

2016 specification
first exams in 2018



GCSE Edexcel B Teaching Pack

Topic 2: Development Dynamics

**CF6/
8174**

**POD
8174**

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All the materials required for each lesson are included within the corresponding number tab.

Each section includes:

- Lesson overview sheets
- PowerPoint handouts
- Task sheets
- Answers

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Teacher's Introduction

Note from the author

Having been a teacher myself, I know the benefits a good-quality resource brings to the classroom. But more importantly, I believe in lightening teachers' workloads while helping them improve the quality of their teaching. This is what I have sought to achieve here. The resource is packed with ideas and content – take as much or as little as you need. Where you find the content of a lesson too much to get through in one lesson, whether due to restricted teaching time or student behaviour, tailor it to suit your needs.

The level of detail included in the planning and preparation overviews is not meant to cramp your individual teaching style, but to help you save time creating lesson plans while providing evidence that you are covering every aspect of the Edexcel B specification in an effective and interesting way. You can choose to use the lesson content with or without the lesson plans – take individual tasks or lessons and incorporate them into your own schemes of work. The detailed questioning strategies may prove particularly helpful for cover and non-specialist teachers.

I hope you will find teaching geography using ZigZag's Edexcel B Development Dynamics teaching pack an enjoyable and professionally fulfilling experience. Please feed back on the types of activities you and your students find most successful or with suggestions for improvements.

Jill Gettrup PGCE MRes BSc(Hons)
Former Geography Teacher

ZigZag's range of Teaching Packs are more than textbooks or worksheets, they provide an entire scheme of work with relevant lesson plans, task sheets and worksheets to enable you to deliver high-quality and innovative teaching and learning. Based on best practice and theoretical pedagogy, they have been created to minimise your planning of how to deliver specification content, make your marking meaningful to students, enable you to track student progress and, most importantly, give you time to focus on the needs of your specific students and their learning.

This pack is designed to be used by teachers entering students for the Edexcel B GCSE from summer 2018 (for cohorts starting in 2016). It covers the specification content of Topic 2: Development Dynamics. Each enquiry question and key idea of the specification is taken in the order as outlined by Edexcel, unless indicated otherwise in the **overview of the scheme of work**. The overview outlines the content of each lesson and how it relates to the detailed content of Edexcel's GCSE specification B (page 3). Suggested key terms that appear in the specification are highlighted at the start of each lesson in which they are first introduced.

- ✓ Includes fun ways to collate subject knowledge and develop understanding.
- ✓ Details pre-planned lessons, giving you time to tailor your lessons to meet individual students' needs.
- ✓ Develops geographical skills.
- ✓ Makes assessment integral to the learning process.
- ✓ Trains students in answering 8-mark open questions.
- ✓ Minimises marking and makes it more meaningful.

The purpose of the pack is to impart subject knowledge but also to provide activities that develop students' understanding and application of the specification content. Introductory text outlines the key concepts of the specification, which are then explored through case studies and examples as required by the examination board.

A series of homework tasks has been created to compliment this pack. They consolidate classroom learning through practising skills (including research and writing up an investigation), exam technique and the application of knowledge and understanding to answer evaluation-style questions. They also contain material to broaden student knowledge and understanding and employ both self-directed and creative tasks as well as more formal structured tasks.

Structure of this Teaching Pack

Each lesson is prepared in three parts. A lesson **overview** to help you plan and prepare for the lesson, a **task sheet** containing information required by the Edexcel B specification and activities to enable student learning and **pack resources** for use by students during the lesson.

Because individual student learning objectives vary with each student's needs and ability the aim of each lesson is given as a **learning question** – set out at the beginning of the lesson. You may wish to translate this into specific learning objectives for your students. You will find anticipated learning outcomes for each task (All, Most and Some students can....) outlined in the **teaching and learning plan** (section C of each lesson overview).

In each lesson, students work towards answering the **learning question** through a number of tasks that develop their knowledge, understanding, application and skills (in line with the assessment objectives for Geography outlined by the Government and your examining board). Tasks are structured to engage learners who employ visual, auditory, reading/writing and kinaesthetic learning strategies. Each task is inherently differentiated through its structure. You will find ideas on how you could further differentiate tasks to provide additional support or extension for your specific students in the **teaching and learning plan** (section C of each lesson overview).

Answers for every task are at the end of the lesson resources. Assessment takes place via a variety of methods requiring different levels of your involvement. Exam-style questions will require formal marking or support of students undertaking self-assessment. Generally, knowledge-gathering exercises need not be assessed except through informal review at the end of a task.

The course aims to engage students in the assessment of their own and their peers' work to deepen their learning experience. There are specific tasks where students will learn how they will be assessed during examinations and practise structuring their answers to best demonstrate their ability. You will find '**A guide to answering open questions in Edexcel B GCSE Geography Paper 1**' in the resources for Lesson 1. This can be reused throughout the scheme of work whenever students are posed 8-mark questions.

Opportunities for formal assessment of individual student progress are highlighted in each **teaching and learning plan**. The **meaningful marking overview** can help you track this over the unit and between units of their GCSE Geography course.

The lesson **overview** is designed to help you plan and prepare for each lesson and contains:

Part A: Preparation

- Directions to the associated task sheet and PowerPoint for the lesson
- An outline of what preparation will be needed – in particular, what resources you will need to photocopy and how many of each you will need
- A list of any other resources you may need to provide

Part B: Individual student planning

Space for you to make notes about specific student needs that you or a cover teacher will need to pay particular attention to during the lesson.

Part C: Teaching and learning plan. This sets out:

- Suggested timings and order of the lesson
- Task instructions
- Teaching strategies you could employ – including suggested questions you might ask
- Anticipated learning outcomes of each task
- Suggestions on how the learning could be assessed

June 2018

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Overview of the scheme of work

Edexcel B GCSE Topic 2: Development Dynamics	Key idea from specification	Lesson number	Lesson title	Lesson learning questions	Section of lesson	Lesson content
What is the scale of global inequality and how can it be reduced?	2.1(a)	1	What is development?	What do we mean by development and how do we measure it?	1.1	Different definitions of development
					1.2	Measuring development indicators
					1.3	Measuring inequality: single versus composite indicators
					1.4	Indices of political and economic development
	2.1(b)	2	Levels of development	How do countries at different levels of development differ?	2.1	Measuring development: GDP and HDI
					2.2	Differences in demographic structure
					2.3	Population pyramid and migration
					2.4	Development and the environment
	2.2(a)	3	Global inequalities	What has caused global inequalities and why do they matter?	3.1	Global inequality: income and wealth
					3.2	Causes of global inequality
					3.3	Neocolonialism and globalisation
					3.4	Globalisation and the world economy
	2.2.(b)	4	Theories of development	How does development happen and what is holding it back?	4.1	Rostow's modernisation theory
					4.2	Using the theory to explain development
					4.3	Frank's dependency theory
					4.4	Why countries don't develop
	2.3(a)	5	Strategies for development	How can development be encouraged and who is involved?	5.1	Different approaches to development
					5.2	Top-down and bottom-up development
					5.3	Advantages and disadvantages of development
					5.4	How to benefit from development

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What is the scale of global inequality and how can it be reduced?	2.3(b)	6	Who makes development happen?	Who are the key players in development? How are they involved?	6.1	Learning to ex benefited mo
					6.2	Key players in disadvantage
					6.3	Appropriate i
					6.4	The role of TH
How is ONE of the world's emerging countries managing to develop?	2.4(a) & (b)	7	Welcome to Kenya	How does Kenya's location and context influence its development?	7.1	Introduction
					7.2	Kenya's site, s
					7.3	Kenya's signif cultural and e regionally and
					7.4	The influence on its develop
					7.5	Assessment f
	2.5(a)	8	Kenya's growing economy	How has Kenya's economy changed since 1990?	8.1	Kenya's econo
					8.2	Kenya's econo
					8.3	Trade in Kenya
					8.4	Foreign direc
	2.5(b)	9	Globalisation and Kenya	What impact has globalisation had on Kenya?	9.1	Proportional pattern
					9.2	The role of glo development
					9.3	
					9.4	Assessment f
	2.5(b)	10	The role of government policy	How is government policy affecting Kenya's development?	10.1	What is policy
					10.2	The role of go development
					10.3	
					10.4	
	2.6(a)	11	Economic growth and demographic change	How has rapid economic change caused the demographic structure of Kenya to change? Why are Kenya's cities growing?	11.1	Kenya's popu
					11.2	Kenya's fertili
					11.3	Replacement
11.4					Urbanisation	

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How is ONE of the world's emerging countries managing to develop?	2.6(a)	12	Regional differences in Kenya	How do the regions of Kenya vary in their socio-economic characteristics? How has rapid economic change created these variations?	12.1	Regional socio-economic
					12.2	
					12.3	
					12.4	
	2.6(b)	13	The impact of economic growth on people	What have been the impacts of rapid economic growth on different groups within Kenyan society?	13.1	Economic development of Kenya's middle class
					13.2	Impact of economic globalisation on Kenya – age and gender
					13.3	Negative impacts of economic globalisation
					13.4	The cycle of poverty
	2.6(c)	14	Economic growth and the environment	How has Kenya's air, water and land been affected by rapid economic development and globalisation?	14.1	Land and water degradation due to inadequate infrastructure
					14.2	Causes and consequences of land pollution
					14.3	Land pollution and globalisation
					14.4	Kenya's energy needs and implications of globalisation
	2.7(a)	15	Kenya's geopolitical influence	How is Kenya's development changing its influence in the world?	15.1	Features of economic globalisation
					15.2	Kenya's international relations
					15.3	Kenya's role in the world
					15.4	Kenya's future relations with Tanzania
	2.7(b)	16	The role of FDI in Kenya's development	Is foreign direct investment good for Kenya?	16.1	Why Kenya is attracting FDI
					16.2	The role of FDI in Kenya's development
					16.3	
					16.4	

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Meaningful marking over

Lesson		1	2	3	4	5		7	8	9
Formal teacher marking of part:		1.3	2.2	3.2	4.2 & 4.3Ext	5.4		7.4	8.1 & 8.3	9.1 & 9.4
Student name	AO1	/5	/2	/4	/5	/4			/13	
	AO2	/4	/6	/4	/7	/8			/8	
	AO3	/8		/8	/8	/4		/8		
	AO4								/9	
	Total	/17	/8	/16	/20	/16		/8	/30	
Student name	AO1	/5	/2	/4	/5	/4			/13	
	AO2	/4	/6	/4	/7	/8			/8	
	AO3	/8		/8	/8	/4		/8		
	AO4								/9	
	Total	/17	/8	/16	/20	/16		/8	/30	
Student name	AO1	/5	/2	/4	/5	/4			/13	
	AO2	/4	/6	/4	/7	/8			/8	
	AO3	/8		/8	/8	/4		/8		
	AO4								/9	
	Total	/17	/8	/16	/20	/16		/8	/30	
Student name	AO1	/5	/2	/4	/5	/4			/13	
	AO2	/4	/6	/4	/7	/8			/8	
	AO3	/8		/8	/8	/4		/8		
	AO4								/9	
	Total	/17	/8	/16	/20	/16		/8	/30	

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Lesson 1 Overview: What is development?



Learning question: What do we mean by development and how do we measure it?

1.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 1 What is development?	CD	-
	Task sheet 1 (four pages) – reusable	12–15	Copy duplex to save paper. Copies do not all need to be made. Number of students in class.
1.1	Wall labels	16	Copy once to cut out.
1.1	Definitions of development cards	17	Copy once. Cut out.
1.2	Socio-economic indicator cards	18	Copy for number of students in class.
1.3	A guide to answering open questions in Edexcel B GCSE Geography Paper 1	19	Copy for number of students in class. Copy to colour in for student notes.

Additional resources you will need to provide:

- ✓ Internet access to the following web pages zzed.uk/8174-hdr and zzed.uk/8174-hdr to copy these maps for use by students
- ✓ Tack or sticky tape to attach definitions of development and wall labels
- ✓ Scissors and glue for cut out and sort task

1.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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1.C Teaching and learning plan

Suggested time	Event	Task instructions	Stu
15 mins	1.1 Starter	<p>Instruction to students: <u>Working as a class</u>, find the best definition of development. Following the instructions of the task, each student should place their card on the scale on the wall (from no good to great). Students can work together to create a better definition. They may also totally discard their card if they think it is rubbish.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> Place wall labels on one wall with the 'great description' label to the right and the 'rubbish description' label to the left. Place the 'not pot' at the bottom of the wall. <u>Develop student knowledge and understanding</u> by leading discussion of what is and isn't a good definition. Questioning could include: Why is this useful? Why is this not useful? What does it tell us? Review examples of good definition of development. <p>Learning outcomes:</p> <p>All: know what development is.</p> <p>Most: understand how to construct a good definition.</p> <p>Some: can explain the concept of development in terms of change.</p>	<p>A 'd deve card</p> <p>Tack attar wal</p>
15 mins	1.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to sort the cards of socio-economic indicators into a table in your notes.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> Read the information on the task sheet. <u>Develop student understanding</u> by asking students questions about why they have sorted various indicators into each column – what makes them think it is social? What makes them think it is economic? Review answers at end of task. <p>Learning outcomes:</p> <p>All: know some of the indicators of development.</p> <p>Most: understand that there are different indicators measuring social and economic change.</p> <p>Some: can make judgements about the usefulness of different indicators and recognise the increasing role of environmental indicators in understanding development.</p>	<p>Soci eco indi</p> <p>Sciss glue</p>

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Suggested time	Event	Task instructions	Stu
20 mins	1.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to answer the exam-style questions.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Display zzed.uk/8174-hdr on the whiteboard and explain the concept of HDI to the class. 3. <u>Develop student application</u> by talking through how to use the 'Guide to answering open-style questions in Edexcel B GCSE Geography Paper 1' and the relevance of mastering this technique for gaining higher-level marks in their examinations. <p>Learning outcomes:</p> <p>All: know what the Human Development Index is.</p> <p>Most: can describe the current pattern of development across the world.</p> <p>Some: understand how composite indicators help give a more comprehensive understanding of the development of a country than individual statistics for one or two indicators.</p>	Guid ans ope que Ede Geo Pape
10 mins	1.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to compare the countries you identified in task 1.3 with the latest map of corruption perception.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Display zzed.uk/8174-transparency on the whiteboard and explain the concept of corruption. 3. <u>Develop student understanding</u> through discussion of possible reasons for the pattern observed. <p>Learning outcomes:</p> <p>All: know that there are countries in the world that have high levels of corruption and countries that have very low levels, and are able to name examples.</p> <p>Most: understand that there is a link between the level of development and corruption.</p> <p>Some: suggest reasons to explain why the least developed countries have the highest levels of perceived corruption.</p>	

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Lesson 1: What is development?

Learning question: What do we mean by development and how do we classify countries?

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1.1 Starter

Work as a class to find

How to play:

- Write your name on your card and you about your thinking.
- Read your own and your partner's card.
- Decide where to place your card. Check the ends of the card to either end of the scale towards the right if it's better.
- You can combine your cards to make a ranking.
- If you believe your description is 'pot' – don't actually throw it away – the class understand the concept.

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Consider:

- Who is involved – individuals, countries, the world?
- How does it happen – is it a process of change? If so, what is changing?
- Is there any suggestion of how fast it happens or why?

Write your own definition of development

Development is the process by which the quality of people's lives gets better through the changes we make to the environment, economy and society.

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1.2 Task

Measuring different aspects of a country is, how it compares to other countries in money and expertise to help it.

Sort the cards of different social indicators:

Social indicators

Social – relating to the welfare, activities and interactions of people.

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Social – relating to the welfare, activities and interactions of people.

Demographics
The structure of the population (ie. the number of people of different ages) or birth rates and death rates can be compared between countries.

Access to technology
For example, the number of people per 1,000 with a TV, internet access or a mobile phone.

Infant mortality rate
This is the number of babies who die between birth and one. It is closely linked to healthcare, nutrition and sanitation in a country.

Literacy
The number of people who can read and write. Often measured as a percentage of the adult population.

Access to healthcare
For example, how many doctors or nurses there are per 1,000 people in the population.

Exposure to life-threatening disease
Counts the proportion of the population living with diseases like AIDS or dying from diseases like malaria or tuberculosis.

Education
This is more specific than literacy as it counts the number of children actually attending school (usually as a percentage of the population) at both primary and secondary stages.

Equality
It is possible to measure how many men compared to women have access to jobs and education.

Life expectancy
How long people are expected to live for, based on the average age at which people die in a country.

Quality of life
Measures well-being. It includes indicators like employment, education, wealth and finance but also a person's environment and links to a community.

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Poverty
The percentage of people living below a specific level of income – usually measured at \$1 a day.

Economic structure
Shows the influence of primary, secondary, tertiary and quaternary industries on the economy.

Economic – relating to the creation and use of money.

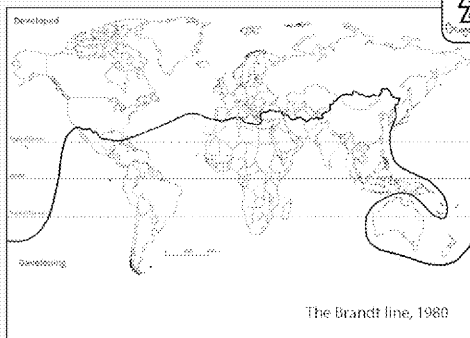
Gross National Income
The amount of money made by a country (this includes people who live abroad). If we divide this by the population of the country we get GNI per capita.

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1.3 Task



Compare Brandt's division of countries according to their level of development with the UN's map of the Human Development Index of countries of the world. Click [here](#) for the map!

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Chapter 8: GCSE Topic 2: Contemporary Geography

1.4 Plenary

Countries can't develop if they are in the wrong place. Different models exist, and a 'free market' to be the best way for work and politicians and officials.

We call this **corruption**.

Working in pairs:

- (a) Use the website to find out the perceived levels of corruption for the 18 countries you identified in part (a) of last task (or fewer if some of the countries you chose were the same).

Click [here](#) to see Transparency International's corruption in countries across the world.

- (b) Can you see a pattern? Look at the map.
(c) Can you think of any reasons for this?

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Task Sheet 1: What is development?



Learning question: What do we mean by development and how do we measure it?

New key terms this lesson: development, economic, social, Gross Domestic Product (GDP), Human Development Index (HDI), composite indices, developing country, developed country, political corruption

1.1 Starter

Everyone in the class has a card with a description of development written on it. Some are basic and some are detailed. The aim of the game is to work as a class to define development.

How to play:

1. Write your name on your card so your teacher can talk to you about your definition.
2. Read your own and your classmates' cards.
3. Decide where to place your card on the scale on the wall – check the end of the scale. Stick it towards the end you think it should go to either end of the scale. Stick it towards the right if it's pretty good.
4. You can combine your definition with a classmate's to make a better definition (the right).
5. If you believe your description is just wrong then stick it in the 'not potential' as referring to it may help the rest of the class understand the concept of development.

When you have played:

- (a) As a class, discuss how you decided what was or wasn't a good definition of development.
- (b) Consider:
 - Who is involved in development – individuals, countries, the world?
 - How does it happen – is it a process of change? If so, what is changing – the wealth of the country, people's lives?
 - Is there any suggestion of how fast it happens or why?
- (c) Finally, write a definition of development as a class and make a record of it in your own notes.

1.2 Task

Measuring different aspects of development can help us understand how development compares to other countries and where to direct resources like money and expertise. You will find descriptions of some of the different ways that development is measured. These are called socio-economic indicators – sort them into a table like the one below.

Social indicators	Economic indicators

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Extension 1.2.1

Based on your existing knowledge and understanding of development, suggest an indicator that would be most useful for understanding how life is improving in a country. Give a justification for your answer.

Extension 1.2.2

Suggest reasons why it is becoming increasingly important to use environmental indicators to measure development. Think about the harmful effects of pollution on land, air and water, and how these can be overcome.

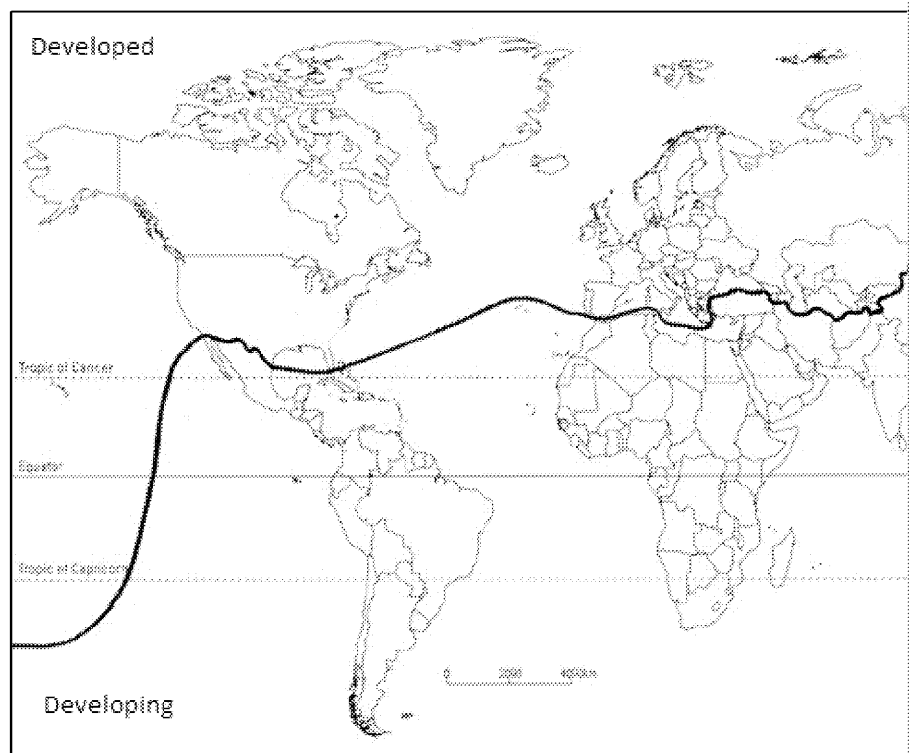
1.3 Task

Historically, geographers divided the countries of the world in two as developed (having already industrialised and being wealthy) and developing (not yet industrialised and therefore poor). In 1980 a geographer called Brandt drew a line across a map of the world to show how each country's wealth related to its location—it was known as the Brandt line and described a simplistic north-south divide between what he called the developed and developing world.

No longer the Third World!

Before Brandt, developing countries were called the 'Third World'. We don't use this term anymore because some parts of our world are more developed than others.

In fact, some parts of developed countries are not as developed as parts of developing countries. There is not enough wealth or resources in some parts of developed countries. Many people still live in absolute poverty. They do not have sufficient food, shelter, safety or security. **development is to improve** the quality of life. The United Nations has a range of indicators that development should be measured by, not just their GDP and well-being, not just their



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Since 1990, the United Nations has been trying to develop a more comprehensive way to measure human development. They currently use the Human Development Index (HDI). This gives a country a score between 0 and 1 (1 being the most developed). It is called a **composite indicator** because it is calculated by combining a number of indicators. In this case, three different pieces of information are combined. A country's:

- knowledge – based on the population's literacy and a calculation of the average length of time people go to school
- life expectancy at birth
- average standard of living – calculated as gross national income (GNI) per power parity (PPP)

Purchase
how much
in a part
to come
alone be
fact that
more or

Your exam board categorises the countries of the world according to their level on the UN's Human Development Index. You will see countries classified as:

- Developed – with a very high HDI (≥ 0.8)
- Emerging – with a high or medium HDI ($0.8 > 0.55$)
- Developing – with a low HDI (< 0.55)

Web link

You can find a map of HDI of the countries of the world at [zzed.uk/8174-hdi](https://www.zzed.uk/8174-hdi)

- Using the UN's map of HDI of the countries of the world find three examples of levels of development used by your exam board.
- Compare the pattern of development shown on the UN's map with that of your own country.
- Suggest two reasons for the more complex pattern of development that you see.
- Use your knowledge and understanding from this lesson to answer the following question:

Assess the extent to which the Human Development Index is a better way of measuring development in the world than using a single socio-economic indicator like GDP.

8-mark questions in Paper 1 of your exams will be assessed according to the quality of the information you give and how well you develop your argument. The examiner will look for evidence that you can identify and understand the relevant geographical ideas behind the question and use these in your answer. For one 8-mark question in the paper you will also be assessed on your punctuation and grammar (an extra 4 marks). Use the 'Guide to answering 8-mark questions' in the GCSE Geography Paper 1' to practise constructing detailed answers to your questions.

Note: Here the geographical idea concerns the nature of development (i.e. what makes a country develop). You are looking for evidence that you know what the different indicators of development are, what they are used and how they relate to one another.

1.4 Plenary

Countries can't develop if they don't have the right systems of governance in place. In western society generally considers democracy and a 'free market' to be the best systems. If the systems do not work and politicians and officials steal money from public funds, this is called **corruption**. Since 1995 Transparency International has been measuring levels of corruption in the world.

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Web link

Check out the latest Corruption Perception Index at [zzed.uk/8174-transpa](https://www.transparency.org/en/cpi)

Working in pairs:

- (a) Use the website to find out the perceived levels of corruption for the 18 countries from the last task (or fewer if some of the countries you chose were the same).
- (b) Can you see a pattern? Look for similarities or differences.
- (c) Can you think of any reasons to explain the pattern you have observed?

As a class, compile your results and discuss the reasons you have suggested. Consider the pattern and possible reasons?

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This is a really great definition
Development!

It clearly defines what it is and says how it is



This is a rubbish definition
Development.

It doesn't give enough information.



The not pot



This is just rubbish – it's not about dev

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Definition of development cards

Things get better.	Building a lot of stuff.
Improving living standards.	When you have more money to buy things.
When there are more goods and services produced by a country.	New houses and roads.
Meeting the needs of people today without damaging the world so much that future generations find it difficult to survive.	Air pollution gets bad because there are so many people driving cars around.
Getting bigger – when your appearance changes.	People get wealthier and can afford nicer homes and possessions and spend more time relaxing.
Provision of clean water and sanitation.	More jobs are created.
Peace – war ends and people can rebuild their homes and communities.	People are getting healthier because there are new health services providing vaccinations and antenatal care.
There are lots of things for people to do, like museums, cinemas and parks.	Children like to play football and tag.
New roads and railways mean that people and goods can be transported between towns and cities.	More kids can read.
Smoking kills.	Laws are created to prevent and control pollution and protect biodiversity.
The standard of living improves, people live longer and enjoy a better quality of life.	Countries makes better trade links with one another leading to globalisation.

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<p>Demographics</p> <p>The structure of the population (i.e. the number of people of different ages) or birth rates and death rates can be compared between countries.</p>	<p>Infant mortality</p> <p>This is the number of children who die before they are one. It is close to zero in developed countries and higher in developing countries.</p>
<p>Poverty</p> <p>The percentage of people living below a specific level of income – usually measured at \$1 a day.</p>	<p>Life expectancy</p> <p>How long people are expected to live on average age at birth.</p>
<p>Exposure to life-threatening disease</p> <p>Counts the proportion of the population living with diseases like AIDS or dying from diseases like malaria or tuberculosis.</p>	<p>Gross fixed capital formation</p> <p>The amount of money spent on new equipment and buildings. Divide this by the population to get per person.</p>
<p>Education</p> <p>This is more specific than literacy as it counts the number of children actually attending school (usually as a percentage of the population) at both primary and secondary stages.</p>	<p>Gross domestic product</p> <p>The amount of money produced in a country. Divide this by the population to get per person.</p>
<p>Equality</p> <p>It is possible to measure how many men compared to women have access to jobs and education.</p>	<p>Access to electricity</p> <p>For example, how many people have access to electricity per 1,000 people.</p>
<p>Literacy</p> <p>Number of people who can read and write. Often measured as a percentage of the adult population.</p>	<p>Access to the internet</p> <p>For example the number of people who have access to the internet, TV, Internet etc.</p>
<p>Inflation</p> <p>This is how much prices of goods, services and pay are increasing by each year.</p>	<p>Economic growth</p> <p>Shows the influence of economic growth and inflation on the economy.</p>
<p>Quality of life</p> <p>Measures well-being. It includes indicators like employment, education, wealth and finance but also a person's environment and links to a community.</p>	<p>Standard of living</p> <p>Measures the wealth of a country and the quality of life they own.</p>

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A guide to answering 'open questions' in Edexcel B GCSE

Open questions want you to show you can apply your knowledge and understanding to a new situation that has been given in the exam and your past learning. They are worth 8 marks throughout the exam. The extended open question worth 12 marks at the end of Paper 3. You will usually have 10 minutes to answer on, which means you are expected to give a detailed response. Depending on the question, throughout the rest of the exam questions you are likely to have 5–10 minutes to answer.

- For an 8-mark open question in Paper 1 you are being tested on your understanding of the topic and ability to apply this:
- Say how the concepts and case studies you have learnt about support what you think.
- Make a judgement – it doesn't matter if you do this in your introduction, but make sure it is clearly stated at some point.

Practise following these steps to improve the level of your answers. The steps are designed to help you, and they will lead you towards a higher-level answer. The highest marks can only be achieved if your answer is accurate, detailed and linked together.

Step	Description
1	Take a few minutes to think about everything you know about the subject. You will start to get an idea about what you think is the answer to the question. For example, if you are asked to 'assess how far...' or 'assess the extent to which...' you need to think about how much you believe that thing to be the case. Other explanations should consider if the arguments for these are stronger or weaker than the reasons against them.
2	<p>Work out:</p> <ul style="list-style-type: none"> • what the key geographical ideas behind the question are and the key concepts you have learned, and identify relevant examples that you can use to support these ideas. These could be processes, places or environments that you have learned about. <p>Note: This will be easy today because the question is about the content of your learning. You should practise recognising which part of your learning a question is testing you on and practise the technique of answering open questions!</p> <p>While you are thinking back through your lesson notes, jot down some key points you want to make.</p>
3	Write an introductory sentence saying what you think the answer is and outline your judgement, i.e. the thing that you know that has made you think this.
4	Complete your paragraph by explaining how what you know supports what you think. Give examples to specific examples from what you've learnt, e.g. quote facts or statistics or a process or model. Make sure you say what this tells you and why it is important to the question.
5	Add more detail to your answer by writing about another geographical idea or concept, giving further examples to support your judgement – it can be helpful to think of more ideas, for example: <p>Social – how are people affected and are different groups of people affected differently?</p> <p>Environmental – How is the environment affected and is this different in different places?</p> <p>Economic – How is the economy affected and what are the implications of this?</p> <p>Political – Is there a political angle to your argument? Are there changes to the way the country is run?</p>
6	Write a paragraph explaining how the different geographical ideas or examples support your judgement.
7	Say what counterarguments, other reasons or points of view you could have that would support that, e.g. examples from your learning, and why they are not as strong as your argument.
8	Say why you dismissed the counterargument (is it flawed for some reason or does it not have the same impacts it has?) and how the argument you have made outweighs it. You should also say how these points led to your judgement.

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Lesson 1: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

1.1 Starter

AO1, AO2 & AO3

There are no correct answers – teachers should discuss the process with students to development of understanding and writing of their own definition. The main objective makes a good definition not just what the definition itself should be.

You may wish to mark individual students' definition (AO1). A good definition should contain relevant synonyms:

Development is the process by which the quality of people's lives gets better through environment, economy and society.

1.2 Task

AO2 Students must understand whether each socio-economic factor is measuring social

Social	
<ul style="list-style-type: none">▪ Demographics▪ Infant mortality rate▪ Life expectancy▪ Exposure to life-threatening disease▪ Education▪ Equality▪ Access to healthcare▪ Literacy▪ Access to technology▪ Quality of life	<ul style="list-style-type: none">▪ Standard of living▪ Economic structure▪ Inflation▪ Gross National Income▪ Gross Domestic Product▪ Poverty

Extension 1.2.1

AO3 Students' own ideas – look for clear reasoning and detail. Higher level students will see HDI as the best indicator because it captures different aspects of development measured by other indicators. However, the question itself is flawed as no single indicator can give the full picture.

Extension 1.2.2

AO3 Answer along the lines of: Quality of the environment is related to ability of people to sustain it. Development needs to be sustainable if it going to last and continue, i.e. doesn't squander resources or damage environment.

1.3 Task

(a) AO1 Edexcel B classifies countries into three categories based on the HDI:

- Developed – with a very high HDI (≥ 0.8)
- Emerging – with a high or medium HDI ($0.8 \geq 0.55$)
- Developing – with a low HDI (< 0.55)

A summary of countries in each of the categories of HDI can be found at zzed.co.uk / www.zzed.co.uk
Credit 1 mark for each set of countries correctly identified for each category – do not exceed max 3.

(b) AO1 Credit 1 mark for recognising that the 'north' remains largely unchanged (i.e. still developing) for recognising that a large proportion of the 'south' is now considered very high

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- (c) AO2 Credit 1 mark for each reason and 1 mark for development of that reason – For example:
- Countries in the north remain highly developed – life expectancy, literacy rates remained high.
 - Countries in the south have developed – life expectancy, literacy rates and improved.
- (d) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the content. There are three elements to this judgement. They relate to how well the student:
- identify the correct geographical ideas and describe relevant examples of places and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate marks if some elements fall below that level / all elements are securely in that level / some elements are above that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

The table below gives the geographical ideas or examples that could be used (row 1) – accept any other valid points. A balanced argument must include explanations from both sides of the table.

	HDI
Useful	<p>HDI is a composite indicator so it takes into account different aspects of development – the three indicators chosen provide a good indication of the impact of development on the population and the economy of the country. This should be broken down in recognition of what the composite indicators are, i.e.</p> <ul style="list-style-type: none"> ▪ literacy – this tells us how well educated a population is – this shows how likely they are to be able to get jobs that pay well – this is useful in understanding how the benefits of development are being shared amongst the population. ▪ life expectancy – this tells us about the health of the nation and how long people are likely to be able to work for – longer lifetimes generally mean a healthier population that will have more productive years at work – it tells us the country is likely to continue to develop, although when life expectancy starts to increase beyond working age suggest more older people that need to be cared for. ▪ GNI per capita PPP – this reflects the amount of money people have to spend – the higher it is the wealthier the average individual is – they are able to maintain a good standard of living
Not useful	<ul style="list-style-type: none"> ▪ Doesn't capture impacts of development on the environment – there may be problems developing that the country is not preparing for, e.g. pollution, climate change. ▪ Doesn't capture cultural and political impacts of development, e.g. on people's freedoms and equality or the level of crime or corruption within a country – these may limit the quality of life that individuals are able to enjoy within a country.

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1.4 Plenary

AO2 Students should be encouraged to recognise the link between:

1. Corruption and level of development by referring to their learning in task 1.3
2. Corruption and government systems – this may need to be guided by the teacher
need to refer to their understanding of other countries from the news and their
direct them to consideration of the following nations:
 - The US, north and west European countries, Australia and New Zealand as
 - Libya, Afghanistan, North Korea, Syria, Iraq as examples of countries in con
 - Russia & China as countries with political systems different from the UK.

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Lesson 2 Overview: Levels of development



Learning question: How do countries at different levels of development differ?

2.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 2 Levels of development	CD	
	Task sheet 2 (two pages) – reusable	28–29	Copy duplex to 2 copies do not allow Number of students
2.1	Demographic indicators – seeker cards	30	Copy twice to 2 copies do not allow NB All cards on distributed to students selection can be second until all students
2.1	Demographic indicators – findings note sheet	31	Copy for number Cut
2.2	Worksheet 2a – Socio-economic indicators of development	32	Copy for number Note: worksheet copied duplex.
2.3	Worksheet 2b – Population pyramids	33	Copy for number

Additional resources you will need to provide:

- ✓ Glue, stapler or hole punch to attach worksheets.

2.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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2.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	2.1 Starter	<p>Instruction to students: <u>Working as a class</u>, locate the definition or keyword relating to the information contained on your seeker card. You should use this information to complete the note sheet.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Distribute the Demographic indicators seeker cards and findings note sheets so each student has one card and one note sheet. 2. <u>Develop student knowledge</u> by reminding students to think about how they knew the correct answer. How will they remember the definition in the future? What are the tricky bits to recall (e.g. particular numbers associated with the indicator – death rate is deaths per 1,000 people not just deaths per year)? 3. <u>Develop student understanding</u> by asking questions like: Why do the indicators measure proportions rather than gross numbers? (e.g. to enable comparisons between countries of different sized populations). 4. Encourage students to work out what sort of information all of the indicators tell us. <p>Learning outcomes: All: can name some demographic indicators. Most: understand how demographic indicators are measured.</p>	Dem ind find shee seek
15 mins	2.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to complete the table and consider the pattern your table reveals.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Distribute worksheet 2a (one each). 2. Review answers at end of task. <p>Learning outcomes: All: know that demographic data is different in countries at varying stages of development. Most: can make links between different demographic indicators. Some: can recognise and suggest reasons for anomalies in the data.</p>	Stud wor

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Suggested time	Event	Task instructions	Stu
15 mins	2.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to match the statements with the correct part of the three population pyramids on worksheet 2b.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Distribute worksheet 2b (one each) if not duplexed to worksheet 2a. 3. <u>Develop student understanding</u> by asking questions like: What would you expect to happen to the number of people in the population? What would this look like on the graph? 4. Review answers at end of task. <p>Learning outcomes:</p> <p>All: know that population pyramids are different and have a characteristic shape at different stages of development.</p> <p>Most: understand the reasons for particular characteristics of population pyramids at different stages of development.</p> <p>Some: suggest the impact of migration on population pyramids at different stages of development.</p>	Stu wor
20 mins	2.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to sketch the pyramids in the correct order into your notes. You should then create a visual performance. You could prepare to use the whiteboard, hold up paper or use your own bodies to demonstrate the changing shape of the population pyramid.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student understanding</u> by reminding them to look at their findings in Task 2.3. Ask questions like: What changes as the country develops? How does this affect the shape of the pyramid? 3. Choose a number of pairs to perform their work. Encourage other students to reflect on the accuracy of the content of the performance as well as how successfully it was conveyed. <p>Learning outcomes:</p> <p>All: understand that the population pyramid changes its shape as a country develops.</p> <p>Most: can link changes in a country's demography with its stage of development</p> <p>Some: suggest reasons why demographic change occurs as a country develops.</p>	

Lesson 2: Levels of development

Learning question: How do countries at different levels of development differ?

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2.1 Starter

Birth rate
This is the number of babies being born alive each year for every 1,000 people in the population. It is higher the fewer qualified medical staff and more unhealthy their mothers are.

Infant mortality
This is the number of babies that die in the first year of life out of every 1,000 that are born alive. It is lower when mothers are well nourished and medical care is good.

Median age
The age at which half of the people in a country are above the population and half are below the population.

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2.2 Task

Demographic indicators reveal differences between countries at different levels of development. They are closely linked to social and economic indicators. For example:

When GDP (PPP) increases families have more money to spend on food and housing leading to an increase in life expectancy.

When access to clean water improves infant mortality falls and life expectancy rises.

When countries have better maternity and medical services, e.g. more doctors and nurses, they have lower rates of maternal mortality.

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2.3 Task

Developed countries

A bit like a house – almost square sides and a pointed roof

- Number of people in each age group
- Numbers decrease as people age
- You should see narrowing towards the top

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Developing countries

Distinct pyramid – wide base and sloping sides

Population pyramid for Congo (Kinshasa) - 2016

Population (in millions)

Age Group

Population (in millions)

- Number of people decreases with age
- There is a high proportion of young people

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Emerging countries

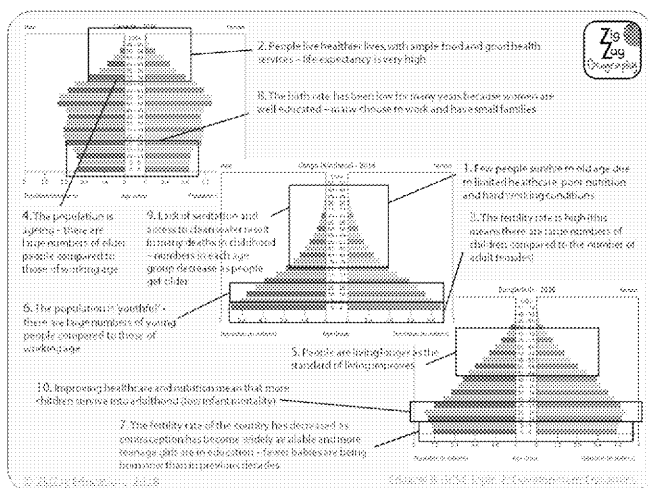
Somewhere between the other two

- Number of people decreases with age
- There is a high proportion of young people
- Birth rates have started to fall

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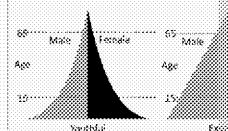
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2.4 Plenary

Sketch the pyramids in the correct order, and explain the changes to a country's demographic structure.



Click [here](#) to see the correct order
Now create a visual performance to help
country develops.

country develops

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Task Sheet 2: Levels of development



Learning question: How do countries at different levels of development

New key terms this lesson: Demographic data, fertility rate, birth rate, death rate, infant mortality, population structure, population pyramid.

2.1 Starter

Play the 'seek and find' game:

- Seek out a classmate who has the name of the demographic indicator on their card.
- Record the information from your partner's card on your note sheet (in your notebook).
- Swap your card with someone who has a different card from any you have.
- Repeat steps (a) to (c) until you have found all the information to complete your note sheet.
- Suggest your own definition for the term 'demographic indicator'.

2.2 Task

Demographic indicators reveal differences between countries at different levels of development. These are linked to social and economic indicators. For example:

- When GDP (PPP) increases families have more money to spend on food and healthcare, leading to an increase in life expectancy.
 - When countries have better midwifery and medical services, e.g. more doctors, there are lower rates of maternal mortality.
 - When access to clean water improves, infant mortality falls and life expectancy increases.
- Using Worksheet 2a, complete the table by sorting the data for two demographic indicators. Rank the 10 countries from most developed (top) to least developed (bottom).
 - Shade your table to show the developed, emerging and developing countries.
 - Describe the pattern you observe in the data and suggest how the socio-economic indicators you ranked are linked.
 - Identify an anomaly in the data and suggest a reason to explain why this is. Use the other demographic data to help you explain some of the anomalies.

2.3 Task

Population pyramids show the demographic structure of a country. They help us to see the distribution of different ages.

Population pyramids of **developed countries** don't look much like pyramids, in fact they look more like houses with almost square sides and a pointed roof. This is because numbers of each age group are relatively even. Numbers decrease as people reach old age and narrow towards the base. This is because birth rates in many developed countries have decreased in the last 50 years.

Find more population pyramids for countries at all levels of development at [zzed.uk/8174-factbook](https://www.zzed.uk/8174-factbook)



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Population pyramids of **developing countries** are distinctly pyramid shaped with a wide flat base and sloping sides. They narrow towards the top as the number of people decreases with age. These countries have a high proportion of young people and a low median age.

For **emerging countries**, the shape of the pyramid is somewhere between that of the developed and developing countries. You will see a lot of variation in the shape of these pyramids depending on how close they are to being developed or developing.

- Using Worksheet 2b, annotate the three population pyramids with the correct statements.
- Use the information from the annotations to explain why the population pyramid for countries at different levels of development have distinctly different shapes.

Extension 2.3.1

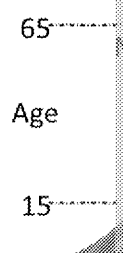
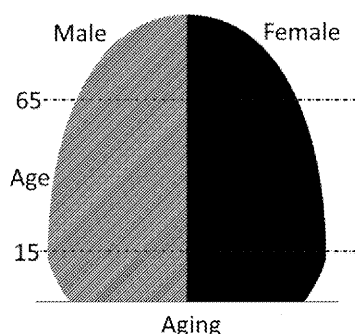
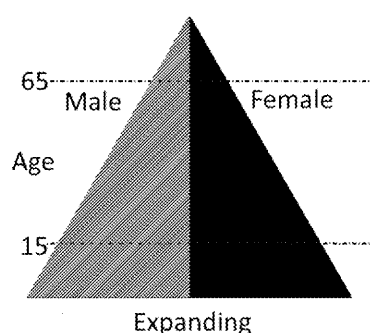
Suggest what impact the migration of working-aged people between a developing and developed country would have on the population pyramids of these countries.



2.4 Plenary

Here are four generic population pyramids representing the demographic structure of a country at different stages of development. Working with a partner, use your learning from today's lesson to:

- Sketch the pyramids in the correct order into your notes. Their sequence represents the country's demography as it develops.
- Create a visual performance illustrating the demographic changes that happen as a country develops. You could use props, paper and pens or your own bodies to describe the changes. You could narrate or shout out the changes verbally to help those watching understand.
- Take it in turns to perform your work to the class.



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✂ Birth rate	This is the number of babies being born to 1,000 people in the population. It is higher when there are more babies and more unhealthy babies.
Death rate	This is the number of people dying each year per 1,000 of the population. It is higher when there are more deaths.
Life expectancy	This is the <u>average age</u> that people are expected to live when people have better food, shelter and healthcare.
Maternal mortality	This is the number of women who die during pregnancy or childbirth. It is higher when there are fewer doctors and less healthcare.
Infant mortality	This is the number of babies that die before their first birthday <u>per 1,000 that are born alive</u> . It is lower when there is better healthcare and medical care.
Fertility rate	This is the average number of children a woman has in her lifetime.
Percentage population aged 0–14	This is the proportion of the population that is aged 0–14. It is higher when birth rates are high and death rates are low.
Percentage population aged 65+	This is the proportion of the population that is aged 65+. It is higher when birth rates are low and death rates are high.
Median age	This is the age at which half of the population is older and half is younger. When it is high the population is older. When it is low the population is younger.
Dependency ratio	This is the <u>relationship between</u> the number of people too young or too old to work and those too old or too young to work. It is higher when there are more young and old people compared to people of working age.

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Demographic indicators – findings notes

Demographic indicator	Description	Demographic indicator
Birth rate		Birth rate
	This is the number of people dying each year for every 1,000 people in the population. It is higher when treatable diseases go untreated.	
Life expectancy		Life expectancy
	This is the number of women who die in every 100,000 who give birth. It is higher when there are fewer doctors and midwives to attend births.	
Infant mortality		Infant mortality
	This is the average number of children that a women has during her life time.	
Percentage population aged 0–16		Percentage population aged 0–16
	This is the proportion of the population that are 'old'. It is high when birth rates and death rates are low.	
Median age		Median age
	This is the relationship between the number of people of working age and those too old or too young to work. The more dependents there are compared to people of working age the higher the %.	

Student worksheet 2a – Socio-economic indicators

Student name:

Complete the table by sorting the data for two demographic indicators of your choice from most developed (top) to least developed (bottom).

Rank	GDP (PPP) \$billion	Access to clean water %
1	Russia – 3,751	UK – 100	
2	Indonesia – 3,030	Canada – 99.8	
3	UK – 2,788	Russia – 96.9	
4	Canada – 1,674	South Africa – 93.2	
5	South Africa – 739	Indonesia – 87.8	
6	Bangladesh – 628	Bangladesh – 86.9	
7	Kenya – 152	Mali – 77	
8	DRC – 65	Kenya – 63.2	
9	Afghanistan – 64	Afghanistan – 55.3	
10	Mali – 38	DRC – 52.4	

Key	Developed country	Emerging country
-----	-------------------	------------------

	Canada	South Africa	Russia
Birth rate	10.3	20.5	11.3
Death rate	8.5	9.6	13.6
Life expectancy	81.9	63.1	70.8
Maternal mortality	7	138	25
Infant mortality	4.6	32	6.9
Fertility rate	1.6	2.31	1.61
Percentage population aged 0–14	15.44	28.34	16.94
Percentage population aged 65+	18.18	5.57	13.92
Median age	42	26.8	39.3
Dependency ratio	47.3	52.1	43.1

	Democratic Republic of Congo (DRC)	Bangladesh	Afghanistan
Birth rate	34.2	19	38.3
Death rate	9.9	5.3	13.7
Life expectancy	57.3	73.2	51.3
Maternal mortality	693	17.6	39.6
Infant mortality	69.8	32.9	112
Fertility rate	4.53	2.19	5.22
Percentage population aged 0–14	42.2	28.27	41.03
Percentage population aged 65+	2.65	6.04	2.57
Median age	18.4	26.3	18.6
Dependency ratio	95.9	52.5	87

Data source: The World Factbook 2016, US Central Intelligence Agency

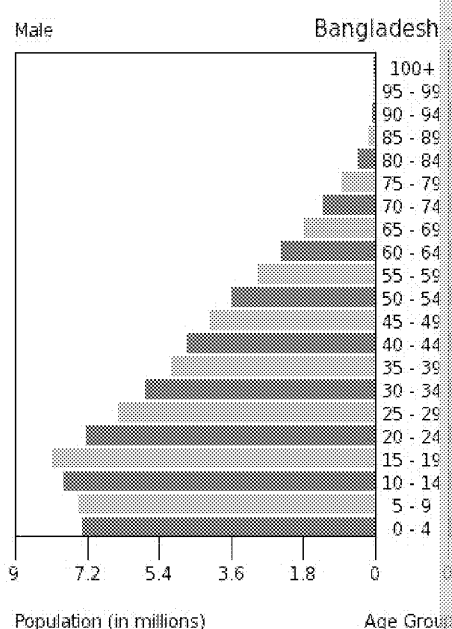
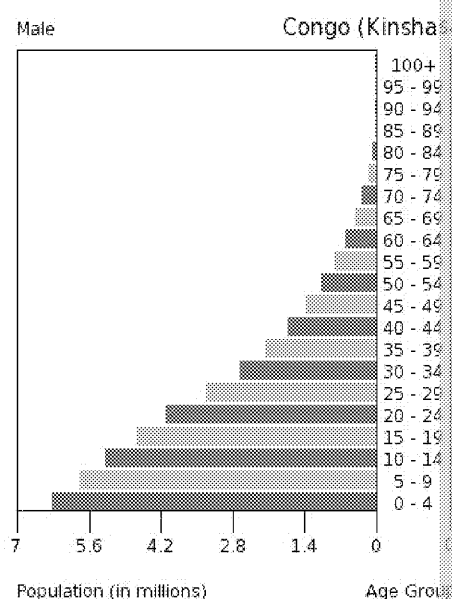
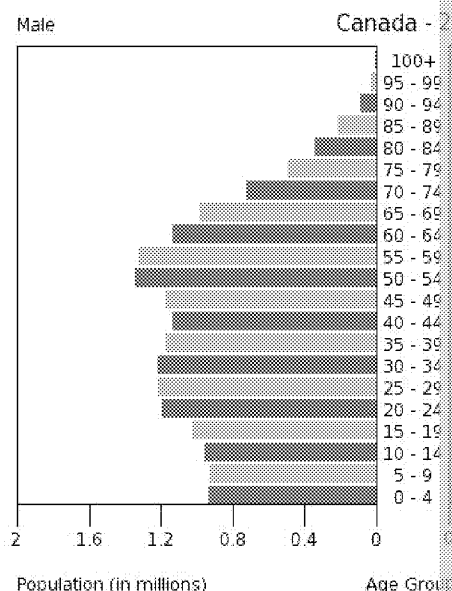
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Student name:

1	Few people survive to old age due to limited healthcare, poor nutrition and hard working conditions
2	People live healthier lives, with ample food and good health services – life expectancy is very high
3	The fertility rate is high (this means there are large numbers of children compared to the number of adult females)
4	The population is ageing – there are large numbers of older people compared to those of working age
5	People are living longer as the standard of living improves
6	The population is 'youthful' – there are large numbers of young people compared to those of working age
7	The fertility rate of the country has decreased as contraception has become widely available and more teenage girls are in education – fewer babies are being born now than in previous decades
8	The birth rate has been low for many years because women are well educated – many choose to work and have small families
9	Lack of sanitation and access to clean water result in many deaths in childhood – numbers in each age group decrease as people get older
10	Improving healthcare and nutrition mean that more children survive into adulthood (low infant mortality)



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Lesson 2: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

2.1 Starter

AO1 Students should match up the name and description of the indicators to complete the table.

Birth rate	<i>This is the number of babies being born <u>alive</u> each year for <u>every 1,000</u> people. <u>Higher</u> the <u>fewer</u> qualified medical staff and <u>more</u> unhealthy their mothers, the <u>higher</u> the birth rate.</i>
Death rate	<i>This is the number of people dying each year for every 1,000 people. <u>Higher</u> the <u>fewer</u> treatable diseases go untreated, the <u>higher</u> the death rate.</i>
Life expectancy	<i>This is the <u>average age</u> that people are expected to live to. It is <u>higher</u> where there is <u>better</u> shelter and working conditions.</i>
Maternal mortality	<i>This is the number of women who die in every 100,000 who give birth. <u>Higher</u> the <u>fewer</u> doctors and midwives to attend births, the <u>higher</u> the maternal mortality.</i>
Infant mortality	<i>This is the number of babies that die <u>in the first year</u> of life out of every 1,000. <u>Higher</u> the <u>fewer</u> mothers are well nourished and medical care is good, the <u>higher</u> the infant mortality.</i>
Fertility rate	<i>This is the average number of children that a woman has during her lifetime. <u>Higher</u> the <u>fewer</u> children, the <u>lower</u> the fertility rate.</i>
Percentage population aged 0–14	<i>This is the proportion of the population that are 'young'. It is <u>higher</u> where there is <u>higher</u> birth rate.</i>
Percentage population aged 65+	<i>This is the proportion of the population that are 'old'. It is <u>higher</u> where there is <u>lower</u> birth rate.</i>
Median age	<i>This is the age at which half of the population are younger and half are older. <u>Higher</u> the <u>fewer</u> population is aging (more old than young), when it is low the population is young.</i>
Dependency ratio	<i>This is the <u>relationship between</u> the number of people of working age and the number of dependents. The more dependents there are compared to people of working age, the <u>higher</u> the dependency ratio.</i>

You may wish to mark individual students' definition (AO1). A good definition should include relevant synonyms. You may need to lead students to the later parts of the definition to see how they be used for?

A demographic indicator is a measurement that tells us about the population of a country. Possible reasons for that. They allow us to understand how many people there are and understand the distribution of people geographically, by age and gender.

2.2 Task

- (a) AO4 & AO2 Students must understand the relationship between the demographic indicators and be able to rank the countries in the correct manner. Credit 1 mark for each correct ranking.

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(b)

Birth rate	Death rate	Life expectancy	Maternal mortality rate
Most developed = Lower. Linked to women in work and better education.	Most developed = Lower. Linked to better health provision and standard of living.	Most developed = Higher. Linked to better health provision and standard of living.	Most developed = Lower. Linked to better health provision and standard of living.
Canada	Bangladesh	Canada	Canada
Russia	Indonesia	UK	UK
UK	Kenya	Bangladesh	Bangladesh
Indonesia	Canada	Indonesia	Russia
Bangladesh	UK	Russia	Indonesia
S. Africa	S. Africa	Kenya	S. Africa
Kenya	DRC	S. Africa	Afghanistan
DRC	Mali	DRC	Kenya
Afghanistan	Russia	Mali	Mali
Mali	Afghanistan	Afghanistan	DRC

Fertility rate	Percentage population aged 0–14	Percentage population aged 65+	Mortality rate
Most developed = Lower. Linked to women in work and better education.	Most developed = Lower. A smaller proportion of people below the age of 14 suggests better life expectancy and more people of working age.	Most developed = Higher. Linked to better health provision and standard of living.	Most developed = Lower. Linked to better health provision and standard of living.
Canada	Canada	Canada	Canada
Russia	Russia	UK	UK
UK	UK	Russia	Russia
Indonesia	Indonesia	Indonesia	Indonesia
Bangladesh	Bangladesh	Bangladesh	S. Africa
S. Africa	S. Africa	S. Africa	Bangladesh
Kenya	Kenya	Mali	Kenya
DRC	Afghanistan	Kenya	Afghanistan
Afghanistan	DRC	DRC	DRC
Mali	Mali	Afghanistan	Mali

- (c) AO2 Credit 1 mark for identification of pattern, i.e. most developed to the top, less developed in the middle. Credit 1 mark for suggestion of a reason with a further mark for more valid answers.

For example:

- Survival rates (life expectancy, maternal and infant mortality) are linked to the standard of living available to spend on healthcare.
- Higher numbers of healthy people of working age will generate more wealth.
- Access to clean water means that fewer children will die of preventable waterborne diseases.
- Higher GDP means more investment in education which empowers women to control their fertility, i.e. fertility rates and birth rates reduce.

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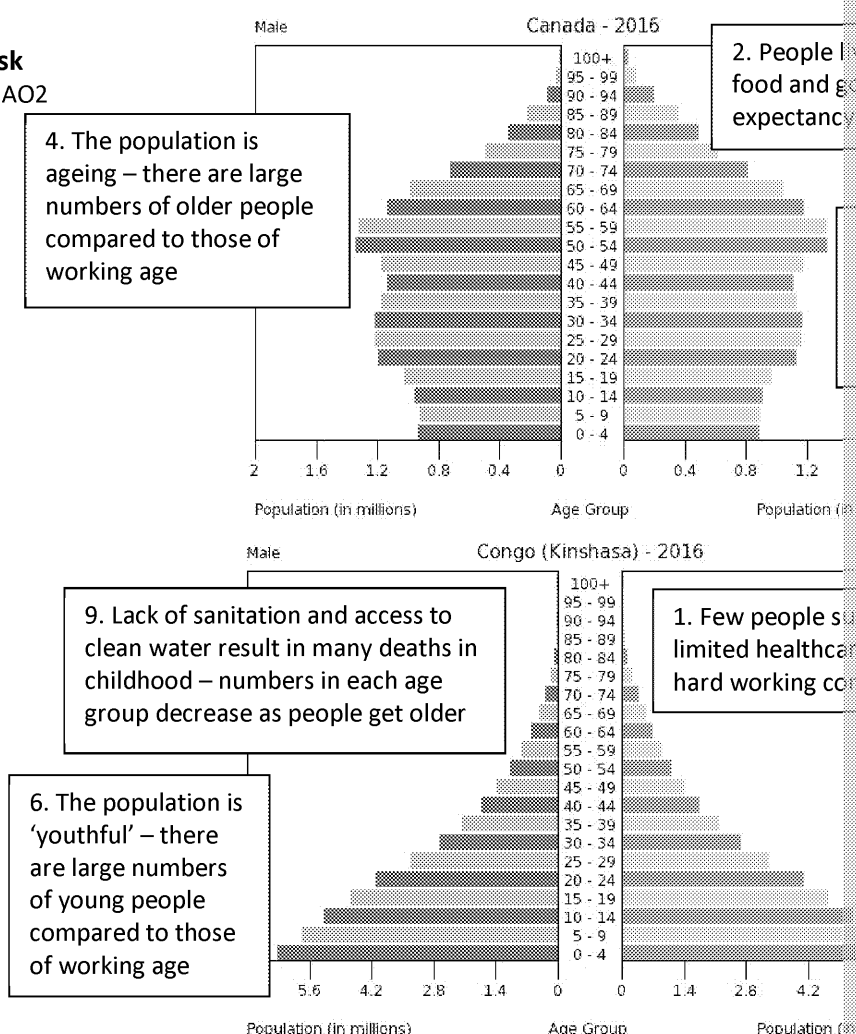
- (d) AO2 Credit 1 mark for identification of an anomaly. Credit 1 mark for suggestion of more explanation = maximum of 3. Accept any valid answers.

For example:

- Kenya (an emerging country) has lower access to clean water than Mali (a developed country). Despite having a comparably greater economic wealth Kenya still has many people without access to clean water because many of its people live in areas of the country that are remote and difficult to reach.
- Three of the four emerging countries have lower death rates than the developed countries. Despite having access to clean water and greater economic wealth a larger number of people die in emerging countries because these two factors have resulted in a larger proportion of the population being elderly people, so a higher number in every 1,000 will die.
- Russia (a developed country) has a higher death rate than all countries except the UK. Despite having a higher life expectancy than two of the four emerging countries – the higher death rate in Russia is because it has a greater proportion of elderly people but the data suggests it does not differ from the UK so there must be another reason exacerbating this anomaly. There are reports suggesting that the Russian culture of alcohol consumption (vodka) may be the cause of low life expectancy for Russian men (55) which is much lower than the other developed countries.
- The UK's dependency ratio is higher than three of the four emerging countries. Students will see that this is because the values for the top six countries are much higher than the others. An example to highlight to students of how using ranking can distort the reality that a range would be a better way to compare countries.

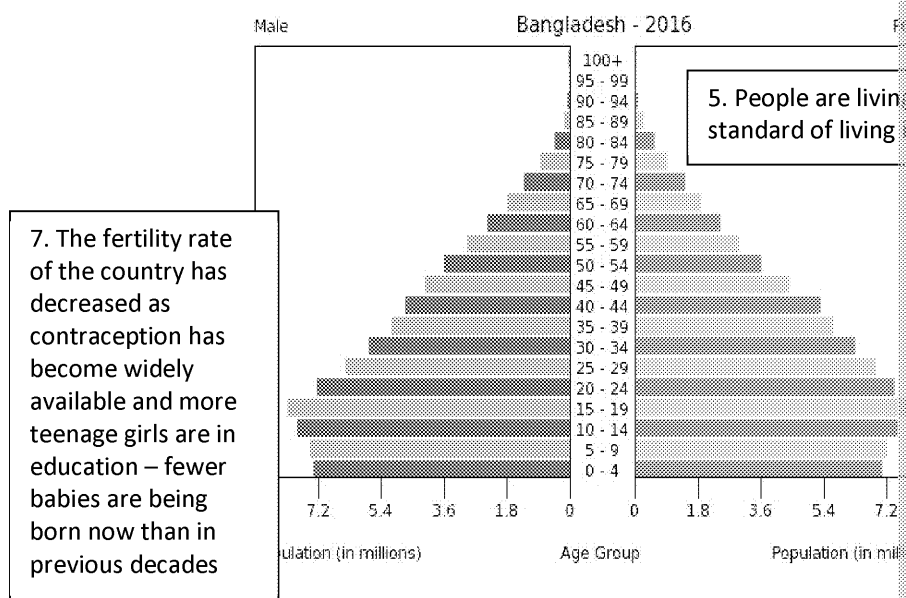
2.3 Task

AO4 & AO2



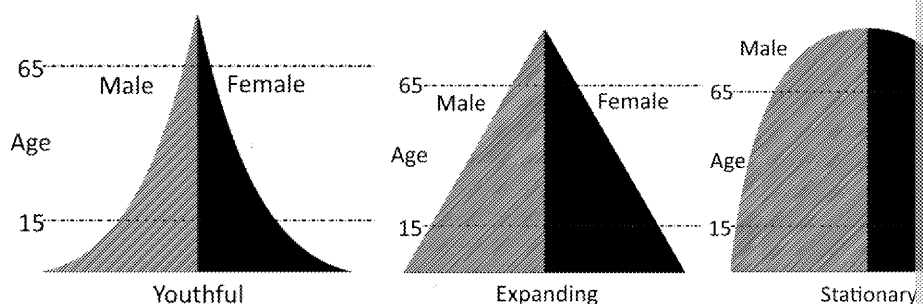
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2.4 Plenary

AO1, AO2 & AO3 This is a creative exercise. Students should reference the knowledge they apply their understanding to sequence the pyramids as follows:



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Lesson 3 Overview: Global inequalities



Learning question: What has caused global inequalities and why do they persist?

3.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 3 Global inequalities	CD	-
	Task sheet 3 (four pages) – reusable	42–45	Copy duplex to 2 copies do not allow Number of students
3.1	Pieces of cake cards	46	Copy once to each student
3.1	Cake for sharing	47	Copy twice to A4 paper Cut one copy in half attach to the inside of the card NB Students will need to cut out removable pieces
3.2	Reasons for global inequalities factsheet – reusable or allow students to keep a copy	48	Copy for number of students or copy one per student

Additional resources you will need to provide:

- ✓ Tack or sticky tape to attach cake and segments to wall
- ✓ Scissors for students to share cake

3.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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3.C Teaching and learning plan

Suggested time	Event	Task instructions	St
15 mins	3.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work as a class</u> to share out the cake according to the cards you hold.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Place the share of the cake pie charts on the wall so that one can be removed and cut up by students while the other shows the original share. 2. Read the information on the task sheet. 3. Develop student understanding by circulating and helping students work out how to share the cake and think about how they are feeling. 4. Facilitate class discussion of the task as suggested on the task sheet. <p>Learning outcomes:</p> <p>All: understand that the game is unfair with a small number of people getting the largest share of the cake.</p> <p>Some: can suggest similarities to wealth and development.</p>	<p>A p card</p> <p>A fe sciss share</p>
25 mins	3.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to answer the exam-style questions using the resources provided.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and direct students to the fact sheet and figures 3a and 3b. They will need to assimilate information from these sources to answer the questions successfully. 2. <u>Develop student application</u> by talking through the 'Guide to answering open questions in Edexcel B GCSE Geography Paper 1' provided in lesson 1 and the tip box on the task sheet. <p>Learning outcomes:</p> <p>All: know what the development gap is and how the world's wealth is unfairly distributed.</p> <p>Most: understand the factors that have led to the uneven development across the world and can use the DRC as a case study to illustrate these factors.</p> <p>Some: Can reapply the knowledge and understanding from the lesson to a new LIDC of their choice (from a list).</p>	<p>Rea glo ine fact</p> <p>Ext cou pho Wik page Inter is no</p>

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Suggested time	Event	Task instructions	Stu
15 mins	3.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to prepare an argument for character of their choice. Students should listen to their classmates' arguments and interrupt or comment as appropriate about the content of their arguments.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and direct students to table of arguments for both possible reasons why countries are being held back. 2. <u>Develop student application</u> by asking questions like: Why does that matter? What are the consequences for people in those countries? 3. You could record the key points of the debate on the whiteboard to support students with the plenary task (below). <p>Learning outcomes:</p> <p>All: know how neocolonialism and government systems cause global inequalities.</p> <p>Most: understand how neocolonialism and government systems cause global inequalities.</p> <p>Some: suggest other causes of global inequalities and consider the consequences of global inequalities for the people of developing countries and the wider international community.</p>	
5 mins	3.4 Plenary	<p>Instruction to students: Summarise the debate and the arguments you have heard in writing and determine which you give most weight to and why.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. <u>Develop student application</u> by asking questions like: Why does that matter? What are the consequences for people in those countries? <p>Learning outcomes:</p> <p>All: record the key points of the debate.</p> <p>Most: determine which is the strongest argument.</p> <p>Some: justify their decision with reasons.</p>	

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Lesson 3: Global inequalities

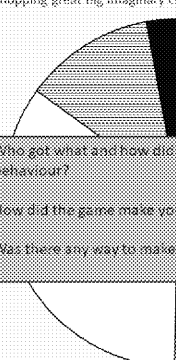
Learning question: What has caused global inequalities and why do they matter?

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3.1 Starter

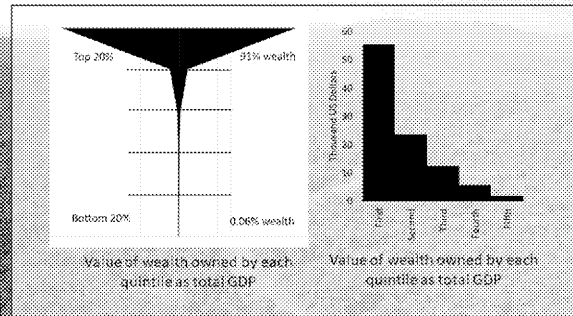
Congratulations, today your class is playing a whopping great big Imaginary game!



- Who got what and how did it happen?
- How did the game make you feel?
- Was there any way to make it fair?

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3.2 Task



Value of wealth owned by each quintile as total GDP

Value of wealth owned by each quintile as total GDP

Answer the exam-style questions on the task sheet

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3.3 Task

Neocolonialism

- The systems of trade and economic relations between industrialised nations and less developed nations are still in operation, but now they are more subtle and more complex.
- Developing countries compete with each other. They must accept the rules and prices for raw materials set by the industrialised nations. This gives the industrialised nations control.
- IMCs decide who gets what. They require governments of developing countries to open up their economies in order to get investment money. They have control.

3.4 Plenary

Note down the key points of the lesson

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Task sheet 3: Global inequality



Learning question: What has caused global inequalities and why do they exist?

New key terms this lesson: Inequality, colonialism, neocolonialism, climate change, systems of governance, international relations

3.1 Starter

Congratulations, today your class has the chance to win a whopping great big imaginary chocolate cake! To win you must agree how to cut the cake in the next five minutes. There's a paper version on the wall for you to practise with. Just one catch – you must use the lucky dip cards to discover how much you are individually entitled to. Take a card at random. Piece of cake!

When you've stopped squabbling (which it would be difficult not to do!) think about:

- Who got what and how did it influence their behaviour?
- How did the game make you feel?
- Was there any way to make the game fairer?

3.2 Task

In the starter activity the cake represented the total amount of wealth in the world (2016). You and your classmates represented the population of the world. In a development charity Oxfam reported that the top eight global billionaires own more wealth than 4.5 billion people. In nine people still go to bed hungry each night. This disparity is also reflected in the world when we divide the world's countries into quintiles (five groups of equal size ranked from highest to lowest) according to their total wealth (as GDP) and average income per capita) – **Figure 3a**.

The inequality of wealth results in inequalities in the welfare, conditions and opportunities of life. It's known as the development gap and it is getting wider. Use the **inequalities** and your knowledge and understanding so far to answer the following questions.

- (a) Choose the correct description of the 'development gap' in relation to global inequality.
- A. The space between two countries at different stages of development.
 - B. The role that emerging developing countries fill between the richest and poorest.
 - C. The difference between rich people and poor people.
 - D. The increasing difference in levels of development between developed and developing countries.
- (b) Study **Figure 3a**. Choose the correct description of the pattern of wealth in the world's countries:
- A. Average GDP per capita is over \$50,000 in the poorest 20% of the world's countries.
 - B. The poorest 20% of the world's countries share over 50% of the world's wealth.
 - C. The richest 20% of the world's countries share 91% of the world's wealth.
 - D. The poorest people live in the top 20% of the world's countries.

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- (c) Study the factsheet: **Reasons for global inequalities**. Describe the two processes of global uneven development that are the result of a country's past?

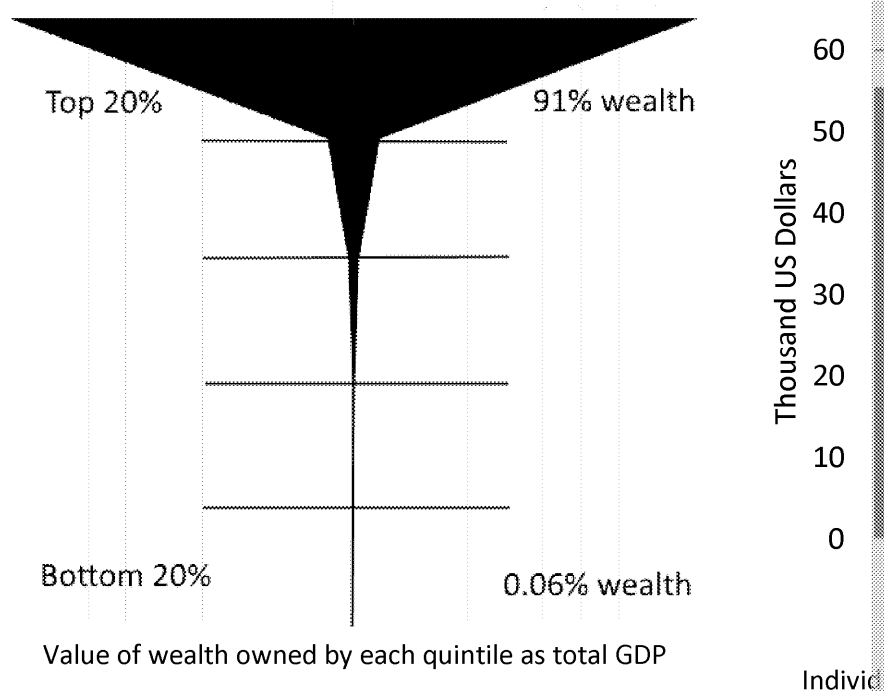
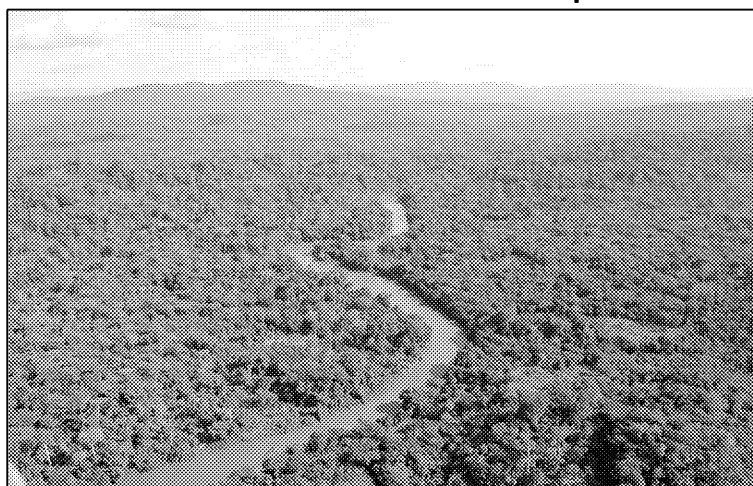


Figure 3a: Global inequalities across the countries of the world. Data source: World Bank, 2015

Democratic Republic of Congo (DRC)



The Democratic Republic of Congo is an LIDC located in central Africa. It is the only country in Africa, with the exception of Angola, an EDC to the south-west. It has virtually no coastline and is surrounded by rainforests with grasslands and savanna to the north and south and mountains to the east. In 1960 it was a Belgian colony. After a relatively peaceful move to independence in 1960, the country has experienced conflict as military mutiny and rebellions led to a long and ongoing period of civil war. The country is rife. DRC has one of the largest populations in Africa, dispersed across the country. Many people are still living in rural areas, where people are subsistent or grow small-scale cash crops. There are many different groups speaking a total of 215 languages. National borders were drawn by colonial powers and there is no historic sense of national identity. The country is rich in many natural resources (copper and their derivatives account for over 90% of exports), but there are few good roads. Almost half of the country's exports go to one country - China.

Figure 3b: Fact file on the Democratic Republic of Congo

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- (d) Study the Factsheet: **Reasons for global inequalities** and **Figure 3b**. Using your study suggest one physical and one human influence that has caused it to be different in countries in the world today.
- (e) Assess the extent to which the human and physical factors influencing the Republic of Congo at present are different from those faced by developing countries.

8-mark questions in Paper 1 of your exams will be assessed according to the quality of the information you give and how well you develop your argument. The examiner will look for evidence that you can identify and understand the relevant geographical ideas behind these in your answer. For one 8-mark question in the paper you will also be assessed on punctuation and grammar (an extra 4 marks).

Use the '**Guide to answering open questions in Edexcel B GCSE Geography**' to help you constructing detailed answers to your 8-mark questions.

Note: Here the geographical idea concerns the causes of global inequality (the factors that have caused some countries not to develop as quickly as others) and you need to provide evidence that you know what the different factors involved in the development are and understand how these are different. To do this you should consider why they are different and what has been done about them. You may need to use some learning from other areas of the course.

Extension 3.2.1

Read about Papua New Guinea using just its Wikipedia page:

- Is Papua New Guinea a Developed, Emerging or Developing country according to the current categorisation? (remember to look for HDI, i.e. ≥ 0.8 , $0.8 \geq 0.55$, < 0.55)
- Look for one human cause and one physical cause of its current level of development.
- List any further information you would like to know to be able to make a judgement on the question. Say how it would help you understand the development of Papua New Guinea.

3.3 Task

Why do global inequalities persist? One argument is that the world has not moved on during the colonial era and that these are holding back the economic growth of many countries called **neocolonialism**. Despite independence, many developing countries are still controlled by the economies because transnational corporations (TNCs) and inter-governmental organisations like the World Bank and International Monetary Fund decide how they trade and how much they invest. They also exert cultural influence on developing countries causing traditions to be lost and to more closely resemble the way we live in developed countries.

Another argument is that developing countries remain in poverty because they lack the **systems** that can tackle corruption and inefficiency. They are holding themselves back.

Today, two experts in the field of global inequality have been invited to discuss the causes of neocolonialism or government systems that are holding back countries that should be developing. The discussion will take place live on 'Wake up and listen', a daily news and current affairs TV programme that is broadcast across the world each morning.

You have five minutes to prepare a 30-second argument on behalf of one of the reasons why neo-colonialism and government systems can be accused of holding back development. Use your knowledge and understanding from this lesson. Be ready to argue your points against the points your opponent will make.

Now, as a class, nominate two classmates to enact their discussion. Your teacher will act as the judge.

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If at any time you feel they are drying up (they could be dumbstruck with nerves next!) you can shout at the TV. Usually this would be useless, but today when will ask you to take their place. No rude words or insults!

Reasons why developing countries are being held back	
Neocolonialism	Government
<ul style="list-style-type: none"> ▪ The systems of trade and exploitation of raw materials and cash crops set up by colonial rulers are still in action and are holding back development. ▪ Developing countries compete with each other. They must accept low wages and prices for raw materials in order to attract TNC business to their country. This gives the TNC control. ▪ IGOs decide who gets what aid. They require governments of developing countries to do particular things to their economies in order to get loans of money. They have control. 	<ul style="list-style-type: none"> ▪ Perceived corruption is high. This means that money goes to powerful people. ▪ Some types of government allow powerful people to hold the account, e.g. dictators who don't need to be in power. ▪ Many developing countries are affected by armed conflict, making it impossible for governments to make improvements to their economies.

3.4 Plenary

Before you go, make a quick record of the debate in your notes summarising who made the stronger case and why?

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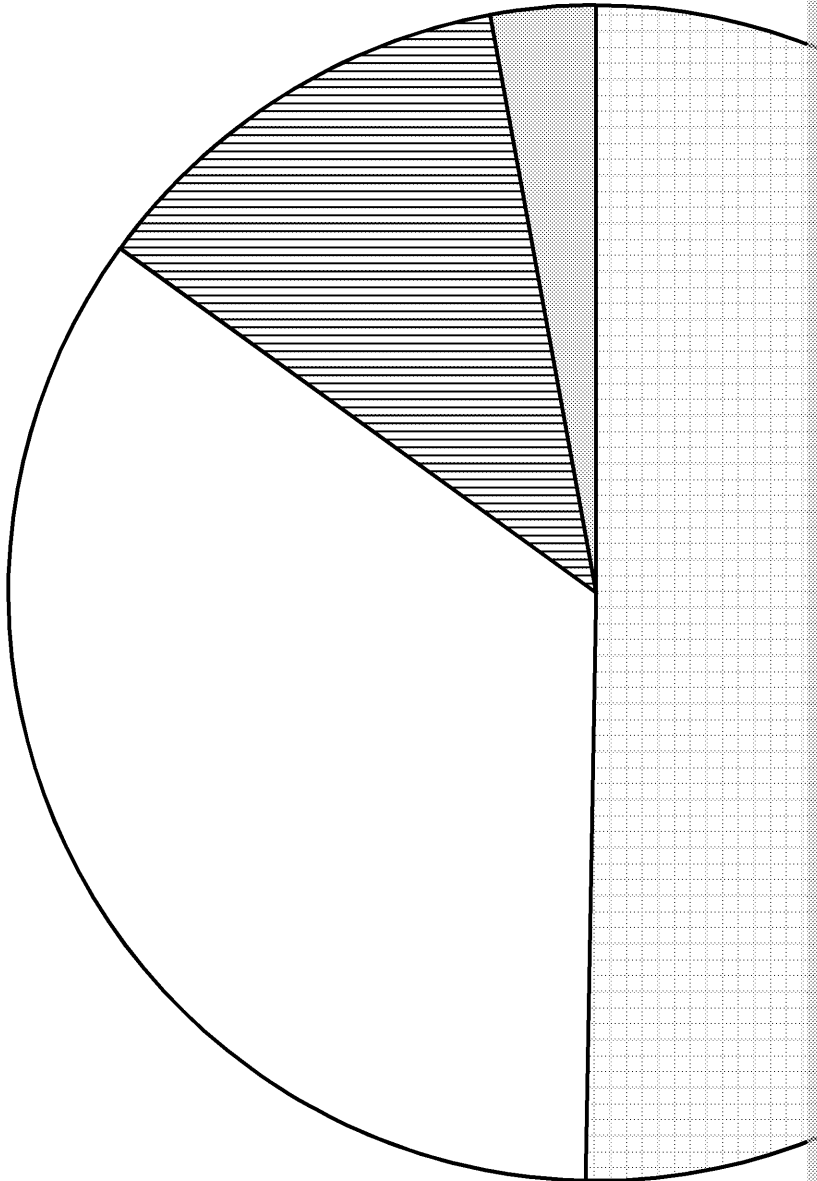
<p>Congratulations!</p> <p>You get a share of the grey piece.</p>	<p>Congratulations!</p> <p>You get a share of the grey piece.</p>
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<p>Congratulations!</p> <p>You get a share of the white piece.</p>	<p>Congratulations!</p> <p>You get a share of the white piece.</p>
<p>Congratulations!</p> <p>You get a share of the stripy piece.</p>	<p>Congratulations!</p> <p>You get a share of the stripy piece.</p>
<p>Congratulations!</p> <p>You get a share of the stripy piece.</p>	<p>Congratulations!</p> <p>You get a share of the stripy piece.</p>

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Share of the cake



Reasons for global inequalities

Human and physical factors have combined to create global inequalities. Some development and the future progress that emerging and developing countries

In the past

- **Technological development and industrialisation** allowed developed countries to improve living conditions for people. A healthier workforce and mechanisation led to greater productivity, more wealth and more investment in social and economic development.
- The invention of firearms enabled many developed countries to **invade and colonise** other countries, exploit their natural resources and enslave their people. They got rich on the proceeds of industries including the slave trade and its associated products, e.g. sugar and cotton.
- Developing countries in Africa suffered a **loss of population** as people were captured and transported to the West Indies and the Americas, profits from unpaid or poorly paid work went to developed countries.
- For some ex-colonial countries the **political unrest** that followed independence led to years of corruption and infighting.
- Many developing countries are still under the political, cultural or economic influence of past colonial powers. We call this **neo-colonialism**.

In the present

- Many of the world's poorest countries suffer from high levels of life-threatening diseases like malaria, tuberculosis and HIV/Aids. When the **health** of a nation is impacted in this way the workforce is reduced and healthcare costs increase.
- Some emerging countries are prospering due to **infrastructure** built by colonial powers, e.g. road and rail networks. In many developing countries there has been no money to maintain colonial infrastructure - it has fallen into disrepair.
- Developing countries export commodities like sugar or cotton but their **prices** are falling while the value of manufactured goods made in developed and emerging countries has risen. Many developing countries import more than they export and are in **debt**.
- **Corrupt** and unskilled governments have failed to capture wealth for their countries. Transnational corporations have profited from exploiting the poor, making them work in poor work conditions and for low wages.

- Many developing countries are mountainous or covered in wilderness. This makes it takes a long time to move goods.
- Some developing countries have **lost their resources**, e.g. the Democratic Republic of the Congo (DRC) has 50% of the world's cobalt (used in every electrical device) and diamonds. Countries like this rely on their mineral reserves which are **lost** to transnational corporations.



In the future

- **International migration** creates strain on resources and enables skilled workers to move to developed countries (leaving fewer skilled people in developing countries).
- **New technologies** for energy generation and transportation may be unaffordable to developing countries.
- Continued **corruption and political unrest** will damage efforts to develop.

- Increasing industrialisation is **damaging** the natural environment.
- **Climate change** will impact countries in a number of ways:
 - **rising sea levels** increase flooding
 - **extreme weather** events damage property
 - **unreliable rainfall** causes drought, affecting water and agriculture
 - **high temperatures** lead to heatwaves

Human factors

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Lesson 3: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

3.1 Starter

AO1 & AO2 Discussion following the activity could elicit the following points which you could discuss with the class:

- For some students being lucky enough to get a large share will result in a lack of shares – links could be made to the behaviour of wealthy nations. For others the game is too difficult to find a fair solution.
- Those with the smallest share will find it difficult to divide it up amongst themselves – analogous with the experience of countries in the lowest levels of development. To go round and sharing ever smaller pots of money means that everyone ends up in a cycle of poverty to break out of poverty because no one is earning sufficient wealth to provide services like healthcare or roads.
- Some students might suggest ways to make the game fairer – you could draw and discuss the benefits and problems that might be associated with them.

3.2 Task

- (a) AO1 Credit 1 mark for:
D. The increasing difference in levels of development between developed and developing countries.
- (b) AO1 Credit 1 mark for:
C. The richest 20% of the world's countries share 91% of the world's wealth while the poorest 80% share only 9%.
- (c) AO1 Credit 1 mark for each description = maximum of 2, e.g.
 - i. Infrastructure built by colonial powers
 - ii. Corruption and political unrest post-independence
- (d) AO2 Credit 1 mark for a correct influence and 1 mark for explaining how this has influenced the country = maximum 4, e.g.
Physical factors like: DRC covers an extremely large area / is mountainous / is close to the equator / no coastline – this makes transportation difficult, so trade is difficult.
Human factors like: DRC has suffered political unrest / corruption – this makes it difficult to exploit its natural resources and to use the profits from this for development.
- (e) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the comparison of two countries. There are three elements to this judgement. They relate to how well the student:
 - identifies the correct geographical ideas and describe relevant examples of places and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate marks if some elements fall below that level / all elements are securely in that level / some elements are above that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

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The table below gives the geographical ideas or examples that could be used (row 1), explained in row 2 – accept any other valid points. A balanced argument must incorporate from both sides of the table.

The more detail and development of an idea or explanation the higher the level. For example:

- Level 1 answers will be basic statements
- Level 2 answers will make some connections and offer some explanation
- **Level 3 answers will be detailed.**

	In the present:	
1. Geographical ideas and examples studied that could be described	<ul style="list-style-type: none"> ▪ <u>There are few roads and railways + this makes it hard to transport goods around the country + the DRC will have to invest in better infrastructure if it is to develop [H].</u> ▪ <u>There is a lot of corruption in the country + this means that money that is made from selling its natural resources doesn't get used to help the country develop + the DRC will need to tackle corruption by improving its political and financial systems and making people in positions of power accountable to the people so that it can develop [H].</u> ▪ <u>Large numbers of the population live in rural areas + many of these are remote and difficult to reach + the country needs to improve its infrastructure and communications (there are potential costs to biodiversity – Link) [P].</u> ▪ <u>The country is largely landlocked, surrounded by mountains and savannah + this makes it hard to get around and trade + the country needs to improve its infrastructure (there are potential costs to biodiversity – Link) [P].</u> 	<ul style="list-style-type: none"> ▪ <u>The country relies on exports + it relies on future development the country will suffer where it sends its exports.</u> ▪ <u>Unable to afford to rely on cheaper energy could inhibit development.</u> ▪ <u>Corruption and political a problem + the country can't develop because money goes there and any profits rather than improve the country needs to introduce a political system that can.</u> ▪ <u>Climate change will bring difficulties associated with sea level rise as it has to have to spend more money there will be less to back development.</u>
2. Relevance of ideas and examples	<ul style="list-style-type: none"> ▪ <u>These are issues specific to the DRC (or individual developing countries) and overcoming them requires the DRC itself to take action to develop, through improving communications, infrastructure and political and legal systems + this would require investment and loans from global institutions like the World Bank and International Monetary Fund + the country is rich in natural resources so should be able to become self-sufficient if prices of these resources remain constant and high (which is likely because they are used in electronics etc.).</u> 	<ul style="list-style-type: none"> ▪ <u>Many of these are issues that have an impact on (e.g. developed countries) responsible for much of the world's emissions – the carbon prices are dictated by the developed and emerging countries and international cooperation is needed the DRC and developed countries need political power to influence the goodwill of the world.</u> ▪ <u>The exception is countries like the DRC + by the way the countries colonial powers and wealth away from the developed and emerging world has some resources to move forward, e.g. ICT.</u>

Extension 3.2.1

Papua New Guinea

Human	The country was ravaged by civil war between 1980 and 1990.
Physical	It is on the Pacific ring of fire. There are several active volcanoes in the country. Earthquakes and associated tsunamis often occur.

3.3 Task & 3.4 Plenary

AO3 This is a creative task to enable students to explore and consolidate their learning answers – relevant arguments are given in the task information. Students should be encouraged to use ideas from the knowledge and understanding from the lesson to come to a decision on the task and justify their decision.

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Lesson 4 Overview: Theories of development



Learning question: How does development happen and what's holding it back?

4.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 4 Theories of development	CD	-
	Task sheet 4 (three pages) – reusable	57–59	Copy duplex to all students. Do not allow students to take home. Number of students in class.
4.1	Rostow's theory of modernisation – reusable	60	Copy for number of students in class.
4.2	Student worksheet 4 – Textbook template	61	Copy for number of students in class.
4.3 & 4.4	Pieces for Frank's model and truth about development grid	62	Copy for number of students in class.

Additional resources you will need to provide:

- ✓ Internet access to YouTube: [zzed.uk/8174-rich-poor](https://www.youtube.com/watch?v=zzed.uk/8174-rich-poor)
- ✓ Plain paper and pencils for trying to draw Rostow's model unseen
- ✓ Scissors and glue for building Frank's model
- ✓ Glue, stapler or hole punch to attach worksheets

4.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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4.C Teaching and learning plan

Suggested time	Event	Task instructions	Stu
15 mins	4.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to draw the diagram of Rostow's model.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and circulate to check students understand the task. 2. <u>Develop student knowledge and understanding</u> by asking questions like: What are the main features that your partner needs to draw / has described? What is happening in the model? What are the main differences between the different stages that you need to convey / have drawn? <p>Learning outcomes: All: can draw Rostow's model. Most: understand what happens at the different stages of Rostow's model. Some: can describe the model in their own words.</p>	Rost the mod for Pla and
15 mins	4.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to complete the page of a textbook for Y8 students studying Rostow's model.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student knowledge and understanding</u> by asking questions like: What does the model tell you? What is changing? What needs to happen for a country to get to the next stage? <p>Learning outcomes: All: can convey the key points of the model. Most: understand how the model explains how countries develop. Some: question the relevance of the model in the twenty-first century.</p>	Stud wor Text tem

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Suggested time	Event	Task instructions	Stu
20 mins	4.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> and then <u>with a partner</u> to complete the model of Frank's dependency theory then create a story that is an analogy for the theory.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student understanding</u> by asking questions like: What happens in Frank's model of dependency? Why is this a problem for emerging and developing countries? 3. If time allows, read out a number of students' analogies to share with the class. <p>Learning outcomes:</p> <p>All: know what Frank's dependency theory is and what it describes.</p> <p>Most: understand Frank's theory sufficiently to make an analogy.</p> <p>Some: can suggest shortcomings of development theories like those studied this lesson.</p>	<p>Pie</p> <p>Frank</p> <p>& the</p> <p>about</p> <p>deve</p> <p>grid</p> <p>Sciss</p> <p>glue</p>
10 mins	4.4 Plenary	<p>Instruction to students: Watch the video and find the four truths in a row.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Find zzed.uk/8174-rich-poor and watch to 7.30 mins (it is not necessary to show the final minutes of the video). 2. <u>Develop student understanding</u> by stopping the video periodically for them to consider the statements on their sheet. 3. At the end of the video reflect on the answers students have identified. <p>Learning outcomes:</p> <p>All: know that a country's development is affected by a number of factors).</p> <p>Most: understand that development is complex and that those countries in lower levels of development face considerably greater obstacles than developed countries have had to contend with.</p> <p>Some: can suggest why it is important to recognise the constraints that developing countries are working under.</p>	<p>Seco</p> <p>the</p> <p>out</p> <p>4.3</p>

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Lesson 4: Theories of development

Learning question: How does development happen and what is holding it back?

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4.1 Starter

(a) In pairs, create a copy of this theory – this is a model of how countries develop.

1. First, toss a coin to decide who is the describer.
2. Sit back to back so that you can't see what the other is doing.
3. The describer will have a piece of paper with a diagram of the theory. They will describe what they see using only the words in the diagram – say what you understand.
4. The drawer will have a blank piece of paper. They will draw what they hear from what the describer says.
5. You can talk to each other about what you have in front of you and what you hear.

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Rostow's modernisation theory

1. Most people are subsistence farmers or involved in primary industries. There is little infrastructure and the economy is vulnerable to weather and disease.

2. Roads, railways and the distribution of energy are improved so that development can happen. This is funded by more money being made from farming.

3. An industrial revolution occurs. Manufacturing industries take off and there is a change in the culture.

4. Manufacturing industries are replaced by new technology industries.

5. Everyone has more money to buy goods and services supporting even more trade and development. They pay more in taxes so the country has even more to spend.

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4.2 Task

You are writing a page for a new Year 8 textbook on the theory of modernisation.

You need to help 12-year-old understand what Rostow was going on about.

Using the textbook page template answer the questions on the task sheet.

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4.3 Task

Resources from periphery and semi-periphery countries are sent to the core for low prices.

Goods from the core are sold to periphery and semi-periphery countries for high prices.

Frank's dependency theory

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Story time

One upon a time there was a young girl named Cora. She was alone on a farm surrounded by fields. She could eat. What are you going to eat? she thought. It isn't much use to you. Why don't you look around his fields. He didn't look even though he knew it wasn't empty.

Little Cora went home with her basket. She soon turned the wheat into flour. The sugarcane. She baked herself an egg.

Later that day Peri, feeling very hungry, said Cora 'Would you mind making me some bread?'. 'Yes it's lovely,' said Cora 'Would you mind making me some bread?' 'But I don't have £2, he said you this morning and another basket'.

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4.4 Plenary

Watch this video about how countries develop.



[Or click here](#)

Using your true or false grid, cross out the false statements.

Can you find four facts in a row?

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Task Sheet 4: Theories of development



Learning question: How does development happen and what's holding it back?

New key terms this lesson: Rostow's theory of modernisation, Frank's dependency theory

4.1 Starter

- (a) In pairs, create a copy of the diagram illustrating **Rostow's theory of modernisation** – this is a model of a process, in this case the process by which countries develop.
1. First, toss a coin to decide who will describe (heads) and who will draw (tails).
 2. Sit back to back so that you are not able to see each other.
 3. The describer will have a piece of paper with the diagram on it – they must describe what they see using only their own words (do not just read out the labels on the diagram – say what you understand).
 4. The drawer will have a blank piece of paper and a pencil – they must draw what they hear and make notes from what the describer describes.
 5. You can talk to each other about what you are both seeing, but you must not reveal what you have in front of you until your teacher asks you to stop and compare your models.
- (b) Look at the version of the model you have created together. Give it a mark out of 10 for the parts you have spot on and where you have gone wrong.
- (c) Sketch the model onto a whole page of your book or folder – try not to lose it!
- (d) Check and correct your own work then add the annotations – try to do this in your own words.

4.2 Task

You are writing a page for a new Year 8 textbook on the theory of modernisation. You need to help 12-year-olds understand what Rostow was going on about. Use the textbook page template to:

- (a) Give the correct definition of Rostow's model:
- A. a model of development that suggests economic growth occurs in four stages requiring the development of one sector of the economy before another.
 - B. a model of development that explains how social and cultural development takes place in five stages.
 - C. a model of development that suggests economic growth occurs in five stages requiring the development of one sector of the economy before another.
 - D. a model of development that suggests economic growth does not need infrastructure to be put in place. **(1)**

Criticisms of Rostow's model

1. Countries are not all the same – they will develop differently depending on their political situation, availability of natural resources, risk from natural hazards, and ability to trade.
2. It was created in 1960. Since then, there have been many changes in the world, for example in technology, politics, and awareness of the environment.
3. It doesn't recognise that developed countries have caused the environment, for example through widespread pollution in less-developed countries.
4. The model assumes that every society is aiming for the same goal as developed countries. This might not be the case, and not the way the world is changing.

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- (b) Write a description of how Rostow believed countries would change over time.
- (c) Complete the table explaining why the conditions Rostow outlines help a country develop.
- (d) Suggest one way in which Rostow's model is useful in the twenty-first century.

Extension 4.2.1

Make your textbook page eye catching and memorable by adding your own ideas to help you understand Rostow's model.

4.3 Task

Only seven years after Rostow created his theory of modernisation another American economist called André Frank suggested that Rostow had got it wrong. He said that developing countries wouldn't modernise as Rostow had described because developed countries are holding them back. **Frank's dependency theory** describes how systems of trade enable wealthier countries to exert economic power over poorer countries, preventing them from developing.

Frank's
the idea
about a

Frank divided the countries of the world into two regions – the core and the periphery. He added the semi-periphery in more recent years. His theory was that activities that occur in the core benefit only the core. Resources from the periphery go to the core while goods move from the core to the semi periphery. The core pays low prices to the peripheries for their raw materials but charges high prices for the goods they send back to them. It's win-win for countries in the core and lose-lose for countries in the periphery.

