

## (O Level/IGCSE) (Economics) (2281/0455)

### (Unit no.7): (Developed and developing economies; trends in production, population and living standards)

#### Recommended Prior Knowledge

This Unit can be studied without any prior knowledge but is linked to some of the topics covered in previous Units. Unit 6 finished considering indicators of comparative living standards and this topic is very relevant here. Unit 6 also covered unemployment and inflation which can affect living standards. Factors of production, covered in Unit 1, allocation of resources in market and mixed economies, the merits of the market system, conserving versus using resources and public expenditure versus private expenditure, covered in Unit 2, are also relevant. In addition, the reasons why different income groups have different patterns of spending, saving and borrowing in Unit 4 and government policy covered in Unit 5 are pertinent.

#### Context

As already indicated, this Unit has links back to the factors that influence output and living standards covered in the previous Units. It also provides a link forward to how specialisation, free trade and protectionism may affect living standards.

#### Outline

The Unit starts by describing developed and developing countries and the reasons for the different stages of development. The connected issue of how to alleviate poverty is then explored. The focus then moves on to examine the factors that affect population growth, why population growth varies between countries and the effects of changes in the size and structure of population for countries at different stages of development. Finally it explores the various reasons for the differences in living standards both within and between countries, including developed and developing nations.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
7a	Students should be able to describe why some countries are classified as developed and others are not.	<p>Students need to recognise the key characteristics of developed and developing countries but also to appreciate that an individual country, whilst having most of the characteristics of one type of country, may not possess all of the characteristics. They also need to recognise that development is a process that all countries can benefit from and that whilst most countries make progress, it is possible for a country's development to decline.</p> <p>Students, in groups, could be given information on four or five countries and be asked to decide if they are developed or developing and why. Alternatively they could be given information on a number of countries</p>	<p><b>Online</b>  <a href="http://bized.co.uk/educators/16-19/economics/development/presentation/indicators-of-development">http://bized.co.uk/educators/16-19/economics/development/presentation/indicators-of-development</a>                      (an interesting power point presentation)  <a href="http://www.cia.gov/cia/publications/factbook/index.htm">http://www.cia.gov/cia/publications/factbook/index.htm</a>                      (country profiles)  <a href="http://www.economist.com/countries/">http://www.economist.com/countries/</a></p>

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		and asked to decide from a given list, which countries they are. Dransfield, Cook and King have examples of various countries and their stages of development (pages 166-167).	(briefings on individual countries) <a href="http://www.imf.org/">http://www.imf.org/</a> (covers development issues) <a href="http://www.worldbank.org/">http://www.worldbank.org/</a> (information on countries and regions) <b>Textbooks</b> Grant Unit 42 Moynihan and Titley Chapter 19 Section 1 Dransfield, Cook and King pages 166-167
7b	Students should be able to recognise and discuss policies to alleviate poverty	Students should distinguish between absolute and relative poverty. They should then consider a range of policies, e.g. education, to reduce both types of poverty. Students could be asked to research poverty in their allocated countries and then give a presentation on the extent of poverty, its causes and an assessment of the government measures being taken to reduce it. Dransfield, Cook and King have a case study on the policies needed to alleviate poverty in India (page 169).	<b>Online</b> <a href="http://bized.co.uk/virtual/dc/farming/theory/th13.htm">http://bized.co.uk/virtual/dc/farming/theory/th13.htm</a> (measuring poverty) <a href="http://www.poverty.org.uk/">http://www.poverty.org.uk/</a> (information on what is happening to poverty in the UK) <b>Textbooks</b> Grant Unit 43 Dransfield, Cook and King pages 168-169
7c	Students should be able to describe the factors that affect population growth (birth rate, death rate, fertility rate, net migration) and discuss reasons for different rates of growth in different countries	Students could compare details on population in three or four countries. In groups they could be asked to consider the causes of the differences and whether they think they will last. Students could also be asked to design posters showing current and projected population pyramids for the countries and graphs showing recent population data. Dransfield, Cook and King have examples of population pyramids for the UK and for Uganda (page 173).	<b>Online</b> <a href="http://www.census.gov/ipc/www/idp/informationGateway.php">http://www.census.gov/ipc/www/idp/informationGateway.php</a> (provides information on population data in a wide range of countries) <b>Textbooks</b> Grant Unit 44 Moynihan and Titley Chapter 20 Sections 1, 2 and 3 Dransfield, Cook and King pages 170-173

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7d	Students should be able to analyse the problems and consequences of these population changes for countries at different stages of development	Students in small groups could be asked to research particular population changes in countries and report back to the whole class. These could include the ageing population in Japan, the high fertility rate in Tanzania, the low birth rate in Cuba, the high ratio of males to females in the United Arab Emirates, the rapid population growth in Pakistan, the decline in population in Russia and net immigration into Australia. They could also compare the population changes in these countries with their own country and with the countries they have been asked to report back on.	<b>Online</b> <a href="http://www.fathersforlife.org/population-politics/world_population_pyramids_selected_countries">http://www.fathersforlife.org/population-politics/world_population_pyramids_selected_countries</a> (population pyramids for selected countries) <b>Textbooks</b> Grant Unit 45 Moynihan and Titley Chapter 20 Sections 1,2 and 3 Dransfield, Cook and King pages 174-175
7e	Students should be able to describe the effects of changing size and structure of population on an economy	This follows on naturally from the previous topic. Students could be asked to compare the different population challenges faced by a number of countries and to give a presentation on them. Dransfield, Cook and King have an interesting case study on underpopulation in Canada (page 176).	<b>Textbooks</b> Grant Unit 45 Moynihan and Titley Chapter 20 Sections 1, 2 and 3 Dransfield, Cook and King pages 176-179
7f	Students should be able to discuss differences in living standards within countries and between countries, both developed and developing	Students, in groups, could research information on four or five countries, and <b>then</b> rank the countries in terms of living standards. At the end of this Unit students could undertake the activities in Grant Workbook and at the end of Section 7 in Grant. They could also answer the questions in Dransfield, Cook and King on pages 182-184.	<b>Online</b> <a href="http://www.twinside.org.sg/">http://www.twinside.org.sg/</a> (Third World Network) <a href="http://www.unstats.un.org/unsd/mdg/Da.ta.aspx">http://www.unstats.un.org/unsd/mdg/Da.ta.aspx</a> (reports on progress made towards the different millennium goals) <b>Textbooks</b> Grant Unit 46 Grant Workbook Section 7 Moynihan and Titley Chapter 20 Sections 1, 2 and 3 Dransfield, Cook and King pages 180-181