives in a table, and expand to explore the positive and negative impacts in the context of Key ideas 3.7 and 3.8.

## Lesson 20: Sustainable globalisation?

### Overview

The seventh lesson in this sequence could look at Key ideas 3.9b and 3.9c in one lesson, incorporating a variety of schemes aimed at reducing the impact of globalisation: ethical consumption, fair trade, recycling and local NGOs. The ecological footprint is one way of measuring resource consumption.

More able students could look deeper at fair trade and critically evaluate its successes and failures in the context of Key ideas 3.6, 3.7, 3.8 and 3.9a.

Less able students could calculate their own ecological footprint.

## Key concepts and processes

This key idea is very similar to EQ7 from the legacy specification (global challenges for the future). The ecological footprint is a measure of the land area that each



person needs in order to produce what they need to consume. Generally, [developed countries have a larger ecological footprint than developing countries](#).

Students need to consider the role of fair trade, ethical consumption, recycling and NGOs in reducing the impacts of globalisation socially and environmentally. Fair trade aims to give producers a bigger share of the profits – the Fairtrade brand has been successful, particularly for cocoa and coffee markets, but [can be criticised](#). Fair trade coffee is a particularly good example to use to bring out both bits of detailed content. Ethical consumerism is on the rise, partially as a result of [high-profile tragedies like the Rana Plaza collapse](#). Recycling tends to vary across local authorities, but the national trend is that we recycle more every year. NGOs can act as pressure groups and campaign for behavioural or governmental change. [This article from the BBC](#) outlines the wide difference in recycling rates between local authorities, and suggests reasons why recycling rates are plateauing.

## Guidance on teaching

Students might like to see how their local authority performs on [the recycling league table](#). Students could complete a short investigation into why recycling varies so much by product and place.

Students could create a mindmap of the schemes and populate it with examples and key points about each scheme.

They could then evaluate the scheme in a sustainability quadrant using a table (as in Figure 1), or plot all the schemes on a radar graph identifying the different kinds of advantages.

<b>Equity</b> Does it benefit everyone?	<b>Futurity</b> Will it last?
<b>Public participation</b> Is it bottom-up?	<b>Environment</b> Is it eco-friendly?

**Figure 1**

Considering the concept of the circular economy is a logical extension of this lesson – the idea of the circular economy is to recycle all materials to such an extent that waste and pollution are eliminated. The Guardian has a [circular economy section](#).