

NAME:

Developed and Developing Countries and International Trade

For some of these activities you will need to refer to the 'Trade' (page 17) and 'Sustainable Development Goals' (page 20) sections of the fact book.

ACTIVITY 1 – DEVELOPED AND DEVELOPING ECONOMIES

The first table below shows a list of countries with developed economies, while the second table shows a list of countries that are transitioning from developing to developed. Any country not shown in either list is classified as developing. Using the map on the next page, colour code each country as either developed, in transition, or developing. Your map must also contain a legend and a title.

DEVELOPED ECONOMIES

REGION	COUNTRIES	REGION	COUNTRIES
North America	Canada	Europe	Iceland
	United States		Ireland
Asia and Pacific	Australia		Italy
	Japan		Latvia
Europe	New Zealand		Lithuania
	Austria		Luxembourg
	Belgium		Malta
	Bulgaria		Netherlands
	Croatia		Norway
	Cyprus		Poland
	Czech Republic		Portugal
	Denmark		Romania
	Estonia		Slovakia
	Finland		Slovenia
	France		Spain
	Germany		Sweden
	Greece		Switzerland
Hungary	United Kingdom		

DEVELOPED ECONOMIES

REGION	COUNTRIES	REGION	COUNTRIES
South-Eastern Europe	Albania	Commonwealth of Independent States & Georgia	Kazakhstan
	Bosnia and Herzegovina		Kyrgyzstan
Commonwealth of Independent States & Georgia	F.Y.R of Macedonia		Republic of Moldova
	Montenegro		Russian Federation
	Serbia		Tajikistan
	Armenia		Turkmenistan
	Azerbaijan		Ukraine
	Belarus		Uzbekistan
	Georgia		

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ACTIVITY 2 – INTERNATIONAL TRADE

1. **FIGURE 5** in the 'Trade' (page 18) section of the fact book shows Australia's 10 main trading partners. Identify how many of these countries have developed economies, how many are in transition and how many are developing.
2. China is one of the largest traders of goods in the world, but it is still classified as a developing economy. Do some further research and explain why this is the case.
3. **FIGURE 4 (page 17)** in the fact book shows Australia's total trade in goods and services, split into regions. With which region is Australia trading the most? Approximately what percentage of Australia's trade occurs in this region?
4. Why would a large percentage of Australia's trade be focused on this region? What are some of the benefits for Australia? What are some of the benefits for the countries in the region?
5. How can international trade help people out of poverty?
6. **FIGURES 6 AND 7 (page 19)** in the fact book show Australia's main exports and imports. Compare and contrast Australia's exports and imports.

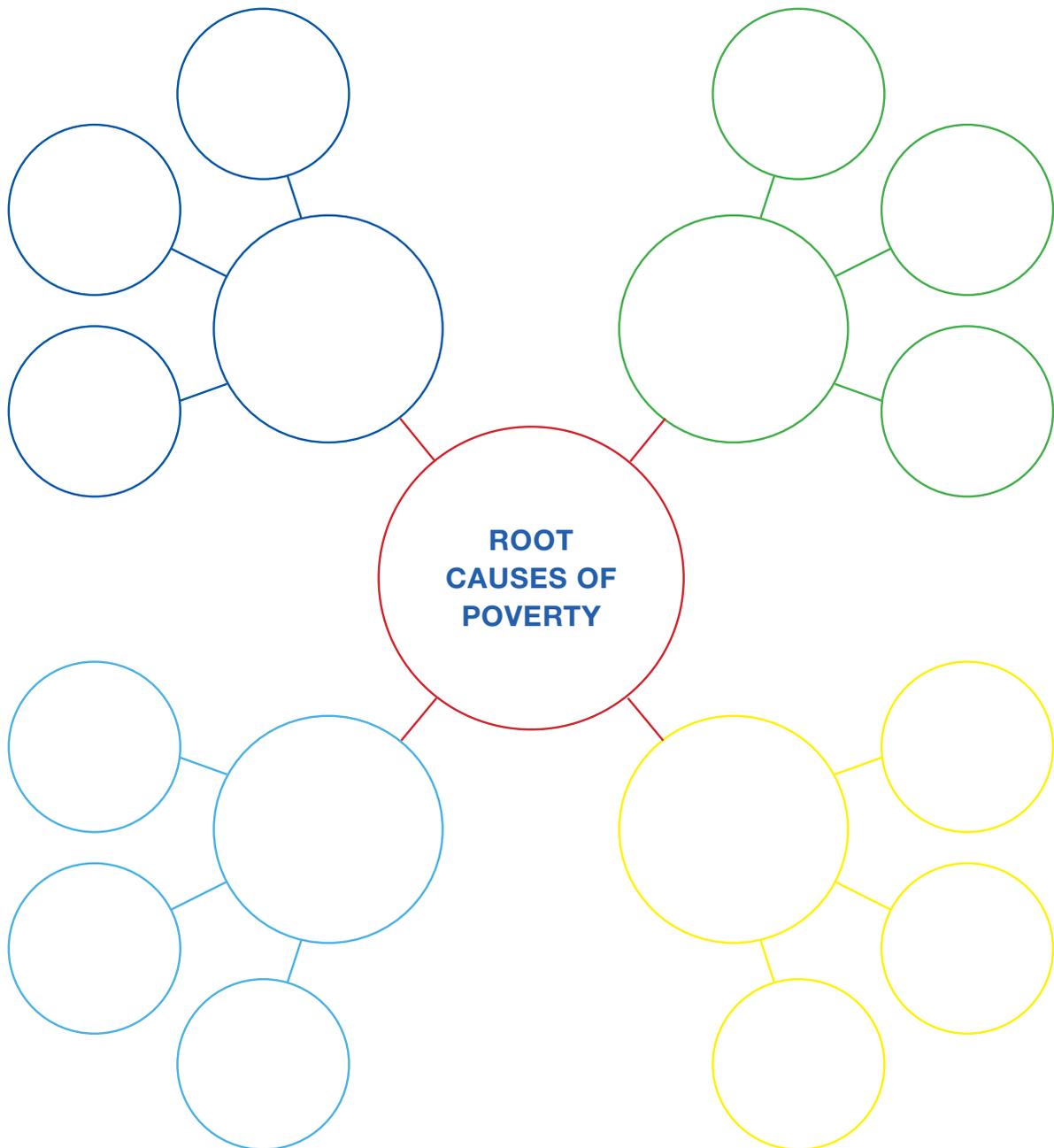
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ACTIVITY 3 – SUSTAINABLE DEVELOPMENT GOALS

