

# **Edexcel GCE Advanced Subsidiary in Global Development**

GCE Global development

Scheme of work

First examination 2013

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### *Acknowledgements*

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Publication code: US029930

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## **Introduction**

The qualification is designed to be taught over two years, but it is possible to reduce the time to one year. Much will depend on the amount of teaching time available for teaching Global Citizenship, and on the ability of the students.

This exemplar scheme of work is designed for 64 lessons over two years. Each week is assumed to consist of 5 hours' work.



# Contents

Edexcel GCE AS Scheme of Work

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# Edexcel GCE AS Scheme of Work

| Week  | Content coverage and Learning objectives | Exemplar activities | Exemplar resources |
|---|--|---------------------|--------------------|
| <b>Unit 1: Understanding Global Development</b> |  |                     |                    |
| <b>Topic 1: Defining global development</b>     |  |                     |                    |

| Week | Students will understand:   |   | Resources (include texts, videos and documents)  |
|------|---|---|--|
| 1    | Definitions of development <ul style="list-style-type: none"> <li>– economic development</li> <li>– social development and human wellbeing</li> <li>– political development (including systems, participation, freedoms)</li> </ul> | <ul style="list-style-type: none"> <li>• Use the You Tube video clips in class as a stimulus for students to enable them to work out how development can be defined and how it can affect communities.</li> </ul> | <ul style="list-style-type: none"> <li>• United Nations Development Programme – Vanuatu – Water Project<br/><a href="http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/31/n1kKIVpG61w">http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/31/n1kKIVpG61w</a></li> <li>• United Nations Development Programme – Indonesia Election: Youth Festival<br/><a href="http://www.youtube.com/user/undp#p/c/3/v6RCBlrDs0c">http://www.youtube.com/user/undp#p/c/3/v6RCBlrDs0c</a></li> <li>• United Nations Development Programme – Sri Lanka Bringing communities together through sports<br/><a href="http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/12/ZOk2TYQVa2A">http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/12/ZOk2TYQVa2A</a></li> </ul> |

| Week | Students will understand:  |   |  | Resources (include texts, videos and documents)  |
|------|--|---|--|--|
|      | <p>Measures of development</p> <p>The interrelationship between economic development and human wellbeing</p> | <ul style="list-style-type: none"> <li>- Gross Domestic Product (economic)</li> <li>- Human Development Index (economic and social)</li> <li>- indices of democracy (political).</li> </ul> | <ul style="list-style-type: none"> <li>• This introductory activity helps students to understand the range of different variables involved in determining the level of development.</li> <li>• Get students to use Human Development Index (HDI).</li> <li>• They should select two countries each from very high, high, medium and low human development categories and compare their Gross Domestic Product and other indices of development. Different groups of students should select different countries and discuss with the wider group to enable patterns to be identified.</li> <li>• Students should use the Democracy Index to explore the relationship between the degree of democracy and the level of development in countries students have been researching in the HDI.</li> <li>• The Wikipedia link explains how the Democracy Index has been constructed and what it shows.</li> </ul> | <ul style="list-style-type: none"> <li>• Human Development Report 2010 – 20th Anniversary Edition. The Real Wealth of Nations: Pathways to Human Development<br/><a href="http://hdr.undp.org/en/reports/global/hdr2010/">http://hdr.undp.org/en/reports/global/hdr2010/</a></li> <li>• The Economist – The Democracy Index 2010: Democracy in retreat<br/><a href="http://www.eiu.com/public/topical_report.aspx?campaignid=demo2010">http://www.eiu.com/public/topical_report.aspx?campaignid=demo2010</a></li> <li>• Wikipedia – Democracy Index<br/><a href="http://en.wikipedia.org/wiki/Democracy_Index">http://en.wikipedia.org/wiki/Democracy_Index</a></li> </ul> |

| Week | Students will understand: |   |   | Resources (include texts, videos and documents)  |
|------|---------------------------|---|---|--|
| 2    | Interdependence           | <p>The interdependency between the developing area or nation, and</p> <ul style="list-style-type: none"> <li>- very high human development countries</li> <li>- multinational companies</li> <br/> <li>- non-governmental organisations (NGOs)</li> </ul> | <ul style="list-style-type: none"> <li>• In a presentation, use the two video clips of chocolate production as the basis for discussion about interdependency between developing nations and high human development countries.</li> <li>• The two case studies can also be analysed to explore Unilever’s motives in its work in developing countries.</li> <br/> <li>• The clip on smoking shows how tobacco companies are targeting developing countries as smoking declines in the West.</li> <li>• There are many case studies of ways in which NGOs contribute to development. The two here show economic and political activity. Select examples of relevance for students. They can research further and then discuss the contributions that NGOs can make.</li> </ul> | <ul style="list-style-type: none"> <li>• You Tube – Cocoa Plantation Tour with Roseval<br/><a href="http://www.youtube.com/watch?v=sw n3GGoQ1kE">http://www.youtube.com/watch?v=sw n3GGoQ1kE</a></li> <li>• You Tube – Thorntons Chocolate Factory Tour<br/><a href="http://www.youtube.com/watch?v=A6 S8yC3Beoo">http://www.youtube.com/watch?v=A6 S8yC3Beoo</a></li> <li>• Unilever Case Studies<br/><a href="http://www.unilever.co.uk/sustainability/casestudies/economic-development/empowering-women-through-micro-enterprises.aspx">http://www.unilever.co.uk/sustainability/casestudies/economic-development/empowering-women-through-micro-enterprises.aspx</a></li> <li>• Unilever Case Studies<br/><a href="http://www.unilever.co.uk/sustainability/casestudies/economic-development/baach-partners-tackle-hunger-through-development.aspx">http://www.unilever.co.uk/sustainability/casestudies/economic-development/baach-partners-tackle-hunger-through-development.aspx</a></li> <li>• You Tube – Women in Bangladesh Convinced To Smoke With False Promises<br/><a href="http://www.youtube.com/watch?v=Ov vbAKj48GQ">http://www.youtube.com/watch?v=Ov vbAKj48GQ</a></li> <li>• Oxfam – Albania: Development Of Agricultural Cooperatives<br/><a href="http://www.oxfam.org.uk/resources/downloads/FP2P/FP2P_Albania_dev_agri_coop_CS_ENGLISH.pdf">http://www.oxfam.org.uk/resources/downloads/FP2P/FP2P_Albania_dev_agri_coop_CS_ENGLISH.pdf</a></li> </ul> |

| Week | Students will understand:  |  |   | Resources (include texts, videos and documents)   |
|------|--|--|---|---|
|      |  |  | <ul style="list-style-type: none"> <li>Challenging Global Inequality is a useful background text.</li> </ul>  | <ul style="list-style-type: none"> <li>Commonwealth Secretariat <a href="http://www.thecommonwealth.org/Internal/190591/190612/current_and_recent_engagements/">http://www.thecommonwealth.org/Internal/190591/190612/current_and_recent_engagements/</a></li> <li>Greig A, Hulme A, Turner M – Challenging Global Inequality (Palgrave Macmillan 2007) ISBN 978-1403948243</li> </ul>  |
| 3    | <p>Theories that have been used to explain the process of development.</p> <p>The extent to which countries can develop autonomously in an interdependent world.</p> | <ul style="list-style-type: none"> <li>– Dependency theory</li> <li>– Globalisation theory</li> <li>– The difficulty of developing without links to the world</li> </ul> | <ul style="list-style-type: none"> <li>Students can be asked to research dependency theory by looking up the weblinks. The first link offers a simple explanation of dependency theory. The second sets out the theory and associated problems.</li> <li>This link gives a simple explanation of globalisation.</li> <li>In groups, ask students to research the pros and cons of both theories.</li> <li>Set up a role play, students imagine life on two islands. One is completely isolated but has enough resources to be self-sufficient. The second is similar but has easy contact with other countries. Consider the differences that would develop in the economic and social conditions for people living on both islands.</li> </ul> | <ul style="list-style-type: none"> <li>WisegEEK – What Is Dependency Theory? <a href="http://www.wisegEEK.com/what-is-dependency-theory.htm">http://www.wisegEEK.com/what-is-dependency-theory.htm</a></li> <li>Bized – Dependency Theory <a href="http://www.bized.co.uk/virtual/dc/copper/theory/th3.htm">http://www.bized.co.uk/virtual/dc/copper/theory/th3.htm</a></li> <li>WisegEEK – What Are The Positive And Negative Effects Of Globalisation? <a href="http://www.wisegEEK.com/what-are-the-positive-and-negative-effects-of-globalization.htm">http://www.wisegEEK.com/what-are-the-positive-and-negative-effects-of-globalization.htm</a></li> </ul> |

