

GEOGRAPHY TIPS LEVEL 2

DIFFERENCES IN DEVELOPMENT (AS 91242)

**WHAT IS THIS ASSESSMENT ABOUT?**

The aim of this standard is to introduce students to applied geography by considering why some parts of the world are more developed than others. It is based on AO 1 at Level 7 that states:

-*understand how the processes that shape cultural environments change over time, vary in scale and from place to place, and create spatial patterns.*

**HOW TO CHOOSE CASE STUDIES?**

In order to look at differences in development at least 2 different places must be used as case studies. These ‘places’ may be 2 different countries, 2 different regions at a continental scale or 2 different regions within one country. The scale used is not important, what is important is that the case studies used are at different ends of a spectrum so that one is developed and the other is much less developed.

Choice of case studies will depend on many factors. It is important that the case studies used fulfill the requirements of the standard and for which appropriate statistics can be obtained.

The case studies chosen must have both natural and cultural factors that have played a role in the differences in development. This standard offers an opportunity for students to investigate overseas settings that helps their general geographic understanding. Therefore, the settings must engage and be relevant for your students. The most common countries used are the USA, Australia and NZ at the developed end and Tanzania, Cambodia and a Pacific Nation at the less developed end. If only one country is used the best way to approach this is to choose an advanced, generally urban area in the country and compare this with a less developed usually rural area.

Each of these approaches have their strengths and weaknesses. Studying large regions such as Asia certainly gives you the necessary range of development but can be problematic in that there is a lot to learn and a tendency to generalize too much. Studying 2 different countries also meets the same problems although at a slightly smaller scale. Studying two regions within a country enables a greater chance to look at details of the culture of that country but this is often at the expense of having less range of the differences in development and the reasons behind them.

It is important students are guided to think of development as a dynamic process to appreciate that change is happening, albeit often slowly – even in the less developing countries and avoid unnecessary stereotyping.

**STARTING THE UNIT**

Even if you are using one country for your case study a good starting point is to investigate development globally so that students can appreciate what the term means. Use photographs to investigate evidence of development. Pose the question as to what development means (a good group exercise). Follow this by showing a You Tube clip such as: <http://www.youtube.com/watch?v=KFZz6ICzpjI>or <http://www.youtube.com/watch?v=pRmjoF5nv6s> or

<http://www.youtube.com/watch?v=b39-LoJeJnk>or

<http://www.slideshare.net/geographyalltheway/key-stage-3-geography-what-is-development>

From this try to define the term ‘development’.

Consider the different types of development including:

* -Social (standard of living, health, education, well-being, happiness, emotional)
* -Cultural (ethnic, religious, age and gender inclusiveness)
* -Economic (work opportunity, infrastructure)
* -Political (government and voting, security, justice, human rights, freedom of expression and choice)
* -Environmental (conservation of areas of outstanding beauty, sustainable resources, protection of endangered species)

Since this standard will introduce students to many different terms it is important that they keep a glossary of the subject specific words they come across.

**ASPECTS TO BE COVERED**

What should be included in each aspect is as follows:

* **The characteristics of development –** what development looks like
* Define the term ‘development’
* What does development look like in each case study region? How do you know one is more developed and one is less developed? List and describe the characteristics you can see.
* Classify these characteristics as evidence of economic, social and political development.
* Where in the world do these issues exist? Interpret cartoons based on North World/South World, first World / Third World or terms lime MDC and LDC.

**What students should be able to do:** Write paragraphs that try to define development and describe what this looks like in their 2 case study regions.

* **Different ways development can be measured –** how we can determine the level of development that occurs
* What is an indicator? Give examples.
* What is the difference between quantitative (objective) and qualitative (subjective) indicators and what is the advantage and limitation of each as an indicator of development?
* Look at each characteristic of development and suggest indicators that can be used to measure these such as birth rate, life expectancy or GDP per capita. Which of these is the most useful and why?
* What are some of the composite forms of indicator used today and why are these considered useful? Look at the Human Development Index. Look at other examples such as the Mercer quality of Life index or the Economist global livability report.
* What indicators are the most useful to determine the level of development in the 2 case study regions and why?

**What students should be able to do:** Write an essay that explains the issues with trying to measure development generally. Identify which indicators are the most useful to determine development and reasons why. Identify the pros and cons of using some indicators to measure development. Give some evidence as to the level of development in the 2 study regions based on these indicators.

* **The factors contributing to differences in development -** why is one region more developed than the other.
* How to categorise reasons into those that started as a result of natural factors and those that started due to people or cultural factors.
* Investigate the factors that have led to poor development such as:

**Natural**: high relief leading to poor communication and isolation, wet/dry/hot/cold climate leading to poor crop growth, poor water supplies or poor health, numerous natural disasters leading to less money for progress, areas of dense jungle that makes communication difficult, few natural resources as a base for industry, landlocked leading to communication issues for trade

**Cultural:** Colonialism or presence of multi-nationals that have exploited resources, political instability that prevents investment in business, government systems that does not see money being equally distributed or human rights upheld, poor investment in education and health that leads to low productivity

* Investigate the factors that have led to higher levels of development such as:

**Natural**: low relief leading to good communication and easier to build on, favorable climate leading to good crop growth, adequate water supplies, fewer diseases resulting in good health, few natural disasters leading to more money for progress, numerous natural resources as a base for industry, coastal location leading to trade development and tourism

**Cultural:** long history of innovation, enterprise and research, political stability that promotes investment in business, government systems that sees money being equally distributed to all sectors of society through benefits and welfare, good investment in education and health that leads to high productivity

One of the best ways to compare levels of development is to use the same factor in both regions so the causes in the differences can then be better explored. Eg how education in one region has caused a lack of development and it is compared to education in the other that has led to more development. If the factors are not that comparable in the 2 case study regions then use broad categories for both. For example if you identify that environmental factors have led to differences you can then explain how region X has flat fertile river plains leading to the growth of cash crops while region Y has mountains making it isolated and with poor communications for growth.

**What students should be able to do:** Write an essay that explains 2 natural or 2 cultural factors that have contributed to differences in development in the 2 case study regions.

* **Strategies for reducing the differences in development –** thesolutions that can be used to bridge the gap between the 2 case study regions.
* A good starting point is to ask students to identify what they would do to solve this issue and discuss these.
* The process of development – how does it happen? Look at some theories of development over time such as Rostow and his ideas as to how economic development has been possible as well as its limitations and then comparing this to the ‘small is beautiful’ concept of targeting development at the smaller more local scale and how this slowly creates change. Other political models such as the Marxist aim to share resources equally and the problems of putting this into practice.
* What are the issues over aid? To what extent is this a good and bad thing? What is emergency aid? Interpret cartoons that show issues such as aid dependency or aid with strings attached or aid not getting to those that need it
* List possible strategies that can be used to bridge the gap between development by changing the less developed region. Examples include: Loans, aid money, lifting trade barriers, giving expertise, setting up new enterprises in less developed regions such as factories or new farming techniques, providing immunization programmes, government investment, passing of new laws etc.
* List the groups of people who are able to instigate the change - ensure coverage at different levels such as:

**Globally**: UN (Millenium Goals), World Bank, WTO, Trading Organisations such as EU or APEC

**National**: Governments and local authorities

**Locally:** Individual people or charities

**NGO’s:** Charities

Students need to be aware of the different levels at which development can be initiated and the strengths and weaknesses involved in each. It will vary from case study to case study as to what has happened or is being attempted (also acceptable.)

**What students should be able to do:** Write an essay that explains 2 different solutions (one global/governmental and one NGO) that have been done or are being attempted to bridge the development gap between the 2 study areas. Evaluate the success or otherwise of these.

**OTHER FACTORS TO CONSIDER**

As well as the content students need to be guided as to how to write good answers both visually and in written form. Visually students need to be able to construct maps of their case study regions from scratch and be taught to apply the necessary conventions to these (frame, North arrow, use of colour, key, title and scale). They must also understand the instruction to ‘annotate’ or put notes on maps. Students also need to be comfortable at drawing diagrams such as showing the characteristics of low development or star diagram that can be used to supplement a written answer.

Students also need guidance as to how to write good geography essays at this level. These need an introduction setting out what they intend to cover, a body and a conclusion. It is useful to give writing frames for these in the early stages and to scaffold answers based on a plan.

It is important to appreciate that at all levels students must ‘explain’. This is more than a description so any answer that just describes will not achieve the standard. Keep getting students to use the connector ‘because’ or ‘due to’ in their answers so that the why is given. This is especially important in this standard where indicators are identified. It is not enough to say that poor health is an indicator of low development but to say that this is because it leads to low productivity in work causing poor incomes.

For Excellence students must also include geographic terminology and concepts in an answer. Most students at this level are likely to use those terms that make it an academic answer. It means using terms like objective indicator, standard of living and non-government organization – the words a student would have in a glossary for the topic. It must also show ‘insight’ or the ‘wow’ factor. In other words it reads well, shows good linkage between parts and seems organized.

It is also good practice to apply the key concepts in geography to each unit. Get students to include this in the paragraphs they write where they define the concept and put it into context of the answer. In this case several of them stand out as being easy in this respect such as:

**Process** – how development occurs as a series of related actions over time

**Environment –** the common development characteristics of a case region such as social, economic and political.

**Pattern –** the pattern of the different levels of development globally and where they are concentrated in terms of more and less developed regions.

**Perspective**- How different groups of people view development

I**nteraction** – How natural and cultural factors combine to help produce differences in development

**Change** – How a case study region can change over time

**Sustainability** – how the level of development at the high end of the spectrum can be sustained in the future

For higher grades students should also be encouraged to learn about 10 facts (names, dates, statistics) of each case study that they can use in an answer. For Excellence these need to be used throughout.

**WHAT THE PAPER WILL LOOK LIKE**

The format of this paper changed in 2016 so that it now consists of just ONE question that is broken down into parts. The number of parts will vary from 2 – 4 each year although 3 is the norm. The parts may or may not be connected in terms of the criteria covered so the paper may be either very narrow all based on one criteria only or consists of each part on a separate criteria so that several are covered. Being broken down into parts means that the parts do not have to be of each size or value so some parts may be very short and others consist of a longer written answer. All parts add up to 8 marks. Generally rather than each part being marked on its own they are looked at as a whole to gauge the standard of the answer overall. Hence a student that is better at writing than visuals and does far better in the written part than a diagram can still be credited with say a Merit overall.

**HOW TO APPLY OTHER ACHIEVEMENT STANDARDS**

By studying this unit students will gain information that can be used in Internal Assessments. For example 2.6 can look at an aspect of development that is currently occurring such as the actions of multi-nationals or child labour. A 2.7 global can look at the global pattern of a resource such as coffee or diamonds or look at migration patterns. This can be especially useful as a reassessment opportunity since much of the content has been taught.

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