

Edexcel GCSE Geography B

Practical support to help you deliver this Edexcel specification

Edexcel GCSE Geography B offers an issues-based approach to the content and assessment, with the content split by global and UK scale. As with all GCSEs, the number of guided learning hours is 120 hours over two years. This document provides a topic guide for teaching Component 1, Topic 2, 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 Topic 2: Development Dynamics, is 15 guided learning hours. 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. The two- and three-year course planners suggest appropriate times to introduce this material and how the content for this topic could be integrated into a scheme of work.

Each enquiry question is broken down into roughly seven one-hour sections, each beginning with a quick overview of the breadth of the content 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

There are several things that you might like to consider when planning for the delivery of this topic, for example:

- nesting the case study of a megacity in a developing/emerging country (Topic 3) in the same emerging country that you choose for the development study in this topic
- choosing a case study from a country that has been studied at KS3
- ensuring that all of the six integrated skills have been covered during the delivery of this topic.

Topic Guide for Component 1, Topic 2: Development Dynamics

Introduction

Quick overview

Topic 2: Development dynamics fits into component 1: Global Geographical Issues. It draws on contemporary geographical issues involving human processes and people–environment interactions. It focuses on understanding the scale of global inequality and how one emerging country is developing. Students are given the opportunity to deepen their understanding of place and the complex inter-relationships between countries in this changing world.

- EQ1: What is the scale of global inequality and how can it be reduced?
- EQ2: How is one of the world's emerging countries managing to develop?

This topic looks at what we mean by development and how it can be measured using a range of indicators. It considers why some countries are doing well and why others are making limited progress. An investigation should be made into how the development gap can be reduced using a range of approaches. Barriers to development are also considered. These can be economic, e.g. isolation from the process of globalisation, social, e.g. demographic issues with a nation, or environmental / physical factors such as climate. The impact of development should also be considered, such as the costs that come with emerging nations' progress (environmental implications, or the increasing gap to those left behind). Once an overview has been established, the second enquiry question helps students to understand their learning in the context of a case study of one emerging country. Students' learning should help them to understand how their chosen country is developing and the consequences of this development for people, the environment, and the country's changing relationship with the wider world.

There are three key things to bear in mind:

1. Getting the right level of detail when delivering each Key idea. Several parts of Topic 2 may seem familiar to teachers of the legacy 2012 B spec, however the depth of information required has increased. Key idea 2.2 a, causes and consequences of global inequalities, is new, as is Key idea 2.3 b, different approaches to development. Those centres teaching the legacy 'A' level spec. should be familiar with some of these ideas.
2. Making sure students know enough about the chosen case study: one large change is the focus on **one** major emerging country to get a depth of understanding of one place rather than touching on several different case studies. An emerging country is one with high or medium human development: HDI data can be found [here](#).
3. All the integrated skills (1–7) are included in the delivery of the corresponding Key idea.

Enquiry Question 1: What is the scale of global inequality and how can it be reduced?

Teaching approach over six hours

Lesson 1 (1hr)	Contrasting ways of defining and measuring development (Key idea 2.1a)
Lesson 2 (1hr)	How countries at different levels of development have differences in their demographic data (Key idea 2.1b)
Lesson 3 (1hr)	The causes and consequences of global inequalities (Key idea 2.2a)
Lesson 4 (1hr)	How Rostow's theory and Frank's theory can be used to explain how and why countries develop over time (Key idea 2.2b)
Lesson 5 (1hr)	Characteristics of top-down and bottom-up strategies; the processes and players contributing to globalisation and why some countries have benefitted more than others (Key idea 2.3a)
Lesson 6 (1hr)	Advantages and disadvantages of different approaches to development (Key idea 2.3b)

Lesson 1: Contrasting ways of defining and measuring development

Overview

The first lesson tackles Key idea 2.1a by providing an introduction to what is meant by the term 'development' and the different ways it can be measured.

Students often see development only in economic terms, but this is a misconception. It is important to emphasise the variety of factors that make up development and how a consideration of each of these factors in turn can change the ranking of a country.

- More able students might like to consider the advantages of using a composite indicator (such as HDI) compared to a single development indicator.
- Less able students could be guided to research the HDI scores for specific developed and developing/emerging countries and plot this information on a world map, before describing any patterns.

Key concepts and processes

Development can be defined in different ways using different criteria, depending on what the focus of study for a particular country / place is. For example, development could look at the economic disparity between nations, concentrating solely on GDP, however this would fail to reveal problems with countries that have high GDPs but low GDP per capita. China is a prime example of this. Other ways of defining development may consider more social characteristics and needs, for example birth rate, life expectancy, or access to health care. Students should practise ranking countries based on these factors.

Guidance on teaching

Students can use data, for example GDP per capita compared to GDP. How does the rank of countries change? What happens if countries are ranked using social indicators instead? Students can create a table to rank a selection of countries at each stage of development depending on different criteria.

Example strategies for teaching include:

- Collecting data from the internet about development indicators in different parts of the world and plotting it on a graph and/or map. This links in with Integrated Skills (1): Comparing the relative ranking of countries using single versus composite (indices) development measures.
- Using past and present HDI scores to show the changes in global development – possibly introducing the idea of the ‘development continuum’.

The World Bank website [here](#) has a great deal of information about different development indicators (including social, economic and political) for all countries. Also, pages 208 onwards in the 2015 Human Development Report ([here](#)) provides current and past information for the key measures that contribute towards a specific country’s HDI score.

Lesson 2: How countries at different levels of development have differences in their demographic data

Overview

The second lesson tackles Key idea 2.1b by focusing on how demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates) vary for countries at different levels of development.

- More able students might like to carry out further research into the reasons for the different shapes of two contrasting population pyramids (one for a developed country and one for a developing/emerging country).
- Less able students could be provided with statements about changes that have happened in a specific country (e.g. improvements in health care etc.) and use these to annotate a population pyramid(s).

Key concepts and processes

Students need to know and understand clearly that countries at different levels of development tend to have contrasting demographic characteristics:

Developing countries

- fertility rate often high, but falling slightly as education and access to contraception improve
- death rate relatively high, life expectancy low, as access to basic healthcare (including vaccinations) and sanitation is poor
- population structure – youthful population
- maternal and infant mortality rates high as access to health care limited.

Emerging countries

- fertility rate falling as more people become wealthier and there are changes in attitude towards having large families
- death rate falls quickly as economic wealth brings more health services and improved standards of living
- population structure – life expectancy increases, BR and DR fall
- maternal and infant mortality rates fall as more people can access health care.

Developed countries

- fertility rates low as people choose not to have children or to have smaller families; changing status of women
- death rate low, people living to old age, access to medical treatment, good diet etc. May start to rise as result of ageing population
- population structure – falling BR and DR lead to ageing population
- maternal and infant mortality rates low as health care and follow-up treatment available.

Guidance on teaching

Countries at different levels of development (*developing, emerging and developed*) have differences in their *demographic* data. This can be due to several factors, but is often linked to economic well-being, access to health care, good sanitation and education. Students should know how population pyramids can give an indication of demographic data and can help countries plan for the future.

Example strategies for teaching include:

- Using data from a website such as the World Bank ([here](#)) to collect data for birth rate, life expectancy, death rate and infant mortality rate for a developed, developing and emerging country. Analyse this data and apply learning to suggest reasons for variations.
- Address Integrated skills (2) Interpreting population pyramid graphs for countries at different levels of development by using past/current/predicted population pyramids – for example from [this website](#). Students can look at population pyramids and see how they change for countries over time. As a country develops, students should be able to pick out key changes, e.g. look what happens to life expectancy and therefore the general age of the population. How does this indicate development progress? How does it allow countries to plan for the future?

Lesson 3: The causes and consequences of global inequalities

Overview

In this lesson, students cover Key idea 2.2a by focusing on *why* global inequalities exist, and that the reasons can be categorised into social, historical, environmental, economic and political factors.

- More able students could explore all aspects of each factor for a country(s), so that they can evaluate which factors have been the most significant.
- Less able students could use an atlas and/or the internet to help them complete and annotate a map of the world, showing some of the areas with the highest/lowest HDI scores and colour-coding the reasons for these differences.

Key concepts and processes

Although the ideas of colonialism may be familiar to most students (possibly from their historical studies), the concept of '**neo-colonialism**' will probably be new and will take more explaining. Students could begin to think of how control between countries has moved away from direct control (hard power) e.g. military invasion to other forms of control more associated with 'soft power' e.g. IGOs, aid, cultural power, TNC brands. These are arguably just as, or even more powerful than direct control. Students could consider the British Empire and compare it with how the USA maintains its power today.

Guidance on teaching

Example strategies for teaching include:

- It may be helpful to get students to use the acronym SEEP to organise their ideas (social, economic, environmental, and political). By doing this, students will always cover a variety of contexts.
- Another idea that some students could find more difficult to grasp is systems of government. Using the countries from Key idea 2.1, students could compare the types of government in the UK – democracy, China – one-party state, Uganda (in the 1970s) – dictatorship. How might the type of government affect development and international relations?
- Integrated skills (3) Using income quintiles to analyse global inequality also needs to be addressed during the delivery of this Key idea. Income quintiles refer to how countries can be categorised based on economic data in order to classify where they are in relation to other nations. This allows a comparison between those countries found in each 20% of the world. Students can use data from [here](#) to consider the shared characteristics of countries in each quintile. They should be able to link these to the factors identified in 2.2a. Again, focusing on a small number of countries could help (e.g. UK, China, Uganda).

Lesson 4: How Rostow's theory and Frank's theory can be used to explain how and why countries develop over time

Overview

Theories can be used to explain how and why countries develop over time. Two theories that should be looked at include; a study of these theories may give some indication of how global inequality in development may be addressed.

- More able students could evaluate the appropriateness of each model in the context of countries at different levels of development
- Less able students must be able to contextualise each model – for example, by explaining why a particular country moved experienced 'take-off'.

Key concepts and processes

In the 1960s, Rostow's Modernisation theory put forward the idea that 'modernisation' and therefore development was characterised by the western world and that therefore other countries should model themselves after the West if they were to achieve development for themselves, based on the ideas of capitalism and liberal democracy. Rostow's model contained five stages for economic growth, the five steps that countries must go through if they are to become developed. The theory suggests that all countries exist somewhere on this model and therefore can use it to track their way to the next stage of development, e.g. by investing in infrastructure and secondary industry to move from stage 2 to stage 3. It is helpful for students to be able to draw and explain the model, which can be found at <https://www.e-education.psu.edu/geog030/node/194>.

Frank's Dependency theory (1970s) argues that the cause of poverty in developing nations is their reliance on the economies of the developed world. Traditional trade flows involve the movement of primary products from the developed world (periphery) e.g. surplus crops and raw materials, and then the manufacture of these products into secondary products in the developed world (core). These products are then sold back to the periphery for large profits.

Frank suggests that colonialism and neo-colonialism are responsible for this ongoing unequal relationship, as developed countries continue to use their power (economically and politically) by exploiting raw materials and preventing investment in manufacturing in developing countries. They also use terms of trade such as tariffs to prevent cheap imports undercutting their own manufacturing costs. Frank referred to this as the 'development of underdevelopment'. Students can link Frank's idea to one of the causes of global inequality (Key idea 2.2a).

Guidance on teaching

Although found in the legacy 2012 spec, students find *Rostow's modernisation theory* and *Frank's dependency theory* difficult. They must be able to compare the theories and suggest how they can be used to explain how and why countries develop over time. Linking Rostow to the UK and its industrial past (something students should be more familiar with) often helps. Students can then consider other countries with more recent economic development, e.g. India / China – arguably also following

Rostow's path by focusing in on infrastructure investment and secondary industry. Students often find looking at the cycle of poverty helpful in understanding Franks' theory (link to Uganda).

Lesson 5: Characteristics of top-down and bottom-up strategies; the processes and players contributing to globalisation and why some countries have benefitted more than others

Overview

In an attempt to tackle the problems of low development and the widening development gap, various approaches have been seen. These can be both small and large scale, top-down and bottom-up, involve individual or multiple organisations (players e.g. TNCs, governments) and take an economic or more holistic approach. Whichever methods are used, they are often accompanied by various advantages and externalities.

Key concepts and processes

Top-down and bottom-up strategies have different characteristics in terms of their scale, aims, funding and technology. Often these projects aim to have spin-offs in other areas – a 'multiplier effect'.

Top-down development strategies are those development projects associated with government or other large organisations, e.g. IGO's (international governmental organisations). The decision as to what needs to be done comes from the top and is managed from there as well.

In contrast, bottom-up development strategies are smaller in scale and are often community-led. Local people's needs are identified and projects put in place to meet them. Much of this type of development is led by NGOs (non-governmental organisations), and can be as much about short-term relief as it is about long-term aid.

There are many processes and players (Transnational corporations (TNCs), governments) contributing to globalisation, and some countries have benefitted more than others from this. Countries that have embraced the process of globalisation have seen much more rapid progress than those that remain 'switched off'. The emerging nations of India and China are two prime examples of this.

Countries that have benefitted most from the process of globalisation in recent years and have developed because of it share some common traits:

- strong secondary sector
- access to raw materials, either within their own borders or imported
- enough economic capital to invest in infrastructure and industry
- large workforce (lower wage bills)
- relatively relaxed labour rules in comparison to developed nations
- strong internal markets
- governments embracing market capitalism
- large geographical sphere of influence
- attractive for investors, e.g. due to political reforms or economic incentives.

Guidance on teaching

Students generally find this area of the specification very accessible (it can be found in legacy specs). They should be able to consider the characteristics of top-down and bottom-up development projects; the easiest way to do this is via comparable case studies based around a theme, e.g. energy, water.

Below are suggested examples focused around the issue of water (note these are **not** compulsory). Students can look at these and consider the SEEP success and failures.

This may be the first time students have come across the idea of globalisation. They will need to be able to define globalisation and its characteristics. What are the benefits of being globalised for countries? Why would countries want to take part in this process? Are there any disadvantages to this? How has the process of globalisation changed over time? Why are some countries left behind or bypassed in the globalisation process? Students will examine the impact globalisation has had on their chosen emerging country in EQ2.

Examples of strategies for teaching include:

- Sand dams, Kenya (bottom-up strategy) – more information [here](#)
- Narmada dam project, India (top-down strategy) – more information [here](#).

Lesson 6: Advantages and disadvantages of different approaches to development

Overview

Key idea 2.3b considers the various advantages and disadvantages of different approaches to development. These can often be a result of the organisations that lead the approach.

- More able students might want to consider the extent to which there are both pros and cons associated with different organisations (named NGOs, named TNCs etc.).
- Less able students should be able to describe the role that different organisations play in the implementation of a development project.

Key concepts and processes

- **Non-governmental organisations (NGOs)** are charities that aim to work with communities to provide for either their short-term or long-term needs, e.g. disaster relief, food aid, or financing education, health or water projects for a community. NGOs try to remain impartial, though some are founded on religious principles. However NGOs have been criticised for not understanding the situation 'on the ground' and for helping to create a dependency on foreign aid. Others argue that due to the number of NGOs at work, aid is targeted inefficiently as organisations compete for funding and recognition.
- **Foreign TNCs** (transnational corporations) can help to put in place large-scale projects, e.g. the building of roads, railways and ports, as well as investment in

energy and water-security projects. These large projects can lead to many people seeing an improvement in their standard of living. However, TNCs have also received criticism. Many see their 'help' as a one-sided relationship and a continuation of the idea of dependency.

- **Inter-governmental organisations** (IGOs), e.g. the IMF or World Bank, can get involved in development in several ways. One of these is funding large-scale infrastructure projects in the hope that they will have positive spin-offs. It's important that students understand the role these IGOs play in development projects rather than going into massive detail about the organisations themselves.

Guidance on teaching

Although acronym-heavy, this content is not tricky. Asking students to rate each approach based on several criteria could help with comparison, e.g. amount of finance available, how many people helped, ability to get things done (political power).

Key vocabulary for EQ1

2.1 There are different ways of defining and measuring development	2.2 There is global inequality in development and different theories on how it can be reduced
Development Economic Social Political Gross Domestic Product (GDP) GDP per capita Human Development Index (HDI) Political corruption Inequality Developing country Developed country Emerging country Demographic data Fertility rate Birth rate Death rate Life expectancy Maternal mortality rate Infant mortality rate Population structure Population pyramid Composite indices	Colonialism Neo-colonialism Climate Health Education Topography Systems of governance International relations Rostow's modernisation theory Frank's dependency theory

2.3 Approaches to development vary in type and success

Top-down strategy Bottom-up strategy Transnational corporation (TNC) Globalisation Income quintile Externalities	Non-governmental organisation (NGO) Intermediate technology Inter-governmental organisation (IGO) Infrastructure Investment
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Further reading

- As an introduction to globalisation, [this website](#) provides some student-friendly information and maps about McDonalds around the world.
- Some interesting information about globalisation on the [OpenLearn](#) website – ideal for stretching more able students.
- A useful article from the [Guardian](#) about reducing global inequalities and stimulating sustainable economic development.
- The [US Census Bureau](#) and the UK's [Office for National Statistics](#) are useful places to start looking at demographic data.

Enquiry Question 2: How is ONE of the world's emerging countries managing to develop?

Teaching approach over nine hours

Lesson 1 (1hr)	Development of the emerging country is influenced by its location and context in the world (Key idea 2.4)
Lesson 2 (1hr)	
Lesson 3 (1hr)	Globalisation causes rapid economic change in the emerging country (Key idea 2.5)
Lesson 4 (1hr)	
Lesson 5 (1hr)	Rapid economic growth results in significant positive and negative impacts on people and the environment in the emerging country (Key idea 2.6)
Lesson 6 (1hr)	
Lesson 7 (1hr)	
Lesson 8 (1hr)	Rapid economic development has changed the international role of the emerging country (Key idea 2.7)
Lesson 9 (1hr)	

In EQ2, students are expected to be able to apply their knowledge from the previous enquiry question in the context of a chosen country. This is one of the three in-depth case studies that is a subject content requirement (see page 7 of Spec). When choosing the case-study country, it's worthwhile considering where else this example can be used in the specification.

Topic 1 – Hazardous earth

- 1.3 – how human activity is increasing climate change & its impacts on people
- 1.9 – the impacts of earthquakes in a developing or emerging country

Topic 3 – Challenges of an urbanising world

- 3.1 – the world becoming increasingly urbanised, mega cities
- 3.2 – Urbanisation is the result of socio-economic processes and change
- 3.4–3.7 – Why does the quality of life vary so much within **one** megacity in a developing or emerging country?

Skills can be integrated into this section and students are expected to use numerical data and flow maps to profile their chosen country. Maps and data should be integrated into lesson planning and taught throughout the topic, so that students can understand them in context. Students can become overwhelmed with data. They should be encouraged to look for overall trends, patterns and anomalies. When looking at a graph / table students can be encouraged to think of the acronym **TEA** - trend, evidence, anomalies.

Lessons 1 and 2: Development of the emerging country is influenced by its location and context in the world (Key idea 2.4)

Overview

EQ2 begins with Key idea 2.4, which is designed to place some contextual information around the chosen case study, both in terms of location and its level of development.

For the purpose of this topic pack, China will be used as an example. This is **not** compulsory but to give guidance as to how to approach this section.

Key concepts and processes

The key concepts and processes to be covered will depend on the chosen case study; for the purpose of exemplification, the case study of 'China' is used in this pack.

China's geographical position within Asia, its coastline and its borders with 14 neighbours make it well regionally connected and also a powerful global influence. It is seen as the powerhouse of this region, its position established in recent years due to the rise of the BRICs (Brazil, Russia, India and China) and the superpower characteristics it exerts. Although factors such as a large workforce, a strong military presence and political strength (although with a different outlook to the West) have made China strong as a nation, this often causes us to overlook the reasons why China is still classified as an emerging nation, despite massive growth in recent years. China still has many people living in poverty and lacking the basic necessities of life, and although health care and education are becoming more available to all, parts of the country are still cut off by lack of infrastructure and investment, trapping people in the cycle of poverty.

Guidance on teaching

The use of maps and images to present global patterns helps to engage students, for example by using a resource such as Figure 1.

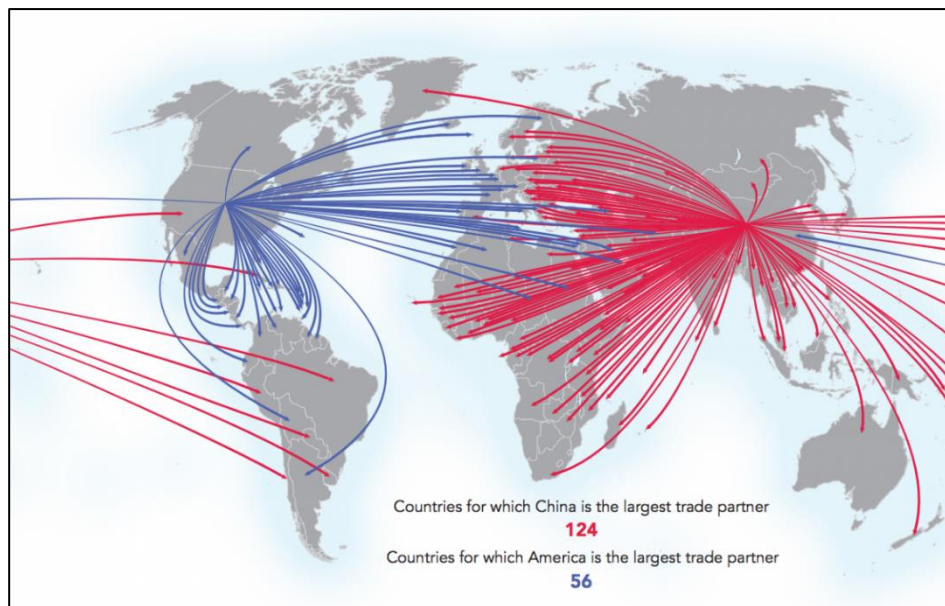


Figure 1

Useful here are regional examples. Students can compare different provinces of China – Guangdong in the south (location of much FDI (foreign direct investment) and free-trade zones), Yunnan in the far south west and Jiangsu in the east (home to the megacity of Shanghai and vast regional growth). These areas can be used again in Key idea 2.6, when looking at regions with different socioeconomic characteristics.

Lessons 3 and 4: Globalisation causes rapid economic change in the emerging country (Key idea 2.5)

Overview

In Key idea 2.5, students are given the opportunity to explore the key economic trends since 1990, and how the process of globalisation has caused rapid economic change in the chosen case-study country.

For example, China has seen massive economic growth since the 1980s, when it embraced the idea of market capitalism and opened up to FDI, despite managing to maintain a strict communist government. China's membership of the World Trade Organisation in 2001 cemented this growth and its role in international economic cooperation.

- More able students might want to examine the factors that make China an attractive destination for outsourcing.
- Less able students should be able to use maps and images to explain why there has been a growth in the chosen country's secondary (or tertiary) sector.

Key concepts and processes

Globalisation has played an important role in the rapid economic growth of many emerging countries, including China. Students need to be clear about the key concepts and processes involved in globalisation, such as:

- advances in communications and transport technology, including the rapid increase in mobile phone subscriptions
- improvements in transport technology, e.g. Maglev train, Shanghai
- improvements in transport connectivity, China has invested in railways, roads, bridges, river transport, ports, airports
- growth in FDI: China is becoming increasingly attractive to TNCs and FDI for *outsourcing* of business
- changes in government policy (e.g. towards FDI; towards spending on education; towards offering incentives to overseas TNCs).

Guidance on teaching

Students are likely to find Key idea 2.5 one of the most difficult to grasp, along with Key idea 2.7, which also touches on geopolitics. It may be helpful to get students to think about how involvement in globalisation has helped with economic development in China, and then how economic growth has affected Chinese influence overseas.

Example strategies for teaching include:

- Integrated skills (4) 'Using numerical economic data to profile the chosen country' can be included using a website that provides current data, allowing students to profile the country. A list of suggested websites for this purpose is provided in the 'further reading' section.

Students can look at key economic trends over time: GDP, per capita GNI, changing economic sectors, imports and exports, type and origin of FDI since 1990. An example of this for China is shown in Figure 2.

China	1980	1990	2000	2010	2014
GNI per capita	\$220	\$330	\$930	\$4300	\$7380
GDP \$ (approx.)	\$217 billion	\$528 billion	\$1.42 trillion	\$3.87 trillion	\$5,27 trillion

Figure 2

- Integrated Skills (5) 'Using proportional flow-line maps to visualise trade patterns and flows' should also be included in the delivery of Key idea 2.5. Students can look at maps and see how the pattern of trade flows has changed over time. Where are goods coming from? Where are they going to? Are imports or exports the biggest flows? Students can then suggest reasons for these flows. [This website](#) gives trade data and main trading partners for every country.

Lessons 5, 6 and 7: Rapid economic growth results in significant positive and negative impacts on people and the environment in the emerging country (Key idea 2.6)

Overview

Rapid economic change has contributed to demographic change, caused urbanisation (rural to urban migration and rapid urban growth) and created different regions with different socio-economic characteristics.

- More able students might want to use physical maps and historical information to suggest reasons for internal socio-economic variations.
- Less able students should be able to complete and describe maps and data to build up a picture on socio-economic variations in the chosen country.

Guidance on teaching

Again, students will be expected to apply to their chosen case study some of the key concepts and processes that they covered during EQ1. A good starting point would be to carry out some internet research into change over time – and to create a table similar to Figure 3.

China	1980	1990	2000	2010	2014
Fertility rate	2.7	2.5	1.5	1.7	1.7
Death rate	6	7	6	7	7
% of urban population	19	26	36	49	54

Figure 3

Source: <http://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS?page=6>

Reasons for general patterns can be considered for the nation as a whole. However, are there regional differences? Compare two or more provinces to see the differences linked to how 'switched on' that region is. Students should think about location within China and other physical factors. Students should also link to which sector of economy is dominant in each region: how does this affect GNI per capita?

The map below is an example of a resource that might be used to investigate the variations in socio-economic characteristics in a chosen country (and helps to include the requirement for integrated skills (6): using socio-economic data to calculate difference from the mean for core and periphery region). The type of map found [here](#) could also be used during the delivery of Key idea 2.4 to help demonstrate that some parts of the chosen country are more 'connected' than others.

Moving on to Key idea 2.6b, students need to be clear about the positive and negative impacts of economic development and globalisation on different age and gender groups. This is followed by Key idea 2.6c, where students could use the framework of the table below to record the impacts of some problems of rapid economic growth. (See 'further reading' for details of suggested websites that would help provide information on China). For each of the categories below, students can examine the causes of the problem, place locations and potential outcomes.

Problem caused by rapid economic growth	Impacts on different groups of people
Air pollution	
Land pollution (including soil and health)	
Water pollution	
Greenhouse gas emissions and climate change	
Human health	

Lessons 8 and 9: Rapid economic development has changed the international role of the emerging country (Key idea 2.7)

Overview

The Key idea for this topic begins by considering how rapid economic development has changed the geopolitical influence and relationships with the EU and USA. Finally, conflicting views of these changing international relations and increased foreign investment by TNCs are studied.

Key concepts and processes

China, perhaps more than any other emerging or developing nation, has seen its position in the world order change. Rapid economic development has changed China's geopolitical influence and its relationship with world superpowers such as the USA and the EU.

- China's regional influence has grown, and improved relationships with neighbours have resulted in economic gain for both parties, while China has access to more markets, resources and FDI. China is also a leading member of the IGO – APEC (Asia Pacific Economic Cooperation) hosting the last summit in 2014. Its aim is to increase and support economic growth and prosperity in the Asia-Pacific region through objectives such as trade and investment liberalisation.
- IGO membership – aside from APEC, China is also playing a major role in other IGOs. China is a major player in the UN, indeed it is one of the five permanent members of the UN Security Council. China is also a member of affiliated organisations such as the World Bank and the IMF.
- China's position in regards to the superpowers of the EU and USA is also changing. Cross-country FDI is increasing and countries are becoming increasingly connected through TNCs and economic ties. However it's not all plain sailing, the USA and EU are suspicious of China's growing influence in Africa, and

its growing demands on resources are putting increased pressure on world commodities. Interesting to look at here is the new BRICs Development Bank. The rising economic strength of the BRICS countries has outpaced increases in their voice at the World Bank and the International Monetary Fund (IMF).

Guidance on teaching

Students may struggle to understand the concepts raised in this section, but it is possible to emphasise themes, e.g. economic power (aid, investment, markets, TNCs) and political power (global influence, IGO membership), and give examples of how they manifest themselves.

Students may find the ideas of geopolitics and changing international relationships as emerging countries start to show their power quite challenging. An analysis of what makes the UK and USA strong and powerful could help them to see similar characteristics in their chosen emerging country and therefore how existing powers may see the changing order as a threat.

There are conflicting views of the *costs and benefits* of changing international relations and the role of foreign direct investment (TNCs) in the economic development experienced by China.

• Changing international relations

Costs	Benefits
Increased tensions as countries compete for power	Increased political support for key world issues, e.g. military action, use of sanctions
Ideological and political differences lead to different priorities	Increasing amounts of FDI increase economic gain for all sides
	Countries more likely to work together to address global environmental issues

• Role of foreign direct investment (TNCs) in global development

Students have their pick of case studies here, one that's recently been in the news is Apple – <http://www.telegraph.co.uk/technology/apple/11303052/Apple-working-conditions-Tim-Cook.html>

Students can consider the costs and benefits of TNCs locating within China, and also increasingly of Chinese TNCs locating overseas. Students find this key idea accessible – it is found in the legacy spec. Once again it would be helpful to ask students to think along **SEEP** lines.

By the end of this enquiry question, students should be able to draw conclusions about how their chosen country is developing as an emerging nation. They should be able to identify factors responsible for rapid economic growth (including but not limited to globalisation) and increasing share of global trade and the benefits that go alongside this. They should also be able to identify trends in demographic data that point to progress in development. Conclusions can be drawn about the impact of that progress on different groups of people, the environment and on international relations. **Whichever country is chosen in this section, students are likely to point to socioeconomic progress but at an environmental cost.**

Key vocabulary: Case study (EQ2)

How is ONE of the world's emerging countries managing to develop?	
Geopolitical Multiplier effect Core and periphery Site Situation Connectivity Per capita GNI Economic sector Import Export Foreign direct investment Outsourcing	Pro-FDI policy Urbanisation Rural-urban migration City growth Socio-economic Gender groups Greenhouse gases Human health Global climate change European Union (EU) Tied aid Multi-lateral aid

Further reading

This [BBC country profile](#) provides a clear introduction to China

These [Washington Post](#) infographics about China could provide some interesting discussion points.

This website provides up-to-date information about [internet users](#) in a country – one measure of economic development.

The resource from page 13 of this pack was taken from [here](#)

Several websites to support the delivery of integrated skills 4 are [here1](#), [here2](#), [here3](#) and [here4](#).

Details about China's contributions to greenhouse gas emissions are [here](#).

Information about water scarcity and water quality in China are [here](#) and [here](#).