## Unit 1: Understanding Global Development

### Topic 2: Economic development

| Week | Students will understand:  |   | Resources (include texts, videos and documents)  |
|------|--|---|--|
| 4    | <p>Factors that affect economic growth, and their relative impact including:</p> <ul style="list-style-type: none"> <li>– trade</li> <li>– development of infrastructure (physical and digital communications)</li> <li>– banking and micro-finance</li> </ul> | <ul style="list-style-type: none"> <li>• The first weblink offers an introductory explanation of the role of trade in development. The second web link offers a brief critique.</li> <li>• Students should read the first one and explain the connection – then, using the second, make a table showing the pros and cons.</li> <li>• Watch the video clip and work out how mobile phone networks aid development and how other forms of infrastructure are still needed.</li> <li>• These two clips show both sides of the micro-finance debate. Students should use the information to role play the different players. The roles are: the woman who wants a loan, the men of the family who use the money, the woman who has been successful, the micro-finance banker justifying interest rates. Draw the views together to create a table of pros and cons.</li> </ul> | <ul style="list-style-type: none"> <li>• Wikipedia – Trade And Development<br/><a href="http://en.wikipedia.org/wiki/Trade_and_development">http://en.wikipedia.org/wiki/Trade_and_development</a></li> <li>• Global Policy Forum – International Trade And Development<br/><a href="http://www.globalpolicy.org/globalization/globalization-of-the-economy-2-1/international-trade-and-development-2-3.html">http://www.globalpolicy.org/globalization/globalization-of-the-economy-2-1/international-trade-and-development-2-3.html</a></li> <li>• You Tube - Cell Phones Allow Countries To "Leapfrog" Technology<br/><a href="http://www.youtube.com/watch?v=8U3MjfDJuEg">http://www.youtube.com/watch?v=8U3MjfDJuEg</a></li> <li>• You Tube - Microcredit For Indian Women<br/><a href="http://www.youtube.com/watch?v=c8bCHp6cFIY&amp;feature=related">http://www.youtube.com/watch?v=c8bCHp6cFIY&amp;feature=related</a></li> <li>• You Tube - Microfinance - Does It Really Work?<br/><a href="http://www.youtube.com/watch?v=J4wXo5IHpT0">http://www.youtube.com/watch?v=J4wXo5IHpT0</a></li> </ul> |

| Week | Students will understand: |  |  | Resources (include texts, videos and documents)   |
|------|---------------------------|--|--|---|
|      |                           | <ul style="list-style-type: none"> <li>– enterprise and innovation</li> <br/> <li>– governance (including the impact of conflict and stability)</li> <br/> <li>– education and healthcare</li> </ul> | <ul style="list-style-type: none"> <li>• Review work so far and encourage a student discussion on how enterprise and innovation contribute to development and how it can be encouraged. Students can use the first 20 pages of this paper to work out the problems and the strategies appropriate for countries at different stages of development.</li> <br/> <li>• The material in this document offers a good background to the issue of governance.</li> <br/> <li>• Ask students in groups to research what governments need to do to promote growth. Students can use the clip to identify necessary policies.</li> <br/> <li>• Give students the short case studies from the Oxfam website to enable them to work out how the lack of health care and education hampers development.</li> <br/> <li>• These next two Oxfam sites have a range of clips showing their work in these fields. Select appropriate clips to show students how improved health and education aids development.</li> </ul> | <ul style="list-style-type: none"> <li>• Aubert J.A. – <i>Promoting Innovation In Developing Countries: A Conceptual Framework</i></li> <br/> <li>• ODI: Governance, Development And Aid Effectiveness: A Quick Guide To Complex Relationships<br/><a href="http://www.odi.org.uk/resources/download/181.pdf">http://www.odi.org.uk/resources/download/181.pdf</a></li> <br/> <li>• You Tube - World Bank Identifies Ingredients for Successful Growth<br/><a href="http://www.youtube.com/watch?v=5yx5JJiXnkk">http://www.youtube.com/watch?v=5yx5JJiXnkk</a></li> <br/> <li>• Oxfam – Get Involved<br/><a href="http://www.oxfam.org.uk/get_involved/campaign/health_and_education/index.html">http://www.oxfam.org.uk/get_involved/campaign/health_and_education/index.html</a></li> <br/> <li>• Oxfam – In Action<br/><a href="http://www.oxfam.org.uk/oxfam_in_action/issues/health.html">http://www.oxfam.org.uk/oxfam_in_action/issues/health.html</a></li> <br/> <li>• Oxfam – In Action<br/><a href="http://www.oxfam.org.uk/oxfam_in_action/issues/education.html">http://www.oxfam.org.uk/oxfam_in_action/issues/education.html</a></li> </ul> |

| Week | Students will understand:   |   |  | Resources (include texts, videos and documents)   |
|------|---|---|--|---|
|      |   | <ul style="list-style-type: none"> <li>- aid (including humanitarian and development aid)</li> </ul>                                | <ul style="list-style-type: none"> <li>• The case study on Oxfam’s work in Ethiopia shows how they offer both humanitarian and development aid. Use this as an introduction and ask students to explore current examples of humanitarian aid and relevant examples of development aid.</li> </ul>  | <ul style="list-style-type: none"> <li>• Oxfam – Resources<br/><a href="http://www.oxfam.org.uk/resources/countries/ethiopia.html">http://www.oxfam.org.uk/resources/countries/ethiopia.html</a></li> </ul>   |
| 5    | <p>Global economic factors that influence the range and scale of development within and between countries including growth and recession</p> <p>The impact of the following on the economies of low human development countries, including:</p> | <ul style="list-style-type: none"> <li>- migration and the role of migrant remittances on host nations and donor nations</li> </ul> | <ul style="list-style-type: none"> <li>• Students thought shower on the impact of recession on the developed world and how it can affect the developing world.</li> <li>• Use the video clip to validate the students’ views.</li> <li>• Thought shower the effects of growth in developed countries.</li> <li>• This article sums up the pros and cons of migration. Students work in groups to use the article to argue the opposing points of view.</li> <li>• This document gives some initial information about the role of remittances.</li> </ul> | <ul style="list-style-type: none"> <li>• You Tube – The World Bank:Global Economic Prospects 2009<br/><a href="http://www.youtube.com/watch?v=kpqZelnf2ac">http://www.youtube.com/watch?v=kpqZelnf2ac</a></li> <li>• Migration Citizenship Education<br/><a href="http://www.migrationeducation.org/52.0.html">http://www.migrationeducation.org/52.0.html</a></li> <li>• The World Bank – Migration and Remittances<br/><a href="http://siteresources.worldbank.org/TOPICS/Resources/214970-1288877981391/Annual_Meetings_Report_DEC_IB_MigrationAndRemittances_Update24Sep10.pdf">http://siteresources.worldbank.org/TOPICS/Resources/214970-1288877981391/Annual_Meetings_Report_DEC_IB_MigrationAndRemittances_Update24Sep10.pdf</a></li> </ul> |

| Week | Students will understand:   |  |  | Resources (include texts, videos and documents)  |
|------|---|--|--|--|
|      | Patterns and trends which cause variation in the distribution of wealth in low human development countries including: | <ul style="list-style-type: none"> <li>– multinational corporations</li> <li>– aid and its uses</li> <li>– role of multinational corporations</li> <li>– geographic distribution of population</li> <li>– availability of resources</li> </ul> | <ul style="list-style-type: none"> <li>• Students select a range of countries at various stages of development. They compare the remittance data to see the potential impact on the economy.</li> <li>• There is fierce debate about the role of multinationals in development. Students should research examples showing both sides in order to draw conclusions about the pros and cons in class discussion.</li> <li>• Use Oxfam clips from previous section to identify the use of aid in different circumstances.</li> <li>• Use the first section of this activity which relates to the developing world to identify causes of disparity.</li> <li>• Students use their research on multinationals to work out how they can cause variations in wealth distribution.</li> <li>• The Human Development Index and the Encyclopedia of the Nations and internet research to compare countries with low human development and explore the connections between population distribution, resources and disasters.</li> </ul> | <ul style="list-style-type: none"> <li>• Bized – Development Aid And Opportunity Cost<br/><a href="http://www.bized.co.uk/blogs/inthene ws/2011/03/development-aid-and-opportunity-cost">http://www.bized.co.uk/blogs/inthene ws/2011/03/development-aid-and-opportunity-cost</a></li> <li>• Bized – Inequality Activity<br/><a href="http://www.bized.co.uk/educators/16-19/economics/development/activity/inequality.htm">http://www.bized.co.uk/educators/16-19/economics/development/activity/inequality.htm</a></li> <li>• Wikipedia – Geography And Wealth<br/><a href="http://en.wikipedia.org/wiki/Geograph y_and_wealth">http://en.wikipedia.org/wiki/Geograph y_and_wealth</a></li> <li>• Encyclopedia Of The Nations<br/><a href="http://www.nationsencyclopedia.com/">http://www.nationsencyclopedia.com/</a></li> </ul> |

| Week | Students will understand:   |   |   | Resources (include texts, videos and documents)  |
|------|---|---|---|--|
| 6    | The uneven impact of economic development on the health and wellbeing of communities including: | <ul style="list-style-type: none"> <li>– crises and disasters</li> <li>– poverty alleviation</li> <li>– food water and sanitation</li> <li>– health services</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the article to identify reasons why there are increasing disparities between rich and poor in Bangladesh.</li> <li>• Use the video clip to explore ways in which crises and disasters thwart development</li> <li>• Use this short article as an introduction to disparity in India. Students research poverty, food, water and sanitation and health services across India or another country of their choice.</li> </ul> | <ul style="list-style-type: none"> <li>• Connexions Library – Bangladesh: Of Disasters And A Disastrous Development<br/><a href="http://www.connexions.org/CxLibrary/Docs/CX5036-BangladeshDisasters.htm">http://www.connexions.org/CxLibrary/Docs/CX5036-BangladeshDisasters.htm</a></li> <li>• You Tube – Disasters Are A Development Concern<br/><a href="http://www.youtube.com/watch?v=zrxotqgV0Pg">http://www.youtube.com/watch?v=zrxotqgV0Pg</a></li> <li>• India Online – Economic Disparities in India<br/><a href="http://www.indiaonline.in/Profile/Economy/EconomicIssues/Economic-Disparities.aspx">http://www.indiaonline.in/Profile/Economy/EconomicIssues/Economic-Disparities.aspx</a></li> </ul> |
| 7    | The impact of technological change on economic growth including:                                | <ul style="list-style-type: none"> <li>– mobile communication technologies and the internet in linking producers, distributors and consumers irrespective of their location</li> <li>– uses of technologies in alleviating poverty</li> </ul> | <ul style="list-style-type: none"> <li>• The article provides an overview of the use of mobile technology. Students should research the examples and work out how each one helps development.</li> <li>• The UN Foundation gives a variety of examples as a starting point.</li> </ul>  | <ul style="list-style-type: none"> <li>• The Economist – Mobile Services In Poor Countries<br/><a href="http://www.economist.com/node/18008202">http://www.economist.com/node/18008202</a></li> <li>• UN Foundations – Vodafone Americas Foundation And Health Alliance Announce Winners Of Wireless Innovation Competitions<br/><a href="http://www.unfoundation.org/news-and-media/press-releases/2010/vodafone-americas-foundation-and-mhealth-alliance-announce-winners.html">http://www.unfoundation.org/news-and-media/press-releases/2010/vodafone-americas-foundation-and-mhealth-alliance-announce-winners.html</a></li> </ul>  |

| Week | Students will understand: |   |   | Resources (include texts, videos and documents)   |
|------|---------------------------|---|---|---|
| 8    |                           | <ul style="list-style-type: none"> <li>- scientific developments in agriculture</li> <li>- modernisation of infrastructure</li> </ul> | <ul style="list-style-type: none"> <li>• The video clip features the use of solar energy to supply energy to remote areas in Bangladesh – but is solar energy adequate? Get students to research pros and cons.</li> <li>• The video clip suggests that technology can undermine traditional industries that employ many people.</li> <li>• How can science help to increase agricultural output? Lead a discussion: how can science help and can it be made to happen?</li> <li>• The website explores the EU’s role in supporting the development of infrastructure in developing countries. Students select a type of infrastructure and research the work and its impact. They produce a presentation and share results with others.</li> </ul> | <ul style="list-style-type: none"> <li>• You Tube – Bangladesh: Development Aid Controversy<br/><a href="http://www.youtube.com/watch?v=ZasyiCzvuBE">http://www.youtube.com/watch?v=ZasyiCzvuBE</a></li> <li>• You Tube – Traditional Vs Modern Textile Industry<br/><a href="http://www.youtube.com/watch?v=QH9rAsmMCGM">http://www.youtube.com/watch?v=QH9rAsmMCGM</a></li> <li>• You Tube – IRRI: Rice Science For A Better World<br/><a href="http://www.youtube.com/watch?v=DQH6pqz7z40">http://www.youtube.com/watch?v=DQH6pqz7z40</a></li> <li>• You Tube – To Fight The "White" Plague<br/><a href="http://www.youtube.com/watch?v=SPCH3PpWaMM">http://www.youtube.com/watch?v=SPCH3PpWaMM</a></li> <li>• Europe Aid<br/><a href="http://ec.europa.eu/europeaid/what/infrastructure-transport/index_en.htm">http://ec.europa.eu/europeaid/what/infrastructure-transport/index_en.htm</a></li> </ul> |

| Week | Students will understand:                     |  |   | Resources (include texts, videos and documents)  |
|------|---|--|---|--|
| 9    | The extent to which economic development can: | <ul style="list-style-type: none"> <li>- be sustainable</li> <li>- be described as a process of globalisation</li> <li>- lead to development of government and society.</li> </ul> | <ul style="list-style-type: none"> <li>• Why do some companies take a socially responsible attitude to development? Get students in groups to discuss the issue.</li> <li>• The clip concerns the development of sustainable approaches to brick making in Bangladesh. Students consider the damage being done and the improvements resulting from the changes.</li> <li>• This article looks at the winners and losers from globalisation from one point of view. Students work in groups on the different aspects of the article and then research the opposing view.</li> <li>• Students watch video clip and discuss whether governance or development comes first.</li> <li>• This activity brings together the arguments for and against economic development.</li> </ul> | <ul style="list-style-type: none"> <li>• You Tube – World Business: Responsibility In the Recession 13/03/09<br/><a href="http://www.youtube.com/watch?v=9P9CWQWtp4E">http://www.youtube.com/watch?v=9P9CWQWtp4E</a></li> <li>• You Tube – Bangladesh – Development Aid Controversy<br/><a href="http://www.youtube.com/watch?v=ZasyiCzvuBE">http://www.youtube.com/watch?v=ZasyiCzvuBE</a></li> <li>• Globalisation And Development Guide<br/><a href="http://uk.oneworld.net/guides/globalisation">http://uk.oneworld.net/guides/globalisation</a></li> <li>• You Tube – Africa Economic Development<br/><a href="http://www.youtube.com/watch?v=gJYeM1huizo&amp;feature=results_video&amp;playnext=1&amp;list=PLB9748365E02438E7">http://www.youtube.com/watch?v=gJYeM1huizo&amp;feature=results_video&amp;playnext=1&amp;list=PLB9748365E02438E7</a></li> <li>• Bized – The Costs and Benefits of Economic Growth in Developing Countries<br/><a href="http://www.bized.co.uk/educators/16-19/economics/development/activity/costben.htm">http://www.bized.co.uk/educators/16-19/economics/development/activity/costben.htm</a></li> </ul> |

**Unit 1: Understanding Global Development**  
**Topic 3: Development of government and society**

| Week | Students will understand:   |  |   | Resources (include texts, videos and documents)  |
|------|---|--|---|--|
| 10   | <p>Types of political systems, recognising that they can occur in very high, high, medium and low human development countries including:</p> <p>The reasons for different economic and social development priorities of governments in democratic and non-democratic countries.</p> | <ul style="list-style-type: none"> <li>- parliamentary</li> <li>- federal</li> <li>- autocratic/totalitarian</li> <li>- communist</li> </ul> | <ul style="list-style-type: none"> <li>• Students use these websites and the Human Development Report to explore the political systems in a range of countries at different stages of development.</li> <li>• Students compare economic and social development in countries at extremes of the spectrum of governance using the Human Development Index.</li> </ul> | <ul style="list-style-type: none"> <li>• Scholastic – Forms Of Government<br/> <a href="http://www2.scholastic.com/browse/article.jsp?id=3749983">http://www2.scholastic.com/browse/article.jsp?id=3749983</a></li> <li>• The Economist – The Democracy Index 2010<br/> <a href="http://www.eiu.com/public/topical_report.aspx?campaignid=demo2010">http://www.eiu.com/public/topical_report.aspx?campaignid=demo2010</a></li> </ul> |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|------|--|--|--|--|
| 11   | The development of human rights and equalities in community and civil society including: | <ul style="list-style-type: none"> <li>– the relationship between the state and the citizen</li> <li>– attitudes to gender, sexuality, disability, age, ethnicity and religion</li> <li>– the role of protest in developing human rights and wellbeing.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Students research the extent of human rights in a range of countries in the Democracy Index. Select countries with high and low levels of democracy.</li> <li>• Students explore and discuss attitudes to gender, sexuality, disability, age, ethnicity and religion in these countries – and the extent to which protest is acceptable. Students could tabulate views and discuss differences in attitudes across the range of countries and the reasons for them.</li> </ul>  |  |
| 12   | The role of individuals and communities in the process of democratisation including:     | <ul style="list-style-type: none"> <li>– local, national and global pressure and interest groups</li> <li>– the use and impact of mobile communication technologies in protest</li> <li>– the impact of the internet in connecting groups nationally and internationally.</li> </ul> | <ul style="list-style-type: none"> <li>• Research and identify the activities of local, national and global pressure groups.</li> <li>• The UN programme to encourage voting in Indonesia.</li> <li>• This article discusses the use of social media in the Arab Spring of 2011. Use this, or other relevant material as an introduction to a debate on the pros and cons of social media in protest.</li> <li>• Ask students how the internet helps people to spread information and news?</li> <li>• Students research recent events and find out how the internet has played a role in change.</li> </ul> | <ul style="list-style-type: none"> <li>• United Nations Development Programme – Cambodia Bridge <a href="http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/2/SLkIGm3ozN0">http://www.youtube.com/user/undp#p/c/D47C2ABE774E87AB/2/SLkIGm3ozN0</a></li> <li>• The Atlantic – So, Was Facebook Responsible For The Arab Spring After All? <a href="http://www.theatlantic.com/technology/archive/2011/09/so-was-facebook-responsible-for-the-arab-spring-after-all/244314/">http://www.theatlantic.com/technology/archive/2011/09/so-was-facebook-responsible-for-the-arab-spring-after-all/244314/</a></li> </ul> |

| Week | Students will understand:   |   |  | Resources (include texts, videos and documents)  |
|------|---|---|--|--|
| 13   | The impact of cultural and religious values and attitudes on social development in the contexts of: | <ul style="list-style-type: none"> <li>– money, work and life</li> <li>– the role of women</li> <li>– access to education.</li> </ul> | <ul style="list-style-type: none"> <li>• Here is a group of video clips about the role of women in relation to religion, working life and voting as well as access to education.</li> <li>• Use these, or current, relevant materials to discuss how cultural and religious values can influence development.</li> <br/> <li>• Islamic banking: how does it work? The first website offers an analysis of the processes involved. The Reuters clip gives some examples.</li> </ul> | <ul style="list-style-type: none"> <li>• You Tube – Aldea's Artisan Weavers in Guatemala<br/><a href="http://www.youtube.com/watch?v=fJU3Y8LWaFY">http://www.youtube.com/watch?v=fJU3Y8LWaFY</a></li> <li>• You Tube – Embroidery Industry Binds Women Of Different Religions<br/><a href="http://www.youtube.com/watch?v=y4uQYfHt_zY">http://www.youtube.com/watch?v=y4uQYfHt_zY</a></li> <li>• You Tube – Gender Difference Across Generations<br/><a href="http://www.youtube.com/watch?v=29IKXs8qIKs&amp;feature=mfu_in_order&amp;list=UL">http://www.youtube.com/watch?v=29IKXs8qIKs&amp;feature=mfu_in_order&amp;list=UL</a></li> <li>• You Tube – Think Equal For Women And Girls<br/><a href="http://www.youtube.com/watch?v=UaCwOdNeA7k&amp;feature=relmfu">http://www.youtube.com/watch?v=UaCwOdNeA7k&amp;feature=relmfu</a></li> <li>• You Tube – Women, Afghanistan's Invisible Voters<br/><a href="http://www.youtube.com/watch?v=SW-KSO2mlnw">http://www.youtube.com/watch?v=SW-KSO2mlnw</a></li> <li>• Institute of Islamic Banking<br/><a href="http://www.islamic-banking.com/what_is_ibanking.aspx">http://www.islamic-banking.com/what_is_ibanking.aspx</a></li> <li>• Reuters – How Islamic Banking Works<br/><a href="http://www.reuters.com/article/2008/01/22/us-banking-islamic-factbox-idUSL2166920120080122">http://www.reuters.com/article/2008/01/22/us-banking-islamic-factbox-idUSL2166920120080122</a></li> </ul> |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents) |
|------|--|--|--|---|
|      | The extent to which development of government and society leads to economic development. |  | <ul style="list-style-type: none"> <li>• Debate: development of government and society, and economic development: what should come first?</li> <li>• Students use materials from the course of the topic and their research into aspects of development related to the development of government and civil society.</li> </ul> |   |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|------|--|--|--|--|
| 14   | <p>Supranational economic organisations, their significance and the range of their contributions to development, including:</p> <p>The role of supranational organisations, their significance in promoting social wellbeing and the range of their contributions to development, including:</p> | <ul style="list-style-type: none"> <li>– World Trade Organisation (WTO)</li> <li>– Organisation for Economic Co-operation and Development (OECD)</li> <li>– International Monetary Fund (IMF)</li> <li>– World Bank</li> <li>– G7, G8, G20, G77</li> <li>– regional organisations</li> <li>– The United Nations and the UN Human Rights Council</li> <li>– International Court of Justice</li> </ul> | <ul style="list-style-type: none"> <li>• Students work in groups to research the organisation, objectives and work of each of these organisations and any relevant regional organisations.</li> <li>• Learners should also explore the degree of representation for each organisation.</li> <li>• The websites provide appropriate starting points.</li> <li>• Students present their results to the class.</li> <li>• Students research these organisations to find out about their organisation, purpose, contribution to social wellbeing and degree of representation. They should use the sites suggested and research video clips to demonstrate the work of the organisations.</li> </ul> | <ul style="list-style-type: none"> <li>• World Trade Organisation<br/><a href="http://www.wto.org/english/thewto_e/whatis_e/whatis_e.htm">http://www.wto.org/english/thewto_e/whatis_e/whatis_e.htm</a></li> <li>• Organisation For Economic Co-operation And Development (OECD)<br/><a href="http://www.oecd.org/pages/0,3417,en_36734052_36734103_1_1_1_1_1_1,00.html">http://www.oecd.org/pages/0,3417,en_36734052_36734103_1_1_1_1_1_1,00.html</a></li> <li>• International Monetary Fund<br/><a href="http://www.imf.org/external/about.htm">http://www.imf.org/external/about.htm</a></li> <li>• The Times – G Spotting: Know Your G7 From Your G8<br/><a href="http://www.timesonline.co.uk/tol/news/politics/G20/article5974020.ece">http://www.timesonline.co.uk/tol/news/politics/G20/article5974020.ece</a></li> <li>• UN Human Rights Council<br/><a href="http://www2.ohchr.org/english/bodies/hrcouncil/">http://www2.ohchr.org/english/bodies/hrcouncil/</a></li> <li>• The International Court of Justice<br/><a href="http://www.icj-cij.org/court/index.php?p1=1">http://www.icj-cij.org/court/index.php?p1=1</a></li> </ul> |

| Week | Students will understand:   |  |   | Resources (include texts, videos and documents)   |
|------|---|--|---|---|
|      | The extent to which global institutions are representative of local and national communities.   | <ul style="list-style-type: none"> <li>– International NGOs, including the Red Cross and Amnesty International.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Amnesty International<br/><a href="http://www.amnesty.org.uk/">http://www.amnesty.org.uk/</a></li> <li>• The Red Cross<br/><a href="http://www.icrc.org/eng/">http://www.icrc.org/eng/</a></li> </ul>          |
| 15   | <p>The growth of the concept of global community, contrasting it with ideas of national and local identity, and how issues of global community interconnectivity influence development.</p> <p>The concept of globalisation in relation to global organisation.</p> |  | <ul style="list-style-type: none"> <li>• Students develop and carry out a survey of people’s views on whether they consider themselves to be part of a local, national, international or global community.</li> <li>• Use material from the section on the use of mobile communications to work out how these facilities have helped the organisation above to communicate and influence development.</li> <li>• This article analyses the effects and contributors to globalisation and suggests that it has strengthened international organisations.</li> <li>• Students draw up a SWOT analysis for globalisation, including the global organisations.</li> </ul> | <ul style="list-style-type: none"> <li>• Hub pages - Definition Of Globalisation<br/><a href="http://hotbabefatchicks.hubpages.com/hub/Definition-of-Globalization">http://hotbabefatchicks.hubpages.com/hub/Definition-of-Globalization</a></li> </ul> |

| Week | Students will understand:  |   |   | Resources (include texts, videos and documents)  |
|------|--|---|---|--|
| 16   | <p>The main points of the key agreements and whether they have led to development in practice:</p> | <ul style="list-style-type: none"> <li>- Universal Declaration of Human Rights</li> <li>- UN Convention on the Rights of the Child</li> <li>- United Nations</li> </ul> | <ul style="list-style-type: none"> <li>• Students use the declaration and convention and explore progress in a range of countries using Human Development Reports.</li> </ul>   | <ul style="list-style-type: none"> <li>• United Nations – Declaration Of Human Rights<br/><a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a></li> <li>• Unicef<br/><a href="http://www.unicef.org/crc/">http://www.unicef.org/crc/</a></li> </ul> |
|      | <p>The extent to which the Millennium Development Goals have been achieved.</p>                    | <ul style="list-style-type: none"> <li>- Millennium Declaration (Millennium Development Goals).</li> </ul>  | <ul style="list-style-type: none"> <li>• The UN website explains the Goals and evaluates progress. Students select a Goal and explore it in relation to countries they know about and other countries as a comparison.</li> </ul> | <ul style="list-style-type: none"> <li>• Millennium development goals 2015<br/><a href="http://www.un.org/millenniumgoals/poverty.shtml">http://www.un.org/millenniumgoals/poverty.shtml</a></li> </ul>  |

## Unit 2: Global Development Challenges

### Topic 1: The challenge and impact of sustainable development

#### 1.1 Defining the area of challenge

| Week | Students will understand:  |   | Resources (include texts, videos and documents)  |  |
|------|--|---|--|--|
| 17   | <p>The three factors that contribute to sustainable development including:</p> <p>The tensions between these factors.</p> <p>That sustainable development is a contested term and can relate to development issues, climate change, and factors above.</p> | <ul style="list-style-type: none"> <li>– economic sustainable development</li> <li>– environmental sustainable development</li> <li>– social sustainable development</li> </ul> | <ul style="list-style-type: none"> <li>• This webpage defines the three factors and discusses their development and the interrelationships.</li> <li>• Students watch the video clip and work out how economic and environmental sustainability are interlinked. How do these plans affect social sustainability?</li> <li>• Students explore the definitions in this website and debate which one they feel describes their perception of sustainability.</li> <li>• They then look at the ideas of de-growth and evaluate the theory.</li> </ul> | <ul style="list-style-type: none"> <li>• Thwink Org – Sustainability<br/><a href="http://www.thwink.org/sustain/glossary/Sustainability.htm">http://www.thwink.org/sustain/glossary/Sustainability.htm</a></li> <li>• You Tube – Poverty And Environment Initiative (PEI) In Rwanda<br/><a href="http://www.youtube.com/watch?v=NA2mwKP2CcQ">http://www.youtube.com/watch?v=NA2mwKP2CcQ</a></li> <li>• Global Footprints – What Is Sustainability?<br/><a href="http://www.globalfootprints.org/page/id/0/5/">http://www.globalfootprints.org/page/id/0/5/</a></li> <li>• The Good Planet<br/><a href="http://www.goodplanet.info/eng/Economy/De-growth/Degrowth/(theme)/2386">http://www.goodplanet.info/eng/Economy/De-growth/Degrowth/(theme)/2386</a></li> </ul> |

| Week                                   | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|--|--|--|--|--|
|  | Global patterns of sustainable development, including the impact of economic, environmental and social issues on the sustainability of development.                      |  | <ul style="list-style-type: none"> <li>Students look at contrasting countries, performance using the Environmental Performance Index, Human Development Report, the Human Development Report and the Millennium Goals outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>Wikipedia – Environmental Performance Index<br/> <a href="http://en.wikipedia.org/wiki/Environmental_Performance_Index#2010">http://en.wikipedia.org/wiki/Environmental_Performance_Index#2010</a></li> </ul> |
| <b>1.2 Relationship to development</b> |  |  |  |  |
| 18                                     | How theories (Unit 1:1(e)) can be used to explain the practice of sustainable development, including appreciation of the tension between sustainability and development. |  | <ul style="list-style-type: none"> <li>Review dependency theory and globalisation.</li> <li>Use the theories to explain examples of development selected from Unit 1.</li> </ul>   |  |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|------|--|--|--|--|
|      | The role of the economy in responding to both individual sustainable development needs, and national sustainable development needs.  |  | <ul style="list-style-type: none"> <li>This document explores the role of the Indian government in sustainable development. Students can select one aspect and develop a presentation to explain the contribution of government policy.</li> </ul>   | <ul style="list-style-type: none"> <li>Sustainable development in India <a href="http://envfor.nic.in/divisions/ic/wssd/doc4/consul_book_persp.pdf">http://envfor.nic.in/divisions/ic/wssd/doc4/consul_book_persp.pdf</a></li> </ul>   |
| 19   | <p>Key global patterns and trends for water, food and fuel security concerns, including population growth.</p> <p>The impact of banking and microfinance in supporting individual sustainable development.</p> |  | <ul style="list-style-type: none"> <li>Students should select countries at different levels of development and compare population growth and economic growth.</li> <li>This links the economic climate with food and water shortages. Students explain the trend and how the shortages and economic change are connected – and how they can be helped.</li> <li>Students select an area of risk from The Global Economic Forum Risk Report and investigate the trends – then share with the class.</li> <li>Students should review the video clips on microfinance from Unit 1 and evaluate them in terms of sustainable development.</li> </ul> | <ul style="list-style-type: none"> <li>UNFPA – State of World Population <a href="http://www.unfpa.org/webdav/site/global/shared/swp/2010/swop_2010_eng.pdf">http://www.unfpa.org/webdav/site/global/shared/swp/2010/swop_2010_eng.pdf</a></li> <li>You Tube – World Food Day 2009 Video Feature <a href="http://www.youtube.com/watch?v=bsuVRkSamqI">http://www.youtube.com/watch?v=bsuVRkSamqI</a></li> <li>World Economic Forum – Global risks <a href="http://riskreport.weforum.org/">http://riskreport.weforum.org/</a></li> </ul> |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|------|--|--|--|--|
|      | The impact of technology on development of resources and enterprise through infrastructure development and communications technology.  |  | <ul style="list-style-type: none"> <li>Students should review their work on the impact of technology and evaluate them in terms of sustainable development.</li> </ul>   |  |
| 20   | <p>The possible impact of population growth on sustainable development.</p> <p>The impact of sustainable development practices on local environments.</p> <p>The impact of sustainable development responses on poverty.</p> |  | <ul style="list-style-type: none"> <li>The UNESCO activity helps students to understand the relationship between population growth and sustainable development.</li> <li>Students consider the effect of the development project shown in this video on the local environment and poverty. They then research other examples in a contrasting economy.</li> <li>Students evaluate Prince Charles' contribution to the Galapagos Islands. Is it truly green?</li> </ul> | <ul style="list-style-type: none"> <li>United Nations Educational, Scientific, Cultural Organisation<br/><a href="http://www.unesco.org/education/tlsf/TLSF/theme_c/mod13/uncom13t03.htm">http://www.unesco.org/education/tlsf/TLSF/theme_c/mod13/uncom13t03.htm</a></li> <li>You Tube – Sustainable development<br/><a href="http://www.youtube.com/watch?v=pT4eTpW8-Cw">http://www.youtube.com/watch?v=pT4eTpW8-Cw</a></li> <li>Daily Mail online<br/><a href="http://www.dailymail.co.uk/news/article-2037106/Prince-Charles-1k-eco-houses-Galapagos-Islands.html">http://www.dailymail.co.uk/news/article-2037106/Prince-Charles-1k-eco-houses-Galapagos-Islands.html</a></li> </ul> |

| Week | Students will understand:   |  |   | Resources (include texts, videos and documents)   |
|------|---|--|---|---|
|      | The spectrum of opinion about what is meant by truly 'green' development.   |  | <ul style="list-style-type: none"> <li>• Discussion – should compromises be made to improve people's standard of living – or should the environment take priority?</li> </ul>   |   |
| 21   | <p>The positive and negative impacts of a sustainable development agenda (SDA) on a national economy.</p> <p>The role and priorities of governments when considering and implementing sustainable development strategies and why this might lead to resistance.</p> |  | <ul style="list-style-type: none"> <li>• Students identify the different groups involved in the Copenhagen Summit and explain why they have different views and priorities. Suggest ways in which these differences might be overcome.</li> </ul> | <ul style="list-style-type: none"> <li>• BBC – Developing countries split over climate measures<br/> <a href="http://news.bbc.co.uk/1/hi/sci/tech/8403745.stm">http://news.bbc.co.uk/1/hi/sci/tech/8403745.stm</a></li> </ul> |

| Week | Students will understand:   |  |   | Resources (include texts, videos and documents)   |
|------|---|--|---|---|
|      | The impact of the ideology of government on the sustainable development response.   |  | <ul style="list-style-type: none"> <li>This article looks at the difference in the approach to tourism in Turkey and the Netherlands. Students consider the impact on the two countries.</li> </ul>   | <ul style="list-style-type: none"> <li>Tourism Issues and Development <a href="http://www.tourism-master.nl/2010/10/31/the-political-ideologies-and-government-styles-can-be-problem-for-sustainable-tourism-examples-from-the-netherlands-and-turkey/">http://www.tourism-master.nl/2010/10/31/the-political-ideologies-and-government-styles-can-be-problem-for-sustainable-tourism-examples-from-the-netherlands-and-turkey/</a></li> </ul>  |
| 22   | <p>The impact of a sustainable development agenda (SDA) on the rights of community.</p> <p>Reasons why some individuals, organisations might resist the introduction of a sustainable development agenda.</p> |  | <ul style="list-style-type: none"> <li>The video clip explores how indigenous people in Peru can work for sustainability. The article discusses the conflict of rights in the forests of Liberia. Students evaluate strategies for maintaining community rights and consider why the Forestry administration in Liberia fears community ownership.</li> <li>This article looks at the idea of de-growth and evaluates it was introduced earlier in the course. Students should use the ideas to evaluate case studies used through the course to work out whether it is beneficial or not.</li> </ul> | <ul style="list-style-type: none"> <li>You Tube – The Peruvian Jungle-Awajun Community <a href="http://www.youtube.com/watch?v=QbFgwrOHADw">http://www.youtube.com/watch?v=QbFgwrOHADw</a></li> <li>Responding to Conflict – Community Rights Law in Liberia <a href="http://www.respond.org/news.php/1/community_rights_law_in_liberia">http://www.respond.org/news.php/1/community_rights_law_in_liberia</a></li> <li>Good Planet Info – Degrowth: against sustainable development <a href="http://www.goodplanet.info/eng/Economy/Degrowth/(theme)/2386">http://www.goodplanet.info/eng/Economy/Degrowth/(theme)/2386</a></li> </ul> |

| Week   | Students will understand:  |  |   |  | Resources (include texts, videos and documents) |
|--|--|--|---|--|---|
| <b>1.3 Interconnected responses to the challenge</b> |  |  |   |  |   |
| 23   | The ways in which a sustainable development agenda can be applied locally, nationally or globally, considering the different outcomes. |  | <ul style="list-style-type: none"> <li>• Students explore the methods Seattle is using to become carbon neutral. They work in groups to cover different aspects and feedback to the class. How transferable are these plans?</li> <li>• Compare the sustainable development agenda in two contrasting countries and evaluate the outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• A pathway to a carbon neutral Seattle<br/> <a href="http://www.seattle.gov/environment/documents/CN_Seattle_Report_May_2011.pdf">http://www.seattle.gov/environment/documents/CN_Seattle_Report_May_2011.pdf</a></li> </ul> |   |

| Week | Students will understand:  |  |  | Resources (include texts, videos and documents)  |
|------|--|--|--|--|
|      | <p>The convergent and divergent national and global issues of priority raised by implementing a sustainable development policy over a long-term period when there are short-term needs with reference to global policies, including Kyoto and subsequent agreements.</p> <p>The relative effectiveness of locally-generated sustainable development projects and those which originate globally.</p> |  | <ul style="list-style-type: none"> <li>• The first website explains the Kyoto protocol.</li> <li>• The Guardian newspaper’s website groups articles about Kyoto and subsequent agreements. Students could review articles to work out current perspectives on the issue.</li> <li>• The video clip includes views of developing countries on proposals at Copenhagen. Use this as the basis for comparing the views of developed and developing countries.</li> <li>• Students use page 13 of this OECD document to work out important criteria for development strategies and the relative importance of local and global interventions.</li> <li>• Consider the work being carried out in Seattle to become carbon neutral.</li> </ul> | <ul style="list-style-type: none"> <li>• Wikipedia – Kyoto Protocol<br/><a href="http://en.wikipedia.org/wiki/Kyoto_Protocol">http://en.wikipedia.org/wiki/Kyoto_Protocol</a></li> <li>• The Guardian – Kyoto Protocol<br/><a href="http://www.guardian.co.uk/environment/kyoto-protocol">http://www.guardian.co.uk/environment/kyoto-protocol</a></li> <li>• You Tube – Outrage of emerging nations on Day 3 of Copenhagen meeting<br/><a href="http://www.youtube.com/watch?v=AOpDbq8i8Fw">http://www.youtube.com/watch?v=AOpDbq8i8Fw</a></li> <li>• Organisation for Economic Cooperation and Development<br/><a href="http://www.oecd.org/dataoecd/58/42/36655769.pdf">http://www.oecd.org/dataoecd/58/42/36655769.pdf</a></li> <li>• A pathway to a carbon neutral Seattle<br/><a href="http://www.seattle.gov/environment/documents/CN_Seattle_Report_May_2011.pdf">http://www.seattle.gov/environment/documents/CN_Seattle_Report_May_2011.pdf</a></li> </ul> |

## Unit 2: Global Development Challenges

### Topic 2: The challenge and impact of crises and humanitarian disasters

#### 2.1 Defining the area of challenge

| Week | Students will understand:  |  | Resources (include texts, videos and documents)   |
|------|--|--|---|
| 24   | <p>The reasons for crises and humanitarian disasters including those which are natural and human made.</p> <p>Global patterns and trends of crises and humanitarian disasters and the relationship to the development status of a country according to UN HDI definitions.</p> |  | <ul style="list-style-type: none"> <li>• Students thought shower disasters and put them into categories of natural and human made.</li> <li>• The Wikipedia page gives an overview.</li> <li>• The book in this link provides information for much of this topic.</li> <li>• Use relevant chapters and Human Development Index to identify the effects on countries at different levels of development.</li> </ul> <ul style="list-style-type: none"> <li>• Wikipedia – Disaster<br/><a href="http://en.wikipedia.org/wiki/Disaster">http://en.wikipedia.org/wiki/Disaster</a></li> <li>• Munichre Touch - (This requires registration)<br/><a href="http://www.munichre.com/publications/302-05972_en.pdf">http://www.munichre.com/publications/302-05972_en.pdf</a></li> <li>•</li> </ul> |

| Week | Students will understand:  |  |   | Resources (include texts, videos and documents)  |
|------|--|--|---|--|
|      | <p>The uneven impact of disasters on groups of people in relation to their income, ethnicity and gender, and in relation to global patterns and trends.</p>  |  | <ul style="list-style-type: none"> <li>Select relevant sections from above book and research specific areas in more detail to explore impact further. Use an example of human made and natural disasters.</li> </ul>  | <ul style="list-style-type: none"> <li>Natural Hazards and Unnatural Disasters – The Economics of Effective Prevention<br/><a href="http://www.gfdr.org/gfdr/sites/gfdr.org/files/nhud/files/NHUD-Report_Full.pdf">http://www.gfdr.org/gfdr/sites/gfdr.org/files/nhud/files/NHUD-Report_Full.pdf</a></li> </ul>  |
| 25   | <p>The relationship between crisis response and long term aid efforts, including the impact of short-termism on long term development.</p> <p>The relative impact of global responses to crises and natural disasters and responses made by local communities subject to crises.</p> |  | <ul style="list-style-type: none"> <li>These two sites offer information about long and short term aid to Haiti. Students should evaluate the need and effectiveness of both.</li> <li>Discuss with students the contribution of the Haitian government and the community in responding to the earthquake.</li> <li>Students explore ways in which organisations can support communities better.</li> </ul> | <ul style="list-style-type: none"> <li>Wikipedia – Foreign Aid To Haiti<br/><a href="http://en.wikipedia.org/wiki/Foreign_aid_to_Haiti">http://en.wikipedia.org/wiki/Foreign_aid_to_Haiti</a></li> <li>Wikipedia – Humanitarian Response To The 2010 Haiti Earthquake<br/><a href="http://en.wikipedia.org/wiki/Humanitarian_response_to_the_2010_Haiti_earthquake">http://en.wikipedia.org/wiki/Humanitarian_response_to_the_2010_Haiti_earthquake</a></li> <li>21st Century Challenges – Natural Disasters: How Can We Improve?<br/><a href="http://www.21stcenturychallenges.org/challenges/25-may-natural-disasters-how-can-we-improve/">http://www.21stcenturychallenges.org/challenges/25-may-natural-disasters-how-can-we-improve/</a></li> </ul> |

