Section 3: Economic Development

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| Key learning objective | Sub learning objective | Understanding before unit | Example of learning to cover this syllabus point | Understanding at end of unit |
| 3.1 Development | | | | |
| Use a variety of indicators to assess the level of development of a country | I can evaluate indicators of development (including GNP per capita, literacy, life expectancy and composite indices, e.g. Human Development Index (HDI)) |  |  |  |
| Identify and explain inequalities within and between countries | I understand the concept of core and periphery |  |  |  |
| I can explain why there are inequalities between countries |  |  |  |
| I can explain why there are inequalities within countries |  |  |  |
| I can use a case study to show illustrate inequalities within a country |  |  |  |
| Classify production into different sectors and give illustrations of each | I can define primary, secondary, tertiary and quaternary industry |  |  |  |
| Describe and explain how the proportions employed in each sector vary according to the level of development | I can use of indicators of development and employment structure to compare countries at different levels of economic development and over time |  |  |  |
| Describe and explain the process of globalisation and consider its impacts | I can define the term globalization and TNC |  |  |  |
| I understand how TNCs have led to an increase in Globalisation |  |  |  |
| I can explain the impact of TNCs on both MEDCs and LEDCs |  |  |  |
| I know a case study of a transnational corporation (TNC) and its global links |  |  |  |
| 3.2 Food production | | | |  |
| Describe and explain the main features of an agricultural system: inputs, processes and outputs | I can identify the main farming types: commercial and subsistence; arable, pastoral and mixed; intensive and extensive |  |  |  |
| I can identify the human and physical factors influencing farming. |  |  |  |
| I know a case study of a farm or agricultural system |  |  |  |
| Describe how economic activities may pose threats to the natural environment, locally and globally | I can define ‘soil erosion’ and desertification |  |  |  |
| I can explain the human and physical causes of soil erosion |  |  |  |
| I can explain the local and global consequences of desertification |  |  |  |
| Recognize causes of food shortages and describe possible solutions to this problem | I can define food shortage |  |  |  |
| I understand where food shortages may occur |  |  |  |
| I understand why food shortages may occur |  |  |  |
| I understand the impact of food shortages |  |  |  |
| I can evaluate the impact of food aid in reducing the impact of food shortages and compare this to other more sustainable solutions. |  |  |  |
| I know a case study of a country or region suffering from food shortages |  |  |  |
| 3.3 Industry | | | |  |
| Demonstrate an understanding of an industrial system: inputs, processes and outputs (products and waste) | I can define industry |  |  |  |
| I understand how industry works as a system |  |  |  |
| Describe and explain the factors influencing the distribution and location of factories and industrial zones | I understand the factors that will influence the location of the different types of industry |  |  |  |
| I understand how economic activities may pose threats to the natural environment locally and globally |  |  |  |
| I know a case study of an industrial zone or factory |  |  |  |
| 3.4 Tourism | | | | |
| Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape | I can define tourism |  |  |  |
| I can describe and explain the growth of tourism |  |  |  |
| I understand the human and physical attractions of different tourist resorts |  |  |  |
| Evaluate the benefits and disadvantages of tourism to receiving areas | I can explain the social, economic and environmental benefits of tourism |  |  |  |
| I can explain the social, economic and environmental issues of tourism |  |  |  |
| I Know a case study of an area where tourism is important |  |  |  |
| Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable | I can define Ecotourism and Sustainable tourism |  |  |  |
| I understand what sustainable tourism and ecotourism should involve. |  |  |  |
| I can explain a case study of an area where tourism has been managed sustainable. |  |  |  |
| 3.5 Energy | | | | |
| Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power and fuel wood, globally and in different countries at different levels of development | I can define ‘renewable’, ‘non-renewable’ and fossil fuels. |  |  |  |
| I understand the energy mix globally |  |  |  |
| I can explain the advantages and disadvantages of each type of energy. |  |  |  |
| I Know a case study of energy supply in a country or area |  |  |  |
| Evaluate the benefits and disadvantages of nuclear power and renewable energy sources | I know what Nuclear power is and how it works |  |  |  |
| I can evaluate the arguments for and against Nuclear power |  |  |  |
| Describe how economic activities may pose threats to the natural environment locally and globally | I understand the concept of enhanced Global Warming |  |  |  |
| I understand the causes of Global Warming |  |  |  |
| I can explain some of the effects of global warming |  |  |  |
| I can evaluate solutions to global warming |  |  |  |
| 3.6 Water | | | |  |
| Describe methods of water supply and the proportions of water used for agriculture, domestic and industrial purposes in countries at different levels of development | I can compare how water is used in LEDCs and MEDCs |  |  |  |
| I understand how water can be managed in an appropriate way in LEDCs and MEDCs |  |  |  |
| I know a case study of water supply in a country or area |  |  |  |
| Explain why there are water shortages in some areas and demonstrate that careful management is required to ensure future supplies | I can define drought |  |  |  |
| I can examine the factors that lead to drought |  |  |  |