Refer to the 'Sustainable Development Goals' (page 20) and 'Poverty on a Global Scale' (page 13) section of the fact book to complete the activities below.

1. Look at Figures 8 (page 20) and 9 (page 21) in the fact book. Many of the countries experiencing large amounts of poverty and undernourishment are in the same region. Identify the region.
2. Using the diagram below, identify four root causes of poverty in this region. Explain how each cause contributes to poverty with three examples.



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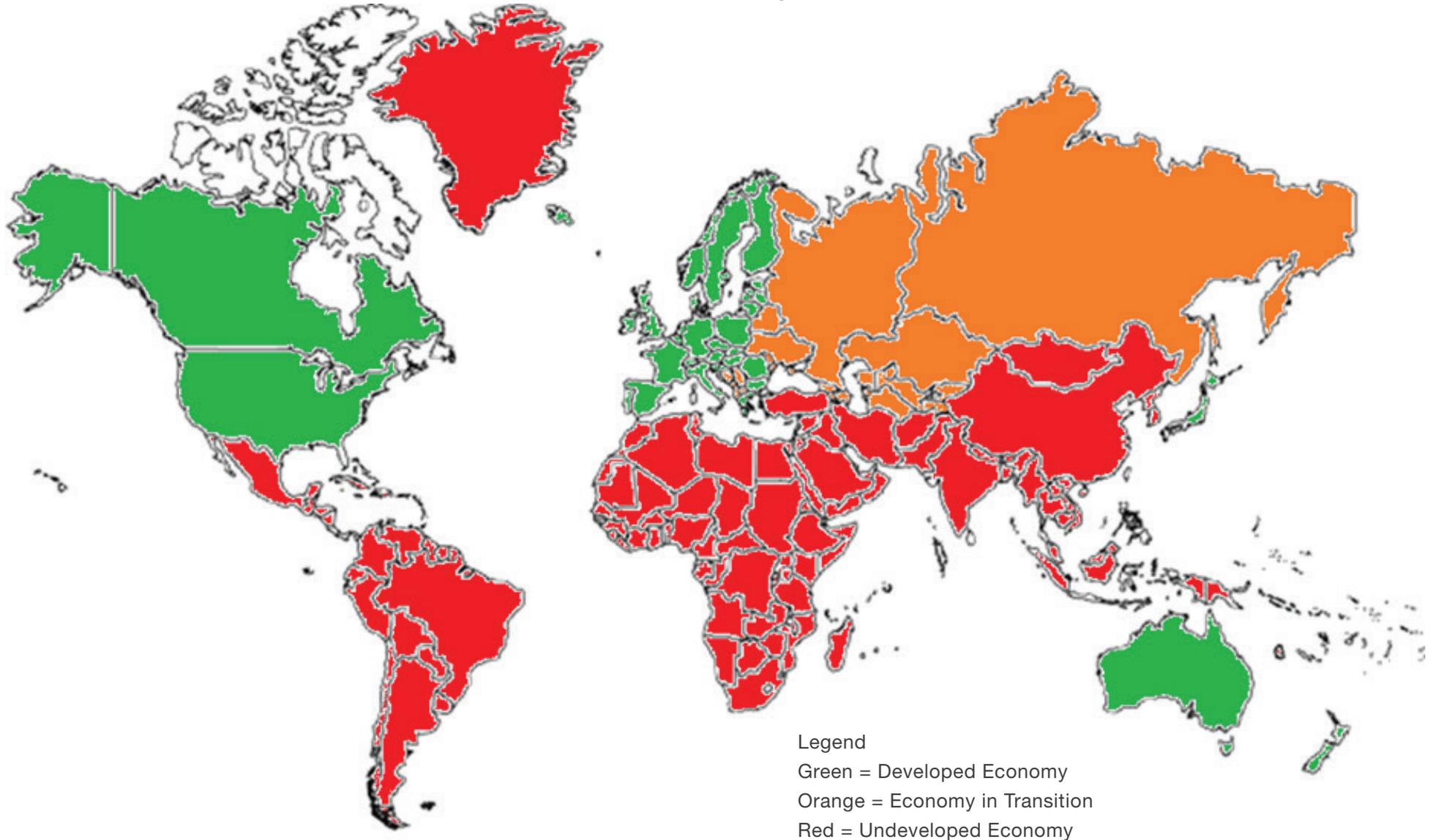
ACTIVITY 3 – SUSTAINABLE DEVELOPMENT GOALS