## 2.2 Relationship to development

| Week | Students will understand:   |  |   | Resources (include texts, videos and documents)   |
|------|---|--|---|---|
| 26   | <p>How theories (Unit 1:1(e)) can be used to interpret the development responses to crises and humanitarian disasters.</p> <p>The relationships between the uneven impact of crises and disasters, responses and global economic factors.</p> <p>The impact of crises and disasters on short- and long-term economic development.</p> |  | <ul style="list-style-type: none"> <li>• Use the Wikipedia website above to explore the links between the theory and aid givers after the Haiti earthquake.</li> <li>• Pages 74-79 explore the impact of disasters on growth. Students read the section and select two contrasting countries in order to compare growth in the long- and short-term.</li> <li>• These two websites offer information about the immediate impact and the state of affairs four months later. Compare them and consider how this might differ in a less developed country.</li> </ul> | <ul style="list-style-type: none"> <li>• Natural Hazards And Unnatural Disasters – The Economics Of Effective Prevention<br/><a href="http://www.gfdrr.org/gfdrr/sites/gfdrr.org/files/nhud/files/NHUD-Report_Full.pdf">http://www.gfdrr.org/gfdrr/sites/gfdrr.org/files/nhud/files/NHUD-Report_Full.pdf</a></li> <li>• World Health Organisation – Japan Earthquake<br/><a href="http://www.wpro.who.int/media_centre/jpn_earthquake/FAQs/faqs_Posdisasterconcerns.htm">http://www.wpro.who.int/media_centre/jpn_earthquake/FAQs/faqs_Posdisasterconcerns.htm</a></li> </ul> |

| Week | Students will understand:  |  |   | Resources (include texts, videos and documents)  |
|------|--|--|---|--|
|      | <p>That crises can have both short and long term impacts on health and education services.</p> |  | <ul style="list-style-type: none"> <li>View the video clip of technology problems in Haiti.</li> <li>Students look at list of earthquakes and consider why technology might be more or less accessible in different locations.</li> </ul> | <ul style="list-style-type: none"> <li>World Health Organisation – Japan Earthquake And Tsunami<br/><a href="http://www.wpro.who.int/NR/rdonlyres/89327FBC-3020-4514-9B7F-FDA61AEBE0E5/0/JPNSitrep356July2011.pdf">http://www.wpro.who.int/NR/rdonlyres/89327FBC-3020-4514-9B7F-FDA61AEBE0E5/0/JPNSitrep356July2011.pdf</a></li> <li>You Tube – Inside Disaster: Communications Disaster Haiti Aid Rollout<br/><a href="http://www.youtube.com/watch?v=CVW-aMXOabs">http://www.youtube.com/watch?v=CVW-aMXOabs</a></li> <li>Wikipedia – List Of Deadly Earthquakes Since 1900<br/><a href="http://en.wikipedia.org/wiki/List_of_deadly_earthquakes_since_1900">http://en.wikipedia.org/wiki/List_of_deadly_earthquakes_since_1900</a></li> </ul> |

| Week | Students will understand:  |  |   | Resources (include texts, videos and documents)   |
|------|--|--|---|---|
| 27   | <p>How plans and programmes for sustainable development and poverty reduction are influenced by disasters.</p> <p>The impact of crises on national and local government infrastructure.</p> <p>The impact of crises of the values and beliefs of communities as they attempt to respond.</p> |  | <ul style="list-style-type: none"> <li>• Students read the two articles and work out how the work of charities and NGOs can be affected when crises occur in areas of the world.</li> <li>• This article explains a computer model that can be used to predict and prevent damage to infrastructure in a disaster. Students read it and identify the main features and consider how it might work in countries with low levels of development.</li> <li>• Building community capacity to prepare communities to support themselves in times of disaster. Students watch all or part of the video before identifying key aspects of planning for a community to sustain itself.</li> </ul> | <ul style="list-style-type: none"> <li>• Reuters – Don't Donate Money to Japan<br/><a href="http://blogs.reuters.com/felix-salmon/2011/03/14/dont-donate-money-to-japan/">http://blogs.reuters.com/felix-salmon/2011/03/14/dont-donate-money-to-japan/</a></li> <li>• The Telegraph – Japan Earthquake: Charities Fear A Shortage Of Giving<br/><a href="http://www.telegraph.co.uk/news/worldnews/asia/japan/8407970/Japan-earthquake-charities-fear-a-shortage-of-giving.html">http://www.telegraph.co.uk/news/worldnews/asia/japan/8407970/Japan-earthquake-charities-fear-a-shortage-of-giving.html</a></li> <li>• PhysOrg.com – Model Aims To Reduce Disaster Toll On City's Social, Economic Fabric<br/><a href="http://www.physorg.com/news204902761.html">http://www.physorg.com/news204902761.html</a></li> <li>• You Tube – Preparing for Disaster: A Community Based Approach<br/><a href="http://www.youtube.com/watch?v=AWS4s6E5ock&amp;feature=results_video&amp;playnext=1&amp;list=PL5A8078D991212421">http://www.youtube.com/watch?v=AWS4s6E5ock&amp;feature=results_video&amp;playnext=1&amp;list=PL5A8078D991212421</a></li> </ul> |

| Week   | Students will understand:   |  |   | Resources (include texts, videos and documents)  |
|--|---|--|---|--|
| <b>2.3 Interconnected responses to the challenge</b> |   |  |   |  |
| 28   | <p>The long-term development challenges and opportunities brought by crises.</p> <p>The aims underpinning global and national interventions.</p> <p>Assessment of where responsibility lies for responding to and managing crises, including the responsibilities of very high and high human development countries, low human development countries and local national and global communities.</p> |  | <ul style="list-style-type: none"> <li>• The development of strategies to protect against future disasters can be for individuals, groups and governments. Students select a section to deal with, create presentation and feedback to the class.</li> <li>• The motives of aid are discussed in the section entitled Criticisms of Aid. Students consider this in the context of two selected disasters.</li> <li>• This short video discusses the role of countries and localities in setting up responses to crises.</li> <li>• Students watch it, then discuss and put together an argument for developing a national/local response rather than waiting for international help. They compare this with examples from countries with high human development.</li> </ul> | <ul style="list-style-type: none"> <li>• Natural Hazards and Unnatural Disasters – The Economics of Effective Prevention<br/><a href="http://www.gfdr.org/gfdr/sites/gfdr.org/files/nhud/files/NHUD-Report_Full.pdf">http://www.gfdr.org/gfdr/sites/gfdr.org/files/nhud/files/NHUD-Report_Full.pdf</a></li> <li>• Wikipedia – Aid<br/><a href="http://en.wikipedia.org/wiki/Aid">http://en.wikipedia.org/wiki/Aid</a></li> <li>• You Tube – Investing Today for Safer Tomorrow: Disaster Risk Reduction<br/><a href="http://www.youtube.com/watch?v=q2hXWOyMhVE&amp;feature=relmfu">http://www.youtube.com/watch?v=q2hXWOyMhVE&amp;feature=relmfu</a></li> </ul> |

| Week | Students will understand:   |  |  | Resources (include texts, videos and documents) |
|------|---|--|--|---|
| 29   | <p>The management of chosen crises or natural disasters (eg earthquake, disease outbreak, storm or flood event) to include:</p> | <ul style="list-style-type: none"> <li>– locally-taken mitigation measures</li> <li>– role of outside agencies in building resilience and coping capacities</li> <li>– role of the global economy in the response</li> <li>– the role of technology in assessing risks, in responding to events and in post-event reconstruction work</li> <li>– the impact of the response to long-term economic, environmental and societal development goals</li> </ul> | <ul style="list-style-type: none"> <li>• Students select a crisis or disaster to explore using material from this topic and preceding material.</li> </ul> |   |

| Week | Students will understand: |  |  | Resources (include texts, videos and documents) |
|------|---------------------------|--|--|---|
|      |                           | <ul style="list-style-type: none"> <li>- the impact of the response on society, politics and the economy.</li> </ul> |  |   |

Unit 2: Global Development Challenges  
 Topic 3: The challenge and impact of conflict

**2.1 Defining the area of challenge**

| Week |  | Students will understand:   |  | Resources (include texts, videos and documents) |
|------|--|---|--|---|
| 30   | <p>The following causes of conflict:<br/>           Students should be able to refer to one example of each type. Examples can be from a range of countries.</p> <p>How economic, social and political relationships can ultimately be said to underpin causes for conflict above.</p> | <ul style="list-style-type: none"> <li>- territory</li> <li>- religion</li> <li>- resources</li> <li>- global disputes</li> <li>- terrorism</li> <li>- politics.</li> </ul> | <ul style="list-style-type: none"> <li>• Students research conflicts in the following countries/regions to find out their causes:               <ul style="list-style-type: none"> <li>- Sri Lanka</li> <li>- the Balkans</li> <li>- Ruanda</li> <li>- Georgia</li> <li>- Democratic Republic of Congo</li> <li>- Iraq</li> <li>- Ireland</li> <li>- the Horn of Africa</li> </ul> </li> <li>• In each case, identify how economic, social and political relationships underpin the conflict.</li> </ul> |   |