- (a) Suggest one example of a country that you would expect to find in Frank's core and one you expect to find at the most extreme parts of the periphery. Explain your choice.
- (b) Cut out the pieces from the handout. Then re-read the passage above and explain Frank's dependency theory in your notes. Remember to give the model a name.
- (c) Working with a partner read the analogy for dependency theory. Work together to create a story for Frank's dependency theory, explaining the relationship between core and periphery.

Story time: a dependency theory analogy



One upon a time there was a young boy called Peri and a clever little girl called Cora. Cora was surrounded by fields and fields of sugarcane and wheat but had no food that he could eat. 'Why don't you sell some of those so many fields of crops Peri?' asked Cora one day. 'They aren't much use to you. Why don't you give me £1 for a basketful'. Peri looked around his fields, he didn't know what he could do. He was hungry and even though he knew it wasn't enough to buy a meal the £1 was better than nothing.

Little Cora went home with her basket of sugar and wheat. She lived in a windmill and made bread from flour. Her mum was a chemist and soon extracted sugar from the sugarcane. She baked a cake.

Later that day Peri, feeling very hungry, found Cora eating her cake. 'That looks delicious. Would you like a piece? You can have a slice for just £2.' Peri looked downcast, 'But I don't have the money.' Smiled Cora 'you can give me the £1 I gave you this morning and another basketful of crops'.

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- (d) Suggest why economic theories like the ones you have studied in this lesson help us to understand about how and why countries develop over time.

Extension 4.3.1

Assess how useful Rostow's model is for helping advise governments of developing countries on how to develop.

8-mark questions in Paper 1 of your exams will be assessed according to the information you give and how well you develop your argument. The examiner will assess you on how you can identify and understand the relevant geographical ideas behind the question and your answer. For one 8-mark question in the paper you will also be assessed on your spelling and grammar (an extra 4 marks).

Use the '**Guide to answering open questions in Edexcel B GCSE Geography**' to help you constructing detailed answers to your 8-mark questions.

Note: Here the geographical idea concerns theories of development (i.e. the path of development to follow and factors affecting this). The examiner will be looking for evidence that you understand the path of development and what is needed to help a country become developed. You should talk specifically about Rostow's theory and the extent to which it is useful. You could also contrast it with other relevant theories or discuss problems with it.

4.4 Plenary

Watch this video from the School of Life describing how countries develop. Use worksheet 4 cross off the statements that are false. Can you find four truths in the video?

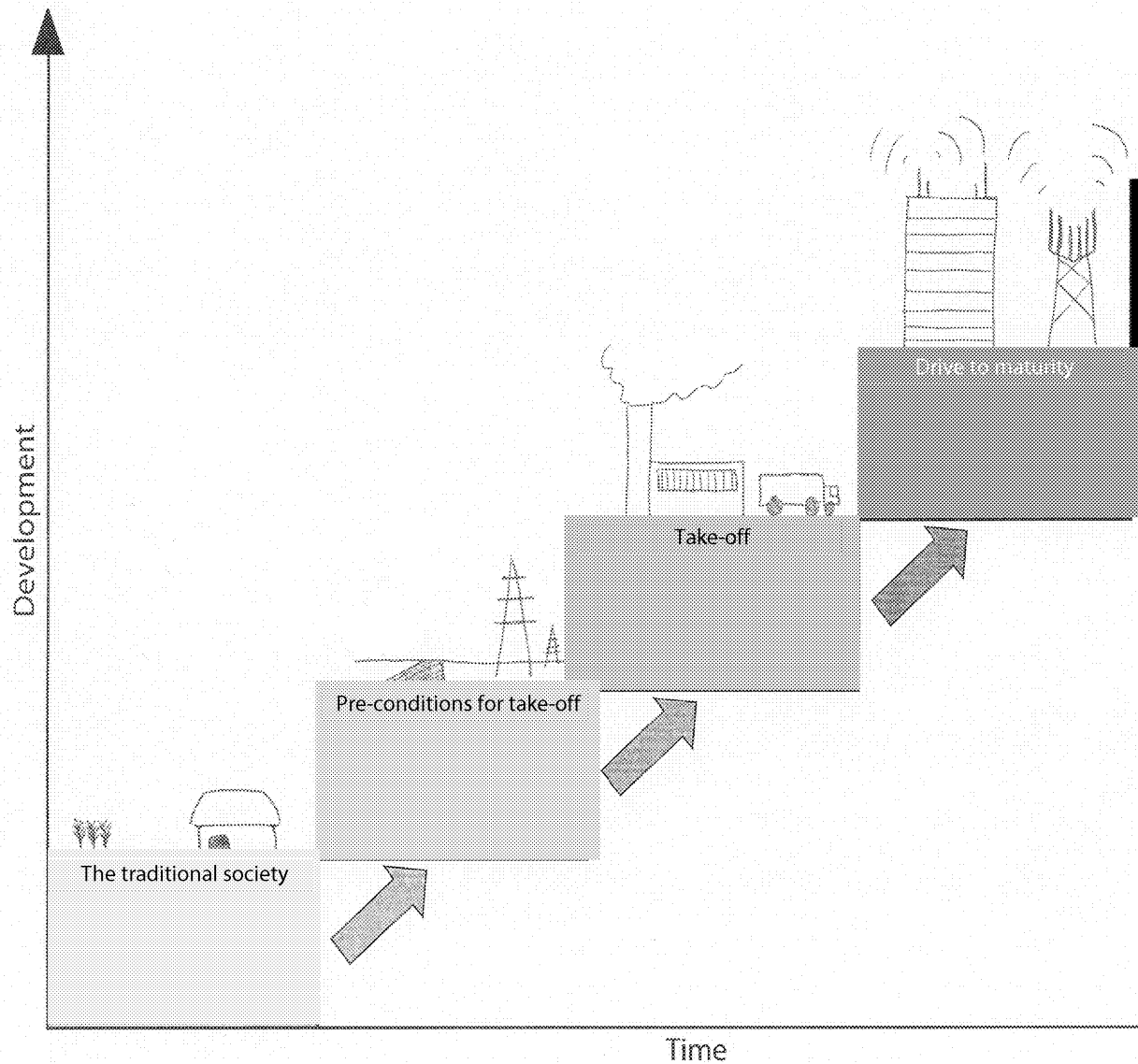
Video:

YouTube: [zzed.uk/8174-rich-poor](https://www.youtube.com/watch?v=zzed.uk/8174-rich-poor) (watch to 7.30mins)

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Student name:

Rostow's theory of modernisation

Rostow's theory of modernisation created a

How do countries develop over time?

Why do countries develop over time?

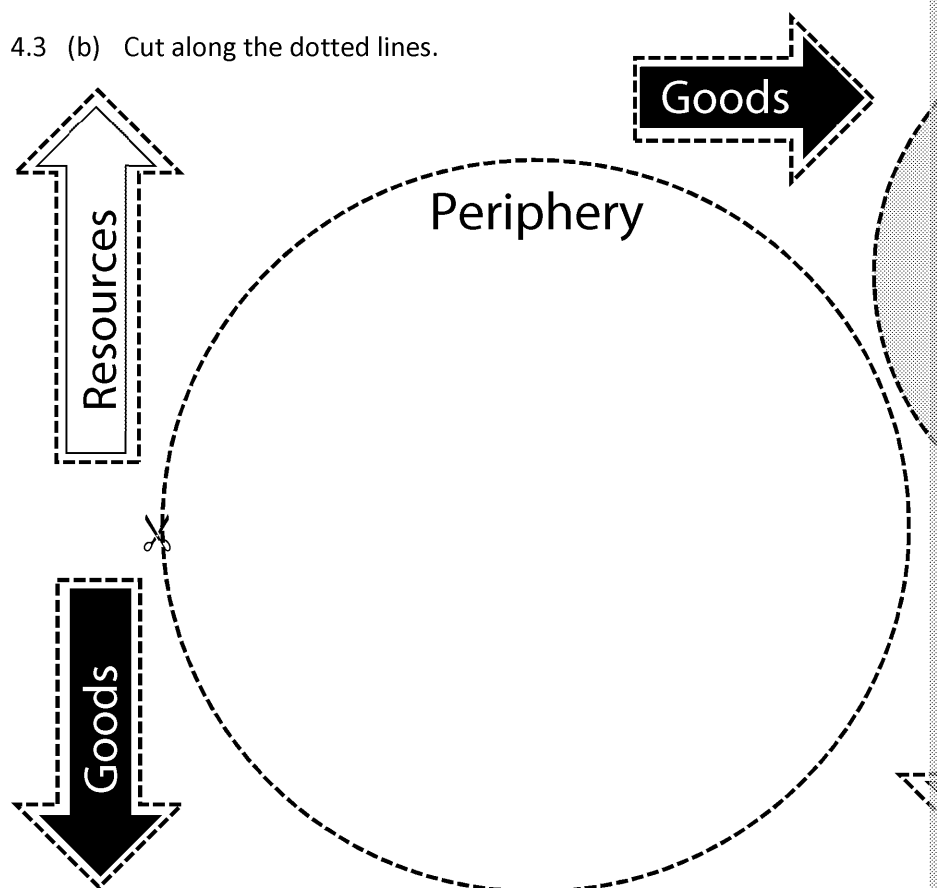
	Stage 1 to 2		Stage 2 to 3		Stage 3–4
1. Traditional society		2. Pre-take-off		3. Take-off	

Is Rostow's model useful today?

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4.3 (b) Cut along the dotted lines.



4.4 Watch the video showing how countries develop and cross out the false row!

There are 126 countries in the world.	25 countries have an average individual wealth of over \$100,000 a year.	All but one of the countries where people live on less than \$1 a day are in Africa.
There are four factors that determine whether a country will be rich or poor.	The most corrupt countries are also the poorest.	Corruption means that money doesn't get spent on police, education, health and transport.
Most developing countries are found in temperate regions.	Tropical regions have poor soil, low-energy plants and livestock are affected by tsetse fly.	There are hardly any tropical diseases in Africa.
Access to waterways and coasts helps countries develop.	All the countries in Africa are landlocked.	Natural resources in countries with good institutions worse than those with bad institutions better.

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Lesson 4: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

4.1 Starter

AO1 This activity relies on correct understanding of the model drawn on the re

4.2 Task

(a) AO1 Credit 1 mark for:

- c. a model of development that suggests economic growth occurs in five stage sector of the economy before another.

(b) AO1 Students should describe in their own words. Credit 1 mark for each part of marks), for example:

Most people are poor subsistence farmers or rely on primary industries / the country has manufacturing industries / primary and secondary industries have closed and the tertiary industries / most people are wealthy

(c) AO2 Credit 1 mark for each reason, e.g.:

- 1 to 2 Growing primary industries provide cheap raw materials and fuel to produce goods. There is a large poor and uneducated workforce who will work in factories for low wages.
- 2 to 3 Improvement in infrastructure mean manufacturing industries can get raw materials cheaply so these industries grow rapidly.
- 3 to 4 Growing manufacturing leads to improvements in people's wealth and standards of living. The government receives in taxes. There is investment in education and health care. Tertiary industries.
- 4 to 5 Continued economic growth brings increasing wealth to the country. A middle class grows – they consume high value goods.

(d) AO2 Credit 1 mark for a reason with two further marks for development of the reason. For example:

The theory helps us understand how developed countries developed / we can identify the causes of economic growth, i.e., causes and effects / developing countries can use this information for their development.

4.3 Task

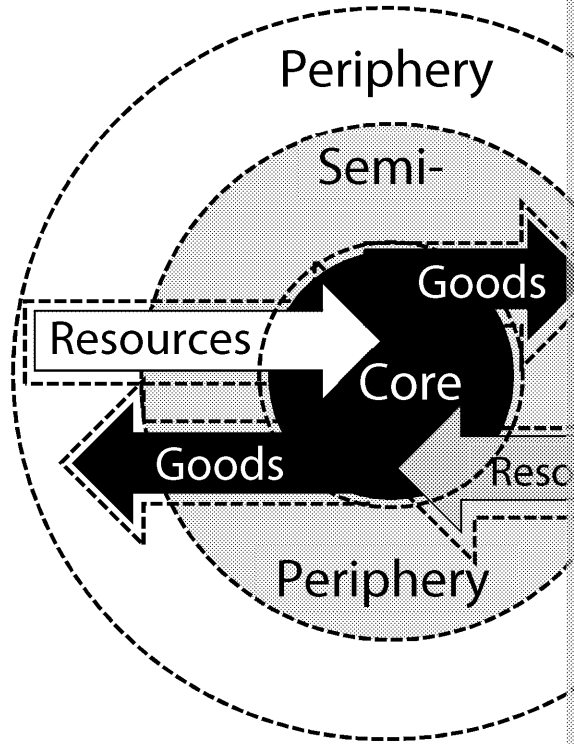
(a) AO1 & AO2 Students should recognise that core countries are developed countries and peripheral countries are developing countries. Developing countries are less able to manufacture and trade.

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(b) AO2 Frank's Model:



- (c) AO3 This is a creative exercise – students should apply the key points of Frank's model. Materials of low value travel from the periphery and semi-periphery to the core. High value goods travel from the core to the periphery.
- (d) AO2 Economic theories are generalisations, they do not reflect the individual characteristics that make their development different. This helps us get an idea of what is likely to be the dominant model depending on a country's location, history, culture, political stability, political system, topography, demography etc.

Extension 4.3.1

- (f) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the core-periphery model. There are three elements to this judgement. They relate to how well the student:
- identify the correct geographical ideas and describe relevant examples of places and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate marks based on whether: some elements fall below that level / all elements are securely in that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

The table below gives the geographical ideas or examples that could be used (rows 1 and 2) – accept any other valid points. A balanced argument must include explanations from both sides of the table.

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The more detail and development of an idea or explanation the higher the level

- Level 1 answers will be basic statements
- Level 2 answers will make some connections and offer some explanation
- Level 3 answers will be detailed.

	Rostow's model is helpful	Rostow's model is not helpful
3. Geographical ideas and examples studied that could be described	<ul style="list-style-type: none"> ▪ <u>It tells them how to get from one stage of development to another, allowing them to identify the factors necessary for further development, e.g. infrastructure, developed manufacturing and service industries. This helps countries prioritise investment.</u> 	<ul style="list-style-type: none"> ▪ <u>Countries are not all the same. on many factors including their natural resources, climate and ability to trade. Countries with less easy to develop even with</u> ▪ <u>It was created in 1960 – over half a century ago. There have been many changes in the world since then, including in communications, politics, and the environment. Developing countries need to build up their own communications and communications infrastructure.</u> ▪ <u>It doesn't recognise that the industrial revolution came at a cost to humans and the environment. The exploitation of people in less developed countries and widespread pollution. International organisations should protect people from such exploitation.</u> ▪ <u>The model assumes that the first stage is the best way to reach it. This might not be the best way to reach it and not the way they want to develop. The world that have different political systems.</u>
4. Relevance of ideas and examples	<ul style="list-style-type: none"> ▪ <u>Knowing what is necessary for development allows countries to create policies that will enable the sorts of changes that need to happen, for example, they might borrow money to be able to improve infrastructure. Countries can speed up their development.</u> 	<ul style="list-style-type: none"> ▪ <u>The success of development will depend on the resources they have, or adapt to their own. If countries rely on Rostow's model, they may miss opportunities for development. While manufacturing sectors may be important for a developing country to undergo industrialisation, it is not dependent on one sector of the economy. It is beneficial for them to develop a diversified economy not dependent on any one sector of the economy.</u> ▪ <u>Developing countries need to improve their infrastructure, including communications that weren't available in the early stages of their development. The model suggests that the early stages of development with more infrastructure is the best way to reach it. If they follow the model, they may not develop.</u>

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4.4 Plenary

AO1 True facts revealed:

There are 126 countries in the world.	25 countries have an average individual wealth of over \$100,000 a year.	All but one of the countries where people live on less than \$3 are in Africa.
There are four factors that determine whether a country will be rich or poor.	The most corrupt countries are also the poorest.	Corruption means people don't get spent on police, education, health and transport.
Most developing countries are found in temperate regions.	Tropical regions have poor soil, low-energy plants and livestock are affected by tsetse fly.	There are hardly any tropical diseases in Africa.
Access to waterways and coasts helps countries develop.	All the countries in Africa are landlocked.	Natural resources in countries with good institutions worse than those with bad institutions better.

Correct facts:

- There are 196 countries in the world.
- There are three factors that determine whether a country will be rich or poor – income, culture and institutions.
- Cultural attitudes in religious countries mean that people believe they cannot improve their better life in the next world.
- Most developing countries are found in tropical regions.
- There are many tropical diseases. Most developing countries are coping with at least one.
- 15 countries in Africa are landlocked – 11 of these have an annual income of less than \$1000.
- The resource trap – a few people take the resources and get wealthy while the rest of the country remains poor.
- In DRC coltan benefits armed rebels – they sell it to buy guns with which they continue to fight.

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Lesson 5 Overview: Strategies for development



Learning question: How does development happen and who is involved?

5.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 5 Strategies for development	CD	-
	Task sheet 5 (two pages) – reusable	71–72	Copy duplex to 2 copies do not allow Number of students
5.2	Student worksheet 5a – Strategies for development	73	Copy for number of students
5.3	Brazil, China and India posters (three pages) – reusable	74–76	Make three copies
5.3	Worksheet 5b – The role of globalisation in development	77	Copy for number of students
5.4	Worksheet 5c – Report template	78	Copy for number of students

Additional resources you will need to provide:

- ✓ Scissors and glue to complete worksheet 5
- ✓ Glue, stapler or hole punch to attach worksheets

5.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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5.C Teaching and learning plan

Suggested time	Event	Task instructions	Student
10 mins	5.1 Starter	<p>Instruction to students: <u>Working as a class</u>, discuss which image of examples of aid is the odd one out.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> Develop student <u>knowledge and understanding</u> by provoking discussion: <ul style="list-style-type: none"> Image 1 – Should money spent on providing food be spent on projects to help people grow their own instead? Ask the class if they've heard the saying 'give a family a fish and feed them for a day, give them a net and they'll feed themselves for a lifetime.' (Adapted from the proverb give a man a fish / teach a man to fish.) Image 2 – How would these women say this pump has changed their lives? Clean water means less disease and death but the time saved in collecting water is also an important aspect in enabling development – why? Image 3 – There's nobody else around! How are these wind turbines making a difference to people's lives? <p>Learning outcomes:</p> <p>All: know that aid comes in different forms.</p> <p>Most: understand that the consequences of aid can be immediate and/or far-reaching.</p> <p>Some: start to question which form of aid is most effective in helping people break out of poverty.</p>	
10 mins	5.2 Task	<p>Instruction to students: <u>Work independently</u> to sort the characteristics of top-down and bottom-up strategies for development and the examples of projects for each. Ext: summarise the similarities and differences.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> <u>Develop student understanding</u> by asking questions like: How does this help make a project successful? What can such a project accomplish? Review answers. <p>Learning outcomes:</p> <p>All: can describe what top-down and bottom-up strategies are.</p> <p>Most: can give examples of top-down and bottom-up strategies.</p> <p>Some: can explain similarities and difference between top-down and bottom-up strategies.</p>	<p>Student work – Science for development</p> <p>Science glue</p>

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Suggested time	Event	Task instructions	St
20 mins	5.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in groups of three or four</u> to identify the implications of globalisation in Brazil, China and India.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student knowledge and understanding</u> by asking questions like: What has happened to this country as a result of globalisation – has this been good for people, the economy or the environment? <p>Learning outcomes:</p> <p>All: know the characteristics of globalisation. Most: understand how globalisation has affected Brazil, China and India. Some: can identify examples and statistics to use in their report.</p>	<p>Stu wo The glo dev</p> <p>Bra and pos</p>
10+5+5 mins	5.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to complete the report template. Stop and listen to a number of good examples of other students work then consider how to improve your own work before the lesson ends.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student application</u> by encouraging students to present for and against arguments and use examples and statistics to support their arguments. 3. Ask a number of students to read their reports aloud to the class before the end of the lesson – allow time for students to make improvements to their own work before they hand their work in for assessment. <p>Learning outcomes:</p> <p>All: can decide whether their country should embrace globalisation, with reasons. Most: can outline the opposite arguments to their decision. Some: can suggest how they would overcome potential problems and use examples and statistics to support their decision.</p>	<p>Stu wo Rep tem</p>

Lesson 5: Strategies for development

Learning question: How can development be encouraged?


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5.1 Starter

Development happens in a number of different ways.

Which image is the odd one out and why?



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5.2 Task

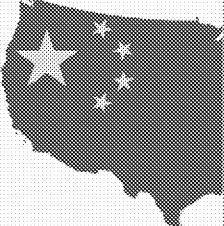
Sort the characteristics of top-down and bottom-up strategies into the correct part of the table on Worksheet 5a.

	Top-down	Bottom-up
Characteristics	<ul style="list-style-type: none"> Large-scale Relatively expensive (e.g. £millions) Paid for through inter-governmental organisations Led by government officials Carried out by paid workers who don't live locally 	<ul style="list-style-type: none"> Small-scale Relatively cheap (e.g. £100,000s) Supported by non-governmental organisations (NGOs) through grants and charitable donations Led by the community Carried out by local volunteers
Examples	<ul style="list-style-type: none"> A UN programme rebuilding slums in 10 African cities An IMF loan to build a new railway between Nairobi and Mombasa A vaccination programme by government health ministries in 69 countries supported by Global Alliance for Vaccines 	<ul style="list-style-type: none"> A small UK charity builds a school in a Ugandan village A national gift-giving scheme in the UK that collects donations to fund programmes supplying people living in poverty with livestock A children's home offering shelter, food and an education to children living on the streets of Rio de Janeiro

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5.3 Task

Globalisation: The way in which economies and cultures of different countries are becoming more connected through increasing trade, communication, movement of people, migration, etc. One of the reasons for this is that their political systems and technology are becoming more integrated.



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Welcome to the 3rd Annual International Conference on Poverty Alleviation.



You are a delegation of politicians representing eight countries trapped in poverty. Today you are attending a workshop held by three emerging countries – Brazil, China and India. You want to know how globalisation works and understand how it might help your country develop. Identify:

- the traits of globalisation in each country
- the advantages globalisation has brought
- the disadvantages that globalisation has brought

Note your findings on your worksheet ready to write a report to your own country's government.

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5.4 Plenary

Use the information you gathered about Brazil, China and India to write a report to your president.

Say what the advantages and disadvantages of globalisation are and what changes it could bring to your country.

You can use the template on Worksheet 5b.

Score more than 14 out of 18 to win a job!!

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Task Sheet 5: Strategies for development

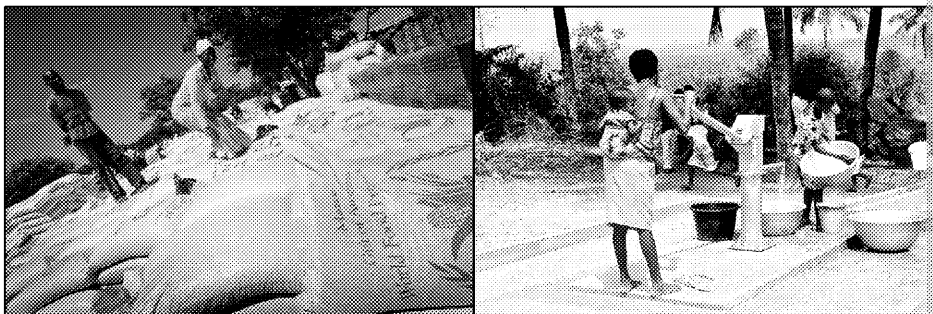


Learning question: How does development happen and who is involved?

New key terms this lesson: Top-down, bottom-up, globalisation, Transnational

5.1 Starter

Development happens in a number of different ways. Which of the images below



5.2 Task

- (a) The myriad of different development projects can be categorised in two ways: **top-down** or **bottom-up**. Sort the characteristics into the correct column of the table on Worksheet 5.
- (b) Find examples of both types of strategy by sorting the different projects into the correct column of the table on Worksheet 5.

Extension 5.2.1

Summarise the similarities and differences between the two types of strategy.

5.3 Task

Globalisation also contributes to development. It is neither a top-down nor a bottom-up strategy for development because no one organisation takes responsibility for making it happen. It is a consequence of a government's attitude to economic growth and trade with other countries.

Countries must 'switch on' to globalisation by allowing themselves to be inter-dependent with other countries through trade, employment, investment and technology. Some countries do not trust globalisation – they wish to protect national borders and not be dependent on any other country. Generally, countries that have embraced globalisation are developing more rapidly than those with 'protectionist' policies.

Emerging countries like Brazil, India and China are good examples of countries whose economies are growing rapidly as their governments encourage investment from Transnational Corporations (TNCs) attracted by the opportunity to make large profits, for example, because of the opportunities for investment. As a consequence, these countries have experienced rapid change.

Globalisation also leads to greater migration, both into, within and out of emerging countries. As work increases, both developing and emerging countries can be victims of their own success. Those with access to higher education and training are attracted to better-paying jobs in developed countries.

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Welcome to the 3rd Annual International Conference on Globalisation. You are a delegation of politicians representing a developing country. Today you are attending a workshop held by three emerging countries who have experienced globalisation – Brazil, China and India. You want to know how globalisation works and understand how it might help your country develop. When you go home you will have to tell your president whether it's time to drop the country's protectionist policies and 'switch on' to globalisation.



Split into eight groups, choose a name for the country that you represent and the three countries to find out about their experience of globalisation. Use worksheets to list common traits, advantages and disadvantages of globalisation. You need to make your decision. You will be writing your recommendation to your president at the end of the session. Present a convincing argument to score enough marks to keep your job!!

5.4 Plenary

Write a brief report to your president outlining what globalisation is, the advantages of globalisation and what changes it could bring to your country. Recommend whether your country should drop its protectionist policies or more important than ever that they should. Justify your recommendation.

You can use the template on worksheet 5c or create your own report. Score enough marks to keep your job!

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Student worksheet 5a – Strategies for development

Student name:

	Top-down	
Characteristics		
Examples		

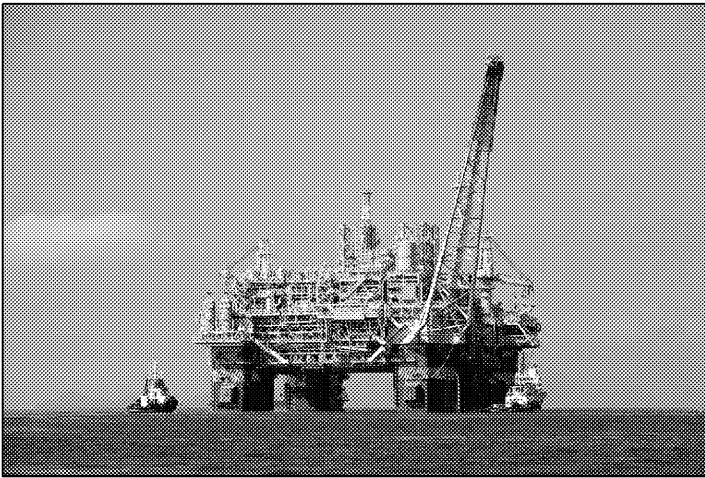
Paid for through inter-governmental organisations (e.g. UN aid programmes, World Bank or IMF loans or national government funding)	Relatively cheap (e.g. £millions)
Relatively expensive (e.g. £millions)	Supported by non-governmental organisations (NGOs) or charitable donations
✂ Carried out by paid workers who don't live locally	Led by the community
Carried out by local volunteers	Small-scale
Led by government officials	Large-scale
A small UK charity builds a school in a Ugandan village	A UN programme re-builds schools in African cities
A national gift-giving scheme in the UK that collects donations to fund livestock programmes supplying people living in poverty with goats, cattle, horses or camels	A children's home in Brazil provides an education to children from favelas of Rio de Janeiro
✂ An IMF loan to build a new railway between Nairobi, Kenya's capital and Mombasa, its major port	A vaccination programme in Kenya involves health ministries in partnership with the private sector (e.g. Global Alliance for Vaccines and Immunisation, WHO, UNICEF and Bill & Melinda Gates Foundation).

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Brazil poster



Our country is typical of countries being affected by globalisation. It has a strong manufacturing sector responsible for generating almost a third of our GDP.

We have lots of raw materials in our country, many of which are available from neighbouring countries (such as Argentina and America), including a large supply of iron ore.

Since 1994 (the end of President Franco's dictatorship) we have been reforming our economy to encourage more foreign investment and a more free market.

Braz

Following our government reforms, our economy increased rapidly between 2000 and 2010. Investment has led to much better communications technology – in 2016 we had the fourth biggest Internet market in the world. Our media sector also grew - we now have over 1,000 radio stations and 100 TV channels.

In 2015 our economy went into recession and the Government cut pay to the public sector. Technology and the media enabled people to come together to protest and put pressure on the Government.

In April 2017 there was a general strike when teachers, doctors, nurses, bus drivers, public servants and oil industry workers protested across the country. Some people would say our democracy is stronger because of globalisation.

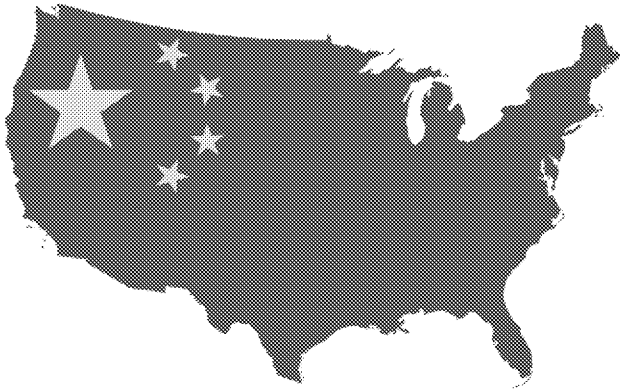


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China poster



China is serious about globalisation – we are more than any other emerging countries (8%) infrastructure development. That's more than Europe and the US combined. Most of it will be new power stations so that we have the energy to manufacture more goods. We're also building better roads and railways to move goods around.

Like many emerging countries growing in the global market we have relatively relaxed labour laws compared to developed countries. Political reforms and incentives for foreign investment also make us a very attractive place for TNCs.

Globalisation has brought us economic growth. Increased money from taxes has meant we can spend more money on education. We now have 99% of all children attending at least nine years of school. Meanwhile foreign and national investment in our universities is producing highly qualified graduates capable of competing in the global market.

Individual wealth is rising fast – average GDP per capita rose from just under US\$1,000 in 2000 to a staggering US\$8,000 in 2015.

You need health insurance to get medical attention in China. Since we started to reform our economy a number of major health-related transnational corporations have set up and are making huge profits, e.g. GlaxoSmithKline. Our country is becoming a centre for research and development in fighting disease.

China

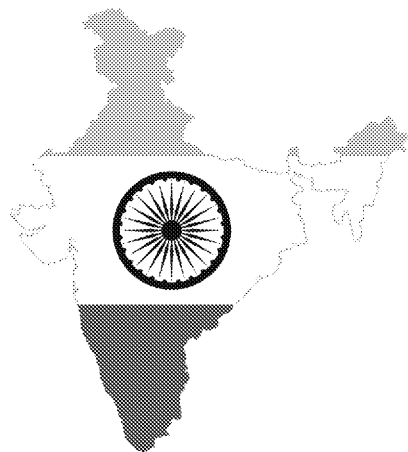


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India poster



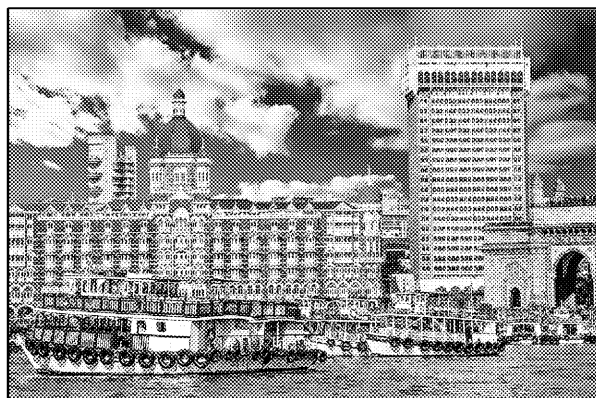
Despite a period of unrest following our independence from Britain in 1947 India has been a peaceful country for many years. Making friends with foreign governments has meant we have benefited from trade agreements. Globalisation can't happen if you are not willing to be at peace and support understanding and good will amongst nations.

Globalisation has resulted in the movement of people. We have the largest number of people working overseas of any country (although this is only 1% of our overall population). In 2015 they sent home \$69 million, 3% of our GDP. India is also the 12th largest immigrant country in the world attracting 5.2 million immigrants, many from poorer neighbouring countries like Bangladesh.

Our country has benefited greatly from globalisation and has far-reaching geographical influence. Indian goods or services can be found in countries across the world. This broad mix of global trade partners and strong internal market mean that we are not reliant on any one country. We can cope well with changes in the global economy, for example the 'Great Recession' of the US and E (2007).

We have a large and growing workforce (our population is almost as large as China's – 1.32 billion people). People migrate between regions for work and many work abroad. It is common practice for workers to send money back to their families in poorer regions of India helping to support development in those areas.

India



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Student worksheet 5b – The role of globalisation

Student name:

Your country's name

	Traits of country	Advantages of globalisation
Brazil		
China		
India		

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Student name:

Report to the President of from

Your honourable honourableness,

Having recently attended the 3rd Annual International Conference on Globalisation

(State your recommendation:)

I strongly recommend that we should / should not embrace globalisation because

(Show you know what globalisation is:)

Globalisation is

(Show you understand the advantages and disadvantages of globalisation:)

There are many advantages to globalisation including

(Develop your idea:) This means that

(Give another advantage and explanation:) Also

However, there are also disadvantages like

(Develop your idea:) This means that

(Give another disadvantage and explanation:) Also

(Show you can apply your knowledge and understanding to a new situation:)
country that is 'switched off' to globalisation?)

If we dropped our protectionist policies and embraced globalisation our country

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Lesson 5: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

5.1 Starter

AO2 & AO3 This is a free thinking exercise. There are no right or wrong answers as such. The explanation of their ideas formulated through observation from the photos and existing knowledge. Assessment is informal as feedback to student comments and suggestions.

For example:

Bags of food aid	A water pump for a rural village
<ul style="list-style-type: none"> It's given to a country from wealthy nations rather than being something they have done for themselves. It will benefit many people but only while stocks last. It helps when people are in a state of emergency, i.e. starving. 	<ul style="list-style-type: none"> It has a direct and long-lasting impact on people by preventing them from getting sick It gives people more time to do things other than collecting water, e.g. education or work.

5.2 Task

AO1 & AO2

	Top-down	
Characteristics	<ul style="list-style-type: none"> Large-scale Relatively expensive (e.g. £millions) Paid for through inter-governmental organisations (e.g. UN aid programmes, World Bank or IMF loans or national government funding) Led by government officials Carried out by paid workers who don't live locally 	<ul style="list-style-type: none"> Small-scale Relatively cheap Supported by international organisations (NGOs) through grants Led by the community Carried out by local people
Examples	<ul style="list-style-type: none"> A UN programme rebuilding slums in 10 African cities An IMF loan to build a new railway between Nairobi, Kenya's capital and Mombasa, its major port A vaccination programme by government health ministries in 69 countries supported by Global Alliance for Vaccines (a public-private partnership between the World Bank, WHO, UNICEF and Bill & Melinda Gates Foundation). 	<ul style="list-style-type: none"> A small UK charity building a village A national gift of money to fund people living in the desert A children's hospital in Brazil
Similarities		
Aim is to improve people's lives either directly or through economic development of the country.		Many – as detailed in the table – who's involved.

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5.3 Task

AO1 & AO2 Students should identify the following points of note from the information sheets.

	Traits of country	Advantages of globalisation
Brazil	<ul style="list-style-type: none"> Strong manufacturing sector (third GDP) Lots of raw materials Economic reform 	<ul style="list-style-type: none"> Economic growth Growth of communications and media industries Improved global awareness and empowerment of population
China	<ul style="list-style-type: none"> 8% GDP invested in infrastructure development including: <ul style="list-style-type: none"> power stations – increase power for more manufacturing roads and railways – movement of goods and people Political reform Economic incentives Relaxed labour laws State industries prevent FDI 	<ul style="list-style-type: none"> Money to invest in education – 99% of children at least nine years of school Growth in average individual wealth (GDP per capita) – up \$7,000 in 15 years Specialisation in particular industries, e.g. <ul style="list-style-type: none"> Health-related research and development Textiles
India	<ul style="list-style-type: none"> Indian goods exported worldwide Mix of trading partners and strong internal market Large and growing workforce Rural–urban migration Existing rail and road infrastructure 	<ul style="list-style-type: none"> Large national TNCs generate high levels of employment Encourages peace and goodwill between nations Indians abroad send back money – contributes to GDP

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5.4 Plenary

AO1, AO2 & AO3 Students should refer to advantages and disadvantages of globalisation as follows:

Recommendation	1 mark for a decision and a further mark for an explanation
Definition	1 mark for linking/connection/interaction of countries of the world 1 mark for saying due to 'trade, communications and migration'
Advantages	1 mark for <i>any advantage</i> and a mark <u>for development of that idea</u> in a valid answer. For example: <ul style="list-style-type: none"> ▪ <i>Economic growth – <u>increased wealth means more money to invest in infrastructure, education and healthcare</u></i> ▪ <i>Growth of communications and media industries – <u>means increased interconnectivity among the population and with other countries which brings empowerment.</u></i> ▪ <i>Improved global awareness and empowerment of populations – <u>improvements from their governments and are motivated to improve themselves. They learn of what is possible.</u></i>
Disadvantages	1 mark for <i>any disadvantage</i> and a mark <u>for development of that idea</u> in a valid answer. For example: <ul style="list-style-type: none"> ▪ <i>Globalisation attracts industries to a country which can result in <u>damage to water, air and land causes health risks</u></i> ▪ <i>TNC monopolies outcompete small local businesses – <u>profitable activities leaves the country</u></i> ▪ <i>Growth in inequality in the population – <u>those who are educated benefit most from new employment opportunities</u></i> ▪ <i>Some exploitation of workers persists – <u>the poorest people live in the worst conditions for low wages because it is better than unemployment</u></i> <p>Students might also argue the other side of advantages they have</p> <ul style="list-style-type: none"> ▪ <i>Improved global awareness and empowerment of populations – <u>higher but governments can't deliver opportunities, leading to discontent.</u></i>
Conclusion	Credit 1 mark for showing understanding of relevance and ability to link between key ideas and 1 mark for developing of that idea. For example: <ul style="list-style-type: none"> ▪ <i>Greater wealth means more revenue to invest in education and healthcare – <u>reduces regional inequalities</u></i> ▪ <i>Growth in average individual wealth (GDP per capita) means <u>(multiplier effect) – and pay more in taxes creating more revenue for improvements to infrastructure, education and healthcare</u></i>

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Lesson 6 Overview: Who makes development happen?



Learning questions: Who are the key players in development? How are they involved?

6.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 6 Who makes development happen?	CD	-
	Task sheet 6 (two pages) – reusable	86–87	Copy duplex to save paper. Copies do not all need to be cut. Number of students in class.
6.2	Expert information cards (two pages)	88–89	Copy for number of experts. Cut
6.2	Expert preparation sheet	90	Copy for number of experts.
6.2	Student worksheet 6 – Key players in development	91	Copy for number of students. Could be copied double-sided and used as a preparation sheet.
6.3	Intermediate technology true or false	92	Copy for number of students. Cut
6.4	Individual characters for class debate	93	Copy once and use for all students.

Additional resources you will need to provide:

- ✓ Internet access to YouTube: [zzed.8174-technology](https://www.youtube.com/watch?v=zzed.8174) or YouTube: [zzed.8174](https://www.youtube.com/watch?v=zzed.8174)
- ✓ Glue, stapler or hole punch to attach worksheets

6.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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6.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	6.1 Starter	<p>Instruction to students: <u>Working independently</u>, answer the question ‘Explain why some countries have benefited from globalisation more than others,’ using the advice provided. Mark your neighbour’s work for them and suggest how they can gain more marks.</p> <p>Teaching strategy: <u>Develop student understanding</u> by modelling a 4-mark answer on the whiteboard. You could ask students for their ideas once they have had a go or demonstrate a full 4-mark answer before they begin.</p> <p>Learning outcome: All: know how to answer a 4-mark question that asks for an explanation. Most: are able to write a 4-mark answer for the question. Some: suggest their own questions and answers.</p>	
25 mins	6.2 Task	<p>Instruction to students: <u>Working as a class</u>, share your expertise on the three key players in development. First become an expert in your subject area – you will have either: (A) NGOs, (B) IGOs or (C) TNCs. You will need to know: 1. What does their approach involve? 2. What are the advantages of their approach? 3. What are the disadvantages of their approach? Sort the statements on your card into the relevant part of your note sheet and summarise what you have found. Students visit Expert (A)s – ask questions and gather information. Then visit Expert (B)s and then (C)s. By the end of the 25 minutes each student should have notes about each key player.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> Control the timings of the exercise – students should have 10 minutes to sort and summarise their own information and five minutes to find out what each set of experts knows. <u>Develop student knowledge</u> by making notes to accompany the task on the whiteboard. Students can check their own findings against this at the end of each five-minute consultation with an expert. Try to ensure all experts are visited by at least one-student as the process of answering the questions is part of the learning experience. <p>Learning outcome: All: know who the key players are in development and some of their main characteristics. Most: understand how the key players work and some of the advantages and disadvantages of this. Some: can contrast the activities of different key players to understand how their roles interact.</p>	On inf ca ke de Ex pr sh St wo Ke de

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Suggested time	Event	Task instructions	Skills
10 mins	6.3 Task	<p>Instruction to students: After reading the information on the task sheet, watch the video and <u>work independently</u> to identify the true and false statements about aspects of appropriate intermediate technology.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Find either zzed.uk/8174-technology (4.15 mins) or zzed.uk/8174-technology2 (watch to 3.30 mins). 3. Review answers and lead class discussion. 4. <u>Develop student understanding</u> by leading class discussion. Ask questions like: Why does it matter? What would happen if it wasn't the case? <p>Learning outcome:</p> <p>All: can give examples of appropriate intermediate technology. Most: can explain what is meant by appropriate intermediate technology. Some: can explain what makes different examples of 'appropriate intermediate technology' appropriate.</p>	Intermediate technology
15 mins	6.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, <u>work as a class</u> to debate the question of whether you should support or fight the proposal for a viscose factory at the edge of the village. Ensure everyone has a fair say and decide how you will come to a decision.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Direct students only when their discussion stalls. As far as possible allow the students to take control of their own discussion. This will mean choosing specific students to play the roles of particular characters in order to facilitate a fair discussion. 2. <u>Develop student application</u> by encouraging them to identify with each side of the argument. They could record their points on the whiteboard in a table – for and against – with reasons. 3. Ensure students leave enough time to come to a decision – either by vote or by allocating a member of the village to reach a decision on their behalf. <p>Learning outcome:</p> <p>All: know some reasons why the viscose factory should go ahead and some reasons why it shouldn't. Most: can explain the concerns of their character. Some: recognise both sides of the argument and can identify the merits of each character's position. They are able to engage other students in the debate.</p>	On decision making

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Lesson 6: Who makes development happen?

Learning questions: Who are the key players in development? How are they involved?

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6.1 Starter


Read the instructions on your...

Explain why some countries have benefited from globalisation more than others.

They invested in communications technology and infrastructure.

6.2 Task

There are a number of key players in development. These are:



For example the World Bank, International Monetary Fund, United Nations and World Health Organisation

As you learnt last lesson their experts operate bottom-up strategies with local strategies, often in collaboration.

You must ask the 'Expert' the following questions:

1. What does the expert know?
2. What are the expert's views?
3. What are the expert's recommendations?

- a. First you must become an 'Expert' by preparing a presentation on your topic.
- b. When your teacher tells you, each group must choose a topic and prepare a presentation (try not to all crowd around one topic).
- c. When your teacher tells you, each group must prepare a presentation (try not to all crowd around one topic).
- d. Next, it is the turn of the 'Expert' to present their presentation to the class.
- e. Finally, follow the same method as before to learn about NGOs, IGOs and TNCs.

6.3 Task

NGOs use intermediate technology to enable development in poor communities.

Click on one of these boxes to watch the video:

To watch the video:

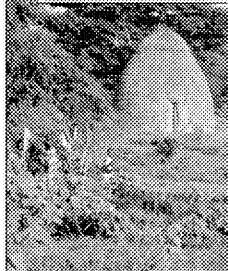
MOVING WATER PUMPING
LAPTOPS AND LAPTOP BUILDING

Identify which of the aspects of appropriate intermediate technology listed on your paper are true or false.

Aspects of appropriate intermediate technology	True	False
1. Should be designed to last in rugged conditions and hot and humid climates		
2. Should save people time – enabling them to do more useful things		
3. Use up large quantities of non-renewable natural resources and cause pollution		
4. Use local resources rather than needing communities to buy resources from elsewhere		
5. Meet local needs – do something local people actually want or need		
6. Are reliant on electricity from the national grid		
7. Use technology to tackle everyday problems, e.g. fuel, communications, clean water		
8. Rely on a national landline phone system		
9. Require foreign experts to maintain and operate the technology		
10. Provide access to a world of information through robust computer equipment and open-source software		

6.4 Plenary

Your class is the community of a developing country. You are to adopt this character for the rest of the lesson.



Read the scenario on your...

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Task Sheet 6: Who makes development



Learning questions: Who are the key players in development? How are they involved?

New key terms this lesson: Non-governmental organisation (NGO), Inter-governmental organisation (IGO), Intermediate technology

6.1 Starter

Often in your exam you'll be asked to 'explain'. Sometimes the number of marks for your answer – generally the rule is 1 mark for one reason, 1 mark for developing that reason – then give another reason and for 4 develop that too. For example, imagine you are asked:

Explain why some countries have benefited from globalisation more than others.

1. You might start with any of the following reasons (or one of your own) for why some countries have benefited from globalisation more than others.

They invested in communications technology and infrastructure.	Their governments embraced free trade – they didn't try to control prices of goods and services going in and out of the country.	The world has become more globalised.
--	--	---------------------------------------

2. Now develop this explanation to gain a second mark. The best way to do this is to ask 'What difference does that make?' or 'What difference does that make?'
3. Go back and think of another reason.
4. Develop that.

- (a) Have a go – can you get all 4 marks?
- (b) Mark your neighbour's work – check they have given two reasons and then developed them.

Remember: You need to have **revised the content of the course** in order to be able to answer the question. Understanding how to answer the question will help you maximise your marks.

6.2 Task

There are a number of key players in development. These are:

- **Non-governmental organisations (NGOs)** – usually not-for-profit or charitable organisations.
- **Inter-governmental organisations (IGOs)** – established and supported by governments, e.g. the World Bank, International Monetary Fund, United Nations and World Trade Organisation.
- **Transnational corporations (TNCs)** – large multinational companies that operate in many countries.

As you learnt last lesson, their approach to development varies – NGOs tend to be more bottom-up, while IGOs and TNCs usually deliver top-down strategies, often in collaboration.

You are going to investigate **(A) NGOs (B) IGOs and (C) TNCs**; specifically, the approaches to development. You must ask the 'Expert' three questions.

1. What does their approach involve?
2. What are the advantages of their approach?
3. What are the disadvantages of their approach?

- (a) First you must become an 'Expert' in one area yourself. Read the information on the correct part of the table on your 'Expert preparation sheet'. Be ready to explain what you now know – you will need to interpret and make the information more suitable for your class.

- (b) When your teacher tells you, each member of the class should choose an expert (don't all crowd around the same expert!). Ask your Expert A one of the questions on your worksheet – no copying from the expert's preparation sheet!

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- (c) When your teacher tells you, go find a different Expert A to ask your second question. Then take a moment to make sure you have understood the information.
- (d) Next, it is the turn of the Expert Bs to be questioned and do the teaching.
- (e) Finally, follow the same method with Expert Cs until everyone has been asked questions by the Expert As, Bs, Cs and Ds about NGOs, IGOs and TNCs and their different approaches to development.

6.3 Task

NGOs use intermediate technology to enable development in poor communities. They use machinery, engineering and tools that they can use to improve their own standards of living and have an interest within the international development community that technologies should be 'appropriate'. This means that they suit the conditions, needs and skills of local communities. Watch one of these videos and identify which aspects of appropriate intermediate technology they show.

Videos:

YouTube: [zzed.uk/8174-technology](https://www.youtube.com/watch?v=zzed.uk/8174-technology) (4.15 mins)

YouTube: [zzed.uk/8174-technology2](https://www.youtube.com/watch?v=zzed.uk/8174-technology2) (watch to 3.30 mins)

Briefly discuss your answers as a class.

6.4 Plenary

Your class is the community of a small rural village on the edge of a lake in a developing country. It is rich in natural resources but poor. Take a card to discover who you are and adopt this character for the next 10 minutes.

A major TNC is going to build a viscose-producing factory at the edge of the village. This will bring significant environmental pollution which will damage your land, air and water. Wages will be low – although double what your people currently make. A new road is built to the village, there will be electricity generated in the village and an influx of migrant workers.

You must prepare to negotiate with the local authority and TNC to get the best deal for your community.

- (a) Elect a spokesperson for your community.
- (b) Make sure they can represent your concerns as a community – they need to know your concerns and then, together, you must come to some kind of decision as to what to say to the local authority and TNC. How you do this is up to you.

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Expert A – Information about Non-Governmental

It is often NGO policy to remain impartial to local political systems but some NGOs campaign to get governments or businesses to change their behaviour. They may work to empower and educate people so they are able to stand up for their own rights.	Schemes often help locals to help themselves. This could be through training, by providing equipment or financial support to buy their own tools, seeds or livestock. Poor people can then set up their own businesses or improve their ability to farm.
Some people believe NGOs make people reliant on handouts so they can't help themselves.	Projects can involve anything from distributing food, medicines and vaccinations to building schools, toilets, water pumps or hospitals.
NGOs must compete with many other charities for money from donations and grants.	NGOs use 'intermediate technology', i.e. basic engineering solutions, machines and tools that can be used by poor communities to improve their standard of living.

Expert B – Information about Inter-Governmental

Some IGOs give grants and loans. They demand certain things in exchange, e.g. change in economic policies or interest on loan repayments.	The United Nations works on everything from vaccinating children to rebuilding slums. It targets countries where it can make the most difference.
IGOs have a lot of bureaucracy. Money is spent running them instead of helping people in poverty.	For some major infrastructure projects IGOs work in partnership with large TNCs. They may employ local workers but their expertise often leaves with them at the end of the project.
Grants and loans from the WB and IMF fund infrastructure projects to improve trade and people's lives.	Some people argue that IGO-funded infrastructure projects attract migrant workers and benefit big businesses rather than serving the local population.

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Expert C – Information about Transnational C

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<p>TNCs have the experience and technical ability to build large infrastructure projects such as roads, railways, dams and power stations.</p>	<p>TNCs are not charities. They must make a profit, which sometimes means paying workers low wages or making them work in dangerous conditions to avoid paying for health and safety.</p>
<p>✂</p> <p>TNCs can choose where they do business – they will look for countries that are most stable and are likely to deliver the greatest profit. This means some countries will not benefit unless they offer their natural resources and people at cheap rates.</p>	<p>TNCs are wealthy. They make large profits each year and shareholders are keen to make more. They expect to be paid a lot or make a lot of money on their investments but they also have a lot of money to invest up front, e.g. to build factories, water treatment works or airports that the government can't afford.</p>
<p>TNCs provide employment for people within a country, enabling them to earn more and pay more in taxes – this gives a country more money to spend on schools and healthcare to help the wider population.</p>	<p>Some development by TNCs can cause significant damage to the environment.</p>

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Expert preparation sheet

Student name:

Expert on.....

Sort the information on your card into the correct part of the table and summarise

Information

Description of their approach

Advantages of their approach

Disadvantages of their approach

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Student worksheet 6 – Key players in dev

Student name:

	Non-governmental organisations	Inter-governmental orga
What does their approach involve?		
What are the advantages of their approach?		
What are the disadvantages of their approach?		

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Intermediate technology true or false

Aspects of appropriate intermediate technology

1. Should be designed to last in rugged conditions and hot and humid climates
2. Should save people time – enabling them to do more useful things
3. Use up large quantities of non-renewable natural resources and cause pollution
4. Use local resources rather than needing communities to buy resources from elsewhere
5. Meet local needs – do something local people actually want or need
6. Are reliant on electricity from the national grid
7. Use technology to tackle everyday problems, e.g. fuel, communications, etc.
8. Rely on a national landline phone system
9. Require foreign experts to maintain and operate the technology
10. Provide access to a world of information through robust computer equipment and open-source software



Aspects of appropriate intermediate technology

1. Should be designed to last in rugged conditions and hot and humid climates
2. Should save people time – enabling them to do more useful things
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5. Meet local needs – do something local people actually want or need
6. Are reliant on electricity from the national grid
7. Use technology to tackle everyday problems, e.g. fuel, communications, etc.
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10. Provide access to a world of information through robust computer equipment and open-source software

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Individual characters for class debate

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You are the village chief – you are worried about the long-term impact on the community.	You are the village chief's wife – you want the village children to have a better standard of living than their parents.
You are a subsistence farmer – you are concerned about what will happen to your crops.	You are a subsistence farmer – you are concerned about what will happen to your crops.
You are a subsistence farmer – you would like to swap this back-breaking work for a job at the factory.	You are a subsistence farmer – you would like to swap this back-breaking work for a job at the factory.
You are a fisherman – you are concerned about what will happen to the fish stocks if the lake gets polluted.	You are a fisherman – you are concerned about what will happen to the fish stocks if the lake gets polluted.
You are a local shopkeeper – you think the new factory will mean more business for your shop.	You are a local shopkeeper – you think the new factory will mean more business for your shop.
You are the village doctor – you are concerned about the impact of the factory on the health of villagers.	You are the village school teacher – your school has no books or equipment.
You run a small hostel that provides accommodation to visitors to the village.	You own a small restaurant that provides food to visitors to the village.
You are 14-year-old boy – there is no land for you to farm. You will have to leave the village to find work if there are no new jobs locally.	You are a 15-year-old boy – there is no land for you to farm. You will have to leave the village to find work if there are no new jobs locally.
You are an 11-year-old boy – you would like to continue your education but your family do not have enough money to send you to secondary school.	You are an 11-year-old girl – you would like to continue your education but your family do not have enough money to send you to secondary school.
You are a 13-year-old girl – you will have to get married and start a family if you can't get a job.	You are a 12-year-old girl – you will have to get married and start a family if you can't get a job.

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Lesson 6: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

6.1 Starter

AO2 & AO4 (exam technique): Students can use their own reasons – focus of exercise is answer.

Example of development of reasons given:

They invested in communications technology and infrastructure.	This made them attract investment and operate as cheaply as possible using technology and infrastructure.
Their government's embraced free-trade – they didn't try to control prices of goods and services going in and out of the country.	This made prices cheap and encouraged industries to be more competitive.
They had a large workforce willing to work for lower wages than in other countries.	This made them attract investment and industries more competitive.

6.2 Task

AO1 & AO2

	Non-governmental organisations	Inter-governmental organisations
What does their approach involve?	<p>NGOs work at a local level – usually supported by fundraising or sometimes profits from a business in a developed country, e.g. Oxfam.</p> <p>NGOs use 'intermediate technology', i.e. basic engineering solutions, machines and tools that can be used by poor communities to improve their standard of living.</p> <p>Projects can involve anything from distributing food, medicines and vaccinations to building schools, toilets, water pumps or hospitals.</p> <p>It is often NGO policy to remain impartial to local political systems but some NGOs campaign to get governments or businesses to change their behaviour. They may work to empower and educate people so they are able to stand up for their own rights.</p> <p>Some NGOs have their own agendas. In some cases this may be spreading a religion or making money.</p>	<p>The approach of IGOs is to bring together experts and organisations to work together.</p> <p>Some IGOs give grants and loans. They demand certain things in exchange, e.g. changes in economic policies or interest on loan repayments.</p> <p>The United Nations works on everything from vaccinating children to rebuilding slums. It targets countries where it can make the most difference.</p>

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	Non-governmental organisations	Inter-governmental organisations
What are the advantages of their approach?	Schemes often help locals to help themselves. This could be through training, by providing equipment or financial support to buy their own tools, seeds or livestock. Poor people can then set up their own businesses or improve their ability to farm.	Grants and loans from the WB and IMF fund infrastructure projects to improve trade and people's lives. The UN has many development programmes around the world. They share expertise and experience to help bring change.
What are the disadvantages of their approach?	There are lots of different NGOs working in their own different interest areas at the same time – there is sometimes no coordination between different groups. Some places will get lots of help while others don't get any. NGOs must compete with many other charities for money from donations and grants. Some people believe NGOs make people reliant on handouts so they can't help themselves.	IGOs are supported by many member nations. The richest countries are arguably the most powerful and have the most control. IGOs have a lot of bureaucracy. Money is spent running them instead of helping people in poverty. For some major infrastructure projects IGOs work in partnership with large TNCs. They may employ local workers but their expertise often leaves with them at the end of the project. Some people argue that IGO-funded infrastructure projects attract migrant workers and benefit big businesses rather than serving the local population.

6.3 Task

AO1

Aspects of 'appropriate' intermediate technology	
1.	Should be designed to last in rugged conditions and hot and humid climates
2.	Should save people time – enabling them to do more useful things
3.	Use up large quantities of non-renewable natural resources and cause pollution
4.	Use local resources rather than needing communities to buy resources from elsewhere
5.	Meet local needs – do something local people actually want or need
6.	Are reliant on electricity from the national grid
7.	Use technology to tackle everyday problems, e.g. fuel, communications, clean water
8.	Rely on a national landline phone system
9.	Require foreign experts to maintain and operate the technology
10.	Provide access to a world of information through robust computer equipment and source software

6.4 Plenary

AO2 & AO3: Students should identify with their character and voice arguments in line with the opportunities presented by the scheme. This is a creative task and students can take a reasoned and reflects their learning from this lesson. It is likely that students will fall for reasons outlined below:

	For the viscose factory	Against the viscose factory
Possible characters	<ul style="list-style-type: none"> Village Chief Village chief's wife First born child of the chief Some of the subsistence farmers Local shopkeepers School teacher Hostel owner Restaurant owner Bar owner Children of the village 	<ul style="list-style-type: none"> Village Council Village chief Some of the subsistence farmers Fishermen NGO workers Some children option for sustainable development implications
Possible reasons	<ul style="list-style-type: none"> Increased job opportunities in the village Brings wealth to the village – improved standard of living Increased trade from migrant workers Wealthier workers may be generous in their donations to public facilities, e.g. the school Families can earn more to pay for their children's education 	<ul style="list-style-type: none"> Loss of land Pollution Decline of traditional crafts and poor quality of life Damage to the environment Increasing inequality in the village Wealthy workers may not benefit standard of living

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Lesson 7 Overview: Welcome



Learning question: How does Kenya's location and context influence it?

7.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Ins
Whole lesson	PowerPoint: Lesson 7 Welcome to Kenya	CD	-
	Task sheet 7 (three pages) – reusable	10 – 104	Copy duplex to copies do not al Number of stud
7.1	Introducing Kenya word search	105	Copy for numbe Cut
7.2	Kenya true or false cards	106	Copy for numbe
7.3	Student worksheet 7 – Influences on Kenya's development	107	Copy for numbe
7.4	Kenya's development mark scheme (two pages) – reusable	108– 109	Copy duplex for students/2 =

Additional resources you will need to provide:

- ✓ Scissors to cut out the Kenya true or false cards
- ✓ Glue, stapler or hole punch to attach worksheets

7.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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7.C Teaching and learning plan

Suggested time	Event	Task instructions	St
15 mins	7.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to complete the word search and write an introduction to Kenya.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and develop student knowledge by talking about the features outlined in the word search, e.g. you could read aloud extracts from a guide book to Kenya while students search. 2. <u>Develop student skills and understanding</u> by encouraging the use of an atlas to identify the location of key geographical features and interpret climate and topographic maps of the country. 3. Review student work by asking students to swap work with a partner. Partners should read and mark the content out of 10 (1 not a lot to 10 packed full of information). They should make one positive comment about the work. Listen to some good examples from the class. <p>Learning outcomes: All: know the key features of Kenya. Most: can locate the key features of Kenya on a map. Some: can relate key features to topographic and climate zones within the country.</p>	Intro Ken sear
10 mins	7.2 Task	<p>Instruction to students: <u>Working in pairs</u>, play True or False to discover how Kenya's site, situation and connectivity make it significant regionally and in the wider world. Record the 10 facts that are true.</p> <p>Teaching strategy: <u>Develop student understanding</u> by questioning how they will decide whether the fact is true or false.</p> <p>Learning outcomes: All: know that Kenya's site, situation and connectivity have influenced its development. Some: apply knowledge and understanding to show how Kenya's site, situation and connectivity link to its significance nationally, regionally and internationally.</p>	Cut play false Sciss

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Suggested time	Event	Task instructions	St
10 mins	7.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to sort the challenges to Kenya's development into the Venn diagram according to whether they are political, social, cultural or environmental.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and <u>develop student understanding</u> by asking questions like: How does this affect Kenya's development? Is the cause natural? Would it be affected by actions the government could take? Is it the result of the way people live? 2. Remind students that each challenge may have more than one cause and so fit in the overlaps of the Venn diagram circles. <p>Learning outcomes: All: know some of the challenges to development that Kenya is facing. Most: understand that the causes of these challenges may be complex and that they interact to hold Kenya back.</p>	St w In K de
15 mins	7.4 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in independently</u> to write an email to Kenya's Minister for Internal Development.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student application</u> by reminding students how to answer 8-mark questions. Refer students to the 'Guide to answering open questions in Edexcel B GCSE Geography Paper 1' from lesson 1. <p>Learning outcomes: All: suggest the most significant challenges to Kenya's development. Most: construct a balanced argument with justification of their answer with reference to the facts they have learnt during the lesson. Some: make links between different factors causing Kenya's difficulty in developing.</p>	
10 mins	7.5 Plenary	<p>Instruction to students: Listen to a number of students' emails and choose one to <u>work as a class</u> to assess. Marks should be awarded according to the mark scheme provided. If time allows, students should be encouraged to improve their own work before submitting for formal marking.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read aloud students' examples and lead the assessment process. 2. You may wish to allow students to take their work away to improve in their own time before you collect work for marking. <p>Learning outcomes: All: know that their 8 mark answers are assessed based on the level of detail, links and explanation and balance of their argument. Most: recognise strengths and weaknesses in their own work and can identify ways to improve. Some: can enhance their work with detailed examples and statistics from the lesson.</p>	K de ma

Lesson 7: Welcome to Kenya

Learning question: How does Kenya's location and context influence its development?

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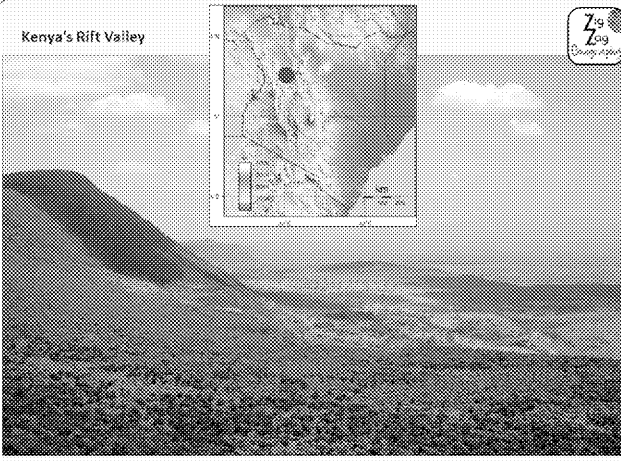
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7.1 Starter



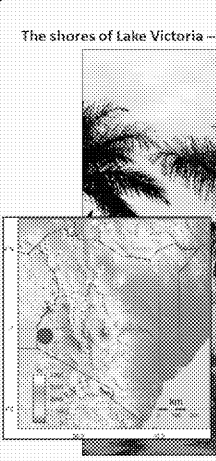
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Kenya's Rift Valley



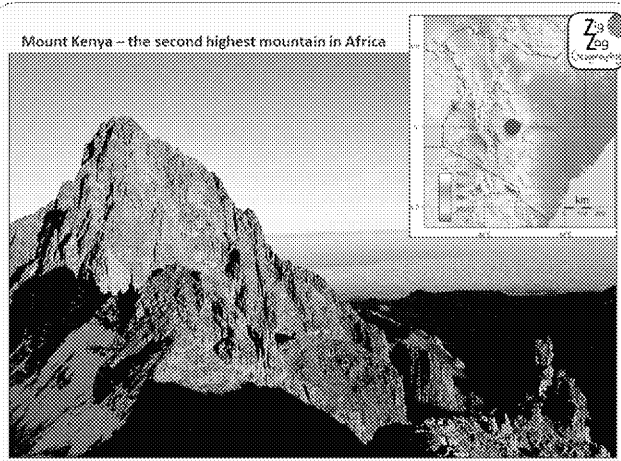
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The shores of Lake Victoria – Africa



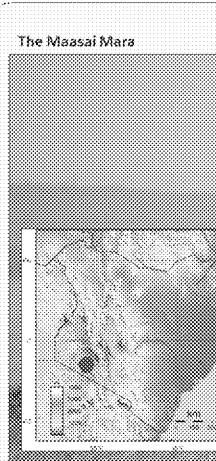
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Mount Kenya – the second highest mountain in Africa



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The Maasai Mara

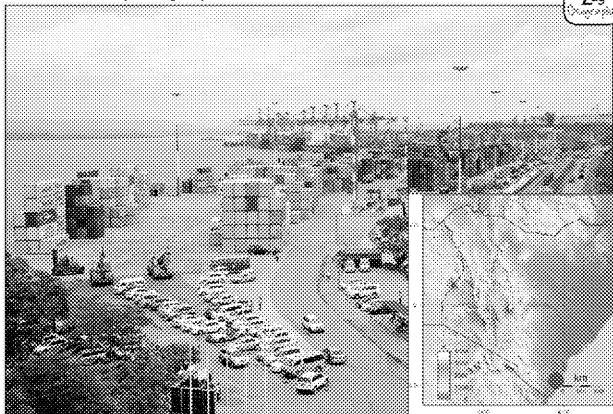


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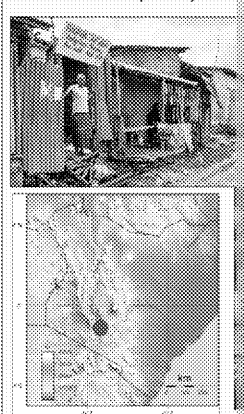
Mombasa – Kenya's largest port



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Nairobi – the capital city of Kenya



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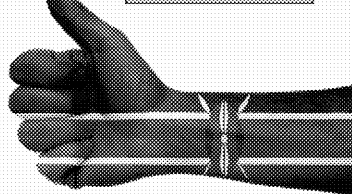
7.2 Task

Play the true or false game to discover the true facts about Kenya

Site: is the location of the country. It describes what it is like there – topography, climate.

Situation: is the location of the country in comparison to physical features that surround it – other countries, oceans, important lakes and mountain ranges.

Connectivity: is the relationship of a country with other countries within the region or globally. This may be in terms of trade or the exchange of people. It is enhanced by good road, rail, air and sea connections.



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7.3 Task

(a) Sort the challenges that Kenya faces into the correct part of the Venn diagram.



(b) Using the key and the table of statements suggest the scale and context of each impact on Kenya.

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7.4 Task

Elim Mw

Please help me my friend

My friend,

I have just heard the results from our research project 'What's up with Kenya'. The work was brought to us by (New)state leaders. It has confirmed some very worrying findings. It says as far as the travels for Kenya's problems is that we rely on tourism and that our land is too unproductive. I believe our country is beautiful and should be celebrated for the Maasai and for visitors' diversity. She is so excited, she will now visit to look up the state of the East African Mountains and transport infrastructure drives into the borderland (travelers) to the border that is the way we can start growing more crops and sell off all the stock. I can't wait for this to be a 'bunkum'.

I know you've been shaping Kenya's development, especially the order, order and environmental aspects of my country. You understand what is affecting our development. (My friend, who knows Minister?) Could you help by the project? I need someone who can put together a national and regional approach with some real facts to connect this new research and show her crazy ideas. Please, please help!

You can email her at Minister@kenya.com

Can most thanks!
Elim Mw

You have received this email from Elim, a friend who works in Kenya's Department for Internal Development.

Write to the Minister. Tell her what you know about the influences on Kenya's development and why these are causing problems for Kenya.

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7.5 Plenary

Edexcel B-examiners will level 8 mark quality of your answer.

There are three elements to this task:

1. identify the correct geographical process and conditions
2. accurately explain the relationship between them
3. construct a balanced argument and a convincing conclusion

Elements of answer	Mark
Identifies the correct geographical process and describes relevant examples of physical, processes and conditions and the way they are connected.	1 mark
Accurately explains the relevance of these ideas, examples and the links between them.	2 marks
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	3 marks

Consult the mark scheme for more information

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Task Sheet 7: Welcome to K



Learning question: How does Kenya's location and context influence

New key terms this lesson: Site, situation, connectivity

7.1 Starter



Kenya's Rift Valley



Lake Victoria

Kenya is an **emerging country** in East Africa. Search for the words in italics the paragraph introducing Kenya.

Extension 7.1.1

Use an atlas to locate Kenya, its geographical features and major cities. Find a second paragraph describing Kenya's climate and topography (shape of the

7.2 Task

You are going to play a game to identify how Kenya's site, situation and connectivity make it significant within Africa and the world:

- In pairs, cut out one set of true and false cards without reading them. Deal out the cards face down.
- The first player should read out their first card without revealing whether the fact is true or false.
- The second player must guess whether the fact about Kenya is true or false. If they are correct then they win the card. If they guess incorrectly then the first player keeps that card.
- Then the second player reads their first card and the first player guesses true or false. Continue until all the cards have been played.
- Count up how many cards you each correctly identified as true or false. The winner is the player with the most correct guesses.
- Make a record of the 10 facts that are true under the heading '*How Kenya's development is influenced by its location and context in the world*'- try to write in your own words.

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Extension 7.2.1

Create your own diagram to show the significance of Kenya's site, situation and connectivity within the country, regionally across East Africa and with the rest of the world. Here is an example to help you start. Or you can create your own way of displaying the information.

Key	International	-----
	Regional
	National	_____

Inter
route
for
ban

7.3 Task

Kenya faces a number of political, social, cultural and environmental challenges to development. Some operate across the African region, some are the result of result of attitudes and choices made by the Kenyan people themselves. Sort the categories of the Venn diagram, identify the level at which they influence development regional or global and decide whether the context they create is encouraging development.

7.4 Task

You have been sent the email below from Elim, a friend who works in Kenya's Development. It outlines the findings of some recent research which says that impacting on Kenya's development.

Elim Iwu

Please help me my friend

My friend,

I have just heard the results from our research project 'What's up with Kenya UNreliable Science, it has concluded some very worrying findings. It says to our problems is that we do not have enough rain and that our land is too mountainous beautiful and should be celebrated but the Minister in her wisdom thinks different now want to blow up our side of the East African Mountains and introduce new curriculum!! She thinks that is the way we can start growing more crops and that she is 'bonkers'.

I know you've been studying Kenya's development, especially the wider political context of my country. You understand what is affecting our development. Do Can this really be the answer??? I need someone who can put together a rational some real facts to counteract this new research and stem her crazy ideas. Please

You can email her on **MadamMinister@Kenya.com**

I'm most grateful
Elim Iwu

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You must prepare an email to the Minister to say to what extent you agree with exactly what you know is influencing Kenya's development and suggest why this is for the country. Include references to the information you collated in Task 7.2. Your answer will support what you say. Approach your answer as you would an 8-mark evaluation question.

8-mark questions in Paper 1 of your exams will be assessed according to the quality of the information you give and how well you develop your argument. Use the **8-mark questions in Edexcel B GCSE Geography Paper 1** to practise constructing 8-mark questions.

Note: Here the geographical idea concerns the influence of Kenya's location on its development. The examiner will be looking for evidence that you know how location factors are affecting its development (e.g. give specific examples) and that you can argue which are most influential.

7.5 Plenary

Listen to a number of the emails that have been written by members of your class. Choose the one you like best and work as a class to assess how many marks to award it using the 8-mark criteria. If you have time, go back to your own work and improve it before you hand it in.

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Introducing Kenya wordsearch

Below are categories of words that relate to Kenya, an emerging country in Africa. Use the words in the word search and then use them to construct a paragraph introducing Kenya.

Location: Africa: East coast, on the <i>Equator</i> Coastline: Indian Ocean. Borders: Somalia, Ethiopia and South Sudan to the north, Uganda to the west and Tanzania to the south.		Geographical features: <i>Rift Valley</i> <i>Mount Kenya</i> <i>Lake Victoria</i> <i>Lake Turkana</i> <i>Maasai Mara</i> <i>Savanna</i>	A D M N I R P I I W O H B R E M R I U E O H Q N O W N L Y O U O T E T D S L A P C O K F N H T N I U V A X A O A J N O I L T R T U D Y S R N B N Q E H R I I H A N N A V P N E E Z I L N B M S T O R M H S B O L A
Exports: <i>Coffee</i> <i>Flowers</i> <i>Tea</i>	Wildlife: <i>Buffalo</i> <i>Elephant</i> <i>Leopard</i> <i>Rhino</i> <i>Lion</i>	Major cities: The capital: <i>Nairobi</i> The main port: <i>Mombasa</i>	

Extension 7.1.1

Use an atlas to locate Kenya, its geographical features and major cities. Find a second paragraph describing Kenya's climate and topography (shape of the country).



Below are categories of words that relate to Kenya, an emerging country in Africa. Use the words in the word search and then use them to construct a paragraph introducing Kenya.

Location: Africa: East coast, on the <i>Equator</i> Coastline: Indian Ocean. Borders: Somalia, Ethiopia and South Sudan to the north, Uganda to the west and Tanzania to the south.		Geographical features: <i>Rift Valley</i> <i>Mount Kenya</i> <i>Lake Victoria</i> <i>Lake Turkana</i> <i>Maasai Mara</i> <i>Savanna</i>	A D M N I R P I I W O H B R E M R I U E O H Q N O W N L Y O U O T E T D S L A P C O K F N H T N I U V A X A O A J N O I L T R T U D Y S R N B N Q E H R I I H A N N A V P N E E Z I L N B M S T O R M H S B O L A
Exports: <i>Coffee</i> <i>Flowers</i> <i>Tea</i>	Wildlife: <i>Buffalo</i> <i>Elephant</i> <i>Leopard</i> <i>Rhino</i> <i>Lion</i>	Major cities: The capital: <i>Nairobi</i> The main port: <i>Mombasa</i>	

Extension 7.1.1

Use an atlas to locate Kenya, its geographical features and major cities. Find a second paragraph describing Kenya's climate and topography (shape of the country).

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Kenya true or false cards

<p>The port of Mombasa is an important trading point between countries in the eastern and western hemispheres.</p> <p>TRUE</p>	<p>Kenya's situation makes it an important factor in the spread of extremism that has become a global problem.</p>
<p>Mount Kenya in the west of the country is so tall that it makes it impossible to fly aircraft into and out of Nairobi, the country's capital city.</p> <p>FALSE</p>	<p>The highlands of Kenya are ideal for growing coffee and tea. They make up 22% of the country's land area.</p>
<p>Kenya is one of Africa's two Internet hubs. The country has invested in undersea cables to boost its international bandwidth and is central to the spread of Internet connection across East Africa.</p> <p>TRUE</p>	<p>Kenya is surrounded by landlocked countries, making it difficult for it to become a major trading hub.</p>
<p>Kenya is an international tourism destination – contributing 10% to the country's GDP in 2016. Visitors are attracted by 'big five' safaris, several world heritage sites and its beautiful tropical beaches.</p> <p>TRUE</p>	<p>Kenya's location on the Indian Ocean makes it an important trading hub.</p>
<p>Kenya's situation beside the Indian Ocean makes it an important trade route for land-locked African countries like Uganda, Rwanda, Burundi & Zambia, who all move goods through Mombasa.</p> <p>TRUE</p>	<p>Climate change is a major threat to Kenya's environment and subject to more frequent droughts and floods.</p>
<p>Kenya's border runs along the shores of Lake Victoria (the largest tropical freshwater lake in the world) is of major socio-economic importance to the region for its fisheries and transport links.</p> <p>TRUE</p>	<p>Large areas of Kenya are arid and semi-arid, making it easy to move goods and people.</p>
<p>Less than 20% of Kenya's land is both fertile and gets enough rain to grow crops. That means 80% is currently useless for farming.</p> <p>TRUE</p>	<p>Kenya lies across the equator, due to its topography and the west and arid landscape means it is difficult to grow crops.</p>

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Student worksheet 7 – Influences on Kenya's

Student name:

A	Mosquitoes are becoming resistant to pesticides. Malaria and TB are becoming resistant to known drugs.		
B	Child labour is still common and accepted across large parts of Africa.		
C	Climate change and political unrest make food security in sub-Saharan Africa a major issue. Much of what Kenya grows is exported.		
D	The population of countries in East Africa is youthful. 42% of the population of Kenya is under 15.		
E	Large numbers of skilled workers leave Africa to work in developed countries where they are better paid. There aren't enough qualified nurses, doctors or teachers in Kenya.		
F	Refugees from civil war and famine in neighbouring countries add to Kenya's urban population, where over 50% live in slums.		
G	Drought conditions in sub-Saharan Africa mean that children must collect water instead of going to school.		
H	Kenyans have an optimistic mind-set and positive attitude to development. The news reports progress and individual success.		
I	Religious concerns, misinformation and lack of availability mean only 30% of African women use birth control. 52% of people with HIV/AIDs in Kenya are unaware of their illness.		
J	Climate change is creating water shortages and adding to conflicting demands for water across sub-Saharan Africa.		
K	Kenya belongs to several African trade blocs and gets preferential treatment in a number of international markets.		
L	Kenya has a wealth of natural resources that TNCs are keen to exploit.		
M	Serious human rights violations were reported during Kenya's 2017 democratic election. 12 protestors were beaten to death by police.		
N	Kenya has many different ethnic groups resulting in political tension, rivalry and accusations of favouritism of some people over others.		
O	Some African cultures encourage girls to marry young. 15% of Kenya's teenage girls will become mothers before they reach adulthood.		
P	Poor coordination and corruption across many African nations make government programmes less effective at delivering change.		
Q	African women are more likely to be unemployed or work in low-skilled, poorly paid jobs.		
R	Ecosystems across the world are being damaged by development and pollution as the population grows.		

Key to scale of influences and

N	National
✓	Encourages development

Venn

Social

Cultural

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- (a) Edexcel B examiners will level 8-mark questions in Paper 1 based on the following criteria. There are three elements to this judgement. They relate to how well the candidate:
- identify the correct geographical ideas and describe relevant examples and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed and reach a convincing conclusion

To choose the level consider which is best represented in the answer. Allow for the possibility of an answer that is on whether: some elements fall below that level / all elements are secure at or above that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some – accurate
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced and relates to the evidence

The table below gives the geographical ideas or examples that could be used to answer the question is explained in row 2 – accept any other valid points. A balanced argument uses examples and explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level.

- *Level 1 answers will be basic statements*
- *Level 2 answers will make some connections and offer some explanation*
- **Level 3 answers will be detailed.**

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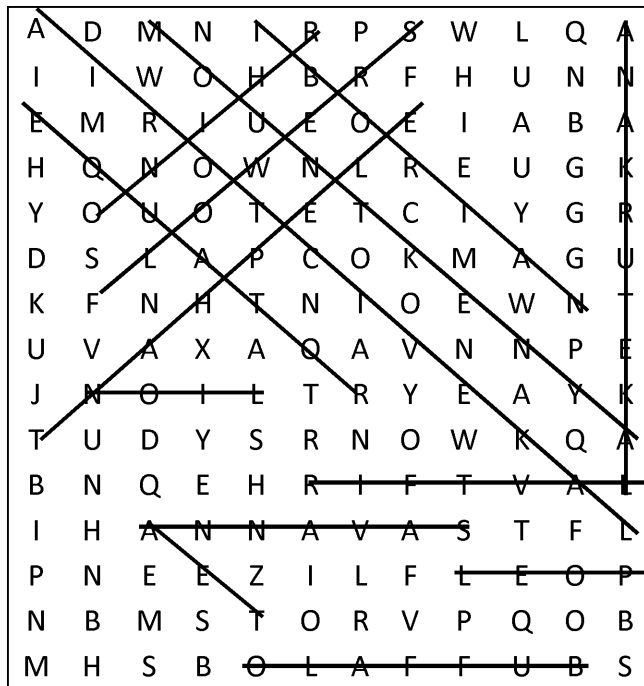
Lesson 7: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

7.1 Starter

AO1



Africa: East coast, on the *Equator*

Coastline: Indian Ocean.

Borders: Somalia, Ethiopia and South Sudan to the north, Uganda to the west and Tanzania to the south.

Rift Valley

Mount Kenya

Lake Victoria

Lake Turkana

Maasai Mara

Savanna

Coffee

Flowers

Tea

Extension 5.1.1

AO4 Student paragraph – look for descriptions of variations across the country and record annual rainfall, mean temperature summer and winter °C, height above sea level.

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7.2 Task

AO1 Ten true facts – Extension AO2 International, Regional, National.

- The port of Mombasa is an important trading point between countries in the east and west hemispheres.
- Kenya's situation in east central Africa makes it an important ally in fighting the spread of terrorism. This has led to international terrorism.
- The highlands of Kenya's Central and Rift Valley regions are ideal for growing tea. Tea accounts for up to 22% and 4% of Kenya's exports, respectively.
- Kenya is one of Africa's two Internet hubs. The country has invested in undersea cables and has international bandwidth and is central to the spread of Internet connection across the continent.
- Kenya is an international tourism destination – contributing 10% to the country's GDP. Tourists are attracted by 'big five' safaris, several world heritage sites and its beautiful tropical beaches.
- Kenya's situation beside the Indian Ocean makes it an important trade route for landlocked countries like Uganda, Rwanda, Burundi & Zambia, who all move goods through Kenya.
- Climate change will make equatorial Africa hotter and subject to more unreliable rainfall.
- Kenya shares access to Lake Victoria (the largest tropical fresh water lake in the world) with Tanzania and Uganda.
- Lake Victoria is of major socio-economic importance to the region for its fisheries and tourism. It is shared between Kenya, Tanzania, Uganda and other central African countries.
- Kenya lies across the equator but its climate varies due to its topography. The land is high in the west and at sea level in the east. The varied landscape means a variety of crops can be grown.

7.3 Task

AO2

N	National	R	Regional	I	International
✓	Encourages development		✗		Damages development
A	Mosquitoes are becoming resistant to pesticides. Malaria and TB are becoming more common.				
B	Child labour is still common and accepted across large parts of Africa.				
C	Climate change and political unrest make food security in sub-Saharan Africa a challenge. Kenya's main export, tea, is affected.				
D	The population of countries in East Africa is youthful. 42% of the population of Kenya are under 15.				
E	Large numbers of skilled workers leave Africa to work in developed countries with better pay. There aren't enough qualified nurses, doctors or teachers in Kenya.				
F	Refugees from civil war and famine in neighbouring countries add to Kenya's unemployment problem. 50% live in slums.				
G	Drought conditions in sub-Saharan Africa mean that children must collect water from distant wells.				
H	Kenyans have an optimistic mind-set and positive attitude to development. They value individual success.				
I	Religious concerns, misinformation and lack of availability mean only 30% of Africans have access to family planning. 52% of people with HIV/AIDs in Kenya are unaware of their illness.				
J	Climate change is creating water shortages and adding to conflicting demands for land in sub-Saharan Africa.				
K	Kenya belongs to several African trade blocs and gets preferential treatment in international markets.				
L	Kenya has a wealth of natural resources that TNCs are keen to exploit.				
M	Serious human rights violations were reported during Kenya's 2017 democratic elections. Several people were beaten to death by police.				
N	Kenya has many different ethnic groups resulting in political tension, rivalry and sometimes violence between some people over others.				

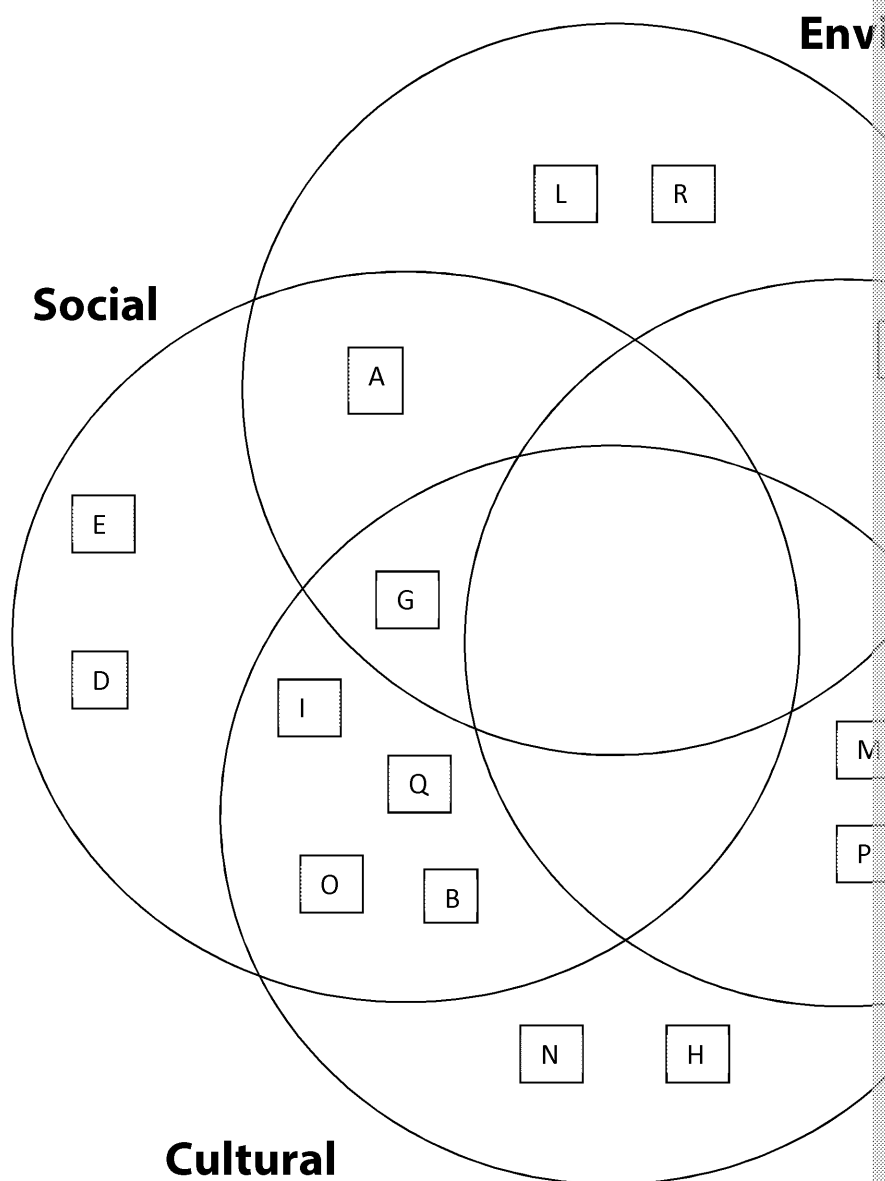
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O	Some African cultures encourage girls to marry young. 15% of Kenya's teenagers marry before they reach adulthood.
P	Poor coordination and corruption across many African nations make governments ineffective at delivering change.
Q	African women are more likely to be unemployed or work in low-skilled, poorly paid jobs.
R	Ecosystems across the world are being damaged by development and pollution.

Suggestion for placement of each factor in the Venn diagram is given below – there may be other possible categorisation. Allow for reasoned differences from the locations suggested.



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7.4 Task & 7.5 Plenary

AO3 Mark scheme in pack resources – page 108 and 109.

Lesson 8 Overview: Kenya's growth



Learning question: How has Kenya's economy changed since 1990?

8.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 8 Kenya's growing economy	CD	-
	Task sheet 8 (three pages) – reusable	118–120	Copy duplex to copies do not all Number of stud
8.1 & 8.3	Student worksheet 8 (two pages) – Kenya's economy	121–122	Copy for number
8.2	Kenya's socio-economic trends	123	Copy for number Cut
8.4	Foreign direct investment in Kenya	124	Copy for number Cut

Additional resources you will need to provide:

- ✓ Protractors for drawing pie chart
- ✓ Glue, stapler or hole punch to attach worksheets

8.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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8.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	8.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to create a pie chart showing Kenya's current economic structure.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and <u>develop student skills</u> by facilitating discussion of how to construct the pie chart. <p>Learning outcomes:</p> <p>All: create an accurate pie chart.</p>	St w - e P
15 mins	8.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to describe the trend on your graph. Then share your work with a friend who has a different graph – note the trend that is occurring on their graph. Do the same for the third graph.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and facilitate the exchange of information between students. 2. Listen to their descriptions of trends and <u>develop student skills</u> by directing them to the tip box on 'how to describe a trend'. <p>Learning outcomes:</p> <p>All: know how GDP, population and life expectancy have changed in Kenya since 1990.</p> <p>Most: can accurately describe these trends.</p> <p>Some: suggest reasons for the trends observed.</p>	K e t g st
15 mins	8.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to answer the questions about Kenya's trade.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet and <u>develop student knowledge and understanding</u> by circulating, marking answers and asking questions like: What evidence from the figures supports your answer? 2. Encourage students to refer to the figures and their knowledge and understanding of trade from the previous tasks in their answers. <p>Learning outcomes:</p> <p>All: know what Kenya's main exports and imports are and that these create a trade deficit.</p> <p>Most: understand how the trade deficit has occurred.</p> <p>Some: can suggest implications of reliance on a few commodities for Kenya's development.</p>	St a w

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Suggested time	Event	Task instructions	Skills
20 mins	8.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to complete the prime minister's notes.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. <u>Develop student understanding</u> by encouraging them to identify key facts and figures from the case study – you could record these on the board as a mind map. 2. Review notes that could have been made. <p>Learning outcomes:</p> <p>All: know that governments can encourage FDI and some of the problems FDI can create.</p> <p>Most: can identify some of the important facts and examples from the case study.</p> <p>Some: can develop their explanations and relate them to the development of Kenya and its impact on the environment, society and the economy.</p>	For inv Ken sh

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Lesson 8: Kenya's growing economy

Learning question: How has Kenya's economy changed since 1990?

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8.1 Starter

Economic Sector	% contribution to GDP	Area of land used for the sector
Primary, e.g. tea, coffee, cut flowers and fruit	33	10%
Secondary, e.g. food, aggregates and textiles	18	11%
Tertiary, e.g. tourism and communications technology	49	1%

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Pie chart of Kenya's economic structure

■ Primary ■ Secondary ■ Tertiary

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8.2 Task

Figure 8f:

How to describe a trend:

- Identify the starting point.
- Identify the end point.
- Say what has happened during the period.
 - go up, i.e. increase,
 - go down, i.e. decrease,
 - go up and down, i.e. fluctuate.
- Note any important fluctuations.

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8.3 Task

Figure 8e: Global distribution of Kenya's trading partners. Based on the 10 export destinations and top 10 import countries of origin (disaggregated by value of goods).

Figure 8d: Kenya's trade balance 1995–2015.

Answer the questions on the task sheet.

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8.4 Plenary

Foreign direct investment in Kenya helps the country export higher-value goods such as the clothing and textiles industry.

The prime minister of Kenya has been keen to encourage clothing manufacturing. He's also encouraged more foreign direct investment in the sector.

You are an aide to the prime minister. Remember these points. Receive 10 marks for using an example.

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Things to do more of	Things to avoid
<p><i>Create more Export Processing Zones.</i> These have been very successful at promoting manufacturing industries, e.g. exported \$380 million of clothing in 2015 and provided 66,000 jobs.</p> <p><i>Invest in infrastructure and logistics.</i> This supports EPZs by enabling goods to be moved around the country to ports.</p> <p><i>Promote technological advances in key industries.</i> Improvements to the communications and financial industries have supported the growth of manufacturing industries.</p> <p><i>Make international trade agreements.</i> Our trade deal with US has been highly successful for clothing manufacturing. We should try to negotiate more of these types of deals.</p>	<p><i>Don't let cheap goods in.</i> People will choose to buy them instead of our goods so our industries go out of business.</p> <p><i>Don't allow TNCs to import natural resources and commodities into Kenya that we can produce.</i> This won't bring any benefit to our own primary industries – manufacturing in Kenya should bring opportunities to grow our primary industries.</p> <p><i>Don't become too reliant on one industry or one country for our exports!</i> This makes us vulnerable to incidents that might affect that industry, e.g. natural disaster such as drought and changes in the economy of that country.</p>

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Task Sheet 8: Kenya's growing economy



Learning question: How has Kenya's economy changed since 1990?

New key terms this lesson: Economic sector, Gross national income (GNI) per capita, Foreign direct investment (FDI), Socio-economic

8.1 Starter

Study the text below describing economic development in Kenya since its independence.

- ✓ Identify the key information you will need to create a pie chart to show how the economy has changed today.
- ✓ Draw your pie chart using the template provided on worksheet 8.
- ✓ Annotate your pie chart to explain what is happening within each sector of the economy and the people it employs.

After independence in 1963 Kenya's economy grew slowly, hampered by political instability and civil unrest. Since 2005 there has been more rapid growth. Kenya's economy is growing but it is not growing as fast as its neighbours. While the country is urbanising, most people still live in towns and cities (World Bank: 25.6% in 2015). The majority of the population makes their livelihoods, either growing produce to sell or to feed their own families. Some export fruit and cut flowers are exported – look for them in your supermarket. 75% of the country's GDP is agriculture, but this sector only accounts for 33% of the country's GDP.

Kenya's economic growth has been driven by changes in the tertiary sector, particularly in the telecommunications industries. This sector accounted for 76% of economic growth in 2015 and represents 49% of the country's GDP. The secondary sector is developing slowly but is still underdeveloped. It is currently focused on the food, aggregates and textiles industries. Most consumer goods must be imported. TNCs are beginning to look to Kenya as a potential market. The workforce is getting more skilled and its people have more money to spend. Most of the money currently comes from the secondary sector.

Kenya's Economic Growth (GDP figures estimated for 2016) Data source: World Bank

8.2 Task

Kenya is classed as an **emerging country**. For many years its economy was the subject of a class to describe the changes in Kenya since 1990 in terms of its population, economy and social structure.

- Describe what your graph tells you about this aspect of Kenya's development since 1990 (follow the tip on *how to describe a trend*).
- Find a class mate who has worked on a different graph – check their work is correct and make any improvements you can. Make a note of the trend that they have observed in your own notes.
- Find another class mate who has worked on the third graph and repeat step (b).

Extension 8.2.1

Write a paragraph suggesting reasons why Kenya's economy may have been different since 1990.

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8.3 Task

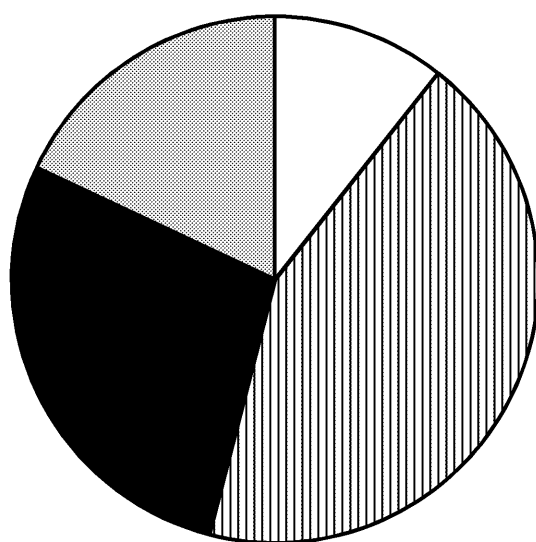
- (a) Study Figure 8d and complete the paragraph on worksheet 8 summarising



Figure 8d: Kenya's trade balance 1995–2015
Data source: UN COMTRADE, 2017

- (b) Study Figure 8e and match the statements on Worksheet 8 to connect Kenya's trade with the correct consequence.