3. Compare [Figure 10 \(page 22\)](#) with the map you created in Activity 1. Is there a correlation between primary school enrolment rates and the level of country development? Explain.

4. How would a low primary school enrolment rate contribute to increasing poverty in a country?



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ACTIVITY 2 – INTERNATIONAL TRADE

1. **Figure 5 (page 18) in the ‘Trade’ (page 17) section of the fact book shows Australia’s 10 main trading partners. Identify how many of these countries have developed economies, how many are in transition and how many are developing.**

Of Australia’s top 10 trading partners, four are developed economies and six are undeveloped economies.

2. **China is one of the largest traders of goods in the world, but it is still classified as a developing economy. Do some further research and explain why this is the case.**

As a country, China’s economy has grown significantly. However, that growth has been unbalanced. Coastal cities have experienced significant growth, while many other regions are underdeveloped. China still faces the same problems that other developing countries do, with most citizens spending a high portion of their income just on food. Access to healthcare and welfare benefits is minimal. China is lagging behind developed countries in areas such as public service, law enforcement and social welfare.

3. **FIGURE 4 (page 17) in the fact book shows Australia’s total trade in goods and services, split into regions. With which region is Australia trading the most? Approximately what percentage of Australia’s trade occurs in this region?**

Most of Australia’s trade is occurring in the Asia region. The Asia region accounts for approximately 65% of Australia’s total trade in goods and services.

4. **Why would a large percentage of Australia’s trade be focused on this region? What are some of the benefits for Australia? What are some of the benefits for the countries in the region?**

In recent years, there has been significant economic development and industrialisation across Asia. This has led to increased demand for commodities such as iron ore. Australia is rich in natural resources and in close proximity to Asia, making for perfect trading partners. There are also further potential benefits to Australia in the future. As the major Asian economies mature, Australia will be able to grow its energy, agriculture and services exports. The Asian economies will also benefit by being able to further grow their economies.

5. **How can international trade help people out of poverty?**

International trade boosts development and generates growth through increased investment. It also allows developing countries to access new markets and materials. Liberal trade helps small businesses by removing unnecessary barriers and making exporting easier. It can also lead to the creation of employment opportunities as well as improving labour conditions.

6. **FIGURES 6 AND 7 (page 19) in the fact book show Australia’s main exports and imports. Compare and contrast Australia’s exports and imports.**

The graph shows that Australia’s main exports are of raw materials. The exports largely fall into the categories of minerals, such as iron ore and gold, and food products such as beef and wheat. On the other hand, most of Australia’s main imports are manufactured products. Some of the major manufactured products that Australia imports are cars, ships, boats, computers and telecom equipment.