| Week |  | Students will understand:   |  | Resources (include texts, videos and documents)  |
|------|--|---|--|--|
|      | An outline of the main conflicts that have resulted in international intervention since World War II including:  | <ul style="list-style-type: none"> <li>- the reasons why conflicts have arisen</li> <li>- the reasons for intervention</li> <li>- the type of intervention in each case.</li> </ul> | <ul style="list-style-type: none"> <li>• Students select a continent from the list of the United Nations' peacekeeping missions and work out their causes, the type of intervention and which were most significant.</li> <li>• Groups then share their lists with the rest of the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Wikipedia – List of United Nations' peacekeeping missions<br/><a href="http://en.wikipedia.org/wiki/List_of_United_Nations_peacekeeping_missions">http://en.wikipedia.org/wiki/List_of_United_Nations_peacekeeping_missions</a></li> </ul>  |
| 31   | <p>The impact of population distribution changes caused by conflict.</p> <p>How conflict impacts on economic, environmental and social aspects of development.</p> |   | <ul style="list-style-type: none"> <li>• Students view these two video clips and work out the impact of migration caused by conflict.</li> <li>• This website offers material about war in the Horn of Africa. It contains much material of use for this topic.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Wikipedia – Kosovo War Refugees: "Kosovo in Crisis – The Face of a Refugee"<br/><a href="http://www.youtube.com/watch?v=1pgoMfk7AQQ">http://www.youtube.com/watch?v=1pgoMfk7AQQ</a></li> <li>• You Tube – War in DR Congo: The Story of Pascal and Vestine<br/><a href="http://www.youtube.com/watch?v=cCzF_xB5Ylo">http://www.youtube.com/watch?v=cCzF_xB5Ylo</a></li> </ul> |

| Week                                   |  | Students will understand: |  | Resources (include texts, videos and documents)  |
|--|--|---------------------------|--|--|
|  | <p>How the values and beliefs of communities have been affected by conflict.</p> <p>The extent to which human rights have been abused by conflict.</p> |                           | <ul style="list-style-type: none"> <li>• Students use this as a basis for understanding of economic, environmental and social development, values and beliefs in communities and apply the ideas to a conflict of their choice.</li> <li>• Students use the section on the human toll and analyse how human rights have been abused. Compare with another conflict.</li> </ul> | <ul style="list-style-type: none"> <li>• Costs and Causes Of Conflict In The Greater Horn Of Africa<br/> <a href="http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm">http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm</a></li> </ul>            |
| <b>3.2 Relationship to development</b> |  |                           |  |  |
| 32                                     | How theories (Unit 1: 1(e)) can be used to interpret the impact of development responses in areas of conflict.   |                           | <ul style="list-style-type: none"> <li>• Students use the section on the cost of foregone development, commerce and investment. Compare with another conflict.</li> </ul>  | <ul style="list-style-type: none"> <li>• Costs and Causes of Conflict in the Greater Horn of Africa<br/> <a href="http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm">http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm</a></li> <li>•</li> </ul> |

| Week |   | Students will understand:   |   | Resources (include texts, videos and documents)  |
|------|---|---|---|--|
|      | <p>How conflict can affect the economies/ development of countries and that economies may suffer the effects for several years after conflicts have been resolved.</p> <p>The impact of short-term aid on the long-term development of the country.</p> <p>The impact of conflict on:</p> | <ul style="list-style-type: none"> <li>- the short- and long-term health and education of communities</li> <li>- food and water infrastructure</li> </ul> | <ul style="list-style-type: none"> <li>• Students use the section on effect on national economies and impact on aid and compare with another conflict.</li> <li>• This article offers health, water and environmental impacts of war. Select three wars in different areas and compare the impacts.</li> <li>• This article gives a personal description of the breakdown of communication in the former Yugoslavia and its impact, as well as process of reconstruction. Students analyse the issues and impacts.</li> </ul> | <ul style="list-style-type: none"> <li>• Lentech - Environmental effects of warfare<br/><a href="http://www.lenntech.com/environmental-effects-war.htm">http://www.lenntech.com/environmental-effects-war.htm</a></li> <li>• Digital Communication via the Internet in a War Zone: Conflict Resolution and the Internet<br/><a href="http://www.isoc.org/inet96/proceedings/h2/h2_2.htm">http://www.isoc.org/inet96/proceedings/h2/h2_2.htm</a></li> </ul> |

| Week |  | Students will understand:   |   | Resources (include texts, videos and documents)  |
|------|--|---|---|--|
|      |  | <ul style="list-style-type: none"> <li>- the local environment of communities</li> <li>- the interconnectivity of communities through communications technologies.</li> </ul> |   |  |
| 34   | <p>The impact of the creation of refugees and diaspora and the associated issue of ethnic cleansing on development.</p> <p>The impact of conflict on local and national government infrastructure.</p> <p>The impact of conflicts on local and national culture.</p> |   | <ul style="list-style-type: none"> <li>• Students consider prior work on migration and thought shower the impact of migration during war and its aftermath.</li> <li>• Use section on <i>Effect on Political Institutions</i> and compare with another conflict.</li> <li>• Students use these two articles to identify ways in which conflict affects culture. They then explore a contrasting conflict for other references.</li> </ul> | <ul style="list-style-type: none"> <li>• Costs and Causes of Conflict in the Greater Horn of Africa<br/> <a href="http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm">http://www.creativeassociatesinternational.com/CAIStaff/Dashboard_GIROAdminCAIStaff/Dashboard_CAIIAdminDatabase/resources/ghai/costcaus.htm</a></li> <li>• Balkan Insight – Trapped in Black: Balkan War Widows<br/> <a href="http://www.balkaninsight.com/en/article/trapped-in-black-balkan-war-widows">http://www.balkaninsight.com/en/article/trapped-in-black-balkan-war-widows</a></li> </ul> |

| Week   |   | Students will understand: |  | Resources (include texts, videos and documents)  |
|--|---|---------------------------|--|--|
|  |   |                           |  | <ul style="list-style-type: none"> <li>Balkan Insight – Young Albanians in Serbia Protest Over Education<br/><a href="http://www.balkaninsight.com/en/article/serbia-s-ethnic-albanians-protest-over-education">http://www.balkaninsight.com/en/article/serbia-s-ethnic-albanians-protest-over-education</a></li> </ul>  |
| <b>3.3 Interconnected responses to the challenge</b> |   |                           |  |  |
| 35   | <p>The role and powers of the UN and regional organisations in conflict resolution.</p> <p>The impact of resolution on future development opportunities.</p> <p>The types of humanitarian support and reasons that they are needed.</p> |                           | <ul style="list-style-type: none"> <li>This article describes the role of UN in peacekeeping and conflict prevention and international justice.</li> <li>Students review this and explore some examples of the work of the UN.</li> <li>Students identify costs and benefits of reconstruction after the civil war in Ivory Coast.</li> <li>Students use this to explore the types of support that countries need after conflict is resolved.</li> </ul> | <ul style="list-style-type: none"> <li>United Nations and the Culture of Peace<br/><a href="http://www.unac.org/peacecp/factsheet/role.html">http://www.unac.org/peacecp/factsheet/role.html</a></li> <li>You Tube – Ivorian Post War Reconstruction<br/><a href="http://www.youtube.com/watch?v=14TpdaIhRbk&amp;feature=results_video&amp;playlist=1&amp;list=PLA89F39E7B37394C4">http://www.youtube.com/watch?v=14TpdaIhRbk&amp;feature=results_video&amp;playlist=1&amp;list=PLA89F39E7B37394C4</a></li> <li>Africa Renewal Online – Peace in Sierra Leone, a project under construction<br/><a href="http://www.un.org/ecosocdev/geninfo/afrec/vol25no2-3/peace-in-sierra-leone.html">http://www.un.org/ecosocdev/geninfo/afrec/vol25no2-3/peace-in-sierra-leone.html</a></li> </ul> |

| Week |   | Students will understand: |  | Resources (include texts, videos and documents)   |
|------|---|---------------------------|--|---|
|      | <p>The role of global organisations in providing support with reference to global NGOs and the UN.</p> <p>How global and regional organisations interconnect with local organisations in conflict resolution.</p> |                           | <ul style="list-style-type: none"> <li>• This article contains both information and case studies. Students can use it in a variety of ways. Some might work on the basic ideas of assisting reconstruction, while others study individual countries and compare them to more recent or local events.</li> <li>• It also looks at the stakeholders in reconstruction and resolution.</li> <li>• This article shows how the UN worked with other organisations to resolve conflict in Sierra Leone. Students find comparable examples to demonstrate such relationships in other areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Committee on Human Development and Civil Society<br/><a href="http://www.uneca.org/chdcs/second_meeting_countries_emerging_from_conflict.htm">http://www.uneca.org/chdcs/second_meeting_countries_emerging_from_conflict.htm</a></li> <li>• United Nations' Mission in Sierra Leone<br/><a href="http://www.un.org/en/peacekeeping/missions/past/unamsil/background.html">http://www.un.org/en/peacekeeping/missions/past/unamsil/background.html</a></li> </ul> |

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