

Geography A-level

Congratulations on making it through Year 11 and picking the most relevant, most interesting and one of the best facilitating A-level Subjects. Hopefully you will have noticed that the vast majority of what we covered at GCSE is relevant in our everyday lives, and A-level Geography goes on to develop this further as well as branching out into some new areas. Even if you didn't choose GCSE Geography you may still be interested in this A-level.

In order to get an introduction to the course there are a number of things that we would ask you to do. Firstly, log onto **Sharepoint**. In the **Year 11 Geography** area you will find a folder entitled **A-level Transition**, within this you will find some more folders- one of which is entitled- **Transition Work**. There is also a file called Admin which you will need to use too. We have split the work into two sections- Summer Term Work and Summer Bridging work.

Summer Term Work

Globalisation is one of the big Key Ideas in Geography and it underpins almost all aspects, whether its investigating migration causes or looking at the role of Superpowers in world order (very topical!) or looking at how we manage our changing environment. So, we thought that you could learn a bit about this topic, whilst also practicing some key skills required for completing the A-level course. This self-led project should take a couple of hours each week from now until the end of the summer term.

- ☐ In Sharepoint, in Geography Year 11, in the A-level Transition work find the work-pack (a powerpoint) entitled 'Geography Discursive Writing- Globalisation'
- ☐ Work your way through the pack there is a section for each week- it ends with an essay that is not due until your first lesson in September!

Summer Bridging work

If you want to do these tasks at the same time as above, or you would just like to look at the Specification before you carry on, feel free to! This section of work is mostly looking at the specification in more detail and the requirements of the course.

- 1) In Sharepoint find the **specification** and print off/download the areas of study we are going to cover over the next two years:
Physical Geography: Dynamic Landscapes- Topic 1 Tectonic Processes and Hazards and Topic 2A Glaciated landscapes; Topic 5 The Water cycle and water insecurity; Topic 6 The carbon cycle and energy security
Human Geography: Dynamic places: Topic 3 Globalisation and Topic 4b Diverse Places; Topic 7 Superpowers; Topic 8B Migration, Identity and Sovereignty
- 2) Complete an **audit of your knowledge**. Take three colours blue, orange, yellow – blue is unconfident, orange is ok, yellow is fully confident- and highlight your copy of the specification (this can be done electronically too)
- 3) Complete the **skills audit** attached to this document/in Sharepoint- think about the areas you feel confident in, those you feel less confident in, where could you go to help you become 'skilled up'?
- 4) Log onto CANVAS/Sharepoint **school library page** and find the link **Phillip Allan Magazines** > Geography Review Magazine. It will ask you to choose an issue – click on a date and number. Pick two articles that interest you – one physical and one human and **read them**.
- 5) You are going to **make notes on the articles that you read**. Read through the note taking tips attached to this document. NB You MUST USE the Cornell Method of note-taking to complete these notes You MUST USE the Harvard method of referencing for your notes (see PDF in Sharepoint)

Please bring this all along to our first lesson and be ready to share your knowledge, questions and potential concerns. ☺Team Geography

FYI this is what some outside agencies say about the benefits of studying Geography:

- ✓ Geography A-level develops critical thinking – one of the key skills required for many jobs and University courses
- ✓ Geography is considered one of the key facilitating subjects by the Russell Group Universities
- ✓ Geography graduates are some of the most employable and diverse graduates due to the nature of the skills developed and the plethora of concepts and ideas studied.

Tips on note taking:

Adapted from http://education.exeter.ac.uk/dll/studyskills/note_taking.PDF accessed 30.06.17

Understand what you are looking for in the reading. Are you looking to gain a general understanding or are you searching for specific information or support for an argument?

Rowntree (1976: 40-64) outlines what he calls the 'SQ3R' approach to reading and note taking from text. He suggests that students should use the following activities in order to get the most from a reading in the most efficient way.

1. **Survey** – flip through the chapter or book *or section* and note the layout, first and last chapters or paragraphs, look at the headings used, familiarise yourself with the reading.
2. **Question** – Why are you reading what you are reading? What is the purpose? Are you reading on how eskers are formed? In which case only read that section. Are you trying to learn more about diversity? In which case you may need to read more but pick out the key points
3. **Read** – read actively but quickly, looking for the main points of the reading – **don't take any notes** – you might want to read through twice quickly.
4. **Recall** – Write down the main points of the reading and any really important facts, and opinions that help support the main points. (Also record the bibliographic details – where you got the information from using the Harvard style of referencing- this will help you if you need to go back over the notes)
5. **Review** – repeat the first three steps over and make sure you haven't missed anything. At this point you might like to finalise your notes and reread your notes or write down how the material you've just covered relates to your question or task.

I would like you to make all of your notes using the Cornell Method- this will take time to start off with but hopefully is more beneficial in the long term and will be a useful skill to have developed for your coursework.

The Cornell Method

The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method

Rule your paper with a 2 ½ inch margin on the left leaving a six-inch area on the right in which to make notes. Leave 2 inch margin at the bottom of the page – this is where you will summarise the notes after you have completed them. During class/after reading take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

<http://sas.calpoly.edu/asc/ssl/notetakingsystems.html> accessed 30.06.17

see also:

<http://www.wikihow.com/Take-Cornell-Notes> - goes through the methodology step by step

http://lsc.cornell.edu/wp-content/uploads/2015/10/Cornell-Note_Taking-System.pdf - a template with instructions

Geography A-Level requires you to develop a variety of skills. The following table is an audit to see how comfortable you feel about the skills highlighted in the specification.

Read through the following list and tick under the appropriate columns (you may tick all, none or some!)