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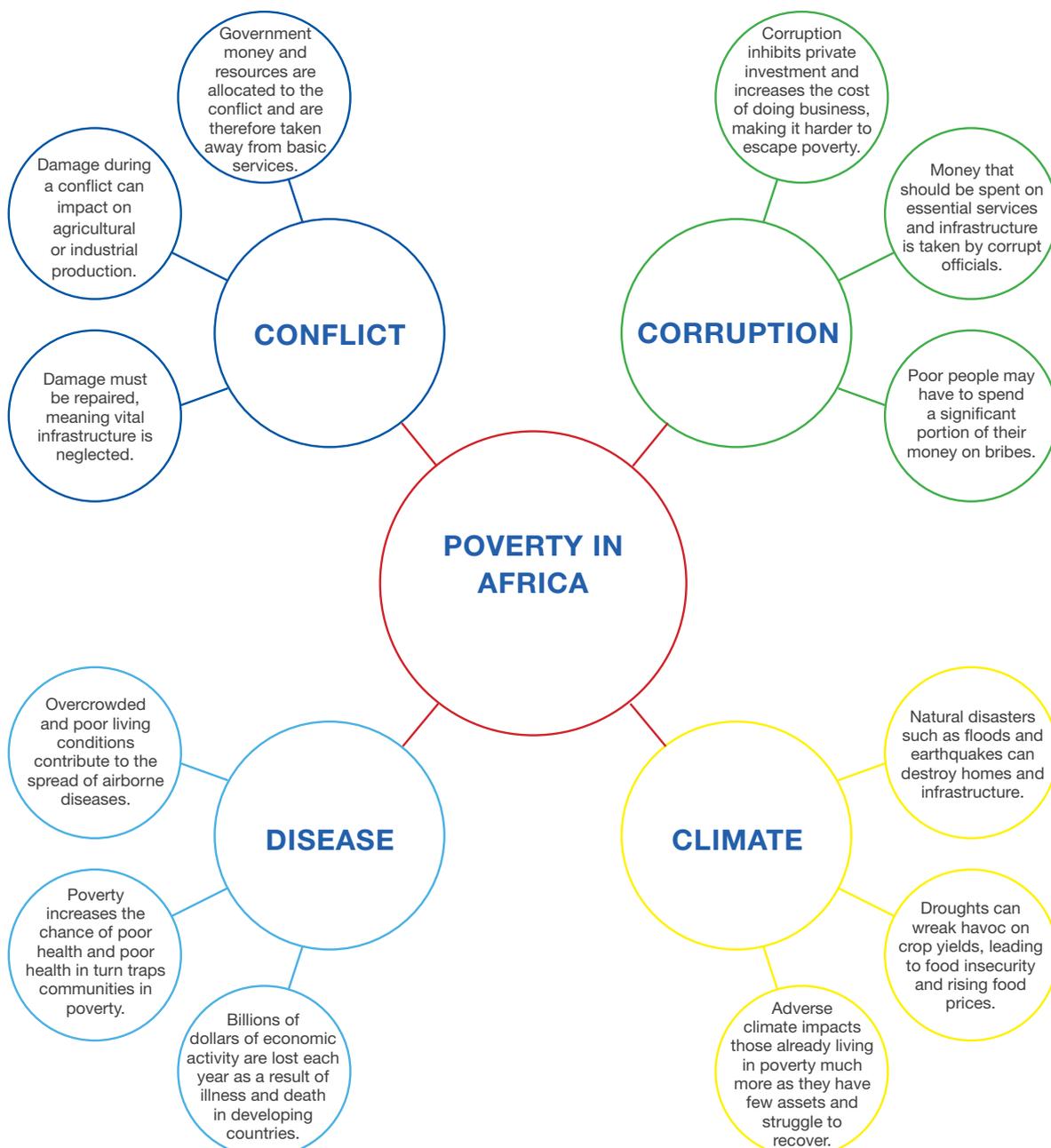
ACTIVITY 3 – SUSTAINABLE DEVELOPMENT GOALS

Refer to the ‘Sustainable Development Goals’ (page 20) and ‘Poverty on a Global Scale’ (page 13) section of the fact book to complete the activities below.

1. Look at Figures 8 (page 20) and 9 (page 21) in the fact book. Many of the countries experiencing large amounts of poverty and undernourishment are in the same region. Identify the region.

Many of the countries experiencing large amounts of poverty and undernourishment are in Africa.

2. Use the diagram below to identify four root causes of poverty in this region. Explain how each cause contributes to poverty with three examples.



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ACTIVITY 3 – SUSTAINABLE DEVELOPMENT GOALS

3. Compare **Figure 10 (page 22)** with the map you created in Activity 1. Is there a correlation between primary school enrolment rates and the level of country development? Explain.

There is a clear correlation between primary school enrolment rates and levels of country development. The majority of countries with high primary school enrolment rates (over 95%) are developed countries. On the other hand, all of the countries with low primary school enrolment rates (below 75%) are developing countries.

4. **How would a low primary school enrolment rate contribute to increasing poverty in a country?**

Lack of education is a key contributor to the poverty cycle. When people do not receive an adequate education, they do not have the basic skills necessary to participate in the workforce and earn a decent income. A low primary school enrolment rate means that a significant number of children are not receiving the most basic form of education.