

A Level Geography

Specification and PLC (Personal Learning Checklist)

AREA OF STUDY: Dynamic Places

Topic 3: Globalisation

Autumn Term Y12

Overview:

Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place. Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

What do I need to know?

EQ1: What are the causes of globalisation and why has it accelerated in recent decades?

| Key Idea | Detailed content | PLC | | |
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| 3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. | a. Define globalisation to include widening and deepening global connections, interdependence and flows (commodities, capital, information, migrants and tourists). | | | |
| | b. Explain how developments in transport and trade in the 19th century (railways, telegraph, steam-ships) accelerated in the 20th century (jet aircraft, containerisation), have contributed to a 'shrinking world'. | | | |
| | c. Describe and explain the rapid development in ICT and mobile development in the 21st Century - lowering communication costs and contributing to time-space compression. | | | |
| 3.2 Political and economic decision making are important factors in the acceleration of globalisation. | a. Discuss how international political and economic organisations (WTO, IMF, World Bank) have contributed to globalisation (through promotion of free trade policies and foreign direct investment). | | | |
| | b. Evaluate the roles of national governments in promoting free trade blocs (EU, ASEAN) and through policies (free-market liberalisation, privatisation, encouraging business start-ups). | | | |
| | c. Explain and evaluate how special economic zones, government subsidies and attitudes to FDI have contributed to globalisation in to new global regions. (See: China's 1978 Open Door Policy for example). | | | |
| 3.3 Globalisation has affected some places and organisations more than others. | a. Assess how the degree of globalisation varies by country. | | | |
| | b. Understand it can be measured using indicators and indices (AT Kearney index, KOF index). | | | |
| | c. Understand the role of TNCs in globalisation - contributing to its spread (global production networks, glocalisation and the development of new markets) and taking advantage of economic liberalisation (outsourcing | | | |

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| | and offshoring). | | | |
| | d. Discuss the reasons (physical, political, economic and environmental) why some locations remain largely 'switched off' from globalisation (See: North Korea, Sahel countries as examples). | | | |

| EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? | | | | |
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| Key Idea | Detailed content | PLC | | |
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| 3.4 The global shift has created winners and losers for people and the physical environment. | a. Describe the movement of the global economic centre of gravity to Asia via the global shift of manufacturing (e.g. China) and outsourcing of services (e.g. India). | | | |
| | b. Explain how this shift leads to changes in the built environment that can bring benefits (infrastructure investment, waged work, poverty reduction, education and training) but also costs (loss of productive land, unplanned settlements, environmental and resource pressure). | | | |
| | c. Evaluate the impacts on health and wellbeing on communities in developing countries have experienced major environmental problems (including air and water pollution, land degradation, over-exploitation of resources, and loss of biodiversity). | | | |
| | d. Discuss the social and environmental problems as a result of economic restructuring (dereliction, contamination, depopulation, crime and high unemployment) in some deindustrialised regions in developed countries. | | | |
| 3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. | a. Explain why rural-urban migration and/or natural increase is responsible for the growth of megacities (See: Mumbai, Karachi); rapid urban growth creates social and environmental challenges. | | | |
| | b. Explain why international migration has increased in global hub cities and regions and why this has deepened interdependence (elite migration - Russian oligarchs to London and mass low-wage economic migration (- India to UAE, the Philippines to Saudi Arabia)). | | | |
| | c. Examine the economic, social, political and environmental costs and benefits for host and source locations. | | | |
| 3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. | a. Understand that cultural diffusion happens as a result of globalisation. TNCs, global media corporations (P: role of TNCs), tourism and migration create and spread an increasingly 'westernised' global culture which impacts on both the environment and people (see: Changing diets in Asia). | | | |
| | b. Understand the spread of a global culture has also led to new awareness of opportunities for disadvantaged groups (see: Paralympic movement) particularly in emerging and developing countries. | | | |

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| | c. Discuss the impact of cultural erosion (loss of language, traditional food, music, clothes, social relations (see: loss of tribal lifestyles in Papua New Guinea) has resulted in changes to the built and natural environment (de-valuing local and larger-scale ecosystems). | | | |
| | d. Understand that concern about cultural impacts, economic and environmental exploitation has led to opposition to globalisation from some groups and discuss reasons. | | | |

| EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? | | | | |
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| Key Idea | Detailed content | PLC | | |
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| 3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. | a. Contrast economic measures (income per capita, economic sector balance) and social development indicators (Human Development Index (HDI), Gender Inequality Index (GII)) and environmental quality (air pollution indices). | | | |
| | b. Describe trends in widening income inequality, globally and nationally (measured using the Gini coefficient). | | | |
| | c. Explain how these trends suggest globalisation has created winners and losers for people and physical environments between and within developed, emerging and developing economies. | | | |
| | d. Show how contrasting trends in economic development and environmental management between global regions since 1970 indicate differential progress that can be related to the outcomes from globalisation. | | | |
| 3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. | a. Understand why open borders, deregulation and encouragement of FDI created culturally mixed societies and thriving migrant diasporas in some locations, but tensions resulted elsewhere (See: Rise of extremism in Europe, Trans-boundary water conflicts) | | | |
| | b. Evaluate the attempts in some locations to control the spread of globalisation by censorship (See: China, North Korea), limiting immigration (See: UK, Japan) and trade protectionism. Refer to role of government and attitudes of pro- and anti-immigration groups). | | | |
| | c. Give examples of groups, who seek to retain their cultural identity within countries and seek to retain control of culture and physical resources (See: First Nations in Canada), and others that embrace economic advantages | | | |
| 3.9 Ethical and environmental concerns about unsustainability | a. Describe the role of local groups and NGOs in promoting local sourcing (See: transition towns) to increase sustainability. Refer to economic, social and environmental costs and benefits. | | | |

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| have led to increased localism and awareness of the impacts of a consumer society. | b. Discuss the role of fair trade and ethical consumption schemes in reducing environmental degradation, the inequalities of global trade and improving working conditions for some people. | | | |
| | c. Evaluate the effectiveness of recycling's role in managing resource consumption, referring to product and place. (See: local authorities in UK, local NGOs such as Keep Britain Tidy). | | | |

| Geographical Skills for Topic 3 | | | |
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| <i>Note: These skills are not exclusive to the topic areas under which they appear; you will need to be able to apply these skills across any suitable topic area throughout their course of study.</i> | PLC | | |
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| Use of proportional flow lines showing networks of flows | | | |
| Ranking and scaling data to create indices. | | | |
| Analysis of human and physical features on maps to understand lack of connectedness. | | | |
| Use of population, deprivation and land-use datasets to quantify the impacts of deindustrialisation. | | | |
| Use of proportional flow arrows to show global movement migrants from source to host areas | | | |
| Interrogation of large data sets to assess data reliability and to identify and interpret complex trends. | | | |
| Analysis of global TNC and brand value datasets to quantify the influence of western brands | | | |
| Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. | | | |
| Plotting Lorenz curves and calculating the Gini Coefficient. | | | |

NOTES/CASE STUDY INFORMATION:

