

Paper 3 Human Options

UNIT 3 Global interdependence

Recommended Prior Knowledge Some basic information and terminology on the role of trade in economic development may have been covered when considering development indices and the link between population and development in the Human Core, 1.2. Students of IGCSE Economics, Business Studies or Development Studies may also have a more detailed background understanding of the topics covered.

Context This unit could follow on effectively from Unit 1, Production, location and change.

Outline Developments in transport, mass communication and electronic banking systems have promoted globalisation and the world becoming a “Global Village”. This has had a great effect on trade. The emergence and growth of trading blocs is significant. Aid and debt have become issues for both the less developed world and the developed world. Debt demonstrates global interdependence. Aid needs to be considered alongside trade for discussion of their relative merits. The increasing importance of international tourism to the economies of both LEDCs and MEDCs is an essential part of this unit and its links with trade, appearing on the trade balance as an invisible export, should be considered. Countries are becoming increasingly interdependent, but increasingly vulnerable to short-term trends as the emphasis shifts from primary/secondary sectors of the economy to tertiary/quaternary sectors, which are more susceptible to shifts in opinion or to world events. Tourism, as the fastest growing sector of the global economy, is having increasing social/cultural, economic and environmental impacts.

Textbooks Burtenshaw D; Economy and Development; 2006 Philip Allan Updates
80:20 Development in an Unequal World
A2 Geography Unit 4 Global Challenge Philip Allan Updates
Tourism is dealt with in several specialised texts, for example,
Nagle G; Tourism, Leisure and Recreation; 1999 Nelson
Prosser R; Leisure, Recreation and Tourism; 2000 Collins

Content	Objectives	Terminology	Suggested Teaching Activities	Online Resources	Other resources
3.1 Trade flows and trading patterns	To examine the nature of global patterns of trade	Imports Exports Flows Patterns of trade Balance of trade	This topic could be introduced by reference to an atlas and the use of world outline maps. Cook, p.286, has useful data which could be developed for comparison/analysis.	June 2006 Q. 5 Figs 3A and 3B Costa Rica, useful teaching aid Nov 2005 Q. 13(a) June 2004 Q. 13(a) US trading flows	Cook, Hordern et al. pp.281-286 is very useful for an introduction to trade and trading patterns. Burtenshaw p.71 Guinness & Nagle p.120
	To understand why current trade patterns have been influenced by past events Factors affecting global trade	Trading bloc Visible imports/exports Invisible imports/exports Product life cycle Protectionism Resource endowment Locational advantage Trade agreement World Trade Organization (WTO)	World trade is organised into trading blocs, based mainly on economic or historical associations. This topic could be introduced by using a matching exercise with the various blocs' acronyms e.g. ASEAN, and their definitions - – see map in Waugh p.560 Suggested case studies: NAFTA, OECD and GATT. Students can explore economic, social, environmental and political factors. It helps to identify short term and long term changes and internal and external factors.	June 2005 Q. 13(a) locational advantage June 2006 Q. 5(b) useful teaching resource, colonial ties Nov 2007 Q. 5(a) resource endowment	Cook et al. pp.287-289 Burtenshaw p.72 Guinness & Nagle pp.120-125 Waugh pp.559-563 Geo Factsheet 117 Sept 2001 The North American Free Trade Agreement (NAFTA) Bananas are often used as the classic case study of a commodity. A2 Geography Unit 4 Global Challenge p.65 p.44

To appreciate the nature of recent and current changes in global patterns of trade

Tiger economies
Pacific Rim economies
NICs
RICs
BRIC

Global trade has been influenced strongly by the rise of the NICs and of the Pacific Rim countries. Waugh gives statistics on p.562
Case study – Brazil

Waugh p. 561
Geo Factsheet 136, Sept 2002
Brazil – Changing Pattern of Trade: LEDC to NIC
Burtenshaw pp.72-76
good case study of the sugar trade.

To understand the role of innovation in changing trading practices

Freeports

Free ports encourage trade to develop, e.g. Manaus, Brazil.

Fair trade

Should study the issues surrounding fair trade.
Definition. Who benefits?
Why? Negative and positive outcomes in both MEDCs and LEDCs. Issues of tariffs, child labour, unfair/comparative advantage. Recent publicity in MEDCs. In the UK some High Street stores now have ethical trading policies. Nike, Gap, etc. have published codes of conduct.

- **Nature**
- **Role**

Ethical trade

Many products are now available as fairly traded items. Role play can be used to explore the perspectives of producers, consumers and middlemen. Students could find one product which is fairly traded and/or one which is unfairly traded and write a profile to present to the class.

www.newint.org

Waugh p. 548 about Singapore

Cook et al. p.86

Best source of information is company websites. TV programmes e.g. Panorama, Channel 4 Dispatches programme Blood Sweat and T-Shirts. Available on DVD.

The best magazine source is *NEW Internationalist*. It has a left wing political bias, but is informative for the whole unit. Geo Factsheet 163 The Way ahead for Burkina Faso.

<p>3.2 Debt and aid and their management</p>	<p>Aid and debt as concepts</p> <p>Distribution of aid Appreciation of organisations and institutions that distribute aid</p> <p>Factors that influence aid donation</p> <p>Advantages and disadvantages of aid donation for recipient and donor countries</p> <p>Advantages/disadvantages of the different types of aid.</p>	<p>Aid Types of aid Bilateral aid Multilateral aid Emergency aid Relief aid Development aid Tied aid Short and long term aid</p> <p>Debt Donor country Recipient country</p> <p>Aid agencies World Bank IMF NGOs Charities</p>	<p>Some of these overlap. A brainstorming session, spider diagram or family tree to distinguish could be useful. Expand to include definitions and examples which are essential for full answers. At some stage it would help to hold a class discussion or debate about the relative merits of trade versus aid and debt. It may be sensible to mention this early on, so students make the link back to trade. Consider the topic in relation to donor and recipient countries.</p> <p>Distribution and direction of aid globally. Compare with trade and with GDP map of development (the indices are closely connected).</p> <p>Aid as grants. Aid as loans which lead to debt, i.e. debt as an outcome of aid donation. Capital projects for development. e.g. HEP schemes. A critical appreciation of aid in terms of its impacts on receiving countries (e.g. positive/negative; short-term and longer term; spatially).</p>		<p>Carr p.513 Nagle p.444 a good summary Waugh p.578</p> <p>Guinness and Nagle p.194, a good discussion about the role of aid in development. Burtenshaw pp.79-84 includes aid agency case studies e.g. CAFOD in Africa.</p>
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Appreciation of debt

Appreciation of debt relief/cancelling of debt

- Causes
- Nature
- Problems

The Millennium Development Goals (MDGs)

Debt cancellation
Debt crisis
Debt relief

Lobbying and pressure groups
G8 Summits

Since 2005 the issue of debt cancellation has arisen at the G8 summits, e.g. held at Gleneagles, Scotland, 2005. Follow the arguments. Crippling debt and inability to even pay back the interest on the debt means that LEDCs are unable to invest in development and so endure poverty, etc.

There are many ways to tackle this topic but it lends itself to **debate, discussion and evaluation**. It must be rooted in factual knowledge. The resources should help although many are not available in textbook form and require imaginative research. The scale needed is **national**; a study of a single country would give depth, with other examples as contrast and to ensure that all the issues are covered.

www.newint.org
www.jubileedebtcampaign.org
www.difd.gov.uk
www.practicalaction.org
www.worldmapper for proportional maps
www.gapminder.org for animated graphs comparing development indicators
www.makepovertyhistory.org

80:20 Development in an unequal world
The whole book is an invaluable source for ideas debate, discussion and information.

Burtenshaw pp.84-88 excellent resource. p.88 case study of MDGs with useful tasks at the end of the section.

UN Development Report on MDGs 2005
New Internationalist Oct 2005, excellent articles on NGOs.
Geo Factsheets 186 MDGs
78 Third World Debt
201 Sustainable development in Ecuador
Geofile 471 2004 Action Aid in Africa
Geofile 453 2003 Sustainable development in South Africa
Geofile 528 Development Indicators

3.3 The development of international tourism	To understand the nature of tourism	Tourism Invisible export Tertiary/service industry	It is useful to reach a consensus as to what tourism is – this could be done by a brainstorming session, from which it should emerge that there are many kinds of activity which could be classed as tourism. Distinguish between leisure and recreation. Make the link to trade.		Nagle (Development & Underdevelopment) is extremely useful for the whole of 3.3.
	The growth of tourism – social, economic and political factors that have influenced its nature and growth	Demand factors e.g. income, time available Supply factors e.g. charter flights, package holidays Facilitating factors e.g. electronic communication, advertising, the media, globalisation	Reference to a thematic atlas map of tourist origins and destinations could form the basis for a discussion of global patterns of tourism.	Nov 2008 Q. 6(a) seasonal demand and supply	Geo Factsheet 1 Sept 1996 International Tourism (dated but a talking point)
	To study the changes in the patterns of origin and destination of international tourists	Pleasure periphery Models of tourism Life cycle model (Butler)	Use statistics for tourism destinations for different years to analyse the rate of growth in international tourism and to find out the patterns.	Nov 2006 Table 1 and Q. 6 Africa's tourism earnings - a useful teaching resource Nov 2007 Fig. 3 and Q. 6 June 2008 Q. 6(a)	Guinness & Nagle pp.196-197 Cook, Hordern et al. pp.289-295 look at tourism trends in the UK and the world Waugh pp.537-539

