



## **Global knowledge, Globalisation and Development in the National Curriculum, GCSE and A level examination specifications (in 2016)**

### **Geography National Curriculum**

A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip students with knowledge about diverse places, people, resources and natural and human environments. They should become aware of increasingly complex geographical systems in the world around them.

#### **Locational knowledge**

Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.

#### **Place knowledge**

Understand geographical similarities, differences and links between places.

#### **Human geography**

- International development
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

### **GCSE subject content**

#### **Locational knowledge**

- Appreciation of different spatial, cultural and political contexts
- Recognition of important links and inter-relationships between places and environments at a range of scales from local to global

#### **Human geography: processes and change**

Global economic development issues – the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social and environmental context within which the country is placed, the

changing nature of industry and investment, and the characteristics of international trade, aid and geo-political relationships with respect to that country.

## **GCE A level subject content**

### **Global systems and global governance**

13. Greater connectivity between people, places and environments across the globe means that movements of goods, people, technology and ideas have become easier, and the systems which facilitate and direct these flows have become truly global in reach and impact. A level specifications, and AS specifications which address this theme, must require students to undertake study of the way in which global systems shape relationships between individuals, states and environments. They must also investigate the increasing numbers of norms, laws and conventions, referred to here as 'global governance', that aim to regulate the consequences of globalisation on people, places and environments around the world.

Study must:

- focus equally on two sub-themes:
  - (a)** one from the following list allowing investigation of the operation of global systems:
    - (i) international trade and access to markets in the contemporary world
    - (ii) patterns of human development and life expectancy (for example, as understood through the human development index)
    - (iii) processes and patterns of global population migration
  - (b)** one from the following list illustrating the impacts of global governance:
    - (i) governance of the global commons (selecting either Antarctica or the Earth's atmosphere or the oceans)
    - (ii) human rights and the geopolitics of intervention
    - (iii) sovereignty and territorial integrity
- use both quantitative and qualitative approaches across the theme as a whole

Specifications must require students to demonstrate knowledge and understanding of the key areas of content listed below, and through this knowledge to gain understanding of the way in which global systems and global governance underlie their own and other people's lives across the globe.

### **Global systems**

- The nature of economic, political, social and environmental interdependence in the contemporary world
- How unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places
- How unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way

### **Global governance**

- The role of norms, laws and institutions in regulating and reproducing global systems, and analysis of the geographical consequences for citizens and places
- How attempts at global governance (including the example of the United Nations in the post-1945 era) can work to promote growth and stability but may also exacerbate inequalities and injustices

- How interactions between the local, regional, national, international and global scales are fundamental to an understanding of global governance

#### **Changing place; changing places – Relationships and connections**

- How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global
- How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales
- The characteristics and impacts of external forces operating at different scales from local to global, including at least one of (i) government policies, (ii) the decisions of multinational corporations, or (iii) the impacts of international or global institutions