	Know	Understand	Collect	Interpret	Analyse/ Evaluate	Questions/ Concerns
Primary data						
Secondary data						
Sampling methods						
Coding						
Data presentation techniques						
Dot maps						
Kite diagrams						
Dispersion diagrams						
Satellite images						
GIS						
Qualitative data						
Interviews						
Oral accounts						
newspapers						
Creative media						
Aerial/Oblique/ ground photographs						
Sketches						
Drawings						
Statistical tests						
t-test						
Spearman's rank						
Chi-squared						
Central tendency and dispersion						
Gini co-efficient						
Lorenz Curve						
Mode, median, mean						
Inferential statistics and the foundations of relational statistics, including measures of correlation and lines of best fit on a scatter plot						
Consider how confident you feel about the following statements						
The specification requires students to be able to						
		☹	ok	☺		
identify sources of error in data and to identify the misuse of data						
undertake informed and critical questioning of data sources, analytical methodologies, data reporting and presentation						
communicate and evaluate findings						
to draw well- evidenced conclusions informed by wider theory						
construct extended written argument about geographical matters.						

Digby et al (2016) Geography for Edexcel A Level Year 1 and AS. Glasgow: Oxford University Press

NB: Digby et al (2016) Geography for Edexcel A Level Year 1 and AS is the textbook that we ask students to buy and is the main one we will use in class (along with Book 2)

Frost et al (2016) Edexcel AS/A level Geography. London: Pearson

Dunn et al (2016) Edexcel A Level Geography. 3rd Ed London: Hodder

Dunn, C (2016) Edexcel AS/A-level Geography Student Guide Year 1. Tectonic processes and hazards; landscape systems, processes and change. Slovenia: Hodder

Dunn, C (2017) Edexcel AS/A-level Geography Student Guide 2: Globalisation; Shaping places. Slovenia: Hodder

Older but useful for other bits:

Knight, J, (2007) Glaciation and Periglaciation Advanced Topic Master. Spain: Phillip Allen Updates

Anderson, D (2011) Glacial and Periglacial Environments. Access to Geography. London: Hodder

Digby et al (2011) AQA Geography AS.



PARK HIGH SCHOOL

GEOGRAPHY

Discursive writing project



GLOBALISATION



PARK HIGH SCHOOL

“Globalisation is undoubtedly a force for good”

To what extent do you agree with this statement?

Globalisation is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. Countries have built economic partnerships to facilitate these movements over many centuries, but the term gained popularity after the Cold War in the early 1990s.

Globalisation defines your everyday lives, it is as relatable, current and topical an issue as any you will find in today's world. Consider this quote from the great Martin Luther King Jnr:

*“Did you ever stop to think that you can't leave for your job in the morning without being dependent upon most of the world? You get up in the morning and go to the bathroom and reach over for the sponge, and that's handed you by a Pacific Islander. You reach for a bar of soap, and that's given to you at the hands of a Frenchman. And then you go into the kitchen to drink your coffee for the morning and that is poured into your cup by a South American. And maybe you want tea: that's poured into your cup by a Chinese. Or maybe you desire to have cocoa for breakfast, and that's poured into your cup by a West African. And then you reach over for your toast, and that's given you at the hands of an English-speaking farmer, not to mention the baker. **And before you finish eating breakfast in the morning, you've depended on more than half the world.** This is the way our universe is structured. It is its interrelated quality. We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality.”*

He wrote this back in 1967, the world is far more interconnected and interdependent 53 years on!





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“Globalisation is undoubtedly a force for good”

To what extent do you agree with this statement?

By the time you’ve completed this project, you will have explored:

- ✓ What globalisation is.
- ✓ What drives globalisation.
- ✓ Who globalisation affects.
- ✓ How globalisation impacts you and others on the “local” level, both positively and negatively.
- ✓ How globalisation creates “winners and losers”.
- ✓ How globalisation can be a force for good socially, economically and environmentally.
- ✓ How globalisation has been detrimental to people and places socially, economically and environmentally.

“...globalisation is a powerful force that has influenced global growth and development. Driven by the mobility of goods, services, capital, labour and technology, it has brought a large array of new opportunities and benefits. Yet globalisation also has attendant challenges and risks, manifested by imbalances in the distribution of its benefits and costs”
UN Assistant Secretary-General S. Akhtar, 2013.





This is personal...

Before you begin, you must first realise how globalisation affects YOU and those around you:

- 1) Making globalisation personal 1 (your house): Take a 5 minute stroll around your house and your mission is to find items of all shapes/sizes/kinds/uses which originate outside of the UK. **Make this into a table** like this - I've begun it with the items around me (don't judge me!):

Item	Country/city of origin	Importance to me
Beikell USB card reader	Shenzhen, China	I need it to transfer the photos from my camera to my laptop.
Lindt Lindor box of chocolates	Induno Olona, Italy	I need them to motivate me to work!

- 2) Making globalisation personal 2 (your devices): **Read this** <https://www.wired.com/2016/04/iphones-500000-mile-journey-pocket/> and **make a flowchart** which follows the iPhones' journey right into your pocket in the UK! This still applies even if you do not own an Apple device!
- 3) Making globalisation personal 3 (your local area): **Read** the extract on the following page and **write a diary entry** similar to this, but detailing your (virtual) walk down your local high street. Use Google Maps' StreetView feature and take a walk!
- 4) Watch these: <https://www.youtube.com/watch?v=5SnR-e0S6lc&t=> & https://www.youtube.com/watch?v=s_iwrt7D5OA & <https://www.youtube.com/watch?v=9MpVjxxpExM>

An extract from Doreen Massey's 1994 *A Global Sense of Place*:

Take, for instance, a walk down Kilburn High Road, my local shopping centre. It is a pretty ordinary place, north-west of the centre of London. Under the railway bridge the newspaper stand sells papers from every county of what my neighbours, many of whom come from there, still often call the Irish Free State. The postboxes down the High Road, and many an empty space on a wall, are adorned with the letters IRA. Other available spaces are plastered this week with posters for a special meeting in remembrance: Ten Years after the Hunger Strike. At the local theatre Eamon Morrissey has a one-man show; the National Club has the Wolfe Tones on, and at the Black Lion there's Finnegans Wake. In two shops I notice this week's lottery ticket winners: in one the name is Teresa Gleeson, in the other, Chouman Hassan. Thread your way through the often almost stationary traffic diagonally across the road from the newsstand and there's a shop which as long as I can remember has displayed saris in the window. Four life-sized models of Indian women, and reams of cloth. On the door a notice announces a forthcoming concert at Wembley Arena: Anand Miland presents Rekha, live, with Aamir Khan, Salman Khan, Jai Chawla and Raveena Tandon. On another ad, for the end of the month, is written, 'All Hindus are cordially invited'. In another newsagents I chat with the man who keeps it, a Muslim unutterably depressed by events in the Gulf, silently chafing at having to sell the Sun. Overhead there is always at least one aeroplane - we seem to have on a flight-path to Heathrow and by the time they're over Kilburn you can see them clearly enough to tell the airline and wonder as you struggle with your shopping where they're coming from. Below, the reason the traffic is snarled up (another odd effect of timespace compression!) is in part because this is one of the main entrances to and escape routes from London, the road to Staples Corner and the beginning of the M1 to 'the North'. This is just the beginnings of a sketch from immediate impressions but a proper analysis could be done of the links between Kilburn and the world. And so it could for almost any place. Kilburn is a place for which I have a great affection; I have lived there many years. It certainly has 'a character of its own'.



Defining globalisation

Before you begin, you must have a clear idea of what is meant by globalisation:

1. Carry out your own research into the different definitions of **globalisation**.
2. When did modern globalisation start?
3. What is the history of globalisation so far?
4. How have certain technologies sped up/contributed to globalisation?
5. Consolidate your research into your own, clear definition and summary of globalisation, making sure to use the word “flow/s” at least once- this will form the introduction of your written assignment. Write up your own definition below using your research:

“The whole of the global economy is based on supplying the cravings of 2% of the world's population”

Bill Bryson.

Technology!

It took 1,000 years for the invention of paper to spread from China to Europe. Nowadays, in a world that has become more integrated, innovations spread faster and through many channels.

Globalisation is all about FLOWS, and the flows of ideas and technology are key:

1. Read: <https://blogs.imf.org/2018/04/09/globalization-helps-spread-knowledge-and-technology-across-borders/> and make notes on how the spread of technology has been beneficial.
2. This article covers 10 medical innovations which are saving lives across the world - <https://medicalfuturist.com/the-10-most-innovative-health-technologies-saving-millions-in-the-developing-world/>. Read the article, chose 3 and prove how globalisation can be a force for good!
3. CHALLENGE:
<https://www.forbes.com/sites/forbestechcouncil/2018/08/23/ai-for-humanity-using-ai-to-make-a-positive-impact-in-developing-countries-2/#f5d94e71b08a>



Notes area (1)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:

Remember to
classify into
S.E.E!

*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:





Technology!

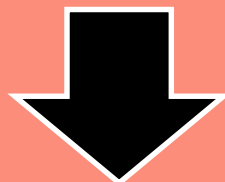


Whilst the spread of technology undoubtedly brings with it great rewards, it is not without its disadvantages...

1. <https://thriveglobal.com/stories/why-developing-countries-will-be-left-behind-by-automation/>
2. <https://www.weforum.org/agenda/2016/11/in-the-developing-world-two-thirds-of-jobs-could-be-lost-to-robots>
3. <https://www.bbc.co.uk/news/business-47852589>
4. <https://www.weforum.org/agenda/2018/07/robots-robots-everywhere-what-does-it-mean-for-developing-countries>
5. <https://www.bloomberg.com/opinion/articles/2018-09-17/artificial-intelligence-threatens-jobs-in-developing-world>

Pick any **two** of the above articles and consider the following questions as you make notes on the next page:

- Why does the spread of technology threaten developing countries?
- What solutions can be used to combat this?
- Why is the manufacturing industry so important to developing countries?
- On balance, do new technologies present more advantages or more disadvantages to developing countries?



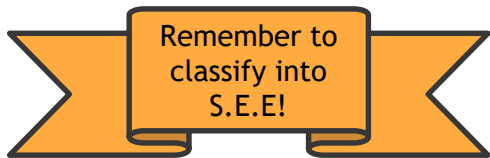
Notes area (2)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:



*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:



Over to you 1!

Globalisation is a little bit like the whole chicken-egg situation - you are constantly asking yourself: “what came first?”

What came first - the spread of technology? Or globalisation itself?
Did the spread of technology drive globalisation, or did globalisation drive the spread of technology? The truth is that it is a bit of both and you won't ever get a definitive answer!

Now it's over to you - you decide the article/YouTube video/website/etc and you can use your own research to complete the below table:



How globalisation drives the spread of technology	How technology drives globalisation
<div data-bbox="82 1199 1343 1309"><p>Hints: planes, shipping containers, the Internet etc...</p></div>	



PARK HIGH SCHOOL

Over to you 2!

Globalisation is a little bit like the whole chicken-egg situation - you are constantly asking yourself: “what came first?”

Now it’s over to you - you decide the article/YouTube video/website/etc and you can use your own research to complete the below table:



How globalisation drives the spread of information

How the flow of information drives globalisation

Hints: Internet, technology, outsourcing etc...



Please submit your note-taking sheets and any other work to: v.lee@parkhighstanmore.org.uk for checking this week.





AN ASIDE...

What is fascinating about globalisation is how it is part and parcel of OUR everyday lives. Take this, an extract from “A Very Short Introduction to Globalisation” on the football used in the 2016 FIFA World Cup in Brazil:

The official World Cup match-ball, too, was an impressive example of the glocal dynamics constituting globalization. Supplied by Adidas, a successful TNC headquartered in Germany, the football received the name ‘Brazuca’ from the majority of over a million Brazilian fans voting in a naming contest via social media. Brazuca means ‘our fellow’ in Portuguese and is used by Brazilians to describe their national pride in their national way of life. In spite of their apparent local and national identity, however, the Brazucas were manufactured by low-wage workers at the Forward Spots

factory in the Pakistani town of Sialkot (replica balls were made in China). Designed to have a more accurate and repeatable flight path, the prototype Brazucas were thoroughly tested in locations covering all sorts of climates and altitudes in ten countries on three continents. These trials took nearly three years and involved 600 international players to make sure that the Brazuca worked for all positions of the game. Finally, the football contains chemical compounds produced in several countries and plastics generated from petroleum imported from the Middle East and Norway. South Korean-built supersized container ships carried the transnationally assembled Brazucas to football fans around the world.

HOW DOES THIS PROVE HOW GLOBALISATION IS SO RELEVANT TO YOU AND YOUR FAMILIES?

(..even if you don’t watch football!)



Natural resources! (TNCs)



TNCs, or transnational corporations, are huge drivers of globalisation. By their very nature, they are able to establish themselves and operate in more than one country. Usually, a TNC will have its headquarters (where most of its tertiary and quaternary jobs will be based) in a HIC, and its manufacturing (secondary) based in an LIC or NEE (NIC).

Whilst TNCs do bring with them many social and economic advantages, this often comes at the expense of the environment (and this then has knock-on social and economic ramifications).

Use **four** of the following links and your own research to look into Coca-Cola's record of water abstraction in developing countries and the criticism it has received:

1. <https://waronwant.org/media/coca-cola-drinking-world-dry>
2. <https://www.youtube.com/watch?v=RWSjWWsFy9g>
3. https://www.youtube.com/watch?v=3wrpxfCJ_EA
4. <https://www.theguardian.com/money/2006/mar/19/business.india1>
5. <https://www.theguardian.com/environment/2014/jun/18/indian-officals-coca-cola-plant-water-mehdiganj>
6. <https://www.thoughtco.com/coca-cola-groundwater-depletion-in-india-1204204>
7. <https://corpwatch.org/article/coca-cola-forced-shut-bottling-plant-india>
8. <https://www.business-humanrights.org/en/india-13-years-after-shut-down-of-bottling-plant-in-kerala-villagers-allege-they-dont-have-clean-drinking-water-waiting-for-justice-for-effects-of-pollution>
9. <https://www.independent.co.uk/news/world/americas/coca-cola-mexico-wells-dry-bottled-water-sucking-san-felipe-ecatepec-chiapas-a7953026.html>
10. <https://www.theverge.com/2018/5/31/17377964/coca-cola-water-sustainability-recycling-controversy-investigation>
11. **CHALLENGE:** pgs14-22 of http://fivas.org/wp-content/uploads/2015/05/fivas_Dead-in-the-water_skjerm.pdf



Notes area (3)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:



*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:



Over to you 3!

Globalisation is a little bit like the whole chicken-egg situation - you are constantly asking yourself: “what came first?”

Now it's over to you - you decide the article/YouTube video/website/etc and you can use your own research to complete the below table:



How globalisation drives the spread
of products & services

How the flow of products & services
drives globalisation

Hints: TNCs, internet, tertiary, etc...



ANOTHER ASIDE...

As a momentary distraction - take a look at this anecdote which people use to illustrate globalisation - it concerns the death of Princess Diana, Dodi Fayed and their driver in 1997:

“An English princess with an Egyptian boyfriend crashes in a French tunnel, riding in a German car with a Dutch engine, driven by a Belgian who was (allegedly) drunk on Scottish whisky, followed closely by Italian paparazzi riding Japanese motorcycles. Then treated by an American doctor, using Brazilian medicines. This is sent to you by an Englishman, using Bill Gates' (American) technology, and you're probably reading this on your computer that uses Taiwanese chips and a Korean monitor, assembled by Bangladeshi workers in a Singapore plant, transported by Eastern European lorry-drivers...”

WHY IS THIS A GOOD ILLUSTRATION OF WHAT GLOBALISATION IS?

“WINNERS & LOSERS”



The BRAIN drain!



The flow of people again brings up the chicken-egg situation - what drives what?

Either way, it is clear that globalisation makes the movement of people around the world much easier. Not only can people travel really easily, they also remain connected to loved ones back home through technology which, for example, lets them communicate (e.g. WhatsApp, Skype, etc...) or which allows money transfer (e.g. PayPal or Western Union).

Making travel for work so easy and attractive has led to what we refer to as a **brain drain**: the emigration of highly trained or qualified people from a particular country. Countries around the world are competing for resources and prime among these is human capital (the skills, knowledge, and experience possessed by an individual). Attracted by a better standard of living and the promise of higher wages, skilled individuals are leaving their countries in search of opportunities elsewhere. When this individual is from a developing country, this can be especially damaging...

Use **four** of the following links and your own research to look into the brain drain and its social and economic impacts on both developed and developing countries:

1. <https://www.youtube.com/watch?v=5IUcFDE3COc>
2. <https://www.youtube.com/watch?v=msaTfbWGc9g>
3. <https://www.dw.com/en/my-europe-eastern-brain-drain-threatens-all-of-eu/a-46755913>
4. <https://www.channelnewsasia.com/news/commentary/brain-drain-hong-kong-taiwan-singapore-aspirations-identity-10314388>
5. <https://www.onlineuniversities.com/blog/2011/07/10-countries-facing-the-biggest-brain-drain/>
6. https://en.wikipedia.org/wiki/Human_capital_flight#Africa
7. <https://blogs.lse.ac.uk/africaatlse/2016/01/18/how-severe-is-africas-brain-drain/>
8. <https://www.theguardian.com/world/2019/apr/21/romanian-hospitals-in-crisis-as-emigration-take-its-toll>
9. <https://www.youtube.com/watch?v=uBPrelqYOMQ>
10. <https://www.youtube.com/watch?v=-mhe7COLiR0>



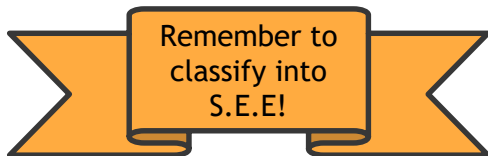
Notes area (4)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:



*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:





Please submit your note-taking sheets and any other work to: v.lee@parkhighstanmore.org.uk for checking this week.





1. How are you researching the positives and negatives of globalisation?
What resources are you mostly using and why?
2. How easy have you found it to carry out your own research?
3. What view are you forming at the moment - is globalisation a force for good?