			<p>A suggestion: discuss the students' own experiences of holiday destinations (if applicable) and their perceptions as gathered from the media. The intention is to lead into the idea of the life cycle model. The life cycle model could be presented and appropriate case study examples could be used to demonstrate its application (and predictions?)</p>		<p>Nagle p.92 and p.95</p> <p>Prosser pp.191-196 applies the life cycle model (Butler) to the Spanish tourism industry</p>
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	<p>To examine the economic, social and environmental impacts of tourism on the receiving countries/ tourist destinations</p> <p>The impacts must include impacts on:</p> <ul style="list-style-type: none"> • Economies • Societies • Environments <p>(This is the wording that is likely to be used in examination questions.)</p>	<p>Leakage Multiplier effect</p> <p>Carrying capacity Honeypot sites</p> <p>Sustainable tourism</p>	<p>Case study - environmental impact of tourism. Local examples are encouraged as they are readily relevant and familiar. It is essential that both positive and negative environmental impacts on tourist destinations are included. Perception of impacts should be discussed.</p> <p>Appreciation that tourism may be an unstable industry, subject to rapid change.</p>	<p>June 2007 Q. 6(a) Good for skills-based practices (b) positive environmental impacts</p> <p>Nov 2006 Q. 6(b) uses a case study or studies</p> <p>June 2006 Q. 6 June 2004 Q. 14</p> <p>June 2005 Q. 13(b)</p>	<p>Nagle pp.101-2</p> <p>Guinness & Nagle pp.199- 205 Prosser pp.184-190</p> <p>Nagle pp.92-94 More general impacts on p.201 Case study – Bali</p>
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			<p>Students may be able to contribute experience of this from their own lives or home areas. Use could be made of news reports about the impacts of terrorist acts on tourism (e.g. Bali) or hazards (e.g. the Asian tsunami).</p> <p>Local familiar case studies are recommended, but it is essential that they contain facts, statistics, locations and, preferably, a map.</p> <p>Case study – growth of tourism in Australia</p> <p>Case study – news report – effects of terrorism on tourist trade in Egypt</p>		<p>Nagle pp.94-96</p> <p>Geo Factsheet 81 January 2000 Tourism in Southern France</p> <p>Guinness & Nagle pp.202-203</p>
	To examine the nature of recent developments in tourism	<p>Carrying capacity Ecotourism Green tourism Heritage tourism Cultural tourism Wilderness tourism Adventure tourism</p> <p>Sustainable tourism Ethical tourism</p>	<p>The tourism industry is dynamic, constantly redefining what tourism is and diversifying the tourism product.</p> <p>Case study 1 – nature tourism in Costa Rica Case study 2 – tourism in Thailand Case study 3 – tourism in Kenya</p>	<p>Nov 2008 Q. 6(b) Nov 2005 Q. 14(b) June 2005 Q. 14</p>	<p>Geo Factsheet 112 April 2001 Can Ecotourism work? Hill (Advanced Geography Case Studies) pp.125-131 Cook, Hordern et al. p.295 Nagle pp.92-93, 96, 99-100</p> <p>Nagle pp.103-5 Cook, Hordern et al. pp.301-2</p>

<p>3.4 The management of a tourist destination</p>	<p>To examine and evaluate the complex nature of the impacts of tourism on one specific tourist area or resort, to illustrate</p> <ul style="list-style-type: none"> • Growth • Development • Issues of sustainability • Impacts 		<p>The case study may best be located somewhere which is familiar to, or readily understood by, students.</p> <p>Emphasis should be given to management issues at all stages.</p>	<p>June 2008 Q. 6(b)</p>	<p>Geography (GA Journal) April 2004 pp.183-187</p>
			<p>Suggested case studies, but only as a guide.</p> <p>Case study 1 – tourism in South Africa</p> <p>Case study 2 - Malham, Yorkshire Dales National Park, UK</p> <p>The need to protect areas Case study 3 - Canada Case study 4 - Antarctica</p> <p>Case study 5 - Tourism in Brazil, Iguacu</p>		<p>Nagle pp.103-106</p> <p>Cook, Hordern et al pp.298-9 Hart et al. p.149-153</p> <p>Geo Factsheet 103, January 2001 Managing US National Parks</p> <p>Guinness & Nagle p.206, also Hart et al. pp.144-146 Guinness & Nagle pp.210-211 Guinness & Nagle pp.212-223</p>