Exports



Imports

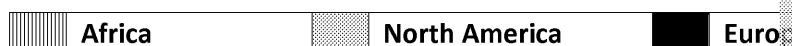
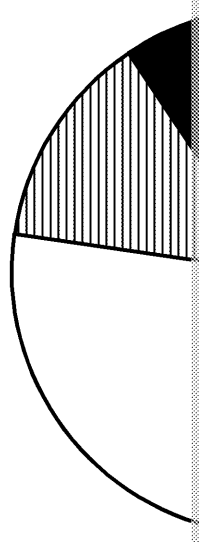


Figure 8e: Global distribution of Kenya's trading partners – based on top 10 export destinations and top 10 import countries of origin (of origin)
Data source: UN COMTRADE, 2017

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- (c) Study Table 8a. Kenya relies heavily on the export of a number of commodities for the majority of its income while its main imports are high-value goods that have required specialist manufacturing. Remember Frank's theory of modernisation?

Suggest why this relationship makes the economy of Kenya vulnerable to prolonged periods of drought.

(4)

Top five export value
Tea 22%
Cut flowers 12%
Refined petroleum
Coffee 4.3%
Legumes 2.9%

Table 8a: Kenya

Data source

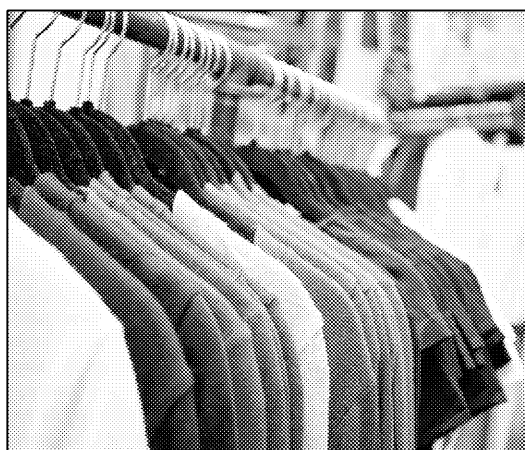
Extension 8.3.1

Kenya has large oil reserves. However its balance of trade in refined petroleum is negative. Discuss the implications for natural resource exploitation in developing and emerging countries. Use your knowledge of Kenya to suggest reasons why this happens. Refer to the lessons learned from other countries, their infrastructure, skilled workforce, and the political system in Kenya in your answer.

8.4 Plenary

Foreign direct investment in Kenya has helped manufacturing industries in Kenya to grow. This helps the country export higher-value goods and reduce its trade deficit. Read the case study about the clothing and textiles industries in Kenya.

The Prime Minister of Kenya has been thinking about the lesson learnt from Kenya's experience with clothing manufacturing. He's made some brief notes about what he needs to do to encourage more foreign direct investment in Kenya and, most importantly, what he must avoid. You are an Aide to the prime minister. Add detail to his notes to remind him of why he needs to remember these points. Receive 1 mark for each reason and 1 mark for additional explanation or for using an example.



The clothing & textile industry

Manufacturing industries in Kenya have grown in the last 20 years. Although cheap electricity and a favourable political climate since independence encouraged the country's entrepreneurs to make the economy more open, the industry started to be imported into the country. These imports were cheaper than those made in Kenya and the clothing industry declined. In 1991 there were 52 clothing factories, but only 6 remained.

In the last 20 years circumstances have changed. A successful trade link with the USA has encouraged imports of clothing made in Kenya and created Export Processing Zones (EPZs) and create jobs across the country (these employ over 66,000 people). The EPZs have encouraged the development of major infrastructure (roads and railways) and improved logistics (the movement of goods), as well as technological advances in both financial and telecommunication. As a result, direct investment in the country has increased and the clothing manufacturing industry has grown.

encourage imports of clothing made in Kenya) and created Export Processing Zones (EPZs) and create jobs across the country (these employ over 66,000 people). The EPZs have encouraged the development of major infrastructure (roads and railways) and improved logistics (the movement of goods), as well as technological advances in both financial and telecommunication. As a result, direct investment in the country has increased and the clothing manufacturing industry has grown.

In 2015 the country exported \$380 million worth of clothing from its Export Processing Zones. This included high street names like H&M and Puma. This growth in clothing manufacturing has had a positive effect on cotton-growing and cloth-making industries in Kenya but the majority of clothing manufacturers has actually been imported from Asian countries. The Kenyan government has encouraged Kenya's share of the wealth created by the clothing industry by encouraging competition by banning imports of second-hand clothes into the country.

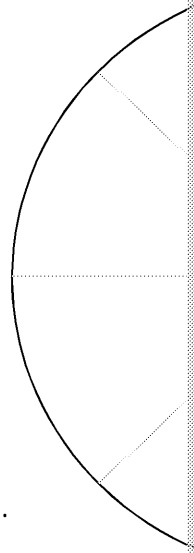
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Student name:

8.1 Complete the table and draw and annotate the pie chart using the information.

Economic Sector	% contribution to GDP	Angle of circle % 360°
Primary, e.g. tea, coffee, cut flowers and fruit.		
Secondary, e.g. food, aggregates and textiles.		
Tertiary, e.g. tourism and communications technology.		



Title of pie chart:.....

.....

8.3 (a) Study Figure 8d and complete the following paragraph to summarise

Kenya has a..... trade deficit, i.e. it exports less than it imports.

This means that the country is..... more of its goods and services than it exports.

countries than it is making from..... its natural resources.

goods to other countries. The profit and..... made by these companies is used to

countries. If Kenya could sell..... of what it grows and produces, it would

companies would make more..... and its government would have more money

would..... more in taxes. There would be more money available to

spend on.....

profit tax earn spending growing development

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(b) Study Figure 8e and match the statements about Kenya's international trade

Kenya sends almost half of its exports to neighbouring African countries, helped by the African common market (made up of six nations and known as the East African Community).
Over a quarter of Kenya's exports go to Europe. The European Union puts tariffs on many of Kenya's goods making them more expensive than EU-manufactured goods. In 2014 tariffs of 5%–8.5% were set on imports including fresh flowers.
Over 90% of Kenya's exports to Europe are agricultural products. The European Union doesn't put high taxes on raw materials. This keeps prices low for its consumers and manufacturing industries.
34% of the value of Kenya's imports are from China, 18% from India.

The sell good
The sus ecc
The bel tra mo
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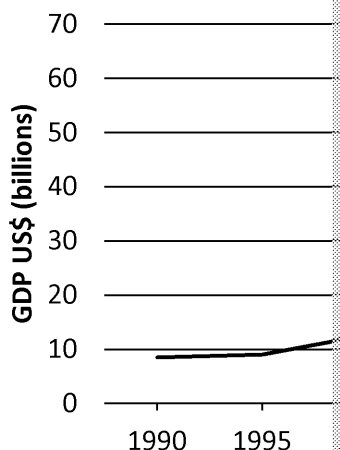


8.2 Using Figure 8a, describe the trend in Kenya's GDP since 1990.

How to describe a trend:

1. Identify the starting point.
2. Identify the end point.
3. Say what has happened - does the line:
 - (a) go up, i.e. increase?
 - (b) go down, i.e. decrease?
 - (c) go up and down, i.e. fluctuate?
4. Note any important fluctuations.

Figure 8a: Gross Domestic Product (billion US\$) of Kenya 1990–2015
Data source: World Bank, 2017

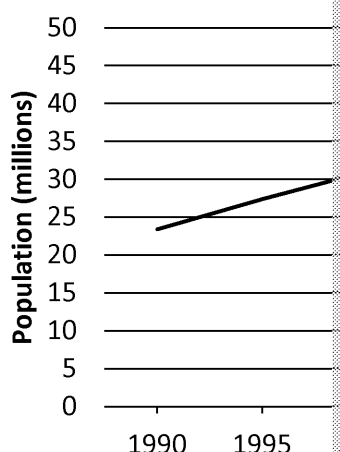


8.2 Using Figure 8b, describe the trend in Kenya's population since 1990.

How to describe a trend:

1. Identify the starting point.
2. Identify the end point.
3. Say what has happened - does the line:
 - (a) go up, i.e. increase?
 - (b) go down, i.e. decrease?
 - (c) go up and down, i.e. fluctuate?
4. Note any important fluctuations.

Figure 8b: Population growth in Kenya 1990–2015
Data source: World Bank, 2017

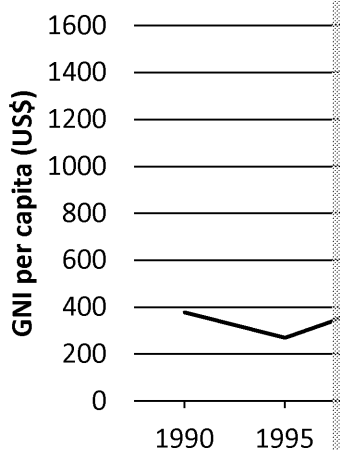


8.2 Using Figure 8c, describe the trend in GNI per capita in Kenya since 1990.

How to describe a trend:

1. Identify the starting point.
2. Identify the end point.
3. Say what has happened - does the line:
 - (a) go up, i.e. increase?
 - (b) go down, i.e. decrease?
 - (c) go up and down, i.e. fluctuate?
4. Note any important fluctuations.

Figure 8c: GNI per capita (US\$) in Kenya 1990–2015
Data source: World Bank, 2017



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Foreign direct investment in Kenya

- 8.4 Add detail to the prime minister's notes to remind him of why he needs to
1 mark for each reason and 1 mark for additional explanation or for using

Ways to encourage direct foreign investment	
Create more Export Processing Zones.	Don't let cheap goods
Invest in infrastructure and logistics.	Don't allow TNCs to commodities into Kenya
Promote technological advances in key industries.	Don't become too reliant for our exports!
Make international trade agreements.	



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Lesson 8 Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

8.1 Starter

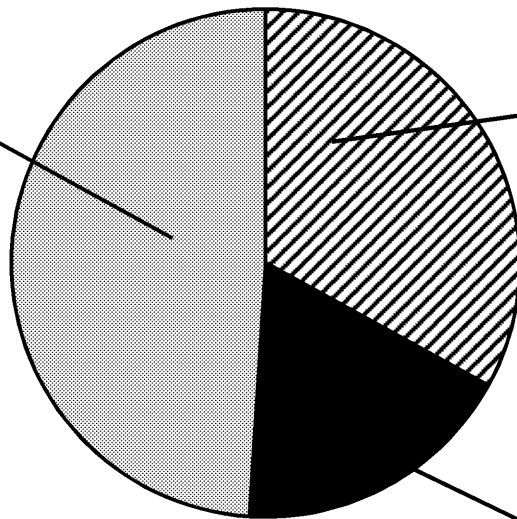
AO1 Information to be identified is highlighted in grey:

After independence in 1963 Kenya's economy grew slowly, hampered by poor economic conditions. Since 2005 there has been more rapid growth. Kenya's economy is currently the largest in East Africa as its neighbours. While the country is urbanising, only a quarter of the population live in rural areas (25.6% in 2015). The majority of the population still rely on farming for their livelihoods and to feed their own families. Cash crops including tea, coffee, fruit and cut flowers are exported to the supermarket! 75% of the workforce rely on agriculture, but this sector only accounts for 33% of the country's GDP.

Kenya's economic growth has been driven by changes in the tertiary sector, specifically the tourism and communications industries. This sector accounted for 76% of economic growth between 2006 and 2013 and represents 49% of the country's GDP. The secondary sector is developing slowly and is considered underdeveloped. It is made up of aggregates and textiles industries meaning that many consumer goods must be imported into Kenya as a place to relocate because its workforce is getting more skilled and its population is growing. Only 18% of the country's GDP currently comes from the secondary sector.

AO4 Pie chart of economic structure of Kenya, 2016 Credit 1 mark for each correct sector and 1 mark for annotation with a further 1 mark for development = max 9

Kenya's economic growth has been driven by changes in the tertiary sector, specifically the tourism and communications industries. This sector accounted for 76% of economic growth between 2006 and 2013 and represents 49% of the country's GDP.



▨ Primary ■ Secondary □ Tertiary

The secondary sector is developing slowly and is considered underdeveloped. It is made up of aggregates and textiles industries meaning that many consumer goods must be imported into Kenya as a place to relocate because its workforce is getting more skilled and its population is growing. Only 18% of the country's GDP currently comes from the secondary sector.

Economic Sector	% contribution
Primary, e.g. tea, coffee, cut flowers and fruit.	33
Secondary, e.g. food, aggregates and textiles.	18
Tertiary, e.g. tourism and communications technology.	49

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8.2 Task

AO4

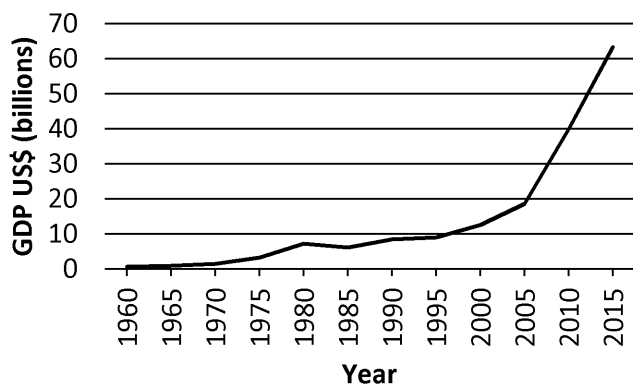


Figure 5a
Kenya's GDP from 1960 to over 60 billion US\$ in 2015. The growth occurred over 55 years, which grew by over 65 times, equivalent to a 1.2% annual growth rate.

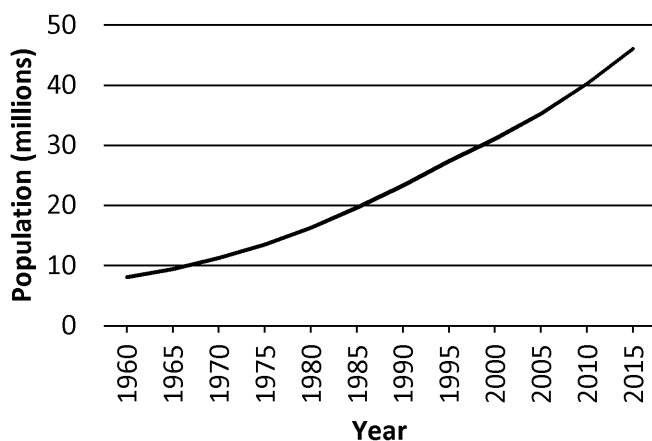


Figure 5b
Kenya's population grew from 7 million in 1960 to over 47 million in 2015. The speed of growth can be seen from the curve).

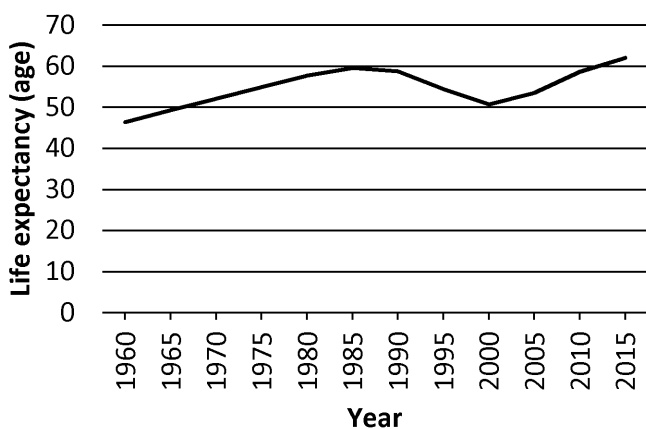


Figure 5c
Life expectancy in Kenya over the last 55 years. It was 47 in 1960, it rose to 59 in 1985, it fell to 51 in 2000, and it is increasing to 62 in 2015, i.e. an increase of 15 years.

Extension 8.2.1

AO2 Reasons for trends might include:

- Increasing economic development.
- Immigration and natural increase.
- Improved healthcare, sanitation and access to clean water.

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8.3 Task

(a) AO1 1 mark for each correct gap fill = max 9

Kenya has a growing trade deficit, i.e. it exports less than it imports. This means it exports more goods from other countries than it is making from selling its natural resources and services to other countries. The profit and tax made from imports stays in other countries. If Kenya mines or makes its companies would make more profit and its government would have more money available to spend on development.

(b) AO1 1 mark for each correct match (max of 4)

Kenya sends almost half of its exports to neighbouring African countries, helped by the African common market (made up of six nations and known as the East African Community).	The high value of exports is due to the fact that the country has a large number of natural resources.
The European Union puts tariffs on manufactured goods from countries like Kenya to make their own goods more competitive.	The high value of exports is due to the fact that the country has a large number of natural resources.
The European Union doesn't put high taxes on raw materials. This keeps prices low for its consumers and manufacturing industries.	The high value of exports is due to the fact that the country has a large number of natural resources.
34% of the value of Kenya's imports are from China, 18% from India.	The high value of exports is due to the fact that the country has a large number of natural resources.

(c) AO2 1 mark for a reason and 1 mark for development = max 4. For example:

- Kenya's exports are all grown in the country so a period of drought would reduce the value of exports. This is because a lack of rain would make access to water difficult or put inland communities. Agricultural productivity would decrease and potentially stop growing crops (✓).
- There may be longer-term implications for primary industries which will affect the economy in future (✓) – This is because when rainfall returns to normal they may need to replant that died during drought conditions (✓).
- Imports of high-value goods causing the trade deficit to grow and reducing the value of exports that are being imported are not likely to be affected by drought conditions as they are growing crops (✓).

Extension 8.3.1

AO2 1 mark for identification of pattern, 1 mark for reason related to each of the words

Pattern	Kenya's balance of trade in petroleum reveals a deficit – it imports more than it exports, despite having large oil reserves.
Reasons:	
Infrastructure	LIDCs don't have the infrastructure to extract natural resources and transport them. They rely on TNCs that have the technology and capital. This means they do not receive all the profit.
Skilled workforce	LIDCs do not have the qualified staff required to support these industries. They have to import staff from other parts of the world. The money they make mainly goes to TNCs.
Political system	LIDC governments often suffer from corruption and mismanagement. The money they make mainly goes to TNCs instead of national companies. This means that the country's GDP is not growing as fast as it should be.

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8.4 Plenary

AO2 Students should draw on the information from the text and learning from Task 8 to give a reason and 1 mark for developing that with an explanation or an example (maximum 6 marks)

Things to do more of	
<p><i>Create more Export Processing Zones.</i> These have been very successful at promoting manufacturing industries, e.g. exported \$380 million of clothing in 2015 and provided 66,000 jobs.</p>	<p><i>Don't let cheap goods flood the market.</i> People will choose to buy cheaper goods from other countries and our industries go out of business.</p>
<p><i>Invest in infrastructure and logistics.</i> This supports EPZs by enabling goods to be moved around the country to ports.</p>	<p><i>Don't allow TNCs to export raw commodities into Kenya.</i> This won't bring any benefit to Kenya – manufacturing in Kenya will grow our primary industries.</p>
<p><i>Promote technological advances in key industries.</i> Improvements to the communications and financial industries have supported the growth of manufacturing industries.</p>	<p><i>Don't become too reliant on one industry.</i> country for our exports. This makes us vulnerable if the industry, e.g. natural resources, declines in the economy of the country.</p>
<p><i>Make international trade agreements.</i> Our trade deal with US has been highly successful for clothing manufacturing. We should try and negotiate more of these types of deals.</p>	

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Lesson 9 Overview: Globalisation



Learning question: What impact has globalisation had on Kenya?

9.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Ins
Whole lesson	PowerPoint: Lesson 9 Globalisation and Kenya	CD	-
	Task sheet 9 (one page) – reusable	133	Copy duplex to copies do not al Number of stud
9.1	Student worksheet 9a – World map	134	Copy to A3 for
9.1	Proportional flow-line arrows	135	Copy for numbe
9.2	The role of globalisation in Kenya's development information sheets (two pages) – reusable	136–137	Copy to A3 twic
9.2	Student worksheet 9b – Globalisation in Kenya	138	Copy for numbe
9.4	Globalisation and emerging countries mark scheme (two pages) – reusable	139–140	Copy duplex for students/2 =

Additional resources you will need to provide:

- ✓ Internet access to zzed.uk/8174-oec
- ✓ Scissors and glue to complete the proportional flow-line map of Kenya's t
- ✓ Glue, stapler or hole punch to attach worksheets

9.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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9.C Teaching and learning plan

Suggested time	Event	Task instructions	Student activities
15 mins	9.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to create a proportional flow diagram of Kenya's trade.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Find zzed.uk/8174-oec or provide students with print out of the latest data. <p>Learning outcomes:</p> <p>All: can identify the continents with whom Kenya does most trade – both destinations and origins.</p> <p>Most: understand how to use the arrows to represent the proportion of trade conducted.</p> <p>Some: develop their map to show the main countries of trade in each continent.</p>	<p>Students work on their own to create a proportional flow diagram of Kenya's trade.</p> <p>Proportional flow diagram of Kenya's trade.</p>
20 mins	9.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in groups of three</u> to investigate the role of globalisation in the development of Kenya; specifically, the importance of advances in communications technology, transport technology and TNCs and outsourcing. Compile notes on worksheet 9b.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Develop student knowledge by encouraging them to note examples and statistics to support their findings. <p>Learning outcomes:</p> <p>All: know how communications technology, transport technology and TNCs and outsourcing are important to Kenya's development.</p> <p>Most: can give examples and statistics to support their findings.</p>	<p>Students work in groups of three to investigate the role of globalisation in the development of Kenya; specifically, the importance of advances in communications technology, transport technology and TNCs and outsourcing. Compile notes on worksheet 9b.</p>

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Suggested time	Event	Task instructions	Stu
15 mins	9.3 Task	<p>Instruction to students: <u>Work independently</u> to answer the 8-mark question using the information you gathered in Task 9.2.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. You may wish to remind students of the 'Guide to answering open style questions in Edexcel B GCSE Geography Paper 1' from lesson 1 of this unit of study. 2. Develop student application by reminding them they will be assessed on the level of detail and examples and statistics they give in their answer. Their examiner will be looking for evidence of their knowledge of the subject, ability to explain links between different geographical ideas and the balance of their argument. <p>Learning outcomes: All: know some of the ways that globalisation leads to development. Most: explain how different aspects of globalisation lead to development and refer to evidence from their investigation. Some: make links between the different aspects of globalisation.</p>	
10 mins	9.4 Plenary	<p>Instruction to students: Swap your work with a partner and assess it using the mark scheme provided.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Develop students understanding by modelling marking on the whiteboard – showing how to underline passages that demonstrate students' knowledge, explanation or argument. 2. If time allows lead a reflection on the marking process and what has been learnt through the process. <p>Learning outcomes: All: know how their answers to 8 mark open questions will be assessed. Most: recognise the accomplishments of their peers and can identify shortcomings. Some: can suggest ways to improve.</p>	Glob and coun sche

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Lesson 9: Globalisation and Kenya

Learning question: What impact has globalisation had on Kenya?

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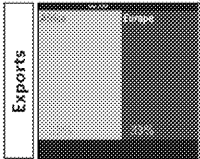
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9.1 Starter

Visit <http://www.media.mit.edu>

Set the graphics for both the 2017 and 2018 data.

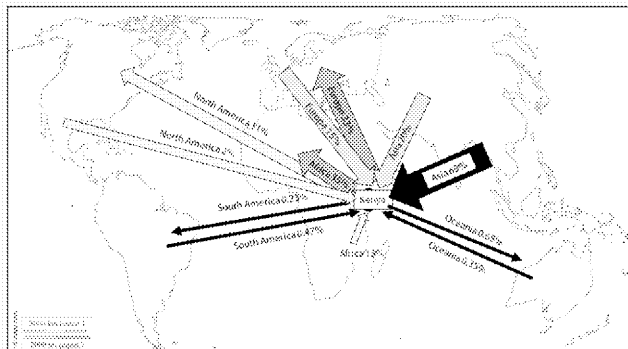
This will give you the percentage of exports for each continent of the world. In 2017, the data was as follows:



Use the live data, the A3 world map and the proportional flow-line map of Kenya to create a proportional flow map of Kenya's exports.

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Your proportional flow map should look something like this.



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9.2 Task

Around the room are three resource sheets describing the role of globalisation in the development of Kenya. You are going to investigate the importance of:

- advances in communication technology
- TNCs and outsourcing
- advances in transport technology

Identify the opportunities and challenges that each provides for development.

Record your findings on your resource sheet.

Remember to write down names of what is happening and where.

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9.3 Task

Answer the evaluation-style exam question below using your new knowledge about globalisation in Kenya. You can refer to your notes from the last task and 'A guide to answering open questions in Edexcel B GCSE Geography Paper 1'.

Assess the role of globalisation in the development of an emerging country. (8)

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9.4 Plenary

Swap your answers to the exam question with a partner.

Using a different coloured pen and add comments to help them find ways to improve their answer.

Edexcel B examiners will level 8 marks for quality of an answer. There are three student aims:

- Identify the correct geographical context and conditions and the way they are connected.
- Accurately explain the relevance of the data.
- Construct a balanced argument and a convincing conclusion.

Elements of answer:

Identify the context in geographical terms and describes relevant geographical places, areas and conditions. Accurately explain the relevance of the data, examples and the way they are connected. Construct a balanced argument and a convincing conclusion.

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Task Sheet 9: Globalisation and



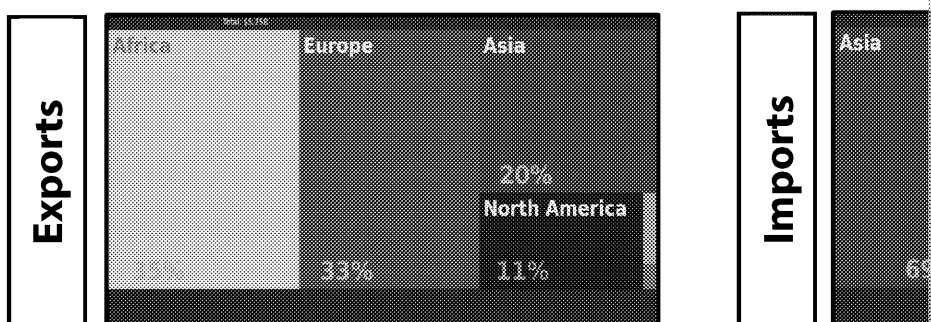
Learning question: What impact has globalisation had on Kenya?

New key terms this lesson: Outsourcing

9.1 Starter

Visit [zzed.uk/8174-oec](https://www.zzed.uk/8174-oec). Set the graphics for both the 'Destinations' and 'Origins' data to *continent*. This will give you the percentage value of Kenya's exports and imports to the continents of the world. Figures for 2017 are shown below.

Use the live data, the A3 world map and the arrows provided to create a proportional flow-line map of Kenya's trade pattern with the rest of the world.



Extension 9.1.1

Use the website to delve further into the data. Can you find the main countries Kenya exports to and imports from?

9.2 Task

Around the room are three resource sheets describing the role of globalisation. You are going to investigate the importance of:

- advances in communications technology
- advances in transport technology
- TNCs and outsourcing

Identify the opportunities and challenges that each provides for development. Record your analysis on your analysis sheet. Remember to write down named examples of what is happening. To learn these and use them when you answer exam questions. You'll only have 10 minutes. Your sheets will be swapped. Your teacher may sound a buzzer or ring a bell when time is up.

Extension 9.2.1

If you complete your analysis before the time is up help other members of your group. Help them construct their own thoughts by asking them questions.

9.3 Task

Answer the evaluation-style exam question below using your new knowledge about globalisation. Refer to your notes from the last task and 'A guide to answering open questions in GCSE Geography'.

Assess the role of globalisation in the development of an emerging country.

9.4 Plenary

Swap your answer to the exam question with a class mate. Using a different colour, assess their work. Add constructive comments to help them find ways to improve their answer.

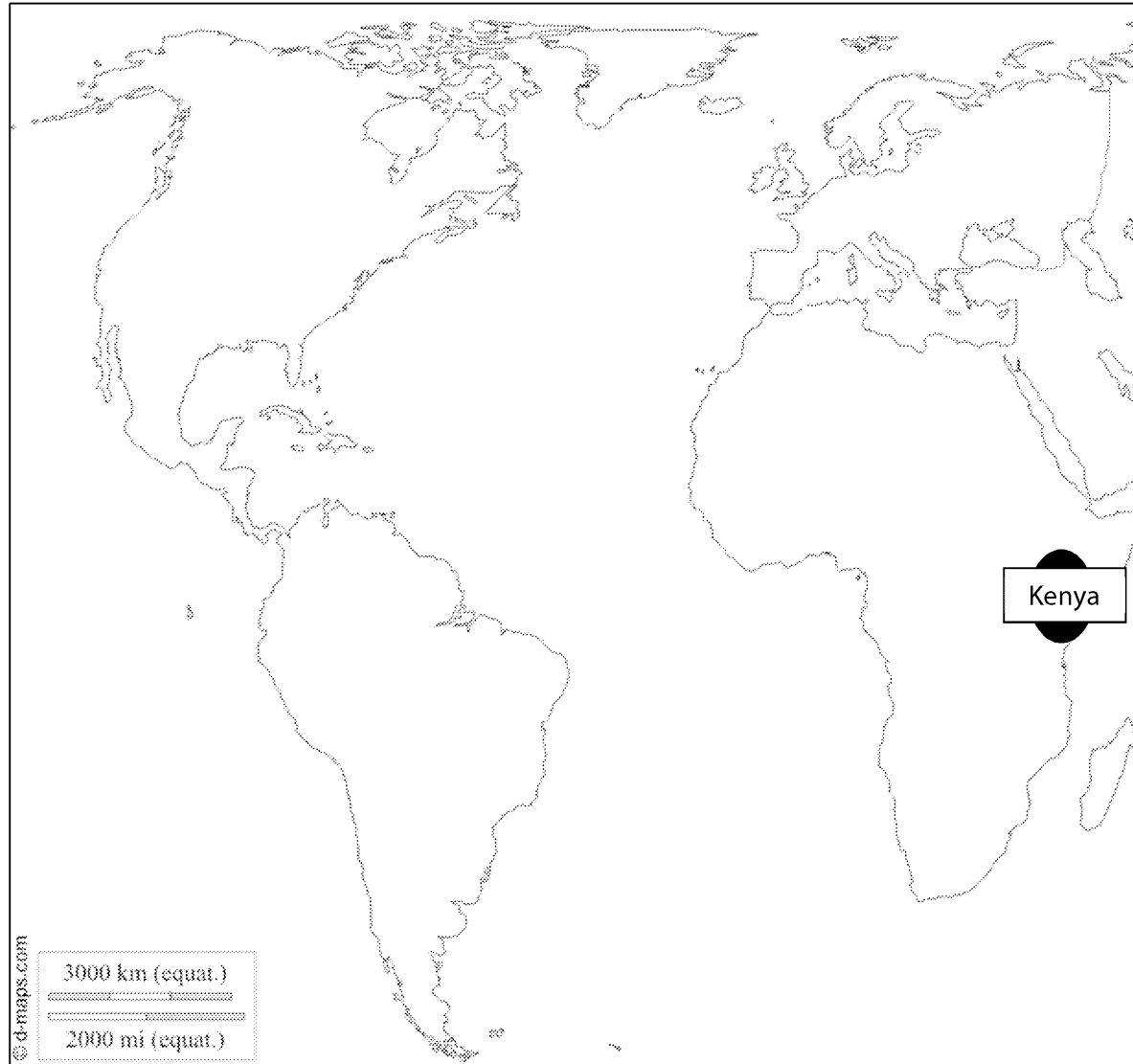
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Student name:

Title of map.....



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Proportional flow-line arrows

Select an arrow to represent the proportion of Kenya's trade with each continent and trim it to the correct length to reach between Kenya and that continent. Use the arrow key to move the arrow to the correct position between the continent and proportion of Kenya's trade that it represents.

Arrow indicating over 60% of trade flow



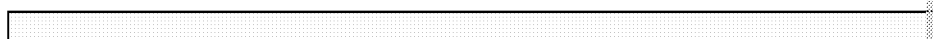
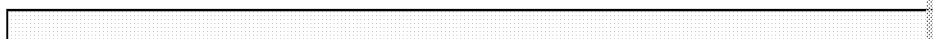
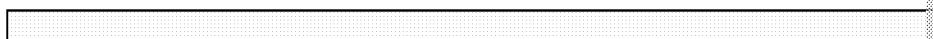
Arrow indicating 30<60% of trade flow



Arrow indicating 15<30% of trade flow



Arrow indicating 1<15% of trade flow



Arrow indicating less than 1% of trade flow



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Advances in communications technology

Kenya has embraced the technological age and invested in key infrastructure to widen mobile phone networks and the reach of the Internet across the country. Over 80% of Kenyans now own a mobile phone, including 60% of those living on less than \$2.50 a day. Having a mobile phone makes you easier to reach for work and able to take and make payments via money-transfer platforms like M-Pesa. Across sub-Saharan Africa information communication technology (ICT) is expected to be responsible for 8% of GDP by 2020.

Kenya's government is 'transforming public service delivery through use of IT'. It has established 46 Huduma Centres across the country where people can use an e-portal to access government services as diverse as getting a driving licence or identity card, or applying for a student loan. The government is also using mobile payment platforms like e-citizen to collect revenues.

ICT plays an important role in Kenya's development in a variety of ways:

- Improving agriculture – helping farmers learn how to increase their yields.
- Healthcare – IT systems enable the purchase and distribution of medicines and professionals monitor clinic attendance.
- Education – IT equipment in schools and universities allows students and teachers to access and provide vast amounts of up-to-date educational content.

However, ICT systems are expensive and not always robust in Kenya's climate. They need much investment and there is a lack of skills and finance as well as growing concerns about the security of ICT systems and their vulnerability to hacking.



TNCs and outsourcing



Despite the limited infrastructure, perceived corruption and political instability, Kenya is attracted by Kenya's English-speaking and technological skills. The country also has a growing middle class creating a demand for services. An abundance of natural resources, including great potential for tourism, is another generation. In return, TNCs invest in improving infrastructure and paying taxes which contribute to the public purse.

China is currently the largest investor in Kenya, but UK firms make the greatest contribution to the Kenyan economy. The two largest private company employers in Kenya are both British based TNCs (Finlays, a global supplier of tea and coffee and G4S, a global security company). Having such wealthy international companies operating in the country makes it difficult for smaller local companies to compete. Any that are successful are in danger of being taken over by foreign companies looking to break into the Kenyan market. TNCs

are also criticised for making more profit for their home country than Kenya.

Outsourcing allows companies to improve efficiency and reduce costs by paying another company to do the job at a cheaper price.

Outsourcing to Kenyan companies increases employment. Many companies buy hundreds of millions of pounds worth of goods from Kenya including clothing for Marks & Spencer and British supermarkets like Asda, Sainsbury's, Tesco

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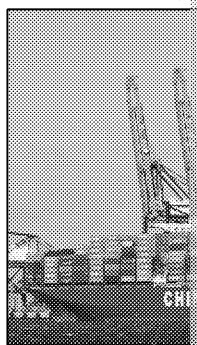
Advances in transport technology

Transport infrastructure such as roads and railways enable goods be moved around a country to the places from which they can be exported (i.e. ports and airports). They also allow people to get around, which is good for tourism and business. This helps the economy to grow.

Recent improvements in transport technology have led to more goods than ever being moved by sea. Huge container ships can carry thousands of containers between continents with only a small crew – this makes the cost of shipping surprisingly low. A complex network of transport routes move containers across the world by sea and on to their final destinations by road and rail. A whopping 92.1 billion tonnes of goods are predicted to be moving around the globe by 2024.

Technological advances are also making air transport more efficient (and therefore more expensive than moving goods by sea, road or rail, it is essential for transporting fruits and small, high-value goods like jewellery.

Road deaths across Africa are 33% higher than in other parts of the world despite having only 2% of the world's vehicles. The World Health Organisation predicts that by 2030 more people will be killed on Africa's roads each year than die of HIV/AIDs. The problem is caused by unsafe driving and poorly maintained vehicles. Technology is helping tackle the problem in Kenya where mobile phone apps allow people to find a trusted taxi. They can be sure that their driver has been trained and their vehicle is safe.



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Student worksheet 9b – Globalisation

Student name:

	Describe the opportunities this creates for development in Kenya, giving examples.	Describe the
Advances in communications technology		
Advances in transport technology		
TNCs and outsourcing		

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Globalisation and emerging countries mark

Edexcel B examiners will level 8-mark questions in Paper 1 based on the comp There are three elements to this judgement. They relate to how well the stud

1. identify the correct geographical ideas and describe relevant examples of the way they are connected
2. accurately explain the relevance of these ideas and examples and the links
3. construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate whether: some elements fall below that level / all elements are securely in the that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes connection
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced and relates to the evidence

The table below gives the geographical ideas or examples that could be used (question is explained in row 2 – accept any other valid points. A balanced argument uses examples and explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level

- *Level 1 answers will be basic statements*
- Level 2 answers will make some connections and offer some explanation
- **Level 3 answers will be detailed.**

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Globalisation is good for development	Globalisation is bad for development
<p><i>Access to technology and communications is improved + <u>More mobile phones (80% of Kenyans, including 60% of those living on less than \$2.50 a day)</u> + makes it easier for people to get work and move money.</i></p> <p><i>Attracts TNCs and increases outsourcing, including UK companies like <u>Finlays, G4S and Vodafone</u> + <u>provides more jobs and has a multiplier effect on the local economy</u> + individuals become wealthier and the country earns more in taxes.</i></p> <p><i>Improved transport allows goods to be moved cheaper and faster than previously + <u>this makes it easier to trade</u> + attracting more TNC investment.</i></p> <p><i>Other geographical ideas from previous lessons: <u>Brings migrants + creates a larger workforce</u> + helps generate more wealth for the economy.</i></p> <p><i>Communications connect people to wider global community + <u>attitudes to development change, people become ambitious, entrepreneurial</u> + take opportunities for international trade.</i></p>	<p><i><u>Other geographical ideas from previous lessons</u> <u>Attracts people from less wealthy areas + often uneducated and unemployed</u> + creates strain on resources like housing, sanitation, education.</i></p> <p><i>People integrate into global community + <u>shared culture, e.g. popular music & fashion</u> + loss of native traditions.</i></p> <p><i>Dominant TNCs can market goods and sell cheaper + <u>smaller Kenyan companies can't compete</u> + swallowed up, close down or can't get started.</i></p>
<p><i>Suggest many benefits to individuals and the country's economy + <u>leads to greater revenue for the government to invest in development</u> + education, healthcare, housing and infrastructure can be improved creating more opportunities for TNCs and Kenyan companies.</i></p>	<p><i>Suggest that the benefits of globalisation are not shared + <u>There are many, especially in remote rural areas or who are unable to access an education who cannot benefit from new jobs and opportunities</u> + poverty persists and the traditional culture is lost.</i></p>

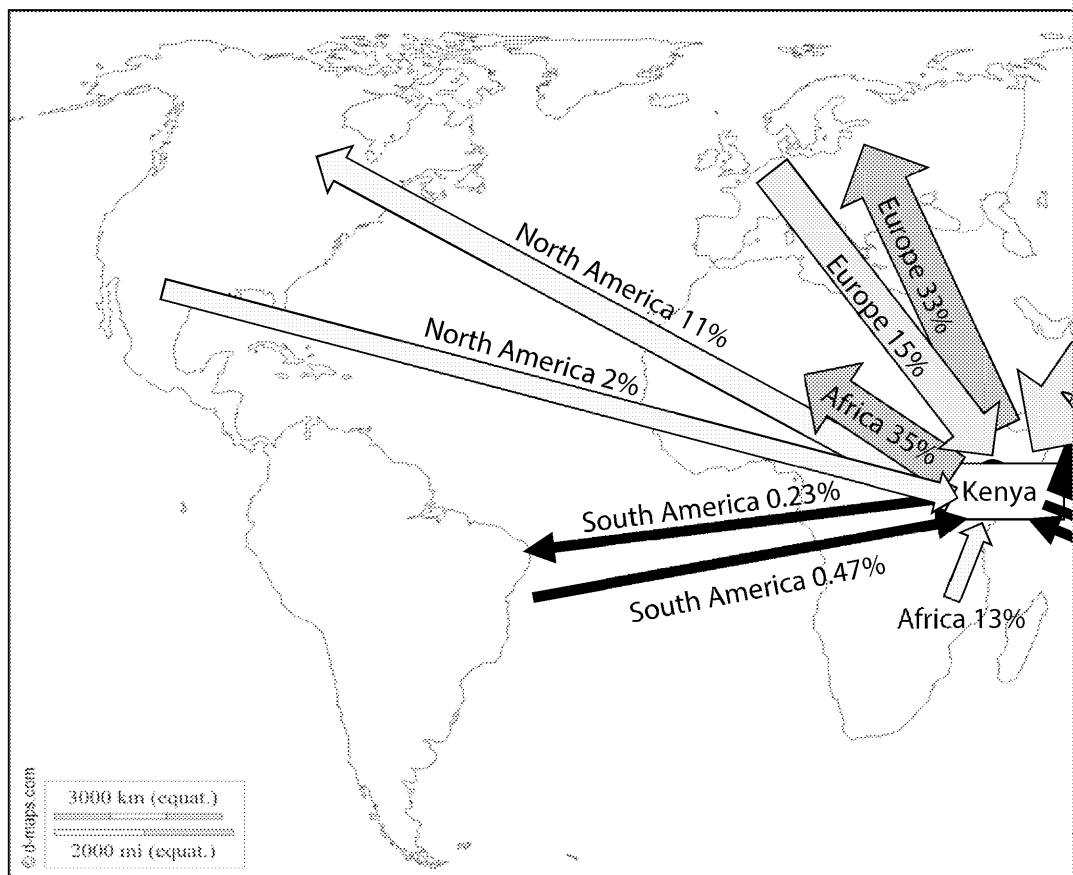
Lesson 9: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

9.1 Starter

AO1 & AO4 Proportional flow map should look something like this. Credit 1 mark for each correct arrow = max 12



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Extension 9.1.1
AO1 Data at Sept 2017

Continent	Top export destination	
Africa	Uganda 10%, Zambia 7.4%	Tanzania 4%
Asia	Pakistan 6.5%	China 34%
Europe	Netherlands 8.2%, UK 7.5%	UK 3.1%, C
North America	US 11%	US 1.6%
South America	Chile 0.15%	Brazil 0.3%
Oceania	Australia 0.6%	Australia C

9.2 Task
AO1

	Describe the opportunities this creates for development in Kenya, giving examples.	Describe the challenges in Kenya
Advances in communications technology	<ul style="list-style-type: none"> More mobile phones (80% of Kenyans, including 60% of those living on less than \$2.50 a day) making it easier to get work and move money. ICT creating increase in GDP (8% by 2020) Helping improve healthcare, education and agriculture 	<ul style="list-style-type: none"> Expensive Not robust Lack of skills Lack of money Not reaching Security issues
TNCs and outsourcing	<ul style="list-style-type: none"> Invest in improving infrastructure Provide jobs Pay taxes which contribute to public spending, e.g. education, maternity service, improvements to infrastructure Increase exports 	<ul style="list-style-type: none"> Local competition Successful K by wealthy Profit goes c
Advances in transport technology	<ul style="list-style-type: none"> Increasing and easier movement creates economic growth which means more money available to the government to fund education, healthcare, housing etc. 	<ul style="list-style-type: none"> Safety issues deaths on the maintenance

9.3 Task & 9.4 Plenary

AO2 & AO3 Mark scheme for this question is provided in the lesson resources.

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Lesson 10 Overview: The role of gov



Learning question: How is government policy affecting Kenya's develo

10.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Ins
Whole lesson	PowerPoint: Lesson 10 The role of government policy	CD	-
	Task sheet 10 (one page) – reusable	147	Copy duplex to copies do not al Number of stud
10.2	Kenyan government policy information sheets (four pages) – reusable	148–151	Make four copie
10.2	Student note-taking sheet	152	Copy for numbe Note: copy duplex with reverse to save paper
10.3	Student score sheet	153	Copy for numbe Cut

Additional resources you will need to provide:

- ✓ Internet access to zzed.uk/8174-policy
- ✓ Glue, stapler or hole punch to attach worksheets

10.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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10.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	10.1 Starter	<p>Instruction to students: Watch the video and unjumble the definition of a policy. Then reflect on your own experience of policies.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Find zzed.uk/8174-policy 2. Facilitate class discussion about students' experience of policy in their daily lives. You may need to give examples to get them thinking. <p>Learning outcomes:</p> <p>All: know what a policy is.</p> <p>Most: can describe policies from their own experience.</p> <p>Some: suggest ways in which policies could help enable development.</p>	
20 mins	10.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to prepare a 30-second speech on the policy that you have been allocated using the note-taking sheet.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student understanding</u> by circulating and asking questions like What is the government doing? How does this make a difference to people, the environment or the economy of Kenya? Can you find any statistics or examples of the policy in action to include in your speech? What does the evidence tell you about how successful the policy is? <p>Learning outcomes:</p> <p>All: can identify the policy and what the government is doing.</p> <p>Most: can explain how the policy is helping Kenya develop.</p> <p>Some: can question the policy and suggest possible improvements or problems associated with it.</p>	<p>On gove polis info shee</p> <p>Stud take</p>

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Suggested time	Event	Task instructions	Student sheet
10 mins	10.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in four groups</u> to listen to a representative from each pair take a turn at giving their 30-second speech. As each pair completes their 30-second speech students will be asked to score their content and delivery. The highest-scoring pair from each group will go through to speak to the entire class (Kenya's National Assembly).</p> <p>Teaching strategy: Make sure a reliable student is keeping time for each group – they should be willing and able to cut off other students at that time or the task will overrun. You may wish to reflect on the characteristics of a good public speaker before commencing the task to encourage students to speak clearly.</p> <p>Learning outcomes: All: judge the content and delivery of the speeches.</p>	Student sheet
20 mins	10.4 Plenary	<p>Instruction to students: <u>As a class</u>, listen to the highest-scoring representative from each policy area and vote to decide who has impressed you most with their speech content and delivery.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. You may wish to move chairs and tables to make the classroom resemble a parliamentary debating chamber. 2. <u>Develop students' understanding</u> by allowing students to ask questions of the four representatives making their speeches. 3. Facilitate a closed ballot of students and declare a winner. 4. At the end of the lesson you may want to copy the notes from the final four representatives for all students to refer back to during revision. <p>Learning outcomes: All: know that the Kenyan government has a number of policies that play a role in Kenya's development. Most: can give examples of some of those policies. Some: can question the policies and suggest how they interact.</p>	

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Lesson 10: The role of government policy

Learning question: How is government policy affecting Kenya's development?

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10.1 Starter

(a) Unjumble the words to describe the role of government policy.

change, society, local, national

(b) Now list three policies that have led to changes to society, the environment, local and national policies.

(c) Pick the policy you know best and deliver.

(d) Finally, who has to be involved in the process?

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10.2 Task

You are a group of civil servants and elected representatives at Kenya's National Assembly (Kenya's parliament).

At the end of the lesson the four best representatives will speak in front of the House of Representatives about the following government policies:

- Kenya's acceptance of aid (tied and multilateral)
- Kenya's commitment to improving education
- Kenya's investment in infrastructure
- Kenya's approach to foreign direct investment (FDI).

The most impressive representative will become the new President of Kenya.

Working in pairs, decide who will be the civil servant and who will be the elected representative, and work together to plan and write a 30-second speech.

Visit the Kenya parliament to look at the Government buildings and see inside the assembly room.

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Make sure that you can explain:

- what the role of government is
- how it will affect Kenya's development
- what stakeholders are involved in the process of how it is implemented

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10.3 Task

Get into groups based on the policy you have written your speech about.

(a) Choose someone to be in charge of timekeeping.

(b) Listen to the elected representative from each pair give their 30-second speech. When you deliver the speech, do so with passion and remember to speak clearly and stick to the point.

(c) Individually, score each speech using your score sheet – you cannot score your own speech.

(d) Compile the results of all individuals in the group to discover which pair received the highest score. They will now go on to represent your group in the class 'speech off' for the presidency of Kenya.

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10.4 Plenary

Listen to the highest-scoring speech about each government policy.

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Task Sheet 10: The role of government



Learning question: How is government policy affecting Kenya's development?

New key terms: Tied aid, multilateral aid, pro-FDI policy, multiplier effect

10.1 Starter

(a) Watch the video then unjumble the words to define the keyword 'policy'.

Video

YouTube: [zzed.uk/8174-policy](https://www.youtube.com/watch?v=zzed.uk/8174-policy) (47 seconds)

future for A guides plan action decisions

- (b) Now list three policies that you have heard about: for example, to bring about a better environment, or the economy – try to make them a mix of local and national.
- (c) Pick the policy you know most about and decide what action it is designed to take.
- (d) Finally, who has to be involved to make it successful?

Share your ideas as a class.

10.2 Task

You are a group of civil servants and elected representatives at Kenya's National Assembly. At the end of the lesson the four best representatives will speak in front of the class about the following government policies:

- Kenya's acceptance of aid (tied and multilateral)
- Kenya's commitment to improving education
- Kenya's investment in infrastructure
- Kenya's approach to foreign direct investment (FDI).

The most impressive representative will become the new President of Kenya. You will be the civil servant and who will be the elected representative, and work together to write a speech. You should make notes on the sheet provided. Your teacher will make a list of the speeches to share with your class mates. You will lose points if you simply copy the information. Make sure that you say:

- what the government's policy is
- how it will make a difference to Kenya's development
- what statistics or evidence you have of how effective it is being.

10.3 Task

Get into groups based on the policy you have written your speech about.

- (a) Choose someone to be in charge of timekeeping.
- (b) Listen to the elected representative from each pair give their 30-second speech, do so with passion and remember to speak clearly and stick to the time.
- (c) Individually, score each speech using your score sheet – you cannot score your own speech.
- (d) Compile the results of all individuals in the group to discover which pair received the highest score. Now go on to represent your group in the class 'speech off' for the president.

10.4 Plenary

Listen to the highest-scoring speech about each government policy. Then, using the criteria, the elected representative you believe should become the next President of Kenya. Consider the content and delivery of their speech – use the same judgement criteria as before. Finally, discover who your class has elected.

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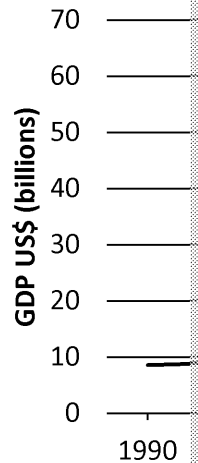
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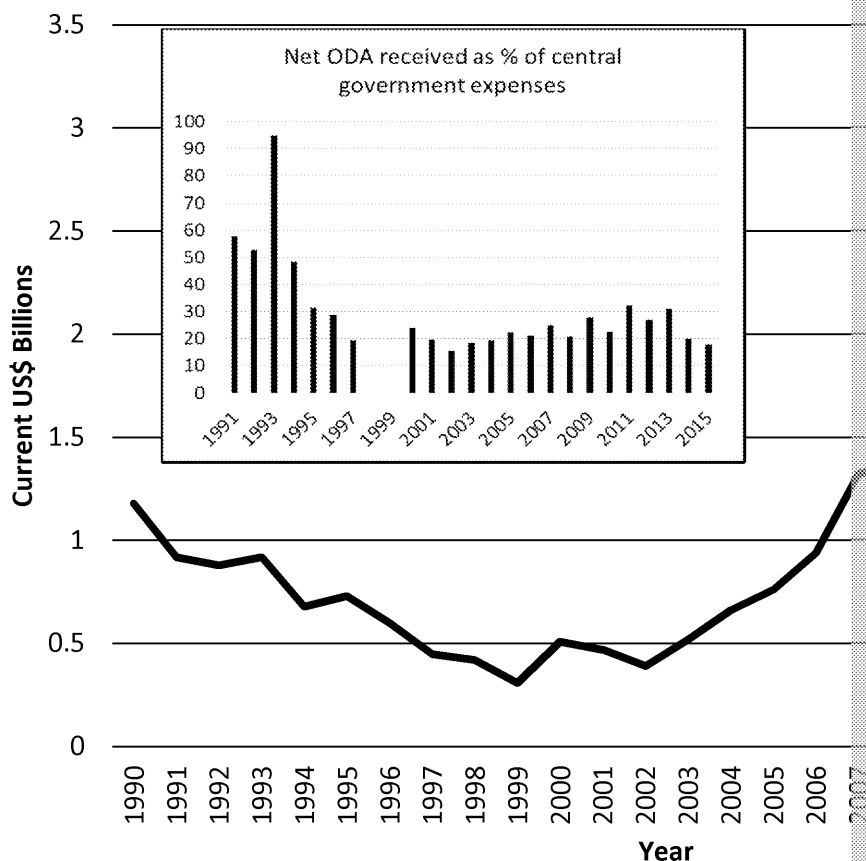
Kenya's approach to aid (tied and multilateral) and the effect on development

From independence until 2002, political unrest and Kenya's failure to implement reforms meant that donations of aid were short-lived and unpredictable. This was accepted and the government was forced to use its resources prudently. The new democratic government adopted a different policy approach, turning to international organisations like the World Bank for multilateral loans to support Kenya's development. As a result, it has managed to restructure its economy and systems of government. These changes combined with aid have meant that aid increased to 2.5% of GDP in 2017. GDP tripled during this 15-year period.

Kenya makes most of its income from its taxpayers. Bilateral and multilateral aid (Overseas Development Aid – ODA) only accounted for 18% of central government spending in 2015. The government has decided not to borrow additional billions of dollars available from the World Bank. This means it is able to continue paying off its existing loans. This policy keeps Kenya from becoming dependent on aid. Instead the government is placing greater importance on attracting investment to fund improvements to infrastructure and trade. This will create more wealth and enable further spending on health and education.



Overseas Development Aid to Kenya 1990-2017



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Kenya's commitment to improving education and the economic development

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Education helps individuals to improve their quality of life because it develops skills and a better life. As children progress through the school system and gain qualifications, the economy is strengthened and the economy grows. This leads to more investment from businesses and more in taxes. Both individuals and the country grow wealthier. Literacy rates in Kenya: 87% of the population were literate in 2010 (literacy rate in the UK has been at 99% since 1997). A majority of those unable to read or write are the older members of society, and women.

Government policy on education in Kenya however, has been criticised for being based on the country's leadership rather than based on national educational needs. The progress brought by education are not shared equally amongst Kenya's population. Although 15% of GDP on education in 2015 and provides eight years of free primary education, the poorest areas do not go to school because their families need them to earn money for food and shelter or to collect firewood and water. In addition, the quality of education in the poorest urban areas is generally low because they are difficult to staff (teacher resources get damaged by the climate or are simply not provided).

The government provides some state-funded secondary schools but attendance is low in parts of the country, particularly the remotest and poorest areas, teenage girls must do household chores or be married off and become pregnant. They are not allowed to continue their education (university and college) must be paid for by the student. It is usually middle-class families that will attend.

Many slum areas of Nairobi have no state schools at all. Poor families that cannot afford to pay for quality private education. In wealthier parts of Kenya's cities the middle classes can afford high-quality private education. Although the government's policy on education aims to improve economic development the system means that inequalities amongst Kenya's population are maintained.

Table 10.1: Education in Kenya (UNICEF survey for 2008–2012)

	Youth (15–24 years) literacy rate (%) 2008– 2012	Enrolled in primary school (% primary-aged children)
Male	83	83.5
Female	82	84.5

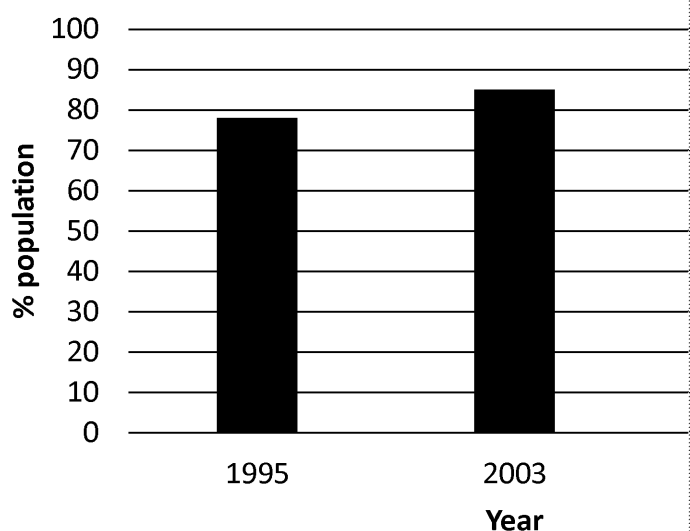


Figure 10.2: Literacy rate in Kenya (CIA World Factbook)

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Kenya's commitment to investing in infrastructure and country's development

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The Kenyan government has made 'deploying world-class infrastructure facilities and services' one of the foundations of achieving its Vision 2030. It places great emphasis on the need to improve Kenya's energy infrastructure, housing, roads, railways, airports and sea ports in order to enable economic growth and the country's development. It believes that 'efficient, accessible and reliable infrastructure is an enabler for sustained economic growth, development and poverty reduction' (Government of Kenya, Second Medium-Term Plan 2013–17). New and improved infrastructure should make it easier and cheaper to do business in Kenya, making the nation globally competitive while helping improve the lives of Kenya's people.

The government's policy is to seek investment in new infrastructure projects from private investors through Public Private Partnership (PPP). Changes are being made to legislation and how the government works to make it easier for private investment in public projects and the investment of government money in the private sector. The idea is that if the government works with private investors its money will go further as well as encouraging new business into the country. The danger is that the government has to pay more in public money to get projects done because investors want to make a profit.

Kenya's government is identifying priorities for investment. They have a detailed medium-term plan that sets out what will happen where that need to be addressed. In the past Kenya's infrastructure has been 'improved' (often by foreign governments) according to their own interests, rather than in the interests of Kenya. These have often fallen into disrepair because the government couldn't afford to maintain them. The government policy is to invest in the systems and people that are needed to maintain infrastructure for the future. For example, new airports need to be accompanied by investment in improving customs and documentation systems and new baggage-handling technology. It isn't just about just new runways and terminal buildings.

KENYA VISION 2030

Since 2008, Kenya has pursued its Vision 2030, 'Transforming Kenya into a globally competitive, industrialized middle-income country, providing decent jobs and services for all citizens by 2030'.

The Kenya Vision 2030 has three pillars:

1. to increase the country's economic growth
2. to improve the quality of life of a number of key population groups
3. to make Kenya a democratic and good governance country

Table 10.2: Examples of current and recent infrastructure improvements

Roads	Energy
<ul style="list-style-type: none"> Improvements to rural accessibility through Roads 2000 programme. New Nairobi-Thika super-highway. Maintenance of 236,603 km roads. Implementation of National Road Safety Programme. 	<ul style="list-style-type: none"> Electricity generation – increased capacity to 11,606 MW in 2012 (from 1,268 MW in 2008), 241 MW from renewable sources. 1,270,579 new electricity customers between 2008 and 2013.

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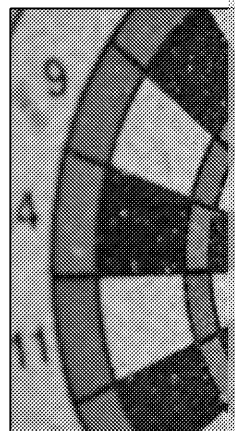
Kenya's approach to foreign direct investment (FDI) and country's development

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Kenya has surprisingly low levels of foreign direct investment (FDI) compared to most other African countries. Since 2010, the government has been increasingly pro-FDI, while protecting its own industries. There is a free flow of money into and out of the country. Between 2014 and 2015 FDI rose 50% to £1.2 billion. The largest amounts in Kenya include China, South Africa, Belgium, the Netherlands and the UK.

TNCs have been attracted to Kenya's Export Processing Zones, set up by the government since 1990, which enable investment in industries that make goods for export. They make it easier for companies to build production plants and gain the documentation they need to do business in Kenya. Companies pay less tax and it's cheaper to set up and trade than in other parts of the country. Kenya's government believe the EPZ policy has been highly successful. The evidence is that they can increase both local employment and spending on local goods and services (i.e. a multiplier effect) – up 15.7% and 8.8% respectively between 2013 and 2014 (EPZ programme annual performance report 2014).

Criticisms of the government's approach include accusations that the policy of FDI allows exploitation of Kenyan workers who often receive low pay and may be made to work in dangerous conditions. In reaction the government has set a minimum wage and basic standards for safe working conditions, but this means money has to be found to police and prosecute companies that don't meet these standards.



UK dartboard manufacturer has moved production to Kenya since 1999. Despite poor working conditions and low wages, it has made it the best place to work for a company employing skilled Kenyans at around 2,000 in total.

In 2016 Kenya's government piloted three new Special Economic Zones (SEZs). Mombasa and Lamu are in locations where it's easy to get raw materials into the country. Processes like tea and coffee blending, fertiliser packaging and fish processing will help grow primary industries such as agriculture, chemicals and offshore finance by lower tax rates, commitments to low-cost and straightforward licencing and around 20% of the full-time workforce.

However, the climate for FDI elsewhere in the country is still hampered by a number of factors:

1. Companies must invest over US\$100,000 to qualify for the government's special economic zones – this favours large multinational corporations over small and medium sized enterprise.
2. The process of getting work permits for foreign workers is slow and complicated, making it difficult for companies to move staff into the country from other parts of their business.
3. Land must be rented because it is still illegal for land to be owned by foreigners. There is no incentive to look after the environment or invest in Kenya's poor infrastructure, so companies often move to less damaged and cheaper locations whenever they want to.

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Student name:

Notes about the Kenyan government's policy on

The government's policy is:

It will make a difference to Kenya's development by:

Example of statistics or evidence showing the effectiveness of this policy:



Student name:

Notes about the Kenyan government's policy on

The government's policy is:

It will make a difference to Kenya's development by:

Example of statistics or evidence showing the effectiveness of this policy:

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Student score sheets

You are an expert on these matters because you have also worked on this policy. Use the evidence of their understanding. For each speech circle the number of points awarded. Base your scoring on what you hear like this:

- If you didn't hear them say anything of relevance – score 0 points
- If you heard them say a bit, but it wasn't very detailed – score 2 points
- If you heard them answer in detail – score 5 points
- If you could clearly understand what they were talking about – award 2 points

Pair	1	2	
The government's policy is.....	0 2 5 *2	0 2 5 *2	0
This policy is making a difference to Kenya's development by.....	0 2 5 *2	0 2 5 *2	0
They used statistics or evidence to support what they were saying.	0 2 5 *2	0 2 5 *2	0
Total points awarded:			



You are an expert on these matters because you have also worked on this policy. Use the evidence of their understanding. For each speech circle the number of points awarded. Base your scoring on what you hear like this:

- If you didn't hear them say anything of relevance – score 0 points
- If you heard them say a bit, but it wasn't very detailed – score 2 points
- If you heard them answer in detail – score 5 points
- If you could clearly understand what they were talking about – award 2 points

Pair	1	2	
The government's policy is.....	0 2 5 *2	0 2 5 *2	0
This policy is making a difference to Kenya's development by.....	0 2 5 *2	0 2 5 *2	0
They used statistics or evidence to support what they were saying.	0 2 5 *2	0 2 5 *2	0
Total points awarded:			

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Lesson 10 Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

10.1 Starter

AO1

- (a) A policy is a plan for action that guides future decisions
 (b) (c) & (d) relate to students' existing knowledge

10.2, 10.3 & 10.4

AO2

For each policy students should note the following key points:

Kenya's policy on	Aid (tied and multilateral)	Education	Infrastructure
What is the government's policy?	Political stability since 2002 meant Kenya took out a number of multilateral loans from World Bank (WB) and African Development Bank (ADB) to invest in development (before that, ad hoc tied aid). Recently more importance placed on getting investment rather than borrowing.	Driven by political gain All children get eight years free primary education Some state-funded secondary schools. Universities are fee paying.	Major focus of government – foundations of its Vision 2030 Recognises good infrastructure enable development economic growth poverty reduction Looking for private investment – legislation.
How does it make a difference to development?	Loans required restructure of economy which has led to benefits in economic development and increase in GDP. Kenya avoiding getting further into debt – attracting investment in infrastructure and trade to increase income can spend on education and health.	People are able to get better-paid jobs and improve their standard of living. The country becomes wealthier so more money can be collected in taxes. There is more money to spend on improving health and education etc. Benefits are not shared equally, e.g. the poor, especially girls, still don't get a good education. The situation is worse in rural areas. Only the wealthiest can afford to go to get a high standard of education.	Kenya can say needs and have control over what happens and Kenya doesn't borrow money things happen into debt, it can do what it wants have money to spend on education and healthcare. Infrastructure attract and encourage economic development and this creates multiplier effect providing more better quality Kenya's people

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Kenya's policy on	Aid (tied and multilateral)	Education	Infrastructure
Statistics and evidence	<p>GDP tripled 2002–2015.</p> <p>Aid accounts for only a small amount of GDP – around 2.5% in 2015.</p> <p>Aid contributed only 18% of government spending in 2015 (most income actually comes from taxes but taxes higher due to economic reforms required as a result of WB and ADB loans).</p>	<p>87% of population literate (still lower than developed countries like UK).</p> <p>This has increased since 1995 (78%).</p> <p>5.3% GDP spent on education in 2015.</p> <p>The gap between numbers of male and female children attending school widens as they get older.</p>	<p>A number of different infrastructure improvements at the bottom information.</p> <p>Kenya has a plan (Vision 2030) medium-term details what where.</p>

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Lesson 11 Overview: Economic growth and



Learning questions: How has rapid economic change caused the demographic change? Why are Kenya's cities growing?

11.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 11 Economic growth and demographic change	CD	-
	Task sheet 11 (three pages) – reusable	160–162	Copy duplex to 2 copies do not allow Number of students
11.1	Kenya population pyramid facts	163	Copy once and
11.1	Population pyramid plot strips	164	Make six copies Cut NB Copy to A3 to population pyramid
11.1	Population pyramid axes	165	Copy once and NB Copy to A3 to population pyramid
11.4	The urbanisation game (two pages)	166–167	Copy for number

Additional resources you will need to provide:

- ✓ Colouring pencils and tack to create the population pyramid
- ✓ Scissors and glue to prepare the urbanisation game

11.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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11.C Teaching and learning plan

Suggested time	Event	Task instructions	St
15 mins	11.1 Starter	<p>Instruction to students: Using the information on your card and the plot strip, <u>work as a class</u> to build a population pyramid for Kenya. Then <u>work independently</u> to sketch and annotate the pyramid into your notes. Refer to lesson 2 of this unit of study for ideas to help with your annotations.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Attach the population pyramid axes to a suitable wall or the whiteboard. 2. Give out cards and strips and tack or tape for students to attach their plot strips to the axes. 3. There may be spares depending on the number of students in your class. Allow students who correctly complete their part of the pyramid to undertake a second strip until all are completed. 4. You may need to remind students of lesson 2 when they looked at population pyramids at different stages of development. 5. Allow more able students to work out how to complete their plot strips and assemble the pyramid. You may wish to give more support to less able students. <p>Learning outcomes: All: know the shape of Kenya's population pyramid. Most: can suggest reasons for Kenya's demographic structure.</p>	<p>One pop pyr</p> <p>One pop pyr strip</p> <p>Colo pen</p>
20 mins	11.2 Task	<p>Instruction to students: <u>Working independently</u>, answer the exam-style questions from the task sheet.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Reflect on the trends shown in the two graphs on the task sheet. Note that the fluctuation in the death rate in the late 1990s was when HIV/AIDs in Kenya was at 10% prevalence in the population – this has been decreasing since that time due to the availability of anti-viral drugs. 2. Stop and recap on the correct answers to question (b) before the majority of students move on to question (c), in order to ensure they have the information necessary to tackle this open question. 3. <u>Develop student application</u> by listing possible reasons for the death rate to be decreasing and links to economic growth. <p>Learning outcomes: All: know that fertility rate and death rate in Kenya can be linked to the rapid economic growth. Most: can explain these links. Some: can suggest other reasons for decreasing fertility and death rates.</p>	

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Suggested time	Event	Task instructions	St
10 mins	11.3 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to answer the exam-style questions about fertility and replacement level.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student skills</u> by working through the answers on the whiteboard. <p>Learning outcomes:</p> <p>All: know how to use replacement level.</p> <p>Most: can suggest ways to influence fertility rate.</p>	
15 mins	11.4 Plenary	<p>Instruction to students: Read the instructions on the handout. <u>In pairs</u>, cut out the cards and play the urbanisation game.</p> <p>Teaching strategy: <u>Develop student understanding</u> by circulating and asking questions like: What is happening to your city? Why are people arriving in the city? What is attracting them to the city? What is causing them to leave their homes? What are the consequences of urbanisation? What percentage of the city are living in slum areas? Note that in the game 60% of the board is slum area – this is the actual % of people living in Kenya’s cities who live in slums.</p> <p>Learning outcomes:</p> <p>All: know that cities are growing through the process of urbanisation.</p> <p>Most: understand some of the reasons why people are coming to the city.</p> <p>Some: can identify some of the consequences of urbanisation.</p>	The urba game Scis

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Lesson 11: Economic growth and demographic change

Learning questions: How has rapid economic change caused the demographic structure of Kenya to change? Why are Kenya's cities growing?

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11.1 Starter

Work as a class to build a poster.

1. Plot the information on a grid.
2. Attach your plot strip to the wall.

Now sketch the completed poster and describe the main features of the classwork from lesson 2 of this unit.

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11.2 Task

Study the graphs showing the change in fertility rate and death rate in Kenya between 1960 and 2015. Answer the questions on the task sheet.

Kenya – fertility rate

Kenya – death rate

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11.3 Task

The replacement level is the point at which one generation replaces the next.

In most developed countries it is around 2.1 children per woman (one to replace the mother and one to replace the father with the population).

Replacement level is higher when mortality is high due to poor healthcare.

Generally, if the fertility rate is above the replacement level, the population is getting smaller.

However, replacement level **does not** mean that the population will stop growing.

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11.4 Plenary

Rapid economic change involves the growth of industries and trade.

↓

Businesses (factories and offices) are attracted to urban areas because that's where they can find a large workforce and good infrastructure to help transport raw materials and goods.

↓

Jobs are created in those industries and in supporting industries that look after their workers, e.g. education, healthcare and retail.

↓

There are also opportunities to make an income in the informal sector of the economy, e.g. selling food or offering services on the streets to workers.

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11.4 Plenary

Urbanisation happens as people move from rural areas to the towns and cities (migration) for the new employment opportunities.

They are looking for higher income, education and healthcare.

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Task Sheet 11: Economic growth and development



Learning questions: How has rapid economic change caused the demographic change? Why are Kenya's cities growing?

New key terms this lesson: city growth, rural–urban migration, urbanisation

11.1 Starter

Work as a class to build a population pyramid for Kenya:

- Plot the information on your card onto your plot strip.
- Attach your plot strip to the correct part of the population pyramid using the provided string.
- Sketch the completed population pyramid into your notes and annotate it to show Kenya's demographic structure in 2016 (refer to your classwork from lesson 11.1).

Extension 11.1.1

Suggest reasons why the number of children born in Kenya between 2011 and 2016 is lower than in the previous five years.

11.2 Task

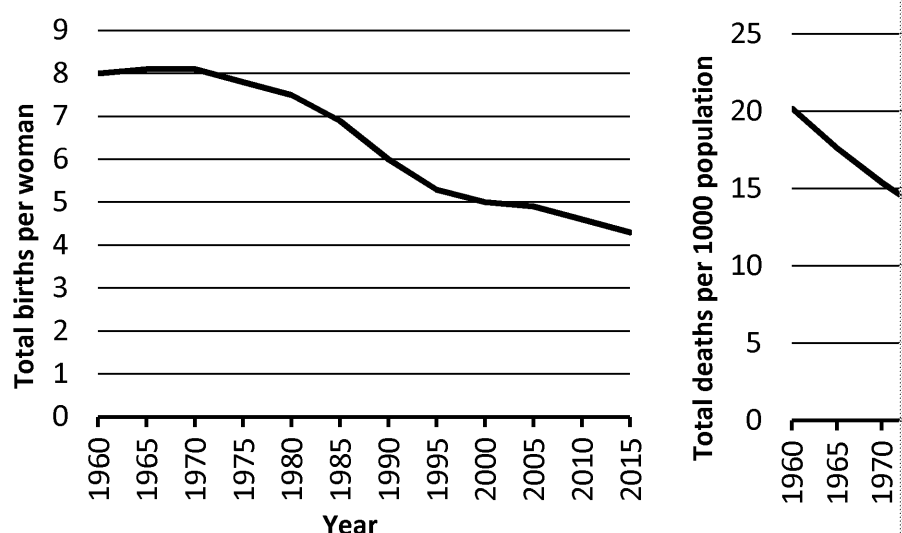


Figure 11.1: Graphs showing fertility and death rates in Kenya 1960–2015 (Data from the United Nations)

Study the graphs showing fertility rate and death rate in Kenya between 1960 and 2015.

- (a) Describe the trends in Kenya's:

- fertility rate (2)
- death rate (2)

Look back through your notes to remember how to describe a trend.

- (b) Make a table in your notes with three columns – the first for 'consequences of rapid economic change', the second for 'causes of reduced fertility rate' and the third for 'causes of reduced death rate'.
(i) List the four correct 'consequences of rapid economic change' in the table below.

The government has more money available to spend on healthcare.	Women who are better educated have good opportunities for employment.
In some parts of the country men believe that using contraceptives damages their masculinity.	New agricultural technologies help improve food security.

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- (ii) Match these 'causes of reduced fertility rate' to the correct 'consequences' and explain how demographic change in Kenya has occurred.
- They have fewer children so that they can concentrate their resources on the children that they have.
 - Parents expect more of their children to survive into adulthood so they have more children.
 - The abundance of resources encourages families to provide better healthcare for their children.
 - They use contraceptives to control when and how many children they have.

- (iii) Suggest a cause of reduced death rate for each of the consequences and use the following clues:
- More spending on healthcare should mean that people live longer.
 - The fewer babies a woman gives birth to the lower the probability of child mortality.
 - People who are well fed are generally healthier.
 - When resources are focused on a few children there is more money for their healthcare.

- (c) Use your existing knowledge and understanding about development in Kenya to answer the following 8-mark evaluation-style question. Refer to the 'Guide to answering open questions in Edexcel B GCSE Geography Paper 1' or have a go without it:

Assess the extent to which the fast economic growth experienced by Kenya in recent decades has caused the death rate to decrease. (8)

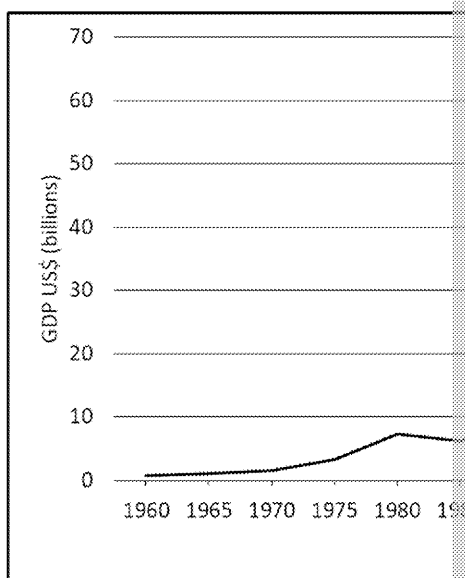


Figure 11.2: Graph showing economic growth in Kenya (Data source: World Bank)

Extension 11.2.1

- Look back at your answer to question (c) and try to improve it in two ways:
1. By supporting your argument with references to the data from the graph.
 2. By broadening your analysis to consider other factors that could have caused the death rate to decrease (e.g. environmental, social, political?).

11.3 Task

- (a) The fertility rate in Kenya was 4.3 births per women in 2015. How much would it need to decrease by to reach the replacement level typical of developed countries? (1)
- (b) Based on the most recent trend in fertility rate when would you estimate the fertility rate of Kenya will reach a replacement level of 2.1? (2)

Extension 11.3.1

Suggest two ways in which the Kenyan government could influence the rate at which the fertility rate is decreasing in Kenya. (4)



The replacement level

The replacement level fertility rate replaces a generation to the next. It is around 2.1 births per mother and one child allowance for unfavourable conditions.

Replacement level is high, for example poor levels of sanitation, the fertility rate is high. If the fertility rate is high, replacement level is high. However, replacement level is low.

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11.4 Plenary

Rapid economic change involves the growth of industries and trade. Businesses are attracted to urban areas because that's where they can find a large workforce and transport raw materials and goods. Jobs are created in those industries and in the services sector after their workers; for example, education, healthcare and retail. There are also people working for low income in the informal sector of the economy; for example, selling food or offering services to informal workers.

Urbanisation happens as people migrate from rural areas to the towns and cities in search of new employment opportunities. They are looking for higher incomes, an improved standard of living, education and healthcare. As a result the city grows.

Play the urbanisation game – how big can you grow your city in the next 10 minutes?

You will study urbanisation in more detail in Unit 6 of your GCSE Geography course.

- Consider how many people in your city are living in slums (this is represented by the red area on the map).
- Be ready to suggest three consequences of city growth (for example, on the environment, the economy and the environment).

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Kenya's population pyramid facts



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3,120,000 boys aged 0–4	3,420,000 boys aged 5–9
2,360,000 boys aged 15–19	2,060,000 men aged 20–24
1,840,000 men aged 30–34	1,520,000 men aged 35–39
840,000 men aged 45–49	640,000 men aged 50–54
360,000 men aged 60–64	240,000 men aged 65–69
120,000 men aged 75–79	80,000 men aged 80–84
3,080,000 girls aged 0–4	3,380,000 girls aged 5–9
2,360,000 girls aged 15–19	2,080,000 women aged 20–24
1,840,000 women aged 30–34	1,520,000 women aged 35–39
780,000 women aged 45–49	680,000 women aged 50–54
440,000 women aged 60–64	320,000 women aged 65–69
160,000 women aged 75–79	80,000 women aged 80–84

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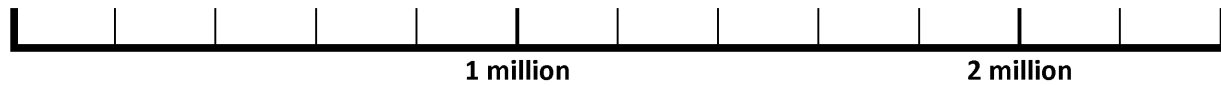
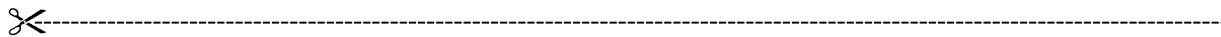
Population pyramid plot strip



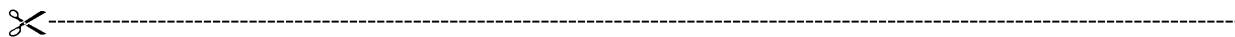
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Population pyramid axes



Females (place axis right of centre)



0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54
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Age group (place axis at centre)

The urbanisation game

Aim of the game:

Find out how rapid economic change is causing urbanisation and make your Kenyan city grow in the time you have to play – the largest city wins! Look out for the red herrings – reasons for your city's growth aren't related to rapid economic change?

To play:

- You will need a coin, or you can cut out the counter. Cut out the cards, shuffling and dealing.
- Choose a Kenyan city and label your game card – Nairobi, Mombasa, Nakuru or Kitale.
- Player 1 should take a card from the top of the pile while Player 2 tosses the coin.
- Player 1 reads the information from their card relating to either heads or tails, depending on which side the coin has fallen.
- Player 2 then crosses out the number of squares they have won, starting from the top of the card. Player 1 puts their card to one side. Repeat the process with player 2 picking the coin. Continue.
- When you've used all the cards, turn them back over, shuffle and reuse them until your city has outgrown the game card.



Player 1 Game Card

109	108	107	106	105	104	103	102
110	43	44	45	46	47	48	49
111	42	39	38	37	36	35	34
112	41	40	**1**	2	3	4	5
73	72	17	16	City			6
74	71	18	15				7
75	70	19	14				8
76	69	20	13	12	11	10	9
77	68	21	22	23	24	25	26
78	67	66	65	64	63	62	61
79	80	81	82	83	84	85	86

Original city limits

Slum area



Player 2 Game Card

109	108	107	106	105	104	103	102
110	43	44	45	46	47	48	49
111	42	39	38	37	36	35	34
112	41	40	**1**	2	3	4	5
73	72	17	16	City			6
74	71	18	15				7
75	70	19	14				8
76	69	20	13	12	11	10	9
77	68	21	22	23	24	25	26
78	67	66	65	64	63	62	61
79	80	81	82	83	84	85	86

Original city limits

Slum area

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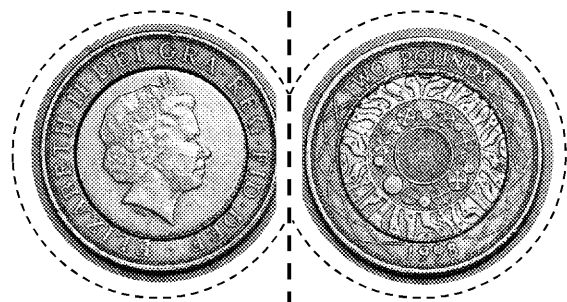
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<p>Tails</p> <p>Afiya, a young woman, has just finished secondary school. She is leaving her village to go to university in the city. Win 1 square</p>	<p>Heads</p> <p>Halima is one of hundreds of women selling fruit on the city streets. Life is no better than it was in her village. Win 10 squares</p>	<p>Tails</p> <p>Badru met his wife when he moved to the city to get a better job. They have started a family and now have two children. Win 4 squares</p>
<p>Tails</p> <p>The government has more revenue to spend on education – families are coming to the city for the better schools. Win 16 squares</p>	<p>Heads</p> <p>The city is also growing because the death rate has fallen. Better sanitation and healthcare means people live longer. Win 5 squares</p>	<p>Tails</p> <p>Economic change in the city also attracts many economic migrants from neighbouring countries. Win 6 squares</p>
<p>Tails</p> <p>War in a neighbouring country has caused hundreds of refugees to arrive in the city. Win 20 squares</p>	<p>Heads</p> <p>The rising middle classes pay taxes that give the government more money to spend on improving infrastructure. Win 5 squares</p>	<p>Tails</p> <p>Better infrastructure attracts more business, creating more jobs, leading to more rural–urban migration. Win 15 squares</p>
<p>Tails</p> <p>Jamil hasn't seen his parents in five years. He sends half of his pay to them each month. Win 1 square</p>	<p>Heads</p> <p>Mercy moved her three children to the city so that they would get a better education. Win 4 squares</p>	<p>Tails</p> <p>Nasser and his two brothers moved to the city two years ago – they all have jobs in the police force. Win 3 squares</p>
<p>Tails</p> <p>6% of the city's nurses were trained outside Kenya. They have moved to the city for better pay and work conditions. Win 8 squares</p>	<p>Heads</p> <p>Zahra and her family moved to the city from the north eastern region when their crops failed during the last drought. Win 7 squares</p>	<p>Tails</p> <p>Floods in western Kenya destroyed the home of Adika and his family. Many people from his village moved to the city. Win 12 squares</p>
<p>Tails</p> <p>Famine in Ethiopia has resulted in hundreds of refugees arriving in the city. Win 20 squares</p>	<p>Heads</p> <p>Bob, Alex and Jeffrey run a manufacturing plant on the edge of the city for a British TNC. Win 3 squares</p>	<p>Tails</p> <p>Emily came to Kenya to work for an NGO. She married a Kenyan and has three children and lives in the city. Win 3 squares</p>

coin counter – cut along the along the dashed line. Add a make it hold together



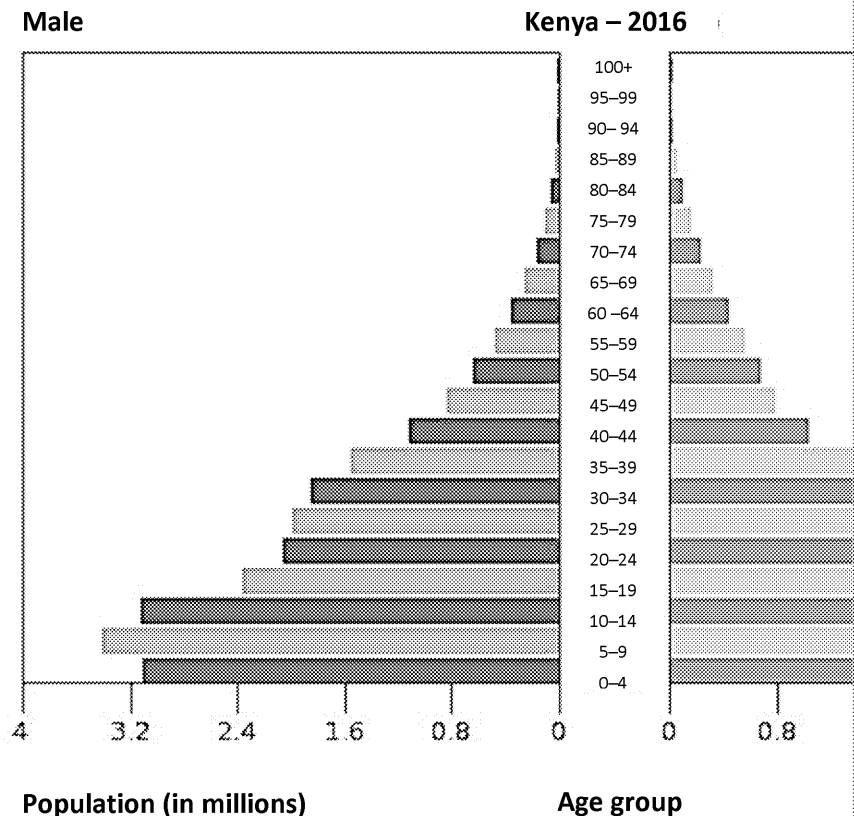
Lesson 11: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

11.1 Starter

AO1 & AO4 Population pyramid should look like this:



Extension 11.1.1

AO3 Students should be able to suggest reasons based on knowledge and understanding of work. For example:

11.2 Task

- (a) AO4
- (i) Credit 1 mark for recognising that the fertility rate is decreasing and 1 mark for reduced or stating the starting and ending rates from 1960 to 2015 (decreased from 4.3 to 2.1). Allow + or – 0.1.
 - (ii) Credit 1 mark for recognising that the death rate has fluctuated but decreased and 1 mark for the amount it has reduced or stating the starting and ending rates from 1960 to 2015 (from 1000 population, from 20 to 6) or stating that there was a fluctuation in 1990 before continuing decline. Allow + or – 0.1.

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- (b) AO1 & AO2 (i) Credit 1 mark for each correct answer as shown in the table
(ii) Credit 1 mark for each correct answer as shown in the table
(iii) Credit 1 mark for each correct answer as shown in the table

Consequences of rapid economic change	Causes of reduced fertility rate	
The government has more money available to spend on healthcare.	Parents expect more of their children to survive into adulthood so they limit the number of babies that they have.	More so that per Fewer p diseases decreas
Women who are better educated have good opportunities for employment.	They use contraceptives to control how many children they have and when.	The few lower th – fewer contrib of deat
New agricultural technologies help improve food security.	The abundance of resources encourages families to provide better-quality lives for fewer children.	People health malnut decrea
There are opportunities that parents want their children to be able to pursue.	They have fewer children so that they can concentrate their resources on helping them succeed.	When re there is health healthi during overall

- (c) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the con
There are three elements to this judgement. They relate to how well the student
 - identify the correct geographical ideas and describe relevant examples of p
way they are connected
 - accurately explain the relevance of these ideas and examples and the links t
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate m
some elements fall below that level / all elements are securely in that level / some

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

The table below gives the geographical ideas or examples that could be used (row 1)
explained in row 2 – accept any other valid points. A balanced argument must include
explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level.

- Level 1 answers will be basic statements
- Level 2 answers will make some connections and offer some explanation
- Level 3 answers will be detailed.

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	Economic growth has caused death rate to decrease	Death rate c
1. Geographical ideas and examples studied that could be described	<p>The government has more money available to spend on healthcare + <u>means that people live longer and healthier lives</u> + fewer people die of preventable diseases.</p> <p>Women who are better educated have good opportunities for employment + <u>the fewer babies a woman gives birth to the lower the probability of her dying in childbirth</u> + fewer women dying in childbirth.</p> <p>New agricultural technologies help improve food security + <u>people who are well fed are generally healthier</u> + fewer people die due to malnutrition.</p> <p>There are opportunities that parents want their children to be able to pursue + <u>when resources are focused on a few children there is more money per child for food and healthcare</u> + children are stronger and healthier leading to lower levels of mortality during childhood.</p> <p>Other geographical ideas from past lessons: <u>Improvements in sanitation mean dirty water and human waste don't contaminate drinking water supplies</u> + <u>people avoid getting preventable diseases like cholera and dysentery</u> + fewer people die.</p> <p>Investment in infrastructure means people are able to get to hospitals and healthcare facilities + <u>they can get the medical care they need</u> + fewer people die.</p>	<p>Advances in medical science + <u>new treatments</u> + <u>more people</u></p> <p>NGOs and UN programme + <u>for example</u> <u>raising awareness of</u> <u>contracting dangerous</u></p>
2. Relevance of ideas and examples	<p>Suggests that the death rate is closely tied to the increasing spending on infrastructure and healthcare + <u>spending can be greater because the government has more resources</u> + these are created through taxation which adds up to more because people are earning more and there is more trade.</p>	<p>It could be argued that economic growth is not the death rate has halved than \$10 billion to over rate has actually increased every 1000 during the</p> <p>It could be argued that occurred before rapid the data shows death while GDP was at a constant 1990s when death rate that falling death rate growth.</p>

Extension 11.2.1

See answers to 11.2 (a) and the right-hand column of the table above.

11.3 Task

- AO4 4.3 – 2.1 = 2.2 Credit 1 mark for a correct answer.
- AO4 Approximately 30 years (+ or – 5 years) (Credit 2 marks for a correct answer of trend and accurate use of the x-axis).

Extension 11.3.1

AO2 Credit 1 mark for a correct way and 1 mark for explaining how this would affect the city.
For example:

- Increase awareness of contraception amongst men and women – fewer babies will be born.
- Improve education for girls at secondary and tertiary level – more women would engage in family planning.

11.4 Plenary

AO1 The urbanisation game is designed to expose students to the push and pull factors leading to the city in a memorable way. Students will study urbanisation further in Topic 3 of the ZigZag teaching pack is available for this course of study.

Students are asked to consider (AO3):

- Number of people living in slum areas – students should observe that this is a large proportion of the city population. They should suggest reasons and consequences for this.
- Consequences of city growth, for example: lack of resources including quality housing, poor sanitation, competition for jobs, pollution of the air, land and water, widening income inequality.

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Lesson 12 Overview: Regional differences



Learning questions: How do the regions of Kenya vary in their socio-economic status? How has rapid economic change created these variations?

12.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 12 Regional differences in Kenya	CD	-
	Task sheet 12 (two pages) – reusable	177–178	Copy duplex to avoid waste. Copies do not all need to be cut. Number of students in class.
12.1	Student worksheet 12 – Regional differences in Kenya	179	Copy for number of students in class.
12.3	Letter template	180	Copy for number of students in class. Cut

Additional resources you will need to provide:

- ✓ Glue, stapler or hole punch to attach worksheets

12.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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12.C Teaching and learning plan

Suggested time	Event	Task instructions	St
15 mins	12.1 Starter	<p>Instruction to students: <u>Working in groups of four</u>, divide the data between you and create a choropleth map each. Share your findings and determine where how you will divide Kenya into core and periphery areas.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the instructions on the task sheet and remind students how to construct a choropleth map – the key is given on the worksheet. 2. <u>Develop student skills</u> by encouraging them to check each other's work and look for patterns in the data. 3. <u>Develop student understanding</u> by asking questions like: what doesn't the data tell us? How do regional boundaries confuse the picture of core and periphery? <p>Learning outcomes:</p> <p>All: can draw a choropleth map for their data.</p> <p>Most: can identify patterns between the data and suggest which are core regions and which are periphery regions in Kenya.</p> <p>Some: can identify problems with the data or the method of determining which areas are core and periphery, i.e. that there may be considerable variation within as well as between Kenya's regions.</p>	Stud wo Reg diffe Ken
15 mins	12.2 Task	<p>Instruction to students: Using the data from the table, <u>work independently</u> to answer the exam-style questions.</p> <p>Teaching strategy: <u>Develop student skills</u> by reflecting on the method and answers at the end of the task.</p> <p>Learning outcomes:</p> <p>All: can calculate a mean.</p> <p>Most: know how data can show regional variation in life in Kenya.</p> <p>Some: suggest how the data is linked to economic growth in Kenya.</p>	

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


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Suggested time	Event	Task instructions	Stu
5 + 15 mins	12.3 Task	<p>Instruction to students: <u>Working in pairs</u>, read the information on the task sheet and assign yourselves a letter – A or B. Role play the conversation between the two children for five minutes, then write a letter describing the differences in your lives and your thoughts about how Kenya's economic growth has created these differences.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the instructions on the task sheet. 2. <u>Develop student understanding</u> by asking questions like: Why are your lives so different? How has economic growth created these conditions? Are there other reasons that your lives are so different, for example is it just down to luck as to where you were born? Can remote rural areas ever be as developed as urban areas? <p>Learning outcomes:</p> <p>All: know that life is different in urban and rural (core and periphery) areas of Kenya.</p> <p>Most: understand the reasons why life is different between different regions of Kenya.</p> <p>Some: suggest changes that the government could make to make life fairer in Kenya.</p>	Let's tem
10 mins	12.4 Plenary	<p>Instruction to students: <u>Work independently</u> to answer the 8-mark question using the information you gathered in Task 12.3.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. You may wish to remind students of the 'Guide to answering open-style questions in Edexcel B GCSE Geography Paper 1' from lesson 1 of this unit of study. 2. <u>Develop student application</u> by reminding them they will be assessed on the level of detail and examples and statistics they give in their answer. Their examiner will be looking for evidence of their knowledge of the subject, ability to explain links between different geographical ideas and the balance of their argument. <p>Learning outcomes:</p> <p>All: know how economic growth creates regional differences in quality of life in Kenya.</p> <p>Most: makes links between different socio-economic indicators of economic growth and quality of life.</p> <p>Some: can suggest other reasons to explain regional variations in quality of life in Kenya.</p>	

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Lesson 12: Regional differences in Kenya

Learning questions: How do the regions of Kenya vary in their socio-economic characteristics? How has rapid economic change created these variations?

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12.1 Starter

Working in groups of four:

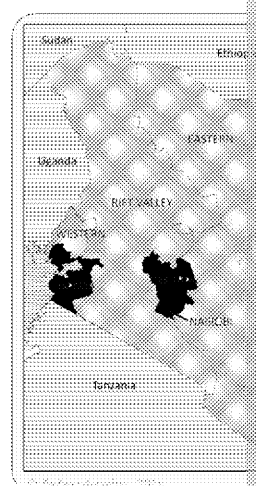
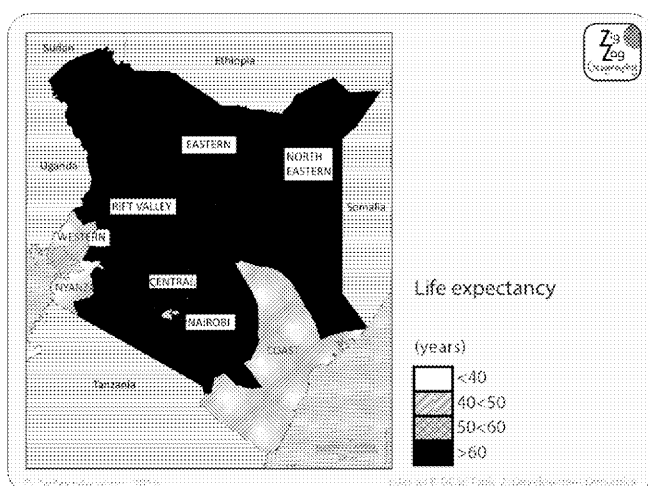
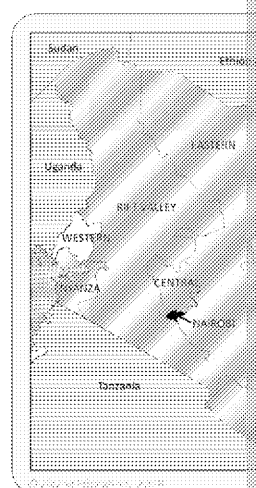
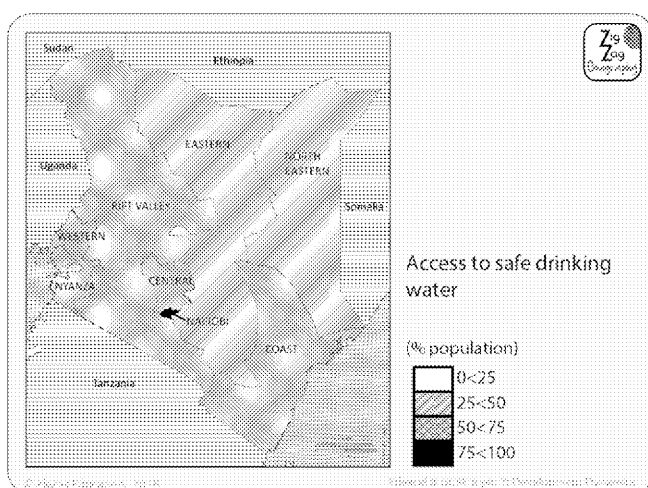
(a) Divide the data fairly so that:

Region	Access to safe drinking water (% population)
Central	52
Coast	63
Eastern	46
Nairobi	97
North Eastern	34
Nyanza	51
Rift Valley	51
Western	63

(b) Share your findings – check record of each one's work

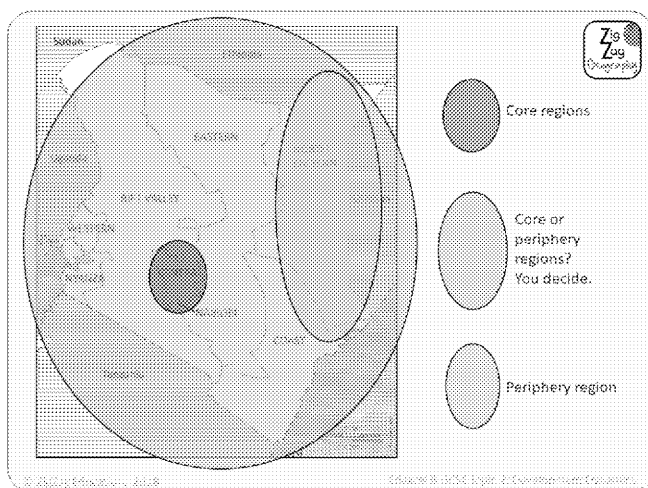
(c) As a group, decide how you shade these onto the census map of Kenya

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12.2 Task

Using the data from the table on life expectancy of Kenya.

$$(54 + 55 + 60) \div 3 = 56.3$$

Describe what the data on life expectancy of regions of Kenya.

Receive 1 mark for recognising that people's life-experiences.

For example:

- varying access to healthcare, e.g. hospitals
- varying food security, e.g. famine
- varying economic opportunities, e.g. finding that enables them to live

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Explain how Kenya's economic growth has led to disparities in socio-economic characteristics, e.g. access to safe drinking water, GDP per capita, life expectancy and adult literacy. (4)

Receive 1 mark for an explanation and 1 mark for further development of that idea. You should aim to give two ideas.

For example:

Economic growth of the country has been created by increasing economic activity primarily in urban areas and in places where geographical location or natural resources have attracted particular industries, e.g. the ports of Lamu and Mombasa.

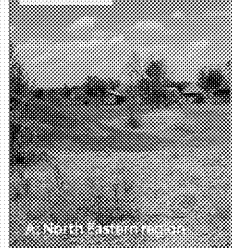
Those areas have benefited from increasing wealth and investment in comparison to remote rural areas where populations are more dispersed and unserved. The lives of people in urban areas have improved while those in rural areas have remained poor – the gap between them widens.

Economic growth provides jobs for skilled workers and knowledge benefits to more skilled workers who provide services for the increasing middle class.

However, the large numbers of people arriving in urban areas looking for work, doesn't match the opportunities or provision available so the people must live in very poor conditions in city slums, while the middle class become wealthier. The lives of some people in urban areas is improving while for others it could actually be worse than in rural areas.

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12.3 Task

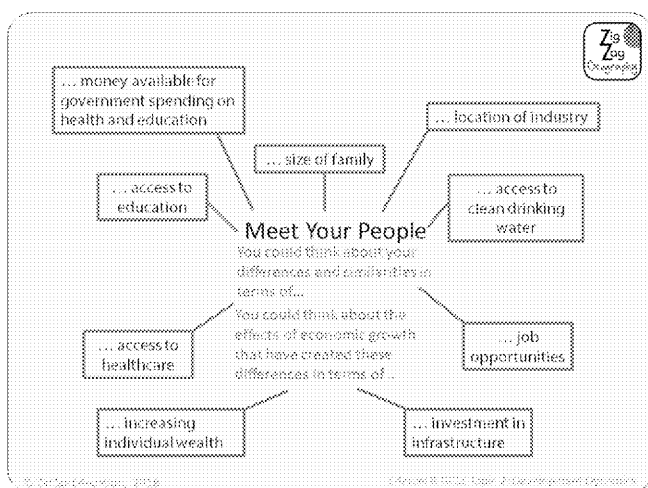


Read about life in that location.

Take a minute to consider what your life has been like until now – your experiences and emotions.

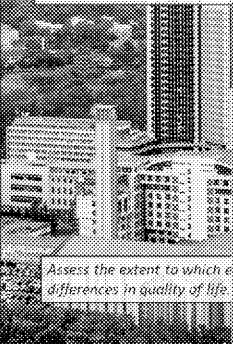
Follow the instructions on the task sheet.

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12.4 Plenary

Using your learning from this following evaluation-style exercise.



Assess the extent to which economic growth has created differences in quality of life.

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Task Sheet 12: Regional difference



Learning questions: How do the regions of Kenya vary in their socio-economic development? How has rapid economic change created these variations?

New key terms this lesson: Core and periphery

12.1 Starter

Working in groups of four:

- Divide the data fairly so that you each plot one choropleth map for Kenya.
- Share your findings – check you agree with your teammates and then make your own maps.
- As a group, decide how you will divide Kenya into core and peripheral regions. Draw a central map – use the space in the text boxes to indicate your choice of shape.

Region	Access to safe drinking water (% population)	GDP per capita (US\$ PPP)	Life expectancy (years)
Central	52	1,443	54
Coast	63	1,460	55
Eastern	46	1,070	53
Nairobi	97	3,673	68
North Eastern	34	644	52
Nyanza	51	1,093	54
Rift Valley	51	1,230	54
Western	63	903	55

12.2 Task

- Using the data from the table in the starter activity calculate the mean life expectancy for each region.
- Describe what the data on life expectancy suggests about life in different regions.
- Explain how Kenya's economic growth has led to disparities in socio-economic development. Use the data on access to safe drinking water, GDP per capita, life expectancy and adult literacy to support your answer.

Extension 12.2.1

Can you find any discrepancies in the data from what you would expect to find? How do they fit with your generalisation of core and periphery areas.

12.3 Task

Working in pairs, allocate yourselves a letter – A or B.


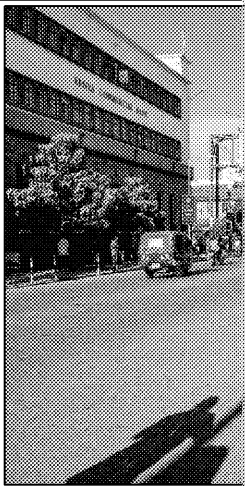
Imagine you are Kenyan. You are the same age and gender as you really are, but you were born in a different region (indicated by the letter you have chosen). Take a minute to consider what your life has been like until now – your experiences, your hopes and dreams for the future.

You are attending 'Meet Your People', a cross-regional educational exchange programme. The aim is to bring together young adults from across Kenya to exchange experiences and the future of the country. They are particularly keen that young people understand the role of economic growth can have in creating differences in the standard of living across the country.

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Life in location A – North Eastern region	Life in location B – Nairobi
 <p>You are the oldest child in a family of eight children. You and the other older siblings must collect water every day from a river two miles from your village. The water must then be boiled to make sure the family don't get ill. You left school at the age of eight so that you could collect firewood to boil the water and to cook food.</p> <p>Now you are older you are responsible for looking after the family's cows, but there has been so little rain in recent months that you must walk them to pastures five miles away from the village to find grass. The nearest school is three miles away in the opposite direction. Two of your younger brothers attend when they can.</p> <p>Your mother is sick and the family don't have the money to take her to a doctor. Your granny, who is 65, is looking after the baby and the three young children. Your father left for the city a month ago to find work, but you haven't heard anything from him yet.</p>	 <p>You are the youngest child in a family of four. Your mother is a nurse and your father works in a factory. You go to school every day, but you know it's impossible for your parents to pay for it. You are getting a better education than your father did at secondary school in your hometown.</p> <p>You like to go to the shopping centre to meet friends. When you go, you also like to watch the latest movies. You have a refrigerator and an oven, but your Dad recently got spoiled when there was a power cut and the food went bad.</p> <p>Lots of people make a living from the city. Some are poor where you can buy cheap clothes and do your washing. Some are rich and go to the government to get money for hospitals and schools.</p>

You have met each other for the first time today – for five minutes role play to share your experiences. Talk about your lives and your aspirations – what is life like where you live? What do you think about the future, do you believe you can play a role in Kenya's future? Your new friend tells you about their ideas and experiences.

Now write a letter to the event organiser stating how you feel about the differences between the two locations – do you believe it is economic change that has brought about the differences? Is there anything that could be done to make life better for everyone?

Extension 12.3.1

Read your new friend's letter and look back through your learning from previous lessons. Can you think of any ways to add more detail to what you have said?

12.4 Plenary

Using your learning from this and previous lessons' work as a class to answer the following question:

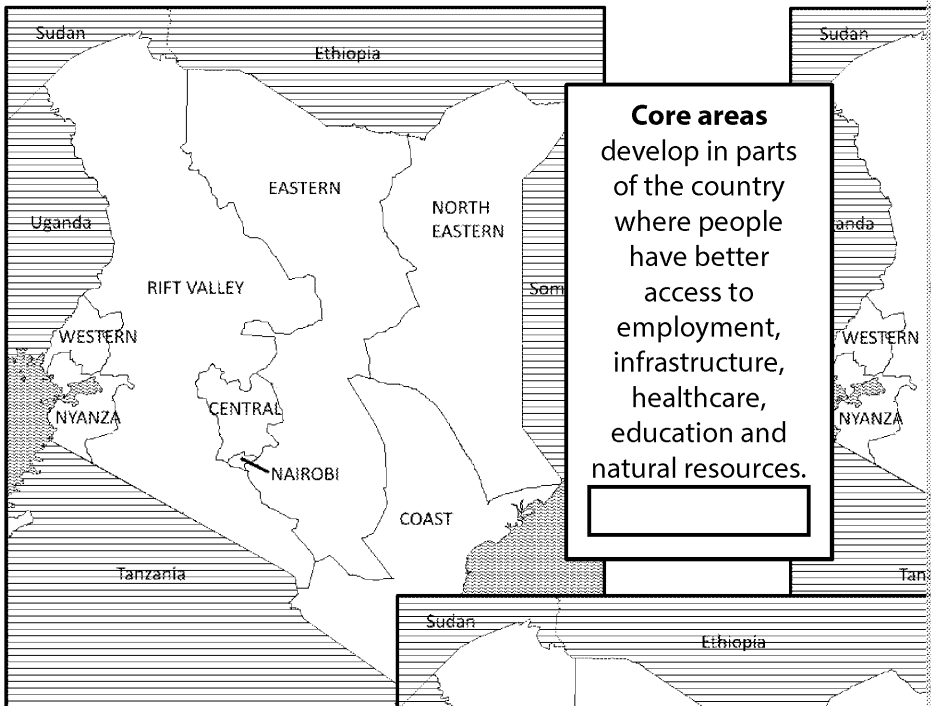
Assess the extent to which economic growth in Kenya has caused regional differences.

If you have time, devise a mark scheme and work out how well you have done.

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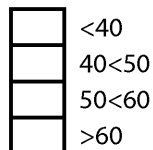
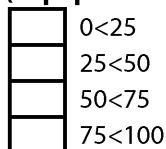


Student name: _____

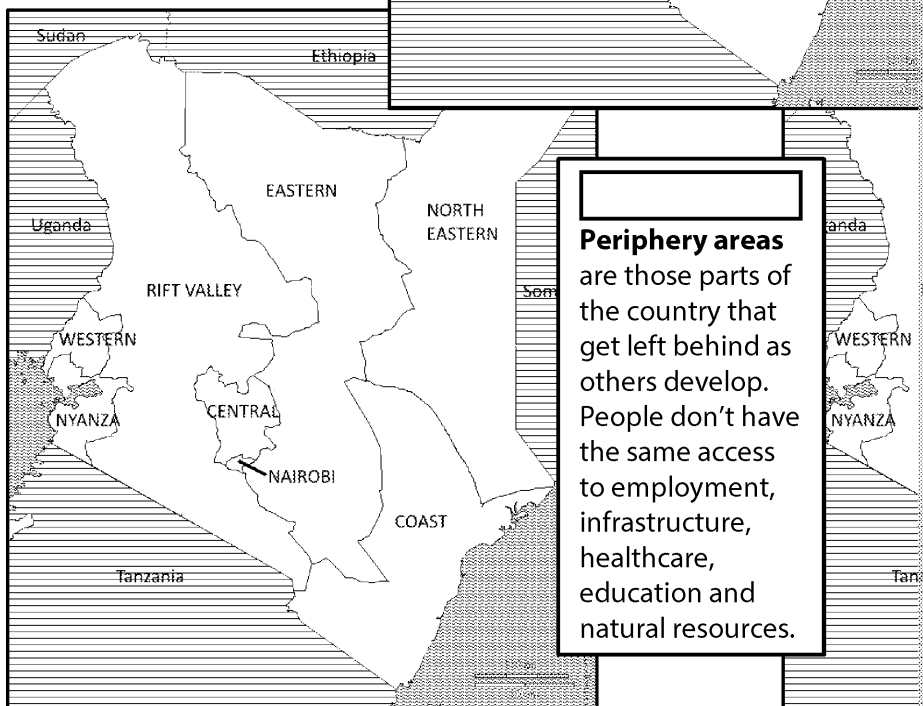


Core areas develop in parts of the country where people have better access to employment, infrastructure, healthcare, education and natural resources.

Access to safe drinking water (% population)



Life expectancy (years)



Periphery areas are those parts of the country that get left behind as others develop. People don't have the same access to employment, infrastructure, healthcare, education and natural resources.

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Date

Dear organisers,

Thank you for inviting me to attend Meet Your People. I was.....
you felt, e.g. what was your emotional response to hearing about the life surprise, guilt?).

This was because.....*(describe the parts of your life that are different from your own.)*

I believe Kenya's rapid economic development is making the differences.....
example,(talk specifically about the effects of economic development on the lives of young people in Kenya created differences between your lives).

This has meant that.....*(talk about the way this has changed your opportunities in life, health, well-being).*

I would like your charity to work towards making things fairer for the children in Kenya

-
-
-

(List at least three things you believe could be done and say how they will help young people in Kenya – consider the role of Kenya's government, foreign aid, etc. in your answer.)

Yours sincerely
 Your signature



Date

Dear organisers,

Thank you for inviting me to attend Meet Your People. I was.....
you felt, e.g. what was your emotional response to hearing about the life surprise, guilt?).

This was because.....*(describe the parts of your life that are different from your own.)*

I believe Kenya's rapid economic development is making the differences.....
example,(talk specifically about the effects of economic development on the lives of young people in Kenya created differences between your lives).

This has meant that.....*(talk about the way this has changed your opportunities in life, health, well-being).*

I would like your charity to work towards making things fairer for the children in Kenya

-
-
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(List at least three things you believe could be done and say how they will help young people in Kenya – consider the role of Kenya's government, foreign aid, etc. in your answer.)

Yours sincerely
 Your signature

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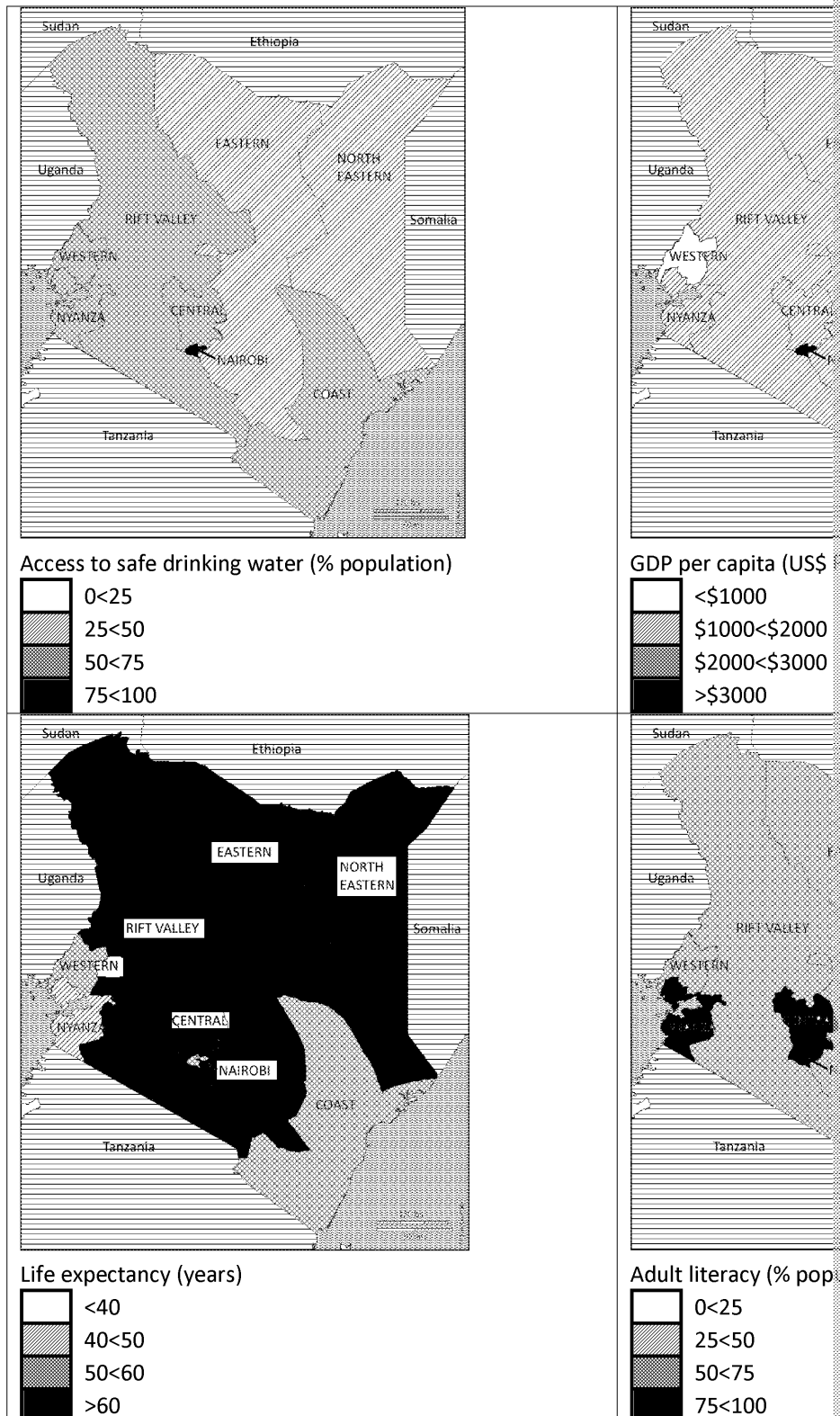
Lesson 12: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

12.1 Starter

AO1 & AO4



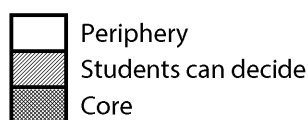
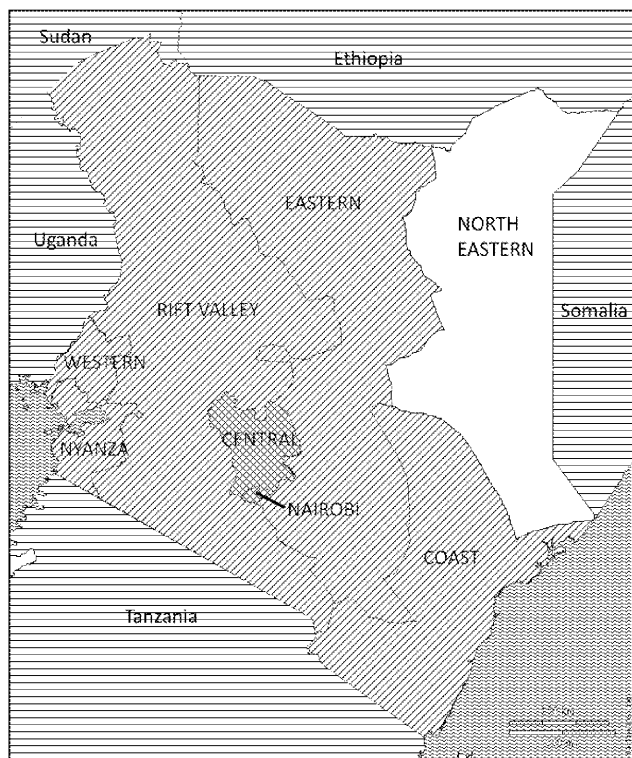
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(c) Core and periphery

AO1 Students should recognise that there are some regions that score highly for core (Central and Nairobi). There are a number of regions where the data is not placed in the periphery (Eastern, Rift Valley, Nyanza, Coast, Western). They should identify some anomalies in their discussion, life expectancy, literacy and access to clean water but lowest for GDP.



12.2 Task

- a) $AO4 (64+55+62+57+62+45+63+53)/8 = 57.6$ (accept 58 as rounded-up figure since Credit 2 marks for a correct answer as it requires understanding of method and calculation)
- b) AO1 Credit 1 mark for recognising that life expectancy varies and 1 mark for a suggestion of factors that influence life expectancy = max 2.
For example:
- varying access to healthcare, e.g. as people survive infancy, child birth and old age
 - varying food security, e.g. more people have a diet that sustains healthy development
 - varying economic opportunities, e.g. provide people with an income to support their families and enable them to live a comfortable life.

- c) AO2 Credit 1 mark for an explanation and 1 mark for further development of that explanation

Economic growth of the country has been created by increasing economic activities in areas whose geographical location or natural resources have attracted particular industries and Mombasa. These areas have benefited from increasing wealth and investment where populations are more dispersed and unskilled. The lives of people in urban areas have remained poor – the gap between them widens.

Economic growth provides jobs for skilled workers and knock-on benefits to lower income groups for the increasing middle class. However, the large numbers of people arriving in urban areas do not match the opportunities or provisions available so these people must live in very poor conditions. The middle classes become wealthier. The lives of some people in urban areas is improving but for many it is worse than in rural areas.

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Extension 12.2.1

AO4 Discrepancies in the data could include:

- Western region scores highly for life expectancy, literacy and access to clean water
- Nairobi has highest level of access to safe drinking water, GDP and adult literacy compared to other regions.
- Adult literacy in Nyganza is surprisingly high when GDP, access to water and life expectancy are compared to other regions.

12.3 Task

AO1, AO2 and AO3

Paragraph 1: Differences between the students' lives could include:

- Size of family – Child B's mother works as a nurse, this is likely to have influenced her family size whereas Child A's mother has given birth to eight children.
- Access to clean drinking water – Child A must travel two miles each day to collect water. This means they must spend time doing these daily chores. Child B has time to go to school.
- Access to education – Child A cannot attend school as he/she has responsibilities such as milking cows, collect clean water and firewood and care for her/his siblings. Child B attends school as his parents have enough money to pay for the best quality education they can afford.
- Access to healthcare – Child A's mother is unwell and they must pay for a doctor. It is assumed there is a local provision of healthcare which Child B can access.
- Job opportunities – Child A must care for the family's cows, Child B has aspirations to go to university.

Paragraph 2: Effects of economic growth that have created differences:

- Location of industry – urban areas where more people live because that's where the opportunities for employment in those areas has increased while in rural areas there are fewer opportunities.
- More money for government to spend on health and education – such investment is more likely in urban areas due to density of the population. In rural areas people still need to travel long distances from such services because people are more dispersed. People in urban areas get better access to health and education while those in remoter rural areas see less benefit.
- Investment in infrastructure – people in towns and cities benefit more from new roads and railways because they are built where they will benefit most people. They are able to travel more easily and get around more easily.
- Increasing individual wealth – those able to access the better-paid jobs are most likely to benefit from education and healthcare provision. They become wealthier and can afford to pay for better services while those living in poverty stay poor.

Paragraph 3: Suggestions for change:

Students could consider any of the following (or any valid response):

Changes to government policy, greater FDI or aid resulting in:

1. More spending on:
 - healthcare – child A's mother would be well and could look after the children
 - education – so that there is a school closer
 - access to water in rural areas – saving time fetching and boiling water, allowing more time for other activities
2. Increasing incentives to industry to locate in rural areas through investment in infrastructure and employment opportunities – so Child A's father doesn't have to leave the family.

12.4 Plenary

- (a) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the comparison of the two regions. There are three elements to this judgement. They relate to how well the student:
- identify the correct geographical ideas and describe relevant examples of places and how they are connected.
 - accurately explain the relevance of these ideas and examples and the links between them.
 - construct a balanced argument based on the evidence they have discussed.

To choose the level consider which is best represented in the answer. Allocate marks if some elements fall below that level / all elements are securely in that level / some elements are above that level.

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Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

The table below gives the geographical ideas or examples that could be used to answer the question – accept any other valid points. A balanced argument uses examples and explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level.

- Level 1 answers will be basic statements
- Level 2 answers will make some connections and offer some explanation
- Level 3 answers will be detailed.

	Economic growth has caused regional differences	Regional differences have caused economic growth
1. Geographical ideas and examples studied that could be described	<p><u>New industries have located in urban areas + where more people live so there is a larger and more skilled workforce available to them + this means opportunities for employment in those areas has increased while in rural areas no opportunities have been created.</u></p> <p><u>Provides more money for government to spend on health and education + such investment impacts on more people in urban areas due to density of the population, in rural areas people still need to travel long distances to be able to benefit from such services because people are more dispersed + people in urban areas get the benefit of better health and education while those in remoter rural areas see less benefit.</u></p> <p><u>Enables government to invest in infrastructure + people in towns and cities benefit more from new energy infrastructure, roads and railways because they are built where they will benefit most people + they are able to improve their standard of living and get around more easily.</u></p> <p><u>Individual wealth increases + those able to access the better-paid jobs are most likely to be those who have already benefited from education and healthcare provision + they become wealthier and able to improve their lives further while those living in poverty stay poor.</u></p>	<p><u>Location and climate can affect the standard of living in an area + areas that are more accessible and/or suitable for development resulting in more people moving there + more accessible urban areas + people can move more easily in more developed areas + wealth and even more differences become more obvious anyway to a certain extent.</u></p> <p><u>Regional differences in the availability of drinking water or the quality of the water with difference in the climate + Nairobi has the highest rainfall + the second to lowest rainfall + the second to lowest temperature + has the second highest population + has a relatively high level of access to safe drinking water.</u></p>

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	Economic growth has caused regional differences	Regional differences
2. Relevance of ideas and examples	<i>Suggests that differences occur as a result of economic growth because it creates circumstances for investment that will improve people's wellbeing + <u>but only in areas of the country that are attractive to new industry</u> + these are principally the existing core areas of the country – for Kenya, Nairobi and Central region.</i>	<p><i>Suggests that there are economic growth in different regions + <u>core development</u> (NGO or <u>access to drinking water</u> growth having occurred) direct result of economic growth.</i></p> <p><i>Suggests that the real living for Kenyans is not comparing regions + the people within each region <u>development + economic growth</u> but these are not easily core/periphery is more differences.</i></p>

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Lesson 13 Overview: The impact of economic growth



Learning question: What have been the impacts of rapid economic growth within Kenyan society?

13.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Ins
Whole lesson	PowerPoint: Lesson 13 The impact of economic growth on people	CD	-
	Task sheet 13 (two pages) – reusable	191–192	Copy duplex to copies do not al Number of stud
13.2	Impacts of economic growth and globalisation on Kenya's people	193	Copy for numbe
13.2	Student worksheet 13a – Impacts on different gender and age groups in Kenya	194	Copy for numbe
13.3	Student worksheet 13b – Newspaper template	195	Copy for numbe

Additional resources you will need to provide:

- ✓ Internet access to YouTube: [zzed.uk/8174-nairobi](https://www.youtube.com/watch?v=zzed.uk/8174-nairobi)
- ✓ Scissors and glue for Task 13.2
- ✓ Glue, stapler or hole punch to attach worksheets

13.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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13.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	13.1 Starter	<p>Instruction to students: Read the instructions on the handout. <u>As a class</u>, watch the video and answer the questions.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Find zzed.uk/8174-nairobi 2. Remind students of the questions as the video progresses. 3. You could make the task interactive by asking students to indicate when they know the answer to one of the questions, pause the video and allow one of them to write the answer on the whiteboard. 4. Review the answers at the end of the video. <p>Learning outcomes:</p> <p>All: know that economic growth is benefiting the middle classes in Kenya.</p> <p>Most: understand the ways in which the middle class benefit and the knock-on effects of this on other workers.</p>	
15 mins	13.2 Task	<p>Instruction to students: Read the instructions on the handout. <u>Work independently</u> to sort the positive and negative impacts of economic development and globalisation into the table on worksheet 13a.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student knowledge</u> by asking questions like: Who is being affected? Are they benefiting or losing out? 3. Reflect on the correct organisation of the information at the end of the task. <p>Learning outcomes:</p> <p>All: know that economic development and globalisation impact on different groups of people in different ways.</p> <p>Most: recognise that women and the elderly in particular are both benefiting and losing out as a result of economic development and globalisation.</p> <p>Some: can make links between the impacts on people and the role of government.</p>	<p>Imp eco gro glo on K peo</p> <p>Stud wor – Im diffe gend age Ken</p>

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Suggested time	Event	Task instructions	Stu
20 mins	13.3 Task	<p>Instruction to students: Read the instructions on the handout. <u>Work independently</u> to write a newspaper article discussing the negative impacts of Kenya's economic development and globalisation on its people and what the government could do to tackle these.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student understanding</u> by directing them to the information obtained in Task 13.2 and encouraging them to use this as the basis for their arguments. <p>Learning outcomes:</p> <p>All: can identify reasons why people are not benefiting from economic development and globalisation in Kenya.</p> <p>Most: can suggest ways for the government to tackle the negative impacts of economic development and globalisation on people in Kenya.</p> <p>Some: recognise the links between wealth and the ability to benefit from Kenya's economic development and globalisation.</p>	Stu wor – Ne tem
15 mins	13.4 Plenary	<p>Instruction to students: Read the instructions on the handout. <u>Work independently</u> to devise a slogan to use as the Mayor of Nairobi to tell people how you will break the cycle of poverty.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. <u>Develop student understanding</u> by leading a class discussion to identify the ways to break the cycle of poverty (you could annotate a copy of the cycle on the whiteboard) before setting students the task of devising their slogan. 3. Choose a few students to tell the class their slogan. <p>Learning outcomes:</p> <p>All: know that poverty is a cycle.</p> <p>Most: can suggest how the cycle of poverty can be broken.</p>	

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Lesson 13: The impact of economic growth on people

Learning question: What have been the impacts of rapid economic growth on different groups within Kenyan society?

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13.1 Starter

Kenya's middle class is booming and the urban population – 1.5 billion


- Who are Kenya's middle class?
- Why are they doing so well?
- Name the two key problems that starts with an 'e' the middle class face
- How does the growth of the middle class affect the economy?

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13.2 Task

The impact of economic development and globalisation varies depending on where in Kenya you live (core or periphery).

An individual's experience will also vary depending on their age and gender.



Sort the information on the cards into positive and negative impacts of economic development and globalisation and place them in the correct quadrant of the table on worksheet 13a.

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Positive impact

There are more opportunities for employment in the core areas of the country. This means that people living in the core areas can find work more easily than those living in the periphery.

There are more opportunities for employment in the core areas of the country. This means that people living in the core areas can find work more easily than those living in the periphery.

There are more opportunities for employment in the core areas of the country. This means that people living in the core areas can find work more easily than those living in the periphery.

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Age

Positive impact	Negative impact
The number of older people is increasing as people live in better conditions with improved healthcare. [4]	The older people are often regarded as a burden on society and the economy. This was when Kenya was mostly agricultural and many older people were not needed. [5]
Technology, such as mobile phones, allows people to stay in touch with their ageing parents wherever they are in the country. [6]	Older people don't have the same awareness of new technology as the young. They may not have access to mobile phones and computers or know how to use them. [5]
Technology enables people working in other areas to send money back to the country to support older relatives in rural areas. [6]	Older people often don't have the same opportunities to find employment when they did not go to school. They must find informal, poorly paid jobs in the informal sector. [5]
As GDP has increased, the government has been able to increase its spending on education. They now provide eight years of free primary education. There is increasing investment in Kenya's secondary schools and universities. [4]	The government does not provide state pensions and there is no care system for the elderly. If their family members are not able to support them, they may fall into poverty. [6]
Cultural change is making the care of older people less of a family responsibility and more of a social responsibility. This should help prevent the spread of HIV/AIDS and reduce the number of ageing Kenyans left to care for orphaned grandchildren. [1]	As people age, they are less likely to get a job. They have to rely on the informal economy for work and often experience a decline in living standards. [6]

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13.3 Task

You are a Kenyan journalist. You are asked to write an article about how economic development and globalisation are the answer to Kenya's problems.

You see no evidence of an end to the problems. You see no benefit more than others. Write an article for the newspaper.

In it you should suggest how the problems identified in task 13.2 could be solved. You should also suggest to adopt different policies or to change the way of doing things. Give reasons for your suggestions.

You can create your own article using the template provided on worksheet 13b.

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13.4 Plenary

Despite economic growth and globalisation many of the poorest people in Kenya remain poor. Study the cycle of poverty.

Imagine you are the Mayor of Nairobi where 60% of people live in slum conditions.

Where do you believe the cycle could be broken and what do you need to do to achieve this, e.g. new laws or policies, government resources – experts, money, equipment, or foreign investment?

Write a slogan to go up around the city to tell everyone what you are trying to achieve and inspire Kenyans to help you.

The family can't afford clean water to drink. The children go to school but the school is full of poor children, without clean food or health care. Everyone is ill.

There is a lot of disease and malnutrition. Some family members will die.

The adults must work in the informal economy for low wages in poor conditions. The children grow up without an education so they will find it difficult to get a job.

The family struggle to make any money. They must spend what they have on food. They are unable to save to improve their conditions.

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Task Sheet 13: The impact of economic



Learning question: What have been the impacts of rapid economic growth within Kenyan society?

New key terms this lesson: gender groups

13.1 Starter

Kenya's middle class is booming. They now make up 10% of the urban population. Watch the video and discuss your answers to the following questions:

- Who are Kenya's middle class?
- Why are they doing so well?
- Name the two key processes that have led to this situation – one starts with 'g' and the other with 'g'.
- How does the growth of the middle class help poorer Kenyans?

Video

YouTube: [zzed.uk/8174-nairobi](https://www.youtube.com/watch?v=zzed.uk/8174-nairobi) (5.43 mins)

13.2 Task

The impact of economic development and globalisation varies depending on where you live (core or periphery). An individual's experience will also vary depending on their age and gender. Sort the cards into positive and negative impacts of economic development and globalisation. Place each card in the correct quadrant of the table on worksheet 13a (i.e. those relating to different

Extension 13.2.1

Consider:

- How many of the impacts are solely the result of economic development?
- How many also depend on the approach policy makers take to these trends?

Choose one example and explain why you think this impact is not just down to economic development or globalisation.

13.3 Task

You are a Kenyan journalist. You are not convinced that economic development and globalisation are the answer to all your country's problems. You see no evidence of an end to poverty and some members of society seem to benefit more than others. Write an article for your newspaper – Kenya Today. In it you should suggest how three of the negative impacts you identified in task 13.2 could be altered if Kenya's government were to adopt different policies or controls over economic growth and globalisation. Give reasons for your suggestions.

You can create your own article or use the template provided on worksheet 13b.

Extension 13.3.1

Draw a flow chart to describe how being born to a wealthy family enables you to benefit from economic growth and globalisation.

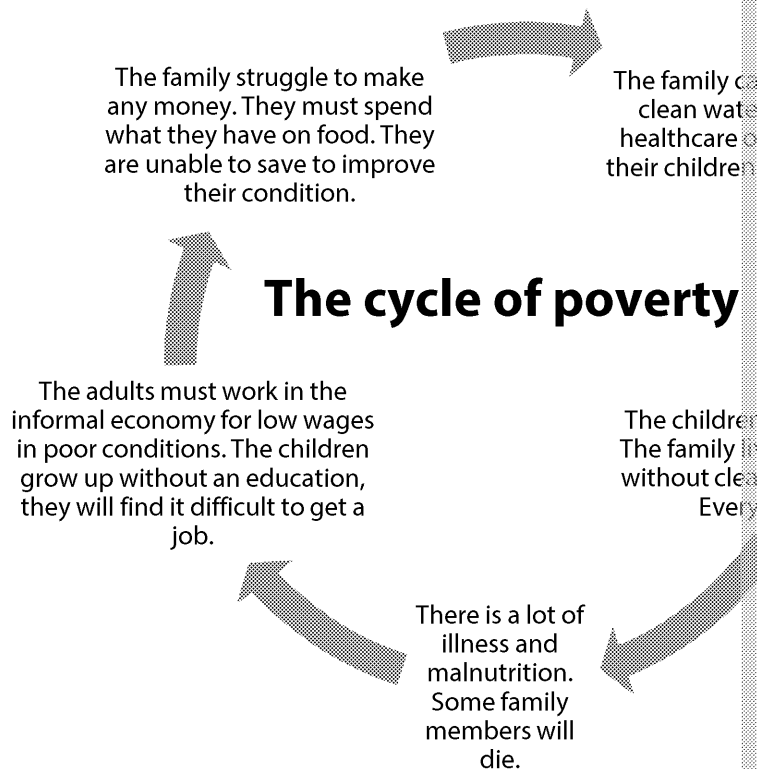
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13.4 Plenary

Despite economic growth and globalisation many of the poorest people in Kenya live in poverty.



Imagine you are the Mayor of Nairobi where 60% of people live in slum conditions. How could the cycle of poverty be broken and what do you need to do to achieve this, e.g. new laws, resources – experts, money, equipment, or foreign investment?

Write a slogan to go up around the city to tell everyone what you are trying to do to help you.

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Impacts of economic growth and globalisation on

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As people learn about life and values in more developed countries (e.g. TV, Internet, migration) their attitudes and behaviours change. There is a shift towards equality of roles between the genders; for example, women work and men have greater involvement in family life.	The older generation used to be respected as a source of wisdom and knowledge. That was when Kenyans were mostly subsistence farmers and land passed between generations. Now that children leave to pursue other careers, attitudes to the elderly are changing.
Investment by TNCs brings factories and mechanisation that outcompete cottage industries that have provided employment for women in rural areas, e.g. weaving, handicrafts.	Although there are more jobs, there are also more people looking for work. Men and women must compete for the same jobs, so there could be more unemployed men.
The number of older people is increasing as people live in better conditions with improved healthcare.	Technology, such as mobile phones, allows people to stay in touch with their ageing parents, wherever they are in the country.
✂ Despite an equal role in earning money for the family, many women are still the ones doing all the domestic chores and taking care of children.	There are more opportunities for women to earn money – this empowers them to take control of their own affairs. They can choose whether to marry because it is no longer the only possible future for them.
Technology enables people working in urban areas to send money across the country to support older relatives in rural areas.	Improved healthcare and family planning mean that women have control over their own bodies. They can decide how many children to have and when, and how this will impact on their careers.
The government does not provide state pensions and there is no care system for the elderly. If they cannot stay economically active or depend on family members they may fall into destitution.	Cultural change is making the use of contraceptives better understood and acceptable. This should help prevent the spread of HIV/AIDs and reduce the numbers of ageing Kenyans left to care for orphaned grandchildren.

Useful definitions

Cottage industries The manufacturing of goods or running of small businesses within or from the home.	Empower To give someone the power to do things for themselves, e.g. earn money.
Living standards The conditions in which a person lives based on their ability to provide for themselves and their families.	Destitute A state in which a person has no money or belongings or income after themselves but for their family.

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Student worksheet 13a – Impacts on different gender a

Student name:

Positive impacts	
Gender	
Age	

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Student name:

Remember – you are not convinced that economic development and globalisation
country's problems. You see no evidence of an end to poverty and some men
more than others.

Kenya Too

Image

Your headline

*Start by writing a controversial
introduction to capture your
reader's attention.*

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*Outline one of the negative impacts
on people that you have learnt
about – explain why things are
getting worse for some Kenyans. (2)*

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*Outline a second negative impact
on people that you have learnt
about – explain why things are
getting worse for some Kenyans. (2)*

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Lesson 13: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

13.1 Starter

AO1

- Kenya's middle class is mostly comprised of university graduates or ambitious individuals who have moved through industries to managerial positions.
- They have got a good education and/or worked hard. They have well-paid jobs.
- Economic growth and globalisation – these processes have created the employment opportunities for the middle classes.
- They pay other Kenyans to work for them; for example, in this film Nina the bank manager employs staff and James the coffee shop manager employs staff. Which means there are more jobs available.

13.2 Task

AO1 and AO2

	Positive impact	
Gender	<p>As people learn about life and values in more developed countries (e.g. TV, Internet, migration) their attitudes and behaviours change. There is a shift towards equality of roles between the genders; for example, women work and men have greater involvement in family life.</p> <p>New industries, such as manufacturing, services and technology, don't require the same physical strength as many primary industries, e.g. mining, forestry. Because women can do these jobs there are more opportunities for women to work.</p> <p>There are more opportunities for women to earn money – this empowers them to take control of their own affairs. They can choose whether to marry because it is no longer the only possible future for them.</p> <p>Improved healthcare and family planning mean that women have control over their own bodies. They can decide how many children to have and when, and how this will impact on their careers. [1]</p>	<p>Investment by TNCs that outcompetes local businesses, leading to employment for women in the informal sector, such as handicrafts. [2]</p> <p>Although there are more opportunities for women, many are still looking for the same jobs, the same as men.</p> <p>Increasingly, men are moving into the city. Women are still earning an income. [3]</p> <p>Despite an equal role, many women are still doing the same old chores and taking care of the household.</p>

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	Positive impact	
Age	<p>The number of older people is increasing as people live in better conditions with improved healthcare. [4]</p> <p>Technology, such as mobile phones, allows people to stay in touch with their ageing parents, wherever they are in the country.</p> <p>Technology enables people working in urban areas to send money across the country to support older relatives in rural areas.</p> <p>As GDP has increased the government has been able to increase its spending on education. They now provide eight years of free primary education. There is increasing investment in Kenya's secondary schools and universities. [4]</p> <p>Cultural change is making the use of contraceptives better understood and acceptable. This should help prevent the spread of HIV/AIDs and reduce the numbers of ageing Kenyans left to care for orphaned grandchildren. [1]</p>	<p>The older generation has more wisdom and knowledge than the mostly subsistence farming generations. Now they have careers, attitudes to work, etc.</p> <p>Older people don't have to use the latest technologies as they have mobile phones and can access the internet. [5]</p> <p>Older generations do not find employment because they must find menial jobs in the service sector. [5]</p> <p>The government does not have a policy where there is no care system for older people, so they stay economically active and do not become dependent. They may fall into debt.</p> <p>As people age they tend to move out of the informal economy and into the formal sector, leading to a decline in living standards.</p>

Extension 13.2.1

AO3 Students could argue that all impacts are within government control depending on whether the government seeks to intervene in globalisation and economic development, and control the behaviour of citizens.

For a democratic government that believes in free trade, reasonable influence could be exerted on the global economy.

1. Government could speed up the rate of improvement to healthcare and awareness of health issues, increase investment, especially in remote rural areas.
2. Government incentives to FDI attract particular industries to specific places. Policies to support indigenous industries.
3. Government policy could seek to distribute economic growth to rural areas to avoid over-concentration and migration to urban areas.
4. Government could increase investment in education services.
5. Government could fund retraining or ICT training for older citizens.
6. Government could provide state pension.

13.3 Task

AO1 & AO2 Students should refer to the negative impacts identified in Task 13.2 and discuss how the government could make to tackle these impacts outlined in the answers to Extension 13.2.1.

Credit 1 mark for each reason with a further mark for development = max 10.

Extension 13.3.1

AO2 Students should recognise the links between wealth and high income, i.e. being wealthy leads to better healthcare and education which in turn leads to better jobs and higher income.

13.4 Plenary

AO1, AO2 and AO3

This is a creative exercise to reinforce learning from the lesson and encourage students to think from a different point of view. Students may choose any point in the cycle to break. Suggest a list of things the mayor could come up with include:

- Raise income of poor – attract more business to the city that employ low-skilled workers.
- Make clean water, food and healthcare affordable to the poor by subsidising imports.
- Finance free schools and healthcare services.
- Educate the public on the benefits of attending school.
- Help people into work – training schemes, apprenticeships.
- Invest in housing programme to develop better social housing provision.

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Lesson 14 Overview: Economic growth and the environment



Learning question: How has Kenya's air, water and land been affected by development and globalisation?

14.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 14 Economic growth and the environment	CD	-
	Task sheet 14 (two pages) – reusable	202–203	Copy duplex to save paper. Copies do not all need to be made. Number of students in class.
14.2	Environmental impacts and consequences cards (two pages) – reusable	204–205	Copy twice. Cut out cards.
14.3	Environmental impacts of economic development and globalisation and their consequences – reusable	206	Copy for number of students. Or copy one per group and keep.

Additional resources you will need to provide:

- ✓ You may wish to show students zzed.uk/8174-kibera to inform discussion
- ✓ String, ribbon or scarves for students to link themselves during Task 14.2
- ✓ For the plenary, Internet access to zzed.uk/8174-green-energy
- ✓ Glue, stapler or hole punch to attach worksheets

14.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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14.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	14.1 Starter	<p>Instruction to students: Study the images and <u>work in pairs</u> to answer the questions on the task sheet. Consider how what you see is linked to Kenya's economic development and globalisation.</p> <p>Teaching strategy: Introduce the images and discuss what can be seen in them. Introduce students to 'flying toilets' (zzed.uk/8174-kibera) and the links to health risks as well as environmental impacts associated with this practice. There is no way of knowing the contents of all the plastic bags in the images but they are likely to be associated with slum conditions in Kenya's cities where there is no or limited sanitation provision.</p> <p>Learning outcomes: All: know one way in which Kenya's environment is suffering as a consequence of economic development and globalisation. Some: can suggest the implications of environmental degradation on the health and prosperity of Kenyans.</p>	
15 mins	14.2 Task	<p>Instruction to students: Read the instructions on the handout. <u>Work as a team</u> to link the impacts and consequences of economic development and globalisation on Kenya's environment.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Organise the class into two teams and supply string or ribbon for students to create the links they identify and give each team one set of the environmental impacts and consequences cards, distributing one card to each student. Some students may need to have two cards. 3. <u>Develop student understanding</u> by asking questions like: Is it causing damage to the environment? Is it affecting the land, air or water? Is it a result of damage to the environment? Is it affecting people, the ecosystem or the economy? 4. Circulate to assess the accuracy of the links students are forming. <p>Learning outcomes: All: know that economic development and globalisation are damaging Kenya's environment and that this affects Kenya's people, ecosystems and economy. Most: know some of the environmental impacts and consequences. Some: recognise that some impacts have a number of consequences and some consequences are a result of a number of impacts.</p>	Env imp cons cards

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Suggested time	Event	Task instructions	Stu
20 mins	14.3 Task	<p>Instruction to students: Using the diagram of the links you just tried to create, <u>work independently</u> to answer the exam-style questions.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Direct students to the information showing the links from the last task – ‘Environmental impacts of economic development and globalisation and their consequences’. 2. <u>Develop student application</u> by talking through the ‘Guide to answering open questions in Edexcel B GCSE Geography Paper 1’ provided in lesson 1 and the tip box on the task sheet. <p>Learning outcomes:</p> <p>All: can give examples of how the environment is being damaged by the economic development and globalisation of Kenya.</p> <p>Most: can explain how environmental degradation causes risks to human health.</p> <p>Some: can suggest ways in which economic development can be achieved without creating environmental degradation.</p>	Env imp eco dev and glob and cons
15 mins	14.4 Plenary	<p>Instruction to students: <u>Working as a class</u>, analyse the pie chart of UK energy production in 2016. Identify the UK’s main energy sources and consider the implications of this on the environment (refer to previous knowledge and units of study on climate change and the role of greenhouse gases). Watch the video about Kenya’s energy production and answer the questions.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Draw students’ attention to the pie chart showing how the UK produced its energy in 2016. 2. Find zzed.uk/8174-green-energy 3. Facilitate class discussion around the questions posed on the task sheet. You may want to give students time in pairs to reflect on their answers before listening to ideas as a whole class. <p>Learning outcomes:</p> <p>All: know that Kenya’s energy production is dominated by renewable energy sources while the UK’s is dominated by energy production from fossil fuels.</p> <p>Most: understand that Kenya is likely to suffer the consequences of climate change unfairly since it does not contribute to emissions of greenhouse gases to the same degree as developed countries do.</p> <p>Some: can suggest remedial action for Kenya and the international community to tackle the causes and consequences of global warming.</p>	

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Lesson 14: Economic growth and the environment?

