

Why do some countries remain 'switched off' to globalisation?

1. Classify these statements into physical, political, environmental and economic reasons. Use a key to help:

Physical Political Environmental Economic

Highly vulnerable to climate change and natural hazards, e.g. Mozambique.	Natural resources have been exploited by TNCs and supplies exhausted, e.g. Kerala, India - water for bottled drinks industry.	Physical isolation or landlocked, e.g. Zambia, so deters trade and inward investors.
Low prices for food exports due to overproduction and trade rules.	Ethnic clashes and civil wars between tribes.	Human Rights abuses are widespread, e.g. Lord's Resistance Army in Uganda.
Lack of skills and literacy, e.g. Somalia.	Politically isolated, e.g. North Korea.	Poor resources for agriculture.

2. Research North Korea and The Sahel, as examples of places which are switched off from globalisation.

Use the following websites to help, along with your own research. You can work in pairs and need to include the following information:

- location map
- human factors
- physical factors
- **assess** which factor has the greatest influence in limiting future development.

North Korea:

- bbc.co.uk/news/world-asia-pacific-15256929
- news.bbc.co.uk/1/hi/sci/tech/3598966.stm

The Sahel region:


- theguardian.com/global-development/2012/mar/29/sahel-food-crisis-made-worse
- theguardian.com/environment/2011/dec/20/climate-change-killing-trees-sahel
- npr.org/2013/09/08/220438728/how-could-a-drought-spark-a-civil-war

Other useful data:

- cia.gov/library/publications/the-world-factbook/

Why are some countries considered switched on to globalisation?

1. Classify the following statements into the following categories: environmental, economic and social/political. You could then cut them out and stick them into your table.

Lots of natural resources (vast reserves of coal, gas and oil)	Development of energy base, e.g. HEP and nuclear power stations	1978 Open Door Policy - attracted Foreign TNCs and growth of FDI investment.
Links to close developing markets of South Korea, Taiwan and India	Vast population willing to work hard in both education and employment	Prolonged spending on health and education over 50 years has provided a healthy, literate and skilled workforce
China trains 600000 engineers every year = strong technological foundation	Problems of rural workers fuelling China's economic growth as they move to urban areas for work	Creation of industrial Special Economic Zones has stimulated cheap mass manufacturing
Low wages attracts TNCs = creates issues of exploitive conditions	Developing computer use (25 out of 100 people) will increase its connections to the rest of the world	

2. Now research China in more detail and create a table with the following headings (environmental, economic and social/political) to show why it is a country switched on to globalisation.

You can use the following websites to help:

- forbes.com/sites/realspin/2014/10/02/what-drives-chinas-success/#2d8cafae5852
- globaliz.info/winners-losers.html
- theguardian.com/world/2018/mar/31/china-environment-census-reveals-50-rise-in-pollution-sources

Examination style question

For a named region or country, assess how both human and physical resources have allowed it to become 'switched on' to the global economy. **[12 marks]**

Tip:

Assess - use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.

	L	Success criteria	Peer	Teacher
Level 1 1-4 marks	1	Isolated elements of geographical knowledge, some of which may be irrelevant or inaccurate.		
	2	Applies knowledge, making limited logical connections/relationships.		
	3	Generic judgements made about the significance of a few factors, leading to an unbalanced argument or lacks cohesion.		

Level 2 5-8 marks	1	Demonstrates geographical knowledge which is mostly relevant and may include some inaccuracies.		
	2	Some relevant discussion of the links/relationships between information/ideas.		
	3	Applies knowledge and understanding of geographical information/ideas to make some judgements about the significance of some factors, to produce an argument that maybe unbalanced.		

Level 3 9-12 marks	1	Demonstrates accurate and relevant geographical knowledge and understanding throughout.		
	2	Well-structured paragraphs (PEEL). Well balanced argument that makes relevant connections/relationships.		
	3	Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors. Can identify and explain which factors are the most important to China's success.		

Peer comment:

Teacher comment:

Improvement target(s):

Teacher notes

Activity 1 and 2:

Students classify the statements and carry out some independent research, using the following websites as a starting place, to develop understanding.

North Korea:

- bbc.co.uk/news/world-asia-pacific-15256929
- news.bbc.co.uk/1/hi/sci/tech/3598966.stm

The Sahel region:

- theguardian.com/global-development/2012/mar/29/sahel-food-crisis-made-worse
- theguardian.com/environment/2011/dec/20/climate-change-killing-trees-sahel
- npr.org/2013/09/08/220438728/how-could-a-drought-spark-a-civil-war

Other useful data:

- cia.gov/library/publications/the-world-factbook/

Activity 3:

Students classify the statements and carry out some independent research, using the following websites as a starting place, to research China to find out why it is switched on and considered a winner of globalisation.

- forbes.com/sites/realspin/2014/10/02/what-drives-chinas-success/#2d8cafae5852
- globaliz.info/winners-losers.html
- theguardian.com/world/2018/mar/31/china-environment-census-reveals-50-rise-in-pollution-sources

Google and China:

- geographyalevelslc.files.wordpress.com/2012/05/gcegeog_unit1_googlechina_130510.pdf

Activity 4:

Students answer the following examination question. They can use the mark scheme to help them. You should focus on the command word 'assess', discuss what this means and how they should structure their response. There is also an assessment sheet, where there is opportunity for peer and teacher comments and for target setting.

For a named region or country, **assess** how both human and physical resources have allowed it to become 'switched on' to the global economy. [12 marks]

Additional reading: Why are some places more switched on than others?

- slideshare.net/garrysimmons/why-are-some-places-more-switched-on

American business held captive when wanting to shift from china-India:

- bloomberg.com/news/2013-06-27/u-s-businessman-to-leave-beijing-factory-after-labor-standoff.html
- books.google.co.uk/books?id=AXYFUV8sbGsC&pg=PA62&lpg=PA62&dq=china+global+hub+switched+on&source=bl&ots=3SI6K33ISD&sig=6DXjyHrVYdspOGSmNHZLQP_xUIU&hl=en&sa=X&ei=arhbUu22J82AhAen7IHQBg&ved=0CDgQ6AEwAjkK&safe=on#v=onepage&q=china%20global%20hub%20switched%20on&f=false