The BRAIN gain!



Whilst the immigration of skilled people presents an issue for their origin country, their host country benefits. This is known as the brain GAIN: the benefit to a country as a result of the immigration of a highly qualified person.

Use the below link to make Cornell notes -this will be a new way of making notes and will seem tough at first, however it is by far the best way to make notes at A-level - use the second link to find out how to do this and you will find templates in the following pages:

1. <https://www.ucl.ac.uk/news/2014/nov/positive-economic-impact-uk-immigration-european-union-new-evidence>
2. <https://www.youtube.com/watch?v=WtW9lyE04OQ>

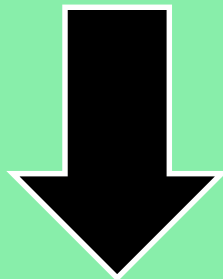


Remittances!

Whilst the movement of skilled individuals away from developing countries can be damaging, they do often send back remittances, which is money sent back by a migrant to his/her family ‘back home’.

Use the links below to make TWO pages Cornell notes - use the final link to find out how to do this and you will find templates on the following pages:

1. <https://www.un.org/development/desa/en/news/population/remittances-matter.html>
2. <https://qz.com/africa/848447/gift-remitting-somalis-in-the-diaspora-send-1-4-billion-in-cash-remittances-every-year/>
3. <https://www.youtube.com/watch?v=WtW9lyE04OQ>



Topic: _____

Date: _____

Summary:

Topic: _____

Date: _____

Summary:

Over to you 4!

Globalisation is a little bit like the whole chicken-egg situation - you are constantly asking yourself: “what came first?”

Now it’s over to you - you decide the article/YouTube video/website/etc and you can use your own research to complete the below table:



How globalisation drives the flow of capital

How the flow of capital drives globalisation

Hints: TNCs, investment (FDI), etc...

Adding more depth...

The following extract comes from an OECD report - use it to your notes on the benefits of remittances in a globalised world:

There are some indisputable welfare effects of migrant remittances. First, remittances are an important source of income for many low and middle-income households in developing countries. Second, remittances provide the hard currency needed for importing scarce inputs that are not available domestically and also additional savings for economic development (Ratha, 2003; Taylor, 1999; Quibria, 1997). But the magnitude of the development impact of remittances on the receiving countries was assumed by many scholars to depend on how this money was spent. Thus, a significant proportion of the literature studies the use of remittances for consumption, housing, purchasing of land, financial saving and productive investment. There is no doubt that spending on entrepreneurial investment has a positive direct effect on employment and growth.⁶ However, other scholars documented that even the disposition of remittances on consumption and real estate may produce various indirect growth effects on the economy. These include the release of other resources to investment and the generation of multiplier effects. Regarding the use of migrant remittances, a longstanding literature has suggested that remittances are more often spent on basic consumption needs, health care and real estate. But, whether from remittances or other sources, income is spent in a way which responds to the hierarchy of needs. Therefore it is reasonable to suppose that until the developing countries reach a certain level of welfare, households will continue to exhibit the same spending pattern (Lowell and de la Garza, 2000). A more significant aspect concerning the use of remittances questions whether they are spent in a different way than other sources of income. There is empirical evidence that households with remittances have similar consumption patterns to households not receiving remittances. Yet other scholars suggest that remittances are treated differently than other sources of income and are more often saved. Household surveys in Pakistan show that a larger part of international remittances are saved (71%) compared to domestic urban-rural remittances (49%) and rental income (8.5%) (Adams, 1998). In other countries, for example Mali, remittances are used to build schools and clinics (Martin and Weil, 2002). But the decisions of remittance senders (or receivers) to invest more or less is a rational choice about the use of their income, according to the general economic situation in their countries. Household productive investments do not depend on income, but rather on interest rates, stock prices, sound macroeconomic policies and stable economic growth (Puri and Ritzema, 1999). Recent economic research shows that remittances, even when not invested, can have an important multiplier effect. One remittance dollar spent on basic needs will stimulate retail sales, which stimulates further demand for goods and services, which then stimulates output and employment (Lowell and de la Garza, 2000).



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Over to you 5!

Globalisation is a little bit like the whole chicken-egg situation - you are constantly asking yourself: “what came first?”

Now it's over to you - you decide the article/YouTube video/website/etc and you can use your own research to complete the below table:



How globalisation drives the flow of labour

How the flow of labour drives globalisation

Hints: free movement areas (EU), spread of culture (i.e. food), etc...



Global shift!



The ‘global shift’ is a consequence of globalisation and the increase of foreign direct investment by TNCs in newly industrialising countries (NEEs - these include the Asian Tigers - South Korea, Taiwan, Singapore and Hong Kong, which started industrialising in the 1960s - and China and India) and recently industrialising countries (these include the Philippines, Indonesia and Cambodia; countries which began industrialising in the 1980s).

Global shift means an increase in proportion of global manufacturing carried out in NEEs in the last 30 years. The majority of this is happening in Asia. Global shift has led to deindustrialisation in key industrial areas in the UK (South Wales, for example) and combined with outsourcing (when a company hires another individual to perform tasks) has led to huge job losses in developed countries.

Use **four** of the following links and your own research to look into the global shift and outsourcing and its negative economic impacts worldwide:

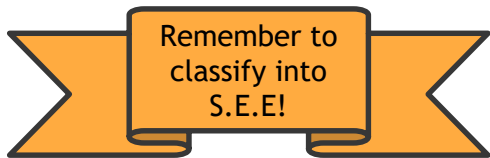
1. <https://www.thebalance.com/how-outsourcing-jobs-affects-the-u-s-economy-3306279>
2. <https://www.bbc.co.uk/news/business-38600270>
3. <https://ftalphaville.ft.com/2016/12/06/2180771/how-many-us-manufacturing-jobs-were-lost-to-globalisation/>
4. <https://www.epi.org/publication/china-trade-outsourcing-and-jobs/>
5. <https://www.theguardian.com/world/2009/nov/01/detroit-michigan-economy-recession-unemployment>
6. <https://www.governing.com/commentary/gov-legacy-city-struggling-cities.html>
7. <https://www.ft.com/content/b2751878-c10d-11e5-846f-79b0e3d20eaf>
8. <https://www.theguardian.com/business/2019/may/29/redcar-how-the-end-of-steel-left-a-tragic-legacy-in-a-proud-town>
9. <https://www.economicshelp.org/blog/27657/unemployment/structural-unemployment/>



Notes area (5)

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:



*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:





Please submit your note-taking sheets and any other work to: v.lee@parkhighstanmore.org.uk for checking this week.





3. What view are you forming at the moment - is globalisation a force for good?



Outsourcing!



The outsourcing of jobs is a contentious issue - whilst it does “take” from end of the world, it does then “give” to another. A job in software engineering “lost” to an American worker is “gained” by an Indian worker.

Use **four** of the following links and your own research to look into the outsourcing and its positive economic impacts worldwide:

1. <https://outsourcingangel.com/how-does-outsourcing-help-developing-countries/>
2. <https://www.dailysabah.com/opinion/2014/06/17/is-outsourcing-a-chance-for-developing-countries>
3. <https://www.forbes.com/sites/morganhartley/2012/12/16/the-culture-shock-of-indias-call-centers/#1f84953972f5> - India’s call centre workers, who massively benefit from outsourcing.
4. <https://www.theguardian.com/sustainable-business/2014/jun/19/outsourcing-extreme-poverty-africa-south-asia-call-centres-ddd>
5. http://college.cengage.com/polisci/duncan/world_politics_sce/1e/assets/students/case/duncan_1e_case_ch13.pdf
6. <http://www.outsourcingportal.eu/en/how-can-outsourcing-drive-economic-growth>



Notes area (6)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:

Remember to
classify into
S.E.E!

*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:



Worker exploitation! (TNCs)

TNCs, or transnational corporations, are huge drivers of globalisation. One major criticism of TNCs from a social perspective, however, is their poor treatment of workers in NEEs.

Use **three** of the following links and your own research to look into the exploitation of workers worldwide by TNCs:

1. <https://www.theguardian.com/technology/2011/apr/30/apple-chinese-factory-workers-suicides-humiliation>
2. <https://www.youtube.com/watch?v=3tf6qc51Kbw>
3. <https://www.theguardian.com/technology/2017/jun/18/foxconn-life-death-forbidden-city-longhua-suicide-apple-iphone-brian-merchant-one-device-extract>
4. <https://www.theguardian.com/business/2017/jun/25/female-cambodian-garment-workers-mass-fainting>
5. <https://www.investopedia.com/terms/r/race-bottom.asp>
6. <https://www.youtube.com/watch?v=kSvT02q4h40>
7. <https://qz.com/1042298/nike-is-facing-a-new-wave-of-anti-sweatshop-protests/>
8. <https://waronwant.org/sites/default/files/Adidas%20briefing.pdf>
9. <https://www.youtube.com/watch?v=M5uYCWVfuPQ>
10. <https://www.theguardian.com/uk/2000/nov/19/jasonburke.theobserver>
11. <https://www.independent.co.uk/news/world/asia/factory-workers-are-forced-to-lie-during-adidas-safety-inspections-7644018.html>



Notes area (7)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:

Remember to
classify into
S.E.E!

*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:





Globalisation = peace!

Globalisation seems to have ushered in an era of increased global coherence and cooperation. We are “around the table” more and better trade relationships make the prospect of war much more unattractive. After all, why fight with, say, your major smartphone supplier?

Use any of the links below and your own research to look into how globalisation has promoted global peace since 1945:

Be wary, this idea isn’t accepted by all and some argue that not being at war *does not mean* you are at peace! Many point to US-Russia and US-China as great examples of highly globalised nations which are in constant (non-combat) conflict.

1. <https://voxeu.org/article/globalisation-promotes-peace>
2. <https://www.youtube.com/watch?v=VyyCTKosPOA>
3. https://en.wikipedia.org/wiki/Capitalist_peace
4. <https://www.youtube.com/watch?v=N-JOOdZ00mE>
5. <https://www.ft.com/content/1413fc26-f4c6-11e4-9a58-00144feab7de>
6. https://mediawiki.middlebury.edu/IPE/Golden_Arches_Theory_of_Conflict_Prevention
7. <https://foreignpolicy.com/2013/12/02/does-globalization-mean-war/>
8. <https://www.vision.org/society-and-culture-globalization-politics-and-religion-375>
9. <https://www.globalpolicy.org/social-and-economic-policy/international-trade-and-development-1-57/general-analysis-on-international-trade-and-development/47297-does-globalization-bring-war-or-peace.html>

“No two countries that both had McDonalds had fought a war against each other since each got its McDonalds”

Thomas Friedman.



Notes area (8)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:



*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:



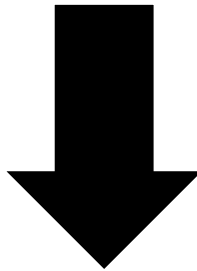


The environment!



Use the link below to make TWO pages of Cornell notes: One page on the negative environmental impacts of globalisation and one page on how globalisation may be help in environmental protection. Use the final link to find out how to do this and you will find templates in the following pages:

1. <https://www.oecd-ilibrary.org/docserver/9789264111905-8-en.pdf?expires=1586433496&id=id&accname=guest&checksum=9EBF10A50A68317360546F85A39D1B00> - Chapter 7
2. <https://www.youtube.com/watch?v=WtW9lyE040Q> (There is also an explanation on the A-level transition work Geography Page)



Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Questions/Main Ideas:

Notes:

Summary:

Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Questions/Main Ideas:

Notes:

Summary:



The environment!



TNCs, or transnational corporations, are huge drivers of globalisation. One major criticism of TNCs from an environmental perspective, however, is their degradation and destruction of the local environment in the countries in which they operate.

Use the following links *and your own research* to investigate the negative environmental impacts of globalisation worldwide:

1. <https://www.environment.co.za/environmental-issues/globalization-and-its-impact-on-the-environment.html>
2. <https://wedocs.unep.org/rest/bitstreams/17293/retrieve>
3. <https://www.thebrokeronline.eu/the-race-to-the-bottom-explained-d55/>
4. <https://news.mongabay.com/2008/08/corporations-become-prime-driver-of-deforestation-providing-clear-target-for-environmentalists/>
5. On meat consumption (something that is blamed on the spread of Western culture which actively encourages a more lavish, consumerist and extravagant lifestyle):
<https://www.weforum.org/agenda/2018/08/global-appetite-for-meat-is-growing/> +
<https://foodindustry.asia/the-impact-of-globalisation-urbanisation-and-rising-incomes-on-consumption> +
<https://www.theguardian.com/environment/2018/jul/19/rising-global-meat-consumption-will-devastate-environment>
6. **CHALLENGE:** However, some argue that globalisation may actually help some countries to become more sustainable!
https://ec.europa.eu/environment/integration/research/newsalert/pdf/169na2_en.pdf + <https://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>



Notes area (9)



PARK HIGH SCHOOL

Brief notes on what I found interesting:

How this proves globalisation is/is not a force for good:

Remember to
classify into
S.E.E!

*3 key FFDN
(facts/figures/dates/names):*

1.

2.

3.

Keywords & their definitions:





The environment!



Globalisation seems to have ushered in an era of increased global coherence and cooperation. We are “around the table” more and political globalisation seems to be taking place: The creation and existence of the United Nations is called one of the classic examples of political globalisation. Environmental globalisation is another important facet of this. It refers to the internationally coordinated practices and regulations (often in the form of international treaties) regarding environmental protection. An example of environmental globalization would be the series of International Tropical Timber Agreement treaties (1983, 1994, 2006), establishing International Tropical Timber Organization and promoting sustainable management of tropical forests.

Together, we are doing a lot more to save and protect the environment - 2015's Paris Agreement was a good example of this. The work of NGOs would be much harder to conduct in a less globalised world where they might have less support from members of the public (e.g. Greenpeace petitions).

Use the following links and your own research to investigate how (political) globalisation is helping to protect and preserve the environment.

1. https://ec.europa.eu/environment/integration/research/newsalert/pdf/169na2_en.pdf
2. <https://theconversation.com/globalization-may-actually-be-better-for-the-environment-95406>
3. <https://www.dummies.com/education/science/environmental-science/what-international-agreements-exist-to-protect-the-environment/>
4. https://ec.europa.eu/environment/international_issues/agreements_en.htm
5. https://en.wikipedia.org/wiki/Environmental_globalization
6. https://oecdobserver.org/news/fullstory.php/aid/2240/Innovation,_globalisation_and_the_environment.html
7. <https://www.wur.nl/en/newsarticle/A-better-global-environment-through-globalisation.htm>

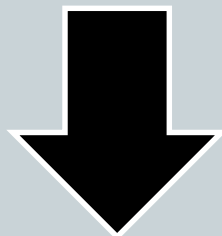
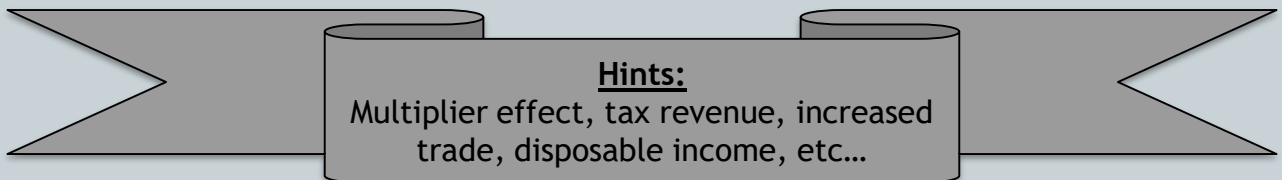


Over to you 6!

Some countries have benefitted massively from globalisation and using a located example (case study) approach in one paragraph/section of your essay might be a good idea. Some argue HICs are the real winners but good examples which debate this theory include India, South Korea and China.

- <https://www.weforum.org/agenda/2018/06/chart-of-the-week-distribution-of-globalization-s-gains>
- <https://www.economist.com/graphic-detail/2020/02/27/countries-that-have-benefited-most-from-globalisation-are-the-most-fearful-of-change>
- <https://www.livemint.com/Money/cNmmQJZdnMhbk3Ydbs26wI/Which-countries-have-benefited-the-most-from-globalization.html>
- <https://ged-project.de/research/studies/globalization-report-2018-who-benefits-most-from-globalization/>
- <https://www.bertelsmann-stiftung.de/en/press/press-releases/press-release/pid/advanced-economies-benefit-from-globalization-much-more-than-developing-countries-and-nics/>

Now it's over to you - you decide the articles/YouTube videos/websites/etc and you can use your own research to complete the below table:





PARK HIGH SCHOOL

Over to you 6!

Social benefits

Economic benefits

Any negative impacts which might serve as a good counter-argument:



Please submit your note-taking sheets and any other work to: v.lee@parkhighstanmore.org.uk for checking this week.





Over to you 7!

This is the final task before your plan, so I want to give you a chance to look into some of the parts of the globalisation debate not yet covered.

Globalisation is a force for good

- TNCs do provide higher wages to workers in the developing world.
- TNCs can create a multiplier effect (e.g. when they set up factories).
- Organisations like the UN have helped developing countries to develop.
- The spread of culture.
- Flow of economic migrants.
- Free trade has led to economic growth in many NEEs.

Globalisation is not a force for good

- The de-multiplier effect caused by deindustrialisation (e.g. ghost town).
- Cultural erosion (Westernisation/cultural imperialism).
- Local, small businesses out-completed by TNCs.
- Income inequality.
- Carbon emissions.

<https://www.youtube.com/watch?v=12YDLZq8rT4&t=>

Now it's over to you - you decide the articles/YouTube videos/websites/etc and you can use your own research to look into the above & complete the below table:

Globalisation is a force for good

Globalisation is not a force for good

--	--

The plan!

You have taken a journey through both sides of the globalisation argument and you now need to carefully plan your essay.

This task will need to be submitted to v.lee@parkhighstanmore.org.uk for feedback, and you should not start writing up your final piece until you have received feedback on your plan. Planning your answers is a crucial part in essay writing and you need to hone this skill early on!

Complete the table on the next page, thinking carefully about the arguments you will make as well as the key FFDN you will use to support these, and then submit to Ms Lee.

Just remember, you do not have to issue a blanket statement: “I agree fully” or “I do not agree at all” – Geography is a little more complicated than that: Even if you agree with the statement, you could argue globalisation is not a force for good everywhere nor for everyone (winner and losers).

Phrases you may want to use throughout your essay:

<p>This means that...</p> <p>As a result of this...</p> <p>1</p>	<p>This leads to...</p> <p>The result of this is...</p> <p>2</p>	<p>This results in...</p> <p>In the future this may lead to...</p> <p>3</p>	<p>Consequently...</p> <p>As a consequence of this...</p> <p>4</p>	<p>This occurs because...</p> <p>The reason for this is...</p> <p>5</p>
<p>This causes...</p> <p>This happens due to the fact that...</p> <p>6</p>	<p>An example of this is...</p> <p>The reason for this is...</p> <p>7</p>	<p>_____ leading to...</p> <p>_____ meaning that...</p> <p>8</p>	<p>The impact of this is...</p> <p>This produces...</p> <p>9</p>	<p>This may bring about...</p> <p>This gives rise to...</p> <p>10</p>
<p>_____ and because of this...</p> <p>_____ and given this...</p>	<p>This is due to...</p> <p>This suggests that...</p>	<p>_____ so this...</p> <p>_____ and this means that...</p>	<p>One reason for this is...</p> <p>_____ and due to this...</p>	



PARK HIGH SCHOOL

Tips & PEDaL

Use the following to help you during the planning stages:

1. PEDaL:

PEDaL stands for Point, Evidence, Develop and Link. You could use this to structure your paragraphs.

2. General tips:

- A paragraph contains one idea. The idea is generally introduced in the first sentence, discussed throughout the paragraph and resolved in the final sentence. A sentence is not a paragraph - although there are occasional exceptions to this rule. There needs to be a logical, well-structured flow of your paragraphs and argument as a whole, where the final sentence of the paragraph leads the reader logically into the next paragraph. You need to avoid jumping from one issue to another, and back. Each paragraph should link back to the main topic and support the argument being made.
- Ensure that **everything** being said relates back to the main question/argument, if it does not, it should not be included - quality over quantity.
- Make sure you are forming and presenting your own opinion through academic research, rather than just relaying the information.
- Ensure paragraphs stick to one idea/point and do not make them too long. There is no set limit. However, quality over quantity is important here as well.

HOW TO PEDAL IN GEOGRAPHY

POINT: IN YOUR FIRST SENTENCE YOU NEED TO STATE YOUR ARGUMENT/POINT AND BE CLEAR.

EVIDENCE: GIVE SPECIFIC AND RELEVANT FACTS, FIGURES, DATES OR NAMES TO SUPPORT YOUR POINT.

DEVELOP: HERE YOU NEED TO ELABORATE, EXPAND OR EXPLAIN YOUR POINT, MAKING SURE TO DISCUSS ANY IMPACTS.

AND

LINK: FINALLY, LINK BACK TO THE QUESTION SET BY USING THE WORDS OF THE QUESTION AND CLEARLY SUMMARISING YOUR POINT.

P-E-D-a-L

P

- Point: State your point.

E

- Evidence: Provide evidence to support this.

D

- Develop: Explain or elaborate on this.

L

- Link: Make a connection to your overall argument/opinion or the question set.

Explain the processes involved in the greenhouse effect

The greenhouse effect has been enhanced by humans actions and this has lead to the rise in sea and surface temperatures known as global warming. The planet's average surface temperature has risen about 0.9 °C since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere; most of the warming occurred in the past 35 years. Solar energy enters the atmosphere as shortwave radiation in the form of ultraviolet (UV) rays and visible light. Some is absorbed by the surface but a lot is re-emitted as longwave radiation in the form of infrared rays. This radiation is then absorbed and re-mitted by the greenhouse gases - such as carbon dioxide and methane - present in the earth's atmosphere having been emitted by power plants, farming or vehicles (amongst others). This is known as the enhanced greenhouse effect and leads to the gradual warming of earth due to the increasing amount of radiation trapped within the atmosphere.

Intro.	<ol style="list-style-type: none"> 1. Define globalisation 2. State your opinion in relation to the question 	<u>Academic language you will use throughout:</u> <ul style="list-style-type: none"> • <i>Conversely...</i> • <i>Nevertheless...</i>
1	<p>AGREE with the statement:</p> <p><i>YOU COULD SPLIT THIS INTO TWO MINI PARAGRAPHS</i></p>	<u>Key FFDN you will include:</u>
2	<p>DISAGREE with the statement:</p> <p><i>YOU COULD SPLIT THIS INTO TWO MINI PARAGRAPHS</i></p>	<u>Key FFDN you will include:</u>
3	<p>AGREE/DISAGREE with the statement - here you must pick whichever side of the argument you side with most strongly:</p>	<u>Key FFDN you will include:</u>
Conc.	<p>Recap your arguments and end by directly answer the question- Pull the various strings of your argument together and relate it back to your introduction whilst covering what has been discussed in the essay.</p>	



PARK HIGH SCHOOL

Essay time!

Using the previous guidance sheets, and your plan (your notes if you need to), you are now ready to write up your final answer to the question - it should be about 1,500 words in length.

However do not get obsessed with the word count. It is much better to just write the essay! (For general guidance, font size 12 Arial, single spaced is 3.3 pages of typed text [4.2 if you space it 1.5lines-this is preferable] Hand written the number of words per page varies from 150 for large-handwriting to 300 for small, so 5-10 pages)

Your essay is due your first lesson in September!

***“Globalisation is undoubtedly a
force for good”***

To what extent do you agree with this statement?