

2016 specification
first exams in 2018

A Level AQA Revision Booklet

3.2.1 Global Systems and Global Governance

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Teacher's Introduction

The revision booklets in this series are designed to support your students as they study the AQA Advanced GCE in Geography (7037). These revision summaries match the AQA specification perfectly. **This particular set supports A Level Unit 3.2.1 Global systems and global governance, examined in Paper 2.**

The concept is that *all* students need a clearly explained, concise yet comprehensive body of notes to revise from, both as they progress through the course and when preparing for the end-of-course examination. For this reason, the booklets are broken into manageable chunks and are provided in both A4 and A5 formats for easy photocopying. A5 booklets allow easy carrying and reference for students, right up to the moment they walk into the exam hall, and allow for effective revision time.

Since revision should be ongoing throughout one's study, it is recommended that after teaching each topic you issue students with the relevant revision booklet as they progress through the course. The booklets can also be issued as a complete revision pack in the run-up to the examinations.

By use of bullet points, text boxes and grids, these revision booklets provide succinct yet comprehensive and relatively detailed coverage of the specification content – probably far more than what one would expect from a revision summary.

Each topic follows a clear structure of:

- **Keywords:** lots of keywords are clearly defined, and by covering up the definitions with a sheet of paper, students can easily self-test their memory of these all-important terms.
- **Key points:** these form the main body of the summaries for each topic. Concise, detailed and easy to follow, they provide a solid bank of notes to support students' knowledge, understanding and evaluation.
- **Core content:** the main content of the specification in bullet points, boxes and diagrams. Boxes with suggested examples allow students to name-drop examples in their exam, or give ideas for further research.
- **If you only remember these three things...:** the three most important takeaways from the topic.
- **Consolidation questions:** several quick questions on the core content – designed to ensure that the key points have been retained.
- **Take it further:** offers suggestions to support the option of extending learning further.
- **Student checks:** useful checklist to help students monitor their own learning.

Each pack also contains a **students' introduction** which introduces the topic and sets out some of the exam structure; introduces command words, AOs and level marking, along with exam tips and a checklist; and explains how to use the booklet. At the end are included tips on time management, and planning and writing answers, along with an introduction to synopticity.

By using this resource, teachers will know that all students have the key points for all the topics of the course in a clear, written format. It saves time in class for teachers and decreases the amount of preparatory work needed outside class.

This resource also helps achieve greater equality among students of differing abilities, as often the weakest students make the least helpful notes from which to study and revise outside class. These easy-to-understand revision summary notes help to overcome this problem and promote greater equality of opportunity.

And remember, these revision booklets are also perfect to refer back to as end-of-year summaries before the examination – especially useful nowadays with linear examinations.

I trust that you and your students will enjoy using these revision summaries as much as I have enjoyed writing them for you.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Geography resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to [zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)

May 2019

Students' Introduction

What's the topic?

'Welcome to the global village' read a poster in the Geography room in schools. We all become even more connected in the intervening years. Studying this topic, you'll see that the world is more globalised than a photo of a McDonald's in China, and you'll know more about the world than the penguins that live there. Globalisation, trade and government affect our everyday lives, from the food we buy to the jobs you might want one day and the elections you will vote in. Just to give you an idea, these stories are part of our daily basis.

You will be examined on this topic in Paper 2, Section A.

Here's a quick overview of the things you might find in the exam. However, expect the unexpected. Sometimes exam boards can throw in a curveball – a different type of question or a different topic – but don't be too alarmed. Just read the questions carefully and be ready to adapt.

You'll be presented with a range of questions – remember that they ramp up in difficulty.

- Firstly, you might be presented with a short factual recall question.
- Then, you might be given a couple of figures – maps, charts and data. You've seen these before. They're designed to see how you cope with unfamiliar sources – how you analyse them. You might have heard the term 'AO2'. AO2 marks require you to show that you understand what it means.
 - You may be asked to use the figure(s) and your knowledge to answer the question.
 - These might be medium-length questions, worth around 6 marks.
- Finally, you'll get a longer, essay-based question. It might be worth 20 marks. You'll probably be asked for your own viewpoint or to weigh up two sides of an argument. You may also be asked to use a case study or an example to support your answer – a TNC, an NGO, an agency such as the UN, or a specific issue and issues affecting Antarctica. Justify your opinion(s), and support it with facts and balanced arguments if you are reaching for the top marks. Draw on your knowledge and offer a supported opinion. PEE or, even better, PEEL. We recommend you get out a satsuma in the exam – link together evidence.

How to use this guide

You may be given this at the start or at the end of teaching on the topic. Don't worry, it's not being stuffed in your pocket (although don't take it into the exam itself!). Remember to use it when you want to. Scribble all over it, or highlight bits you need to look at again.

Here are some brief suggestions:

- Work through it as you go through the course.
- Give it a glance after the lessons.
- Give it a read before an upcoming test.
- Use it when you revise, of course – and even outside the exam hall if you want to.

Now write down the date of the exam. You can use this to plan your revision time.

Date of my exam: _____

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Checklist

It can be a useful idea to make a note of when you've read through something. If you're confident that you know a topic, or you last looked at this six months ago, then it's worth another look!

Topic	When did you read this? <i>Write the date in the box, preferably today's</i>	I know this
Globalisation		
Global systems		
International trade and markets		
Global governance		
Global commons (including Antarctica)		
Critique of globalisation		

Exam tips

Now that you've thoroughly revised and hopefully answered a few sample exam questions, you should have a good idea of what to expect in your exam.

Command words

In each question there are 'command words'. These are essentially the instructions to answer the question, and give you a clue on the type of response the examiner is looking for.

Command words are not a secret, and they're nothing to worry about. You've probably seen them from throughout your year(s) studying the course.

AQA has created a list for you to refer to:

<https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/tips-for-answers>

Unfortunately, AQA hasn't given a breakdown of the possible number of marks for each command word, but the more marks they will be worth.

- For example, the word 'define' wants a short answer stating facts (AO1). As a definition, you can quickly gain a couple of marks.
- Assess, for example, requires more thinking, and you might have to consider different perspectives.
- The words with the most marks might be 'to what extent' – you will need an argument and will need to provide examples!
- However, the same command words may have different numbers of marks. For example, 'assess' is used for both 6- and 9-mark questions, and 'to what extent' is used for 6- and 9-mark questions!

Here's our quick run-down of the different command words and what you need to provide for a balanced answer.

- ✓ **JUSTIFY:** Set out the pros and cons of EVERY view or opinion. Weigh them up and provide a stronger pros according to your weighing of opinion.
- ✓ **DISCUSS:** Set out for and against of an argument, and come to a conclusion between sides.
- ✓ **EXPLAIN:** Set out causes of the issue, event and/or factors influencing its form and understanding of processes.
- ✓ **OUTLINE:** Provide a brief account of relevant information.

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- ✓ **TO WHAT EXTENT:** Express opinion on merit or validity of a view after examining different sides of argument.
- ✓ **COMMENT ON:** Make a statement arising from a factual point. Add a view, like a Geographer!
- ✓ **EVALUATE:** Consider several options or arguments and come to a conclusion on success or worth.

Assessment objectives

You may come across the words 'assessment objectives', or 'AOs' for short. These are command words. They are set by the exam board and vary by subject. As you'd expect, the AO1s are the highest, and AO3s are the lowest.

Here's a quick summary:

	What you need to do	
AO1	Show your knowledge and understanding of geographical concepts and issues	✓ Collecting evidence together
AO2	Manipulate and draw conclusions from geographical information, both familiar and new	✓ Use of maps ✓ Statistics ✓ ICT skills: using data ✓ Analysis, presentation
AO3	Investigating questions and reaching conclusions through many geographical skills and techniques	✓ Concluding ✓ Use of maps ✓ Statistics ✓ ICT skills: using data ✓ Analysis, presentation

In your Paper 2 exam, you'll mostly be assessed on AO1 and AO2. There will be very few AO3s in the NEA (fieldwork investigation).

For every question, the question setter has decided which AOs they are targeting. Bare this in mind when you answer. If it's clear that an answer is looking for some AO2 or AO3 marks, don't stop there.

You might find it useful to have a look at a couple of mark schemes for the topic you're studying to see what each AO marks are achievable.

Level marking

Now that you've got a handle on how the command words work and what the assessment objectives are, you need to be aware of how they will mark your answers.

For anything but the shortest of questions, you will be level marked. Each level has a mark range, e.g. L1 = 1–3 marks, L2 = 4–6 marks. The essay-based questions will have four levels to aim for, the more marks you'll get.

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An example of level marking criteria can be found below.

Level	Mark	Descriptor
Level 1	(1–5 marks)	AO1: <ul style="list-style-type: none"> The answer uses little geographic theory, and info is superficial. No use of geographical terms. Little evidence of comprehension. No or minimal use of example material, where appropriate.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are unclear. Argument is unclear; points may be brief, biased or of poor structure. Answer is likely to be poorly written for the question.
Level 2	(6–10 marks)	AO1: <ul style="list-style-type: none"> Use of more complex theories may be inaccurate, but information is correct. Geographical terms used infrequently. Comprehension is apparent but may be patchy. Case study material is present, where appropriate, but may be superficial.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are apparent but may be poorly structured or not fully relevant to the question.
Level 3	(11–15 marks)	AO1: <ul style="list-style-type: none"> Reliable reference to key geographical theories; the answer demonstrates a good level of critical comprehension. Geographical terms used often. Case study material is appropriate, specific and well written where applicable.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are explicit, with a good balance of evidence and conclusion. Answer is highly relevant to the question.
Level 4	(16–20 marks)	AO1: <ul style="list-style-type: none"> Geographical theories and processes are appropriately used, demonstrating comprehensive and specific knowledge. Frequent use of geographical terms. Critical comprehension is self-evident from the correct use of geographical theory and information. Use of case study material is suitable, broad and tailored to the question. Specific facts and figures are fully integrated and used to support the answer.
		AO2: <ul style="list-style-type: none"> Investigation, connections and developments are well written, supported by the evidence. Argument is well written, supported by the evidence. Uses a balance of viewpoints in order to reