

## Industrial Development, Trade and Globalisation

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### Recommended Prior Knowledge

A broad knowledge of the meaning of development studied in Unit 1.

### Context

For development to proceed, a country's economy needs to grow and industrial development and trade are the means by which this happens. Improvements in living standards result largely from the wealth generated by industry.

### Outline

To understand the concept of industrialisation, the processes of production and the role of world trade.

### Practical Research Investigations

The following research investigations could be incorporated into industrial development, trade and globalisation lessons. However, candidates are **not** required to submit any work from the investigations for assessment; they are intended as a teaching aid only. The research investigations can be found in the appendix to the schemes of work.

Research investigation number	Title of the research investigation	Syllabus units and general objectives that the investigation is relevant to
2	Links between different sectors of the economy	<ul style="list-style-type: none"> <li>Industrial development, trade and globalisation: general objective 1</li> <li>Environment and development: general objective 1</li> </ul>
3	Comparison between market and a shopping mall	<ul style="list-style-type: none"> <li>Poverty and development: general objective 1</li> <li>Industrial development, trade and globalisation: general objectives 1 and 2</li> <li>Environment and development: general objective 2</li> </ul>

5	Provision of recreational facilities	<ul style="list-style-type: none"> <li>• Poverty and development: general objectives 2, 4 and 5</li> <li>• Industrial development, trade and globalisation: general objective 5</li> <li>• Environment and development: general objective 4</li> </ul>
6	Impact of manufacturing on environmental quality	<ul style="list-style-type: none"> <li>• Poverty and development: general objective 1</li> <li>• Industrial development, trade and globalisation: general objectives 1 and 5</li> <li>• Environment and development: general objective 4</li> </ul>
7	Importance of primary health care facilities	<ul style="list-style-type: none"> <li>• Poverty and development: general objectives 1, 2 and 4</li> <li>• Industrial development, trade and globalisation: general objective 1</li> </ul>
8	Importance of natural habitats/biodiversity	<ul style="list-style-type: none"> <li>• Poverty and development: general objectives 1 and 4</li> <li>• Industrial development, trade and globalisation: general objectives 1 and 5</li> <li>• Population and development: general objective 2</li> <li>• Environment and development: general objectives 1, 4 and 5</li> </ul>
9	Farming cooperatives and fair-trade organisations	<ul style="list-style-type: none"> <li>• Industrial development, trade and globalisation: general objective 2</li> <li>• Environment and development: general objectives 1 and 2</li> </ul>

AO	Learning outcomes	Suggested Teaching activities	Learning resources
A1 B5	<p>To understand the meaning of industrialisation and the factors of production.</p> <p>To explain the need for an educated/skilled workforce for industrialisation to occur</p>	<ul style="list-style-type: none"> <li>• Ask students to refer back to their table of 'needs' and 'wants' and place 'wants' in categories of material or non-material things. These goods and services are the products of industrialisation which require natural, human and financial resources – Land, Labour and Capital.</li> <li>• Under the headings - Land, Labour and Capital, students can list the components of each, and study photographs/pictures of different types of manufacturing and service industries to identify the factors of production in each.</li> <li>• Students can construct flow charts to illustrate different industrial systems to show the inputs (factors of production), processes and outputs. Students should be able to understand the following terms: consumer, producer, high-tech, heavy and light industry.</li> <li>• The value of a skilled workforce and enterprise to industrialisation needs to be emphasised and linked to the value of industrialisation to the improvements in standard of living of the workforce.</li> <li>• Give students a list of jobs and ask them to re-arrange them into formal and informal occupations after a</li> </ul>	<p><b>Development Studies Module 1</b> Pages 41-56</p> <p><b>Development in Context Book 1</b> Pages 23-28</p> <p><b>Development Studies Module 3</b> Pages 8-10</p> <p><b>The New Wider World</b> (Nelson Thornes, 2<sup>nd</sup> ed) Page 148</p> <p>Past papers: 0453 Paper 1 2008 Q2 0453 Paper 2 2010 Q1</p>

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		discussion of the characteristics of these two sectors.	
B7 C10	To describe different methods of production and the appropriate use of different types of technology.	<ul style="list-style-type: none"> <li>Ask students to consider everyday activities, such as washing clothes, where different methods can be used and discuss the advantages and disadvantages of the different methods with reference to the different types of technology used. Then extend the discussion to industrial production with a comparison of labour-intensive (simple technology) and capital-intensive (complex technology) methods with the advantages and disadvantages of the different methods to: (a) people and (b) the nation. The concept of 'economies of scale' can be introduced here.</li> <li>Ask students to list all the jobs in a hospital, factory or school and divide them into skilled and unskilled. This will lead on to a discussion of the 'division of labour' and 'specialisation', the advantages and disadvantages of which can be considered.</li> <li>Role Play: Students can assume the role of a small-scale farmer, for example, and state what they would need to consider before replacing their ox with a tractor. The value of using appropriate technology can</li> </ul>	<p><b>Development Studies Module 1</b> Pages 57-60</p> <p><b>Development in Context Book 1</b> Pages 32-35</p> <p><b>The New Wider World</b> Page 150</p> <p>Past paper: 0453 Paper 2 2010 Q1</p>

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		then be examined.	
A2 B5 B6	To illustrate the linkages between the sectors of production.	<ul style="list-style-type: none"> <li>Students select an item such as a tin of vegetables. They then try to explain what has been needed to get that item to their home. The Primary, Secondary and Tertiary sectors of the economy can then be defined with the linkages between them highlighted. Similarly, ask students to consider what can link a farmer, miner, power worker, teacher, lorry driver and a government official?</li> <li>Students may construct a triangular graph to show the % employed in the different sectors in their country and can compare graphs of employment structure for countries at different levels of development. Changes in the structure as countries develop can then be realised and reasons discussed, such as manufacturing requires more transport and power supplies, increased prosperity generate a greater demand for services etc.</li> </ul>	<p><b>The New Wider World</b> Pages 92-94</p> <p><a href="http://www.geography.learnontheinternet.co.uk/topics/">www.geography.learnontheinternet.co.uk/topics/</a></p> <p>Past paper: 0453 Paper 1 2010 Q3</p>
B7	To consider the sustainable use of resources.	<ul style="list-style-type: none"> <li>Students can make a list of 5 'wants' such as a new library, cinema etc. but as there is not enough money for all of them, they must prioritise their list which will probably vary from pupil to pupil. The idea of choices</li> </ul>	<p><b>The New Wider World</b> Pages 118-126, 150-151 184-185</p> <p><b>Development in Context Book 2</b> Pages 106-109</p>

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		<p>and the role of decision makers (family and government) is thereby introduced.</p> <ul style="list-style-type: none"> <li>The natural resources (i.e. land as a factor of production) used to satisfy people's needs and wants are either renewable or non-renewable. These terms can be defined and then students can classify a selection of resources into the two categories. This will lead on to definitions of 'exploitation', 'conservation' and the 'sustainable' use of resources. Energy supplies can be considered in detail to illustrate these issues. A map of World Energy Consumption can be compared with the HDI index.</li> <li>Students may already be well aware as to why it is important to protect the earth's resources and the ways in which they may be protected but these need to be considered.</li> <li>To summarise this section students can find an example of a project that uses appropriate technology in an effort to achieve sustainable development. To what extent this has been successful and how it has led to development of the local area can be examined.</li> </ul>	<p><b>Development Studies Module 4</b> Page 62</p>
A2 A3	To understand trade terms and how trade is linked	<ul style="list-style-type: none"> <li>This section can be introduced by a discussion of why countries trade</li> </ul>	<p><b>Development Studies Module 3</b> Pages 41-60</p>

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B7	with development.	<p>with one another using a simple game of exchanges of, for example, fruit.</p> <ul style="list-style-type: none"> <li>• What the students' own country specialises in producing and exporting and what it needs to import can be listed. Trade terms will need to be understood. Ask students to choose a primary commodity, perhaps grown locally, and list the factors that affect its price to illustrate the principle of supply and demand.</li> <li>• A line graph comparing trade per capita and the HDI for selected countries at different levels of development can be interpreted to assess whether or not trade is a good indicator of levels of development.</li> <li>• Reference to the positive and negative balance of trade can be made to help students to understand further how trade affects quality of life of people and development of the nation. It is also important to understand ways to reduce a negative balance</li> <li>• The reasons for forming trade blocks, with examples, and the idea of 'free trade' can lead on to a consideration of the benefits of being in a block and the problems for</li> </ul>	<p><b>Development in Context Book 2</b> Pages 75-88</p> <p><b>The New Wider World</b> Pages 186-189</p> <p><b>Development Studies Module 3</b> Page 16</p> <p>Past papers: 0453 Paper 1 2008 Q3 0453 Paper 1 2009 Q2</p>

AO	Learning outcomes	Suggested Teaching activities	Learning resources
		outsiders.	
B5	To describe and explain the growth and changes in the pattern of world trade.	<ul style="list-style-type: none"> <li>By comparing pie charts of imports and exports, the pattern of trade between low and high income countries and the trade gap between them can be determined by students.</li> <li>The main international trade flows can be discussed in terms of commodities and the countries involved.</li> <li>A study of the growth of trans-Pacific trade over trans-Atlantic trade can be combined with an analysis of the NICs of Asia.</li> </ul>	<a href="http://ucatlas.ucsc.edu">http://ucatlas.ucsc.edu</a> go to economic globalisation, then trade theme, then trade flows  The Oxford International Student Atlas Development Studies Module 3, pages 48-49
B7	To understand the terms neo-colonialism and fairtrade.	<ul style="list-style-type: none"> <li>A brief study of neo-colonialism can lead on to a more detailed consideration of fairtrade. A case study appropriate to the students' own country can be selected. Links back to the section concerned with the fluctuating price of primary commodities will help explain the need for fairtrade and how it benefits poorer countries. Reference can be made to the Millennium Development Goals (MDG 8) – Global partnerships for development.</li> </ul>	<a href="http://www.bbc.co.uk/schools">http://www.bbc.co.uk/schools</a>  <a href="http://www.fairtrade.org.uk/about_benefits.htm">http://www.fairtrade.org.uk/about_benefits.htm</a>
A2	To describe the role of aid	<ul style="list-style-type: none"> <li>Ask students to generate a list of</li> </ul>	<b>The New Wider World</b> Pages 190-191



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A4	agencies, charities and banks in development.	<p>those aid agencies and charities that they know are working in their country and divide these into long and short term aid and how they differ in terms of type. i.e. money, goods, skills etc. A class discussion on the advantages and disadvantages of this aid to their country can follow. An example of the work of NGO's in an urban area can be compared with that in a rural area with the difference between a gift and a loan being made clear.</p> <ul style="list-style-type: none"> <li>Ask students to choose a project that involves a large bank loan, to improve the infrastructure of the local area, such as a reservoir, hospital, electricity supply etc. Linking back to some of the indicators of development in Unit 1, ask them to explain how local people would benefit from the project in terms of improving their quality of life. How do they think money could be generated from the scheme for the economy to help pay back the loan? Why do some projects generate little wealth but are vital in promoting improved living standards? Students may also consider other issues such as corruption.</li> </ul>	<p><b>Development Studies Module 4</b> Pages 1-20</p> <p><a href="http://www.oxfam.org.uk/oxfam_in_action/">www.oxfam.org.uk/oxfam_in_action/</a></p> <p>Past paper: 0453 Paper 1 2010 Q4</p>
A3	To explain the causes and	<ul style="list-style-type: none"> <li>Other sorts of aid such as tied aid</li> </ul>	<a href="http://www.worldbank.org">www.worldbank.org</a>

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A4	impacts of national debt and the benefits of debt relief.	<p>and that from international organisations such as the World Bank can then be examined.</p> <ul style="list-style-type: none"> <li>• By referring back to the section on negative balance of trade, the cause of national debt can be illustrated. Students can be given easy mathematical problems to show how interest mounts up.</li> <li>• Dependency and the debt crisis will emphasise the disadvantages of aid. The role of the IMF and the consequences for development of structural adjustment programmes linked to a reduction in government spending can be outlined.</li> <li>• Why high income countries should cancel some or part of the debt can then be discussed in political, economic and humanitarian terms. This idea of global citizenship can be related to the MDG 8.</li> </ul>	<p><a href="http://www.bbc.co.uk/gcsebitesize/geography/development/developmentproblemsrev3.shtml">www.bbc.co.uk/gcsebitesize/geography/development/developmentproblemsrev3.shtml</a></p> <p>Past paper: 0453 Paper 1 2010 Q4</p>
B7	To understand globalisation and the role of multinational companies in the development process.	<ul style="list-style-type: none"> <li>• Class discussion on fashion and brands will undoubtedly raise names of multinational companies (MNCs). Students can then be asked to consider what these all have in common, why their goods are so popular and what the general characteristics of these companies are. The term 'globalisation' may be introduced with an explanation as to why MNCs set up in all sorts of</li> </ul>	<p>The New Wider World Pages 144-5</p> <p><a href="http://ucatlans.ucsc.edu/modules">http://ucatlans.ucsc.edu/modules</a></p> <p><b>Development Studies Module 4</b> Pages 5-6</p> <p>Past paper: 0453 Paper 1 2008 Q2</p>

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		<p>countries, low income ones in particular.</p> <ul style="list-style-type: none"> <li>• Class debate: 'Our country is better off without industrial MNCs.'</li> <li>• This could be organised preferably with reference to a local case study and benefits and disadvantages for both the local people and the nation need to be covered.</li> </ul>	
A3 B7	To understand the term globalisation with reference to international outsourcing.	<ul style="list-style-type: none"> <li>• Ask students to identify examples of outsourcing within their country and use one of them as a case study.</li> <li>• Alternatively, the example of an international bank, with customers mainly in high income countries, that uses a low income country as the base for its call centre, can be used. Students can consider why it does this. A flow diagram to show the relationship of a service industry to a country's development can be constructed down two columns: (i) benefits to the people and (ii) benefits to the nation. Links between the two columns can be highlighted. e.g. income from jobs enabling access for people to education, health care etc. and taxes for the government enabling it to provide better schools.</li> </ul>	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a> then search the BBC site for 'call centres india'
A3 B5	To assess the impact of tourism on development	<ul style="list-style-type: none"> <li>• Ask students to study photographs/pictures of different</li> </ul>	<b>The New Wider World</b> Pages 168-171

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C10	and the value of sustainable tourism.	<p>types of tourism in low and middle income countries in terms of their attractions, impact on the local natural and cultural environment etc. Determine why tourism is growing in these countries and why these countries are encouraging it.</p> <ul style="list-style-type: none"> <li>• Role play: Taking a local example if possible, identify a proposed location for a new hotel complex. In groups, the class takes on roles of the various people who will be affected and they argue their case for or against the development. Viewpoints could be summarised on a poster illustrating the attitude of the different groups in speech bubbles. One group representing the local council makes a decision and justifies it.</li> <li>• Students can then be asked to consider how a sustainable tourist development may influence their views. Examples of how the visual impact on the environment and the exploitation of resources could be reduced could be examined as well as how in fact tourism may help to conserve wildlife.</li> </ul>	<p><a href="http://www.uneptie.org/pc/tourism/sust-tourism/economic.htm">www.uneptie.org/pc/tourism/sust-tourism/economic.htm</a></p> <p><a href="http://www.voicesforburma.org/responsible-tourism/negative-influences-of-tourism">www.voicesforburma.org/responsible-tourism/negative-influences-of-tourism</a></p>