Learning question: How has Kenya's air, water and land been affected by rapid economic development and globalisation?

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14.1 Starter

Study these two images of rivers in Nairobi, the capital of Kenya.

What is the problem?
Why has it happened?
Who is responsible?
What can be done?

© Zig Zag Education, 2019

14.2 Task

The class will be split into two teams. Each member of each team will be given a piece of information – you will work faster as a team if you each attach this to yourself in some way so that everyone in your team can read it. Your task is to:

- Organise yourselves into six subgroups – three representing impacts of economic development and globalisation on **land, air and water** and three representing the consequences of these impacts on **ecosystems, people or the economy**.
- Using the pieces of string or ribbon, join yourselves together so that the correct impacts and consequences are linked. There may be some impacts that have more than one consequence, and there may be some consequences that are the result of more than one impact!
- Your teacher has a copy of how you should be interlinked. When your team believes you have all the links correct you can ask to be assessed. You will be told how many of your links are correct, but not which ones.
- You only have three chances to get the links correct and then your team will be disqualified and your opponents will automatically win.
- The winning team is the first to get all of their links correct (or the most if you run out of time).

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14.3 Task

Here is the diagram you just created.

Use it to help you answer the exam-style questions from the task sheet.

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14.4 Plenary

Kenya is at **high risk** from the impacts of climate change.

[Watch this video](#) Consider how Kenya's experience compares with that of the UK (a developed country) – see the pie chart for details.

Keeping in mind the causes of climate change (e.g. greenhouse gas emissions) discuss:

- What do you predict will be the impact on Kenya's people, environment and economy if Kenya's climate becomes hotter and rainfall less frequent and more extreme in the next 50 years?
- What could be done about this?
- Who is responsible?

UK energy production 2016

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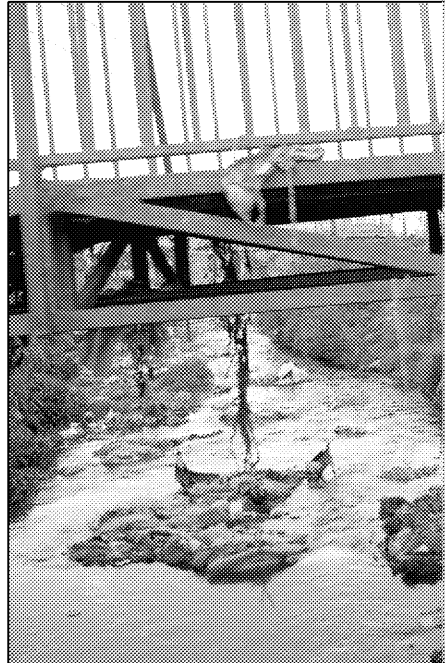
Task Sheet 14: Economic growth and



Learning question: How has Kenya's air, water and land been affected by economic development and globalisation?

New key terms this lesson: human health, greenhouse gases, global climate change

14.1 Starter



Study these two images of rivers in Nairobi, the capital of Kenya.

- What do you think has happened?
- Why has it happened (what caused it to occur)?
- Who is affected?
- Who is responsible?
- What are the long-term implications?
- How far away can the effects be felt?

Web link

Visit zzed.uk/8174-kibera to discover the truth.

Now think: how is what you see linked to Kenya's economic development and globalisation?

14.2 Task

The class will be split into two teams. Each member of each team will be given a piece of string or ribbon. You will work faster as a team if you each attach this to yourself in some way so that everyone is linked. Your task is to:

1. Organise yourselves into six sub-groups – three representing impacts of economic development and globalisation on land, air and water and three representing the consequences for ecosystems, people or the economy.
2. Using the pieces of string or ribbon, join yourselves together so that the members of each team are linked. There may be some impacts that have more than one consequence or some consequences that are the result of more than one impact!
3. Your teacher has a copy of how you should be interlinked. When your teacher says 'stop', if you are correct you can ask to be assessed. You will be told how many of your links are correct.

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4. You only have three chances to get the links correct and then your team and opponents will automatically win.
5. The winning team is the first to get all of their links correct (or the most if it is a tie).

14.3 Task

Study the copy of the diagram that you have just attempted to create and use the following style questions:

- (a) Which of the following is not a direct cause of air pollution in Kenya's cities?
 - A. Burning of rubbish
 - B. Old vehicles
 - C. Deforestation
 - D. Diesel generators
- (b) The fishing industry on Kenya's Lake Victoria is in crisis because the water is polluted. Green algae has taken hold, deoxygenating the water as it dies and causing the death of fish including fish. Choose the statement that does not link Kenya's economic development to this crisis.
 - A. Intensive farming by TNCs uses large quantities of fertiliser, nutrients which run into the waterways.
 - B. Local fishermen depend on the lake for their livelihoods.
 - C. Growing settlements around the lake do not have adequate sanitation and sewage is pumped directly into the lake.
 - D. Industries release waste into waterways which run into the lake.
- (c) Describe what is happening to Kenya's waterways as a result of economic development.
- (d) Explain how globalisation is causing environmental impacts that are harmful to Kenya.
- (e) Assess the extent to which Kenya's economic development has impacted the environment.

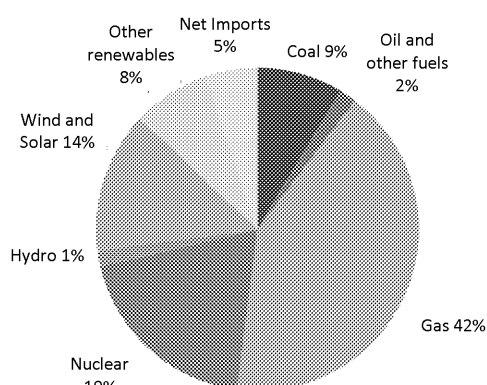
Remember: When you are asked to assess the extent of something you need to give a balanced approach it like this:

1. Make a statement saying what you believe.
2. Back it up with evidence from the resources or points you remember from your own knowledge.
3. Say what the opposite points or arguments are and why you don't think they are valid.

In this case, you need to say whether you believe Kenya's economic development has caused environmental problems. You could argue that this is or isn't justified because economic development brings economic benefits that economic development in Kenya is achieving?

14.4 Plenary

UK electricity production 2016



Kenya is at high risk from the impacts of climate change (see the video and consider how Kenya's situation compares with the UK (a developed country).

Video

YouTube: [zzed.uk/8174-green energy](https://www.youtube.com/watch?v=zzed.uk/8174-green-energy)

Keeping in mind the causes of climate change (see the video on greenhouse gas emissions), discuss:

- What do you predict will be the impacts of climate change on the environment and economy if greenhouse gas emissions continue and rainfall less frequent and more extreme?
- What could be done about this?
- Who is responsible?

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A

The demand for electricity in Kenya has led to hydroelectric dams across the country. A consequence is reduced river flow downstream.

B

In Kenya's cities, piles of waste are burnt by the roads, releasing toxic smoke.

C

Water pollution by human and animal waste causes cholera and dysentery. These are particularly dangerous for the elderly.

D

Large areas of Kenya's forests have been cleared for development or cultivation.

E

Air pollution is made worse in Kenya's urban areas by traffic and inefficient indoor cooking stoves.

F

People with respiratory and heart diseases are more vulnerable to air pollution.

G

Some manufacturing processes leave residues of toxic substances that are dumped or poorly treated before being released into the environment.

H

Populations dependent on the land are displaced as they spend more time searching for firewood and clearing land for agriculture.

I

Streams and rivers in urban areas are polluted by chemicals from manufacturing industries. There are also illegal dumpsites. Even health centres, schools and market places are affected by waste in this way.

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J

The number of vehicles on Kenya's roads doubles every year. Most are old, second-hand imports which belch fumes that contribute to form suffocating smog.



K

When forests are cut down their role in capturing and storing water reserves is removed. This reduces river flows during dry periods.

L

In many parts of Kenya rain is unpredictable. When there is drought rivers continue to carry water from wetter areas. This water is a lifeline for farmers, pastoralists and wildlife. When lakes dry up, crops fail and people and animals suffer.

M

The poorest people in society often suffer the most from environmental damage because they cannot afford to clean up or make a fuss. They are also often reliant on the environment for their livelihoods.

N

Deforestation destroys an ecosystem and leads to land degradation, erosion, making land less fertile, so farming becomes less productive.

O

Water pollution by toxic waste poisons aquatic animals and enters the food chain, making fish and shellfish dangerous for human consumption. This puts fishermen out of business.

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Impact of economic development and globalisation on the environment

Land

- Large areas of Kenya's forests have been cleared so that land can be developed or cultivated.
- Some manufacturing processes leave residues of toxic waste. This is often dumped or poorly treated before being buried.

Air

- In Kenya's cities piles of waste are burnt by the roadside creating acrid toxic smoke.
- Air pollution is made worse in Kenya's urban areas by diesel generators and inefficient indoor cooking stoves.
- The number of vehicles on Kenya's roads doubles every six years. Most are old, second-hand imports which belch fumes that can react in the sunlight to form suffocating smog.

Water

- The demand for electricity in Kenya has led to a large number of hydroelectric dams across the country. A consequence of this is a reduced river flow downstream.
- When forests are cut down their role in capturing and storing water reserves is removed. This reduces river flows downstream during dry periods.
- Streams and rivers in urban areas are polluted by domestic rubbish and chemicals from manufacturing industries. There are no laws that make it illegal. Even health centres, schools and market places get rid of their waste in this way.

Consequences of environmental impact

All impacts

- The poor have to move to the most polluted areas and live in slums. This also reduces the quality of life and the health of the population.
- Population displacement and search for better living conditions.
- People suffer from disease and pollution.
- Water pollution and dry weather are dangerous and can lead to famine.

and ecosystems

- Deforestation and land erosion reduce the productivity of farming.
- In many areas there is unpredictable drought from water pollution and will affect crops and livestock.

and the economy

- Water pollution affects aquatic food chains for human consumption and fishery.

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Lesson 14: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

4.1 Starter

AO1 & AO2

- Accumulation of rubbish due to lack of waste disposal in the city. Particularly like where 60% of people live.
- Likely to impact on anyone who relies on the river water, e.g. drinking, washing, etc.
- Could argue direct responsibility is with those who dump their rubbish, but there are authorities regarding the lack of sufficient waste collection and disposal services may make students also consider even wider responsibility of those making and consuming products and whether these couldn't be replaced by biodegradable alternatives.
- The long-term implications are that the situation is only likely to get worse as plastic continues to be used for centuries. Pollution of waterways and ongoing accumulation of waste will impact on the natural environment.
- Reduction in water quality could have far-reaching consequences depending on the extent of contamination.

Link to economic development and globalisation – use of plastics is a direct result of increased high density of population, likely to be attracted by employment opportunities created by globalisation.

14.2 Task

AO1 & AO2 Links that students should identify amongst themselves are indicated on the map provided in the lesson resources as 'Environmental impacts of economic development and its consequences'.

14.3 Task

- (a) AO1 Credit 1 mark for C. Deforestation
Note: Slash and burn deforestation can cause air pollution which drifts into cities causing pollution – caused within the city.
- (b) AO1 Credit 1 mark for B. Local fishermen depend on the lake for their livelihoods
Note: This may cause environmental problems in terms of imbalance of the lake ecosystem but these are not directly linked to the eutrophication described in the question.
- (c) AO1 Credit 1 mark for each idea = max 2
For example:
- The demand for electricity in Kenya has led to a large number of hydro-electric power stations. A consequence of this is a reduced river flow downstream.
 - When forests are cut down their role in capturing and storing water reserves is lost, leading to less water downstream during dry periods.
 - Streams and rivers in urban areas are polluted by domestic rubbish and chemicals. There are no laws that make it illegal. Even health centres, schools and markets are affected.
- (d) AO2 Credit 1 mark for each reason and 1 mark for developing that idea = max 4
For example:
- Globalisation has created a demand for electricity, travel and consumerism. This has led to more power generators, transport and the burning of waste plastic. – This is especially true in developing countries where heart diseases are common.
 - Globalisation has resulted in increased manufacturing and urbanisation, which has led to the pollution of waterways by toxic chemicals and human wastes. – This increases the risk of waterborne diseases like dysentery. These are particularly dangerous for children and the elderly and those with weakened immune systems.

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- (e) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the content of the case study. There are three elements to this judgement. They relate to how well the student:
- identify the correct geographical ideas and describe relevant examples of places and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate marks according to whether: some elements fall below that level / all elements are securely in that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced but doesn't relate to the evidence

The table below gives the geographical ideas or examples that could be used (row 1) and the explanations (row 2) – accept any other valid points. A balanced argument must include explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level.

- *Level 1 answers will be basic statements*
- *Level 2 answers will make some connections and offer some explanation*
- *Level 3 answers will be detailed.*

	Economic development has impacted on Kenya's environment	Positive impacts of economic development
1. Geographical ideas and examples studied that could be described	Students should identify, describe and give examples from the environmental impacts considered in Task 14.2 & 14.3 (see table above).	Investment in infrastructure, number of jobs created, creation of new businesses, house gas, sustainable development, help reduce poverty
2. Relevance of ideas and examples	<i>Suggests impacts of economic development on Kenya's environment are wide ranging and significant + they are causing damage to the health of Kenyans and creating long-term impacts on biodiversity and water quality + Kenya will find further economic development will have to clean up pollution or be limited, both of which will cost the country economically and socially as well as environmentally.</i>	<i>Suggests that economic development is on a sustainable path, generation of jobs, creating new businesses, (unlike which is the case in many countries) considering the impact on country's climate change. Students could suggest that economic development is necessary to become more developed, enforce environmental laws to avoid damage, question the value of economic development, late for a country to develop (tertiary sector), GDP, 2013</i>

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14.4 Plenary

AO2 & AO3 Note: links to Topic 1.3

This is a class discussion. Students could consider any of the following points:

- Kenya's people are likely to suffer water shortages and food insecurity if the climate becomes more frequent. There could also be greater demand for electricity for air conditioning.
- Possible actions include reducing impact of global warming by reducing greenhouse gas emissions to prevent the predicted changes that Kenya might experience. More appropriate actions could be taken to prevent these changes – for example, by reducing dependency on hydroelectricity to avoid the risk of drought on energy production and irrigation and drinking water.
- Kenyans and their government are responsible for finding solutions to potential problems. This is for or against the idea that ultimately the developing world and emerging countries are responsible for increasing levels of greenhouse gas emissions and should therefore make some changes in their Kenya in its endeavours.

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Lesson 15 Overview: Kenya's geopol



Learning question: How is Kenya's development changing its influence?

15.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 15 Kenya's geopolitical influence	CD	-
	Task sheet 15 (one page) – reusable	215	Copy duplex to 2 copies do not allow Number of students
15.1&15.3	Student worksheet 15 – Kenya's geopolitical influence	216	Copy for number of students
15.2	International blind date questions and answers cards (two pages)	217–218	Copy once. Cut.
15.3	Kenya's influence in East Africa information sheet – reusable	219	Copy for number of students Or copy one per student keep.

Additional resources you will need to provide:

- ✓ Internet access to zzed.uk/8174-bbc or print and photocopy for use in Task sheet 15
- ✓ Glue, stapler or hole punch to attach worksheets

15.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action to be taken
G&T		
SEN		
EAL		
Other		

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15.C Teaching and learning plan

Suggested time	Event	Task instructions	St
10 mins	15.1 Starter	<p>Instruction to students: After reading the information on the task sheet, <u>work independently</u> to match the features of economic development to the changes they have brought to Kenya's geopolitical influence.</p> <p>Teaching strategy: Develop student knowledge by reviewing the answers and discussing the detail of the changes and impact on geopolitical influence.</p> <p>Learning outcomes: All: know that Kenya is changing as a result of economic development and this means that the country's geopolitical influence is changing. Most: can describe some of the ways that these changes are occurring.</p>	Stu wo
20 mins	15.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work as a class</u> to play International Blind Date. Listen to each of the four contestants answer Kenya's questions and decide who you think Kenya should date. Write a short summary to explain why you chose that country and what about the other contestant caused you to reject them.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Read the information on the task sheet. 2. Choose five students to enact the International Blind Date live show in front of the class. 3. You could summarise the key points of each contestant's answer on the whiteboard so that students can refer to this information when summarising the reasons for their decision. 4. <u>Develop students' understanding</u> by questioning what the implications of each contestant's response are for Kenya. <p>Learning outcomes: All: know that Kenya has relationships with the EU, USA, Russia, China and Japan. Most: understand the nature of those relationships – what they provide Kenya with and what Kenya does for them. Some: can identify the significance of those relationships to Kenya's future development.</p>	Inter blind ques ans

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Suggested time	Event	Task instructions	St
15 mins	15.3 Task	<p>Instruction to students: After reading the task sheet and studying the information sheet, <u>work independently or in pairs</u> to complete the table on worksheet 15 describing the nature of Kenya's geopolitical influence on its neighbouring countries.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. <u>Develop student understanding</u> by drawing attention to important information on the information sheet. You could model filling in the table for the first country to help students get started. 2. Reflect on the answers to the questions posed in this task. <p>Learning outcomes:</p> <p>All: know that Kenya is much wealthier and therefore has considerable influence over the East African region.</p> <p>Most: understand that as Kenya develops it is likely to be asked to contribute more to the development of its neighbours.</p> <p>Some: understand that Kenya's influence is under threat from Tanzania as an alternative for landlocked countries to reach ports.</p>	
15 mins	15.4 Plenary	<p>Instruction to students: <u>As a class</u>, read the BBC report about the race to become East Africa's biggest port and watch the video. <u>In pairs</u>, answer the questions and be ready to feed back to the class.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. Find zzed.uk/8174-bbc 2. You could play the video if time allows. 3. Encourage students to consider the questions in pairs then listen to suggestions. <p>Learning outcomes:</p> <p>All: know that Tanzania is competing with Kenya for the routes to export goods from landlocked Central and East African countries.</p> <p>Most: understand the implications of this to the economic growth of Kenya.</p> <p>Some: suggest how Kenya can use its influence in IGAD and EAC to gain an advantage against Tanzania.</p>	

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Lesson 15: Kenya's geopolitical influence

Learning question: How is Kenya's development changing its influence in the world?

Photo: Reuters/Agence France Presse via Getty Images

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15.1 Starter

Rapid economic development means Kenya...

- It has a growing economy.
- It has good and improving infrastructure.
- It is looking for ways to export its wealth, natural resources.
- It has developed a better understanding of its own strengths and weaknesses.
- It has good roads and the infrastructure that makes it a hub for communications and finance.
- It can afford to pursue its own military strategy.

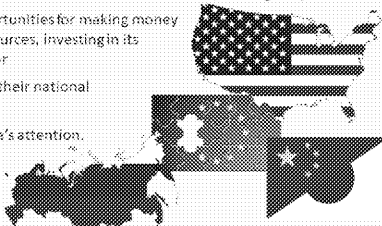
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15.2 Task

There are a number of more powerful countries interested in pursuing Kenya either

- because it presents opportunities for making money (e.g. from its natural resources, investing in its infrastructure or trade), or
- because it would benefit their national security.

They are competing for Kenya's attention.



Kenya's rapid economic development enables it to choose the most attractive relationships to pursue.

It can decide who to favour, or try to develop relationships with as many as possible.

This can be difficult when the parties involved aren't getting along and Kenya is forced to choose between them.

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This is International Blind Date

- Listen to the four contestants and decide who to date.
- Write a short summary of who they are and why you are choosing them.
- If you were Kenya, could you choose between them?

Contestant number 1
Who are you and where do you come from?

USA from North America

Contestant number 2
Who are you and where do you come from?

China & Japan from East Asia

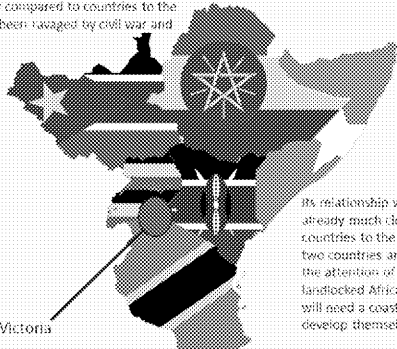
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15.3 Task

Kenya has greatest geopolitical influence in the East African region where its rapid economic development has made it a powerful partner in both the IGAD and EAC.

Kenya is wealthy compared to countries to the north that have been ravaged by civil war and drought.

It has the potential to be a leader in the region, encouraging and supporting free trade, democracy and economic development by offering advice based on its own experiences, and financial support.



Its relationship with Tanzania is already much closer than with countries to the north but these two countries are competing for the attention of Uganda and other landlocked African nations who will need a coastal partner to develop themselves.

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15.4 Task

Kenya's rapid economic development has made it a powerful partner in both the IGAD and EAC.

Kenya is wealthy compared to countries to the north that have been ravaged by civil war and drought.

It has the potential to be a leader in the region, encouraging and supporting free trade, democracy and economic development by offering advice based on its own experiences, and financial support.

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Country	Nature of Kenya's geopolitical influence
Ethiopia	<ul style="list-style-type: none"> Kenya's GDP per capita is twice that of Ethiopia. Kenya will route Ethiopia's crude oil to Lamu port for export. Despite being neighbours, Kenya and Ethiopia are not significant trade partners.
Somalia	<ul style="list-style-type: none"> Kenya's GDP per capita is three times greater than that of Somalia. Kenya needs Somalia's cooperation to fight terrorism. Somalia has its own coastline – not dependent on Kenya for international exports. Somalia has only been at peace since 2012 – it could learn from Kenya's experiences.
South Sudan	<ul style="list-style-type: none"> Kenya's GDP per capita is twice that of South Sudan. South Sudan is a new state – it could learn lessons from Kenya's experience. Improving links between the two countries will improve trade. South Sudan is reliant on Kenya for a route to the East African coast, it currently sends most trade north.
Tanzania	<ul style="list-style-type: none"> Kenya is an important market for Tanzanian goods. The two countries have close cultural links. The countries are competing to be the main ports from East Africa.
Uganda	<ul style="list-style-type: none"> Kenya is an important market for Ugandan goods. The two countries have close cultural links. Improving links between the two countries will improve trade.

15.4 Plenary

Read this report from the

Working in pairs, be ready to discuss

1. Name three reasons why Tanzania is winning the race with Kenya.
2. Describe one impact on Kenya of losing the race.
3. Explain why having one clear winner to this race would actually be a loss for the rest of the world.
4. Suggest how Kenya could use its role in the iGAD, EAC, or its wider geopolitical influence to help get Lamu port built and win the race.

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Task Sheet 15: Kenya's geopolitics



Learning question: How is Kenya's development changing its influence?

New key terms this lesson: Geopolitical, European Union

15.1 Starter

Kenya's growing economic development gives it more power in its relationships with other countries. Using Worksheet 15, match the features of economic development to the country's geopolitical influence.

15.2 Task

There are a number of more powerful countries interested in pursuing Kenya either for making money (e.g. from its natural resources, investing in its infrastructure) or for their national security. They are competing for Kenya's attention.

Kenya's rapid economic development enables it to choose the most attractive relationships to who to favour, or try to develop relationships with as many as possible. This can be difficult as they aren't getting along and Kenya is forced to choose between them.

This is International Blind Date. Choose five classmates to play in front of the class. If you are playing as a class one person should play each country – Kenya reads each country's card and the contestant countries respond as requested:

- Listen to the four contestants' answers to Kenya's questions and help her/him choose.
- Write a short summary of what you found attractive about each of the contestants and then reject them.
- If you were Kenya could you have kept more than one of the contestants happy?

15.3 Task

Kenya has greatest geopolitical influence in the East African region where its rapid economic development has made it a powerful partner in both the Intergovernmental Authority on Development (IGAD) and the East African Community (EAC). Kenya is wealthy compared to countries to the north that have been ravaged by conflict. It has the potential to be a leader in the region, encouraging and supporting free trade, democracy, offering advice based on its own experiences, and financial support. Its relationships with countries to the south are stronger than with countries to the north, but these two countries are competing for the attention of the landlocked African nations who will need a coastal partner to develop themselves.

- Using worksheet 15, complete the table to describe the geopolitical influence of Kenya on its neighbouring countries.
- Suggest how Kenya's continued economic development could change its geopolitical influence in the region – specifically in terms of its role in the IGAD and EAC.

Extension 15.3.1

Suggest which East African country you think is Kenya's greatest competitor and the implications of that country's rapid economic growth might be on Kenya.

15.4 Plenary

Read the report from the BBC on the race to become East Africa's biggest port:

[zzed.uk/8174-bbc](https://www.bbc.com/news/health-45678901)

Working in pairs, be ready to answer the following questions:

- Name three reasons why Tanzania is winning the race with Kenya.
- Describe one impact on Kenya of losing the race.
- Explain why having one clear winner to this race would actually be a loss for Kenya.
- Suggest how Kenya could use its role in the IGAD, EAC, or its wider geopolitical influence to build and win the race.

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Student worksheet 15 – Kenya's geopolitical

15.1: Match the features of economic development to the changes they have influence:

Rapid economic development means Kenya...	Impact on Kenya
is less reliant on aid	Landlocked African conditions set out they want to improve Kenya.
has good and improving infrastructure	Foreign companies wealth for their home governments are established there
is looking for ways to exploit its wealth of natural resources	Neighbouring countries government to share regional hub for trade
has developed a skilled workforce and growing middle class making it attractive to foreign companies	Kenya can say 'no' with conditions to advantages. They
has expertise and the technological infrastructure that make it a hub for communications and finance	The international fight terrorism. Kenya purchase weapons
can afford to pursue its own military agenda	Kenya can make deal best price for its needs

15.3 (a): Complete the table to describe the geopolitical influence Kenya has on countries.

Country	Nature of Kenya's geopolitical influence
Ethiopia	
Somalia	
South Sudan	
Tanzania	
Uganda	

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Kenya

Question 1

I enjoy being in charge of my own affairs; how will you make me feel special?

Question 2

I like a bargain as much as the next country; what are you offering?

Question 3

I'm worried about security; how will you help me stay safe?



USA

Answer 1

Hi Kenya, I won't deny you are a very attractive country and I love doing business with you. I'll do what to do as long as you do exactly what the World Bank says you must in order to get the aid. I expect you to maintain a good standard of human rights and reduce your corruption. I'll stop buying your goods. That way you'll soon come round to my way of thinking.

Answer 2

Everyone loves a bargain – that's why I want to buy textiles from your manufacturers. I'll have my retailers use your factories to produce their clothes. I even wrote some new laws for you to follow together. It's very special that we can share that success.

Answer 3

I've always been on your side, Kenya. You may be a little country compared to the USA but I consider you very important to me. You've proved your friendship in the way you've helped me to develop. I have a lot of work to do before the world is a safe place but I'm proud to call you my friend.



European Union

Answer 1

Hello Kenya, you might not know this but we have a common old flame. You were once part of your old colonial power? I recently said au revoir to them too. I know you've been independent for over 50 years now but you know if you want to play with me you are going to have to follow my rules.

Answer 2

When it comes to trade I love a bargain too, that's why I'll buy your goods. I'll have my manufacturers extra to sell their stuff in my markets, but since you've got such lovely things I'll have them in without the extra charges. Make sure you send me your best goods this time. I'll have the fruit, flowers and vegetables! You'll need to buy my expensive manufactured goods in return, mind.

Answer 3

If you are worried about the future you should join the international community. I'll have you to all sorts of expectations, like keeping greenhouse gas emissions down. I'll have you to solve the problem for you. I love your high proportion of renewable energy generation.

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China & Japan

Answer 1

We are very rich. We have lots of money and we'll use it to make you all pipelines and new ports and new railways. We'll still own them, but you can use them.

Answer 2

We are very rich. We have lots of money and we'll use it to make you all pipelines and new ports and new railways. We'll still own them, but you can use them.

Answer 3

We are very rich. We have lots of money and we'll use it to make you all pipelines and new ports and new railways. We'll still own them, but you can use them.



Russia

Answer 1

We think very differently from the USA and the EU and quite frankly we don't like their choice. Do you want the things we can give you much cheaper than what they want? At the beck and call of those world leaders who claim to be your friends?

Answer 2

The USA might have been helping you out, investing billions of dollars in your counterterrorism but we've got lots of lovely cheap weapons you can buy off us and on those western defence firms.

Answer 3

We don't believe that the USA and EU have got the right approach to security. Weight around will solve the problem but the real issue is that people are poor and countries should be able to decide how they want to run themselves and not be told by others what to do.

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South Sudan

GDP per capita: US\$758

- South Sudan only became an independent state in 2011 so much of its trade is linked to Sudan and the countries of Northern Africa.
- There is very little trade across the border with Kenya.
- There are plans to link South Sudan's capital Juba with Kenya by rail.
- South Sudan joined the East African Community in 2016.

Ethiopia

GDP per capita: US\$706

- Only 0.25% of imports to Ethiopia come from Kenya (value \$54 million in 2012) – exports to Kenya are negligible. Both governments are committed to improving trade within each other's borders.
- Both governments have invested in new infrastructure including improving roads and building a new oil pipeline to take crude oil to the Kenyan port of Lamu for export.

Uganda

GDP per capita: US\$615

- Kenya exports 10% of goods to Uganda (more than to any other country). Uganda exports 18% of its goods to Kenya.
- Both countries are home to large Swahili-speaking populations and have similar cultures.
- Uganda sends much of its international trade through Kenya's port of Mombasa.
- A large number of Kenyan companies trade in Uganda.
- A new railway to link Mombasa and Nairobi with Uganda's capital is being funded by both countries.

Lake Victoria

In 2000 Kenya, Uganda and Tanzania re-established the **East African Community** which enables trade across their borders. Kenya is the largest investor in the EAC.

Tanzania

GDP per capita: US\$879

- 12% of Tanzanian goods go to Kenya while 4.4% go to Kenya.
- Both countries are home to large Swahili-speaking populations and have similar cultures.
- A large number of Kenyan companies trade in Tanzania.
- Both countries are investing in improvements to infrastructure in both countries.
- Tanzania's ports at Dar es Salaam and Bagamoyo are used by Kenya.
- Tanzania is investing heavily in new internal infrastructure to improve routes to export for landlocked African nations.

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Lesson 15: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

15.1 Starter

AO1

Rapid economic development means Kenya...	Impact on
is less reliant on aid	Landlocked African c set out by the Kenya and export goods th
has good and improving infrastructure	Foreign companies o their home nations s see their companie
is looking for ways to exploit its wealth of natural resources	Neighbouring coun government to share for technology and
has developed a skilled workforce and growing middle class making it attractive to foreign companies	Kenya can say 'no' to conditions that give They don't have to
has expertise and the technological infrastructure that make it a hub for communications and finance	The international co terrorism. Kenya ca weapons from.
can afford to pursue its own military agenda	Kenya can make dea price for its natural

15.2 Task

AO1 & AO2 The answer is open for interpretation by the student but must be supported by evidence. Students must identify any of the following:

Country	USA	EU	China and Japan
Positives	<ul style="list-style-type: none"> Textiles trade. Special trade conditions for importing Kenyan goods Partner in fight against global terrorism 	<ul style="list-style-type: none"> Old colonial ties to UK Large market for fresh fruit, flowers and vegetables 	<ul style="list-style-type: none"> Lots of money invested in infrastructure
Negatives	<ul style="list-style-type: none"> Requirement to follow WB structural changes Demanding good standard of human rights and that corruption be dealt with. 	<ul style="list-style-type: none"> Trade rules favour the EU 	<ul style="list-style-type: none"> Ownership of major infrastructure remain with the government and Japan

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15.3 Task

AO1 & AO2

Country	Nature of Kenya's geopolitical influence
Ethiopia	<ul style="list-style-type: none">▪ Kenya's GDP per capita is twice that of Ethiopia.▪ Kenya will route Ethiopia's crude oil to Lamu port for export.▪ Despite being neighbours Kenya and Ethiopia are not significant trading partners.
Somalia	<ul style="list-style-type: none">▪ Kenya's GDP per capita is three times greater than that of Somalia.▪ Kenya needs Somalia's cooperation to fight terrorism.▪ Somalia has its own coastline – not dependent on Kenya for international trade.▪ Somalia has only been at peace since 2012 – it could learn from Kenya's experience.
South Sudan	<ul style="list-style-type: none">▪ Kenya's GDP per capita is twice that of South Sudan.▪ South Sudan is a new state – it could learn lessons from Kenya's experience.▪ Improving links between the two countries will improve trade.▪ South Sudan is reliant on Kenya for a route to the East African coast.
Tanzania	<ul style="list-style-type: none">▪ Kenya is an important market for Tanzanian goods.▪ The two countries have close cultural links.▪ The countries are competing to be the main ports from East Africa.
Uganda	<ul style="list-style-type: none">▪ Kenya is an important market for Ugandan goods.▪ The two countries have close cultural links.▪ Improving links between the two countries will improve trade.

- (b) AO2 As Kenya becomes more economically developed it will be able to offer more support to other countries in the region and encourage the economic development of other countries in the region.

Extension 15.3.1

Kenya must compete with Tanzania to stay relevant to landlocked countries like Rwanda.

15.4 Plenary

AO1 & AO2

1. Kenya is losing out to Tanzania because:
 - Tanzania is offering to build the pipeline cheaper
 - Security issues from Somali insurgents could put a Kenyan pipeline at risk
 - There are issues over land ownership in Kenya that aren't likely to occur in Tanzania
2. Kenya will become less powerful in the region; it could impact on its own economy.
3. Having a number of good ports means they are competing and keeping prices down. The local community a choice should something happen to one of the ports.
4. It could offer other countries incentives, e.g. through offers of support for other countries. It could negotiate more opportunities for trade.

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Lesson 16 Overview: The role of FDI in Kenya



Learning questions: Is foreign direct investment good for Kenya?

16.A Preparation

Pack resources required for this lesson:

For event	Resource description	Page(s)	Instructions
Whole lesson	PowerPoint: Lesson 16 The role of FDI in Kenya's development	CD	-
	Task sheet 16 (one page) – reusable	226	Copy duplex to copies do not all Number of stud
16.1	Reasons for FDI in Kenya	227	Copy for number Cut
16.2	Student worksheet 16 – The role of FDI in Kenya's economic development	228	Copy for number

Additional resources you will need to provide:

- ✓ Glue, stapler or hole punch to attach worksheets

16.B Individual student planning

Use this section to tailor your lesson plan to individual students in your class.

	Student(s)	Detail of action
G&T		
SEN		
EAL		
Other		

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16.C Teaching and learning plan

Suggested time	Event	Task instructions	Stu
10 mins	16.1 Starter	<p>Instruction to students: <u>Work independently</u> to fill the gaps in the six reasons to invest in Kenya. Suggest why these reasons are good for individual companies looking for opportunities in Kenya.</p> <p>Teaching strategy: <u>Develop student knowledge</u> by reviewing the answers and discussing the reasons outlined in the task.</p> <p>Learning outcomes: All: know that there are a number of reasons to invest in Kenya. Most: can describe some of these reasons. Some: understand why these attract investment.</p>	Reas FDI
15 mins	16.2 Task	<p>Instruction to students: After reading the information on the task sheet, <u>work in pairs</u> to rank the statements according to how much they suggest trade can help or be harmful to development. Summarise your discussion in a paragraph about the truth about trade.</p> <p>Teaching strategy: 1. Read the information on the task sheet and <u>develop student application</u> by encouraging students to justify the decisions they are making.</p> <p>Learning outcomes: All: know that trade has varying impacts on the development of an LIDC. Most: understand the impacts of trade on the development of LIDCs. Some: can summarise and justify their own decisions about the impacts of trade on development.</p>	Stud wor the in K eco deve

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Suggested time	Event	Task instructions	Stu
20 mins	16.3 Task	<p>Instruction to students: <u>Work independently</u> to answer the 8-mark question using the information you gathered in Task 16.2.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. You may wish to remind students of the 'Guide to answering open-style questions in Edexcel B GCSE Geography Paper 1' from lesson 1 of this unit of study. 2. <u>Develop student application</u> by reminding them that they will be assessed on the level of detail and examples and statistics they give in their answer. Their examiner will be looking for evidence of their knowledge of the subject, ability to explain links between different geographical ideas and the balance of their argument. <p>Learning outcomes:</p> <p>All: know that TNC investment affects the wealth of individuals and the economic development of Kenya.</p> <p>Most: make links between previous learning in the unit (specifically lessons 12 and 13) and the economic development resulting from TNC investment.</p> <p>Some: can suggest other reasons for inequality amongst Kenya's people, e.g. location, aid, government policy.</p>	
15 mins	16.4 Plenary	<p>Instruction to students: After reading the information on the task sheet, choose a character and work independently to write a 15-second expression of your point of view for video.</p> <p>Teaching strategy:</p> <ol style="list-style-type: none"> 1. <u>Develop student understanding</u> by referring students back to the content of the lesson and their learning from the scheme of work. 2. You could video record a number of their vox pops to return to during revision of this topic. <p>Learning outcomes:</p> <p>All: know that different characters have different experiences of FDI and Kenya's economic development.</p> <p>Most: understand the differences that different characters would express.</p>	

Lesson 16: The role of FDI in Kenya's development

Learning question: Is foreign direct investment good for Kenya?

Photo: Reuters/Agence France Presse via Getty Images

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16.1 Starter

Six reasons to invest in Kenya:

1. The government is sufficiently stable to undertake FDI in the country.
2. Nairobi has growing... (Kenya's financial hub in the region).
3. Kenya's technical... (Kenya's technical skills and talent).
4. Kenya's location... (Kenya's location in East Africa).
5. Kenya is well... (Kenya is well connected to the rest of the world).
6. Nairobi is a major... (Nairobi is a major financial hub in East Africa).

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16.2 Task

(a) Read and discuss the statements describing the effects of foreign investment by TNCs on economic development in Kenya. Consider the impact on the well-being of the nation – specifically, its people, environment, economy and politics – is the impact good or bad or a bit of both?

(b) Use the diamond grid to organise the statements according to how much foreign investment by TNCs can benefit or be harmful to economic development.

(c) Use the information from the statements to create a table in your folder or book listing the costs and benefits of foreign investment by TNCs to Kenya's economic development.

Economic development is the process by which the well-being of a nation is improved through social, environmental, economic and political change. When you consider the success or effects of economic development use GDP analysis.

Foreign investment by TNCs benefits economic development.

Foreign investment by TNCs is harmful to economic development.

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Costs of FDI

Kenya's economy is heavily dependent on foreign investment. This means that if foreign investment stops, the economy will collapse.

Kenya's economy is heavily dependent on foreign investment. This means that if foreign investment stops, the economy will collapse.

Kenya's economy is heavily dependent on foreign investment. This means that if foreign investment stops, the economy will collapse.

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16.3 Task

Use the table you created in Task 8.3(c) to answer the 3-mark question below.

Assess how far investment by trans-national corporations (TNCs) has played a role in Kenya's economic development.

Remember: When you are asked to assess the extent of something you need to give both sides of the argument. You can approach it like this:

1. Make a statement saying what you believe.
2. Back it up with evidence from the resources or points you remember from your learning.
3. Say what the opposite points or arguments are and why you don't think they are as important.

In this case you may want to say it's totally true, totally false or somewhere in between. It's your choice, but you must show that there are reasons for your judgement.

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16.4 Plenary

Pick a character from the boxes that character's views on the economic development – good or bad.

A leading national politician

A factory owner

A foreign investor

Be ready to perform your views.

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Task Sheet 16: The role of FDI in Kenya



Learning questions: Is foreign direct investment good for Kenya?

Key terms this lesson: Foreign Direct Investment (FDI), Transnational Corporations

16.1 Starter

- Fill the gaps to identify six reasons why Kenya is attractive to foreign direct investment.
- Develop each reason to say why this is good for individual companies looking to invest in Kenya.

16.2 Task

- Working with a partner, read and discuss the statements describing the effects of foreign investment by TNCs on economic development in Kenya. Consider the impact on the well-being of the nation – specifically its people, environment, economy and politics – is the impact good or bad or a bit of both?
- Use the diamond grid to organise the statements according to how much foreign investment by TNCs can benefit or be harmful to economic development.
- Use the information from the statements to create a table in your folder or book listing the costs and benefits of foreign investment by TNCs to Kenya's economic development.

16.3 Task

Use the table you created in Task 8.3(c) to answer the 8-mark question below.

Assess how far investment by transnational corporations (TNCs) has played a role in Kenya's economic development.

Remember: When you are asked to assess the extent of something you need to give an opinion. Approach it like this:

- Make a statement saying what you believe.
- Back it up with evidence from the resources or points you remember from your learning.
- Say what the opposite points or arguments are and why you don't think they are correct.

In this case you may want to say it's totally true, totally false or somewhere in between. Remember to say that there are reasons for your judgement.

16.4 Plenary

Pick a character from the boxes below and prepare a 15-second vox pop expressing your opinion on the role of foreign investment by TNCs in Kenya's economic development – good or bad. Perform your vox pop to the class. Remember to add attitude!

A leading national politician	A factory worker at a foreign-owned manufacturing company	The parent of five children in rural Kenya
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Reasons for FDI in Kenya

Six reasons to invest in Kenya

1	The..... is sufficiently skilled and qualified to undertake....., commercial and financial jobs.	
2	Nairobi has a leading..... making Kenya a financial hub in the..... region.	
3	Kenya has special..... relationships with the..... and belongs to a number of regional trading blocs so Kenyan exports get..... in international markets.	
4	Kenya is rich in..... including oil and high value minerals such as titanium (used in aircraft).	
5	Kenya is well..... to the major ports of the world through the Port of.....	
6	Nairobi is a major..... hub for East and Central Africa with improving road and rail connections to..... in other countries in the region.	

USA and EU trade East African connected
Mombasa workforce major cities stock exchange



Six reasons to invest in Kenya

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Student worksheet 16- the role of FDI in Kenya's economy

The truth about FDI	Label the diamond:
Investment by TNCs brings improvements to infrastructure, e.g. roads and communication. This benefits national companies and individuals.	Improved infrastructure
The development of new factories and offices creates a multiplier effect as other businesses set up to cater for the workforce. More jobs are created than just those supported directly by the TNC.	More jobs
Foreign investors exploit Kenya's natural resources. This means that much of the profit goes to other countries, reducing the amount available for Kenya to spend on education and healthcare.	Exploitation of natural resources
As workers from TNCs become experienced and better trained they are able to demand higher wages, but not everyone working for a TNC is well paid.	Increased wages
People who earn more spend more, creating a market for higher-value and non-essential consumer goods in the country – this attracts further FDI by manufacturers of these sorts of products.	Increased consumer spending
A small percentage of the population earn the highest salaries. They should pay the most in taxes but they are also the most likely to be able to find ways to avoid paying tax. The majority of people still earn less than the minimum tax band.	Income from taxes
TNCs can easily relocate – they have less incentive to protect the environment. Without sufficiently tight environmental controls pollution of the air, land and water may occur.	Environmental damage
High levels of manufacturing helps Kenya develop bilateral agreements with other countries. More trade means higher GDP which results in higher levels of income for the government to spend on health and education.	Increased GDP
Government and local incentives to attract FDI may make officials susceptible to bribery and corruption.	Corruption

Foreign investment

Foreign investment

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Lesson 16: Answers

Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

16.1 Starter

AO1

Six reasons to invest in Kenya		
1	The <u>workforce</u> is sufficiently skilled and qualified to undertake <u>manufacturing</u> , commercial and financial jobs.	They to do
2	Nairobi has a leading <u>stock exchange</u> making Kenya a financial hub in the <u>East African</u> region.	They and s
3	Kenya has special <u>trade</u> relationships with the USA and EU and belongs to a number of regional trading blocs so Kenyan exports get <u>advantages</u> in international markets.	They USA
4	Kenya is rich in <u>natural resources</u> including oil and high value minerals such as titanium (used in aircraft).	What have
5	Kenya is well <u>connected</u> to the major ports of the world through the Port of <u>Mombasa</u> .	They and c
6	Nairobi is a major <u>transportation</u> hub for East and Central Africa with improving road and rail connections to <u>major cities</u> in other countries in the region.	They and c

16.2 Task

AO1 & AO2 Diamond ranking is for students to decide. Should be based on sound arguments (c)

Costs of FDI	
Foreign investors exploit Kenya's natural resources. This means that much of the profit goes to other countries, reducing the amount available for Kenya to spend on education and healthcare.	Investment by TNCs like e.g. roads and communication companies and individual
Not everyone working for a TNC is well paid.	The development of no multiplier effect as other workforce. More jobs supported directly by T
TNCs can easily relocate – they have less incentive to protect the environment. Without sufficiently tight environmental controls pollution of the air, land and water may occur.	As workers from TNCs trained they are able to
A small percentage of the population earn the highest salaries. They should pay the most in taxes but they are also the most likely to be able to find ways to avoid paying tax. The majority of people still earn less than the minimum tax band.	People who earn more higher-value and non country – this attracts sorts of products.
Government and local incentives to attract FDI may make officials susceptible to bribery and corruption.	High levels of manufacturing agreements with other GDP which results in high government to spend

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16.3 Task

- (b) AO3 Edexcel B examiners will level 8-mark questions in Paper 1 based on the content of the unit. There are three elements to this judgement. They relate to how well the student:
- identify the correct geographical ideas and describe relevant examples of places, process and conditions and the way they are connected
 - accurately explain the relevance of these ideas and examples and the links between them
 - construct a balanced argument based on the evidence they have discussed

To choose the level consider which is best represented in the answer. Allocate marks if some elements fall below that level / all elements are securely in that level / some elements are above that level.

Elements of answer	Level 1 (1–3 marks)	Level 2 (4–6 marks)
Identifies the correct geographical ideas and describes relevant examples of places, process and conditions and the way they are connected.	Some – doesn't make any connections	Some – makes some connections
Accurately explains the relevance of these ideas, examples and the links between them.	Some – but inaccurate	Some – accurate
Constructs a balanced argument based on the evidence they have discussed and reaches a convincing conclusion.	The argument isn't balanced and doesn't relate to the evidence	The argument is balanced and relates to the evidence

The table below gives the geographical ideas or examples that could be used (rows 1 and 2) – accept any other valid points. A balanced argument must include explanations from both sides of the table.

The more detail and development of an idea or explanation the higher the level.

- *Level 1 answers will be basic statements*
- *Level 2 answers will make some connections and offer some explanation*
- *Level 3 answers will be detailed.*

	TNC investment leads to economic development	Other factors leading to economic development
1. Geographical ideas and examples studied that could be described	Students could cite any example of ways in which TNCs cause economic development in Kenya studied during this unit of study. Specific examples can be found in Tasks 16.1 and 16.2.	Students could cite any example of ways in which TNCs cause economic development in Kenya studied during this unit of study. Specific examples can be found in Tasks 16.1 and 16.2.
2. Relevance of ideas and examples	<i>Suggests that TNC investment is essential for the economic development of a country + brings money into the country to spend on improvements and provides employment and multiplier effect that would not otherwise exist + requires right conditions to attract and keep TNCs which may come at a cost to Kenya's own businesses, work force and environment.</i>	<i>Suggests that TNC investment is essential for the economic development of a country + brings money into the country to spend on improvements and provides employment and multiplier effect that would not otherwise exist + requires right conditions to attract and keep TNCs which may come at a cost to Kenya's own businesses, work force and environment.</i>

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16.4 Plenary

AO1, AO2 & AO3 This is a creative exercise to help students consolidate their learning unit of work. Suggestions for the focus of arguments include:

A leading national politician	A factory worker at a foreign-owned manufacturing company	The parent of five children in rural Kenya
It's great – it brings more revenue to spend on development. It has a multiplier effect and provides people with jobs so they can improve their own standard of living.	It's great because it provides jobs which enable them to improve their standard of living. They may have concerns about their pay and working conditions. They may express concerns about the damage the company is doing to the environment and how other people aren't benefiting.	It's not of much use to them because it is happening in the cities. They see no benefits – their schools are still poorly equipped and a long way away, the same with hospitals. There needs to be better sharing of benefits that TNCs bring. Most spending goes on in urban areas and transport links to make more money.

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