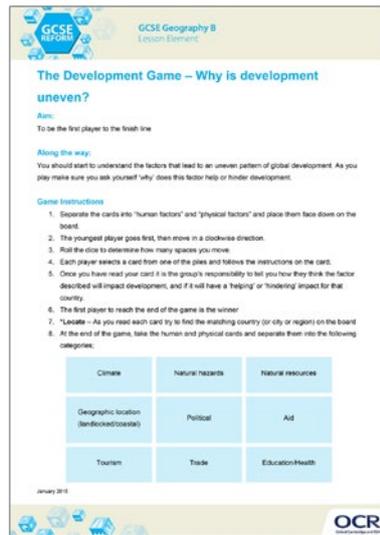


The Development Game

Why is development uneven?

Instructions and answers for teachers

These instructions should accompany the OCR resource 'The Development Game – Why is development uneven?' activity which supports OCR GCSE Geography B



The Activity:

This resource comprises of 2 tasks.

Associated materials:

'The Development Game – Why is development uneven?' learners' activity sheet.



This resource is an exemplar of the types of materials that will be provided to assist in the teaching of the new qualifications being developed for first teaching in 2015. It can be used to teach existing qualifications but may be updated in the future to reflect changes in the new qualifications. Please check the OCR website for updates and additional resources being released. We would welcome your feedback so please get in touch.

The Development Game – Why is development uneven?

This activity allows Students to explore human and physical factors that influence uneven development. The game explores a range of factors and could be used as an introduction to the topic or as a revision exercise. Students will explore issues faced by LIDC countries when they are trying to develop.

| | |
|---|--|
| <p>Human factors explored</p> | <ul style="list-style-type: none"> • aid • education • healthcare • politics • trade • disease • tourism. |
| <p>Physical factors explored</p> | <ul style="list-style-type: none"> • natural resources • natural hazards • climate • location (landlocked/coastal). |

Key words

Infrastructure, Advanced Countries (AC), Emerging and Developing Countries (EDC), Low-Income Developing Countries (LIDC), Aid, Bilateral Aid, Poverty, Debt, Trade, Industry, Raw Materials, Manufacturing, Brandt Line, GDP, HDI, Greenhouse Gas, Climate Change.



Prior Learning

Students should be aware of the ways in which countries are grouped across the development spectrum, the IMF categories are used here (AC, EDC, LIDC). Students should be confident with using the term ‘development’ and the different indicators which could be used to measure it. This activity will help to reinforce the global distribution of ACs, EDCs and LIDCs.

Teacher Preparation

Split the class into groups of 4-5

Each group will need:

- One A3 World Map board (See Learner Activity Sheet) should be given to each group
- Counters to move from one square to the next
- A pack of both the human and physical development cards (See Learner Activity Sheet)
- One dice.
- You could update the factors stated on the cards if new global events take place

Activity Instructions

Split the class into groups of 4-5 players. The Development Cards should be cut up, separated into human and physical factors and placed face down on the board. Players will select the top card in the correct pile when they land on a corresponding “human factor” square or “physical factor” square.

Playing the game

Students roll the dice to see how many spaces they move. When landing on a “development factor” square they take one card from either the human or physical pile to start and follow the instructions on the card.

For example, ***Brazil: Sao Paulo has good access to ports for trading. Move forward 1 space.***

The winner is the player who reaches the end of the board first.



Task 2 (follow up task)

At the end of the game, students should be encouraged to categorise the different factors that affect development. This task could be differentiated by giving the categories to some groups of students or by allowing more able students to determine their own categories. These categories could consist of;

| | | |
|---|-----------------|-------------------|
| Climate | Natural hazards | Natural resources |
| Geographic location (landlocked/coastal) | Political | Aid |
| Tourism | Trade | Education/Health |

Ask students to discuss if they think some factors carry a heavier weighting than others? Could they rank the factors and give reasons for their choices?



Stretch and challenge: ‘*The factors that influence the global pattern development is complicated*’– write a response to this explaining why you agree or disagree with this statement.





GCSE (9–1) Geography B: Geography for Enquiring Minds Teacher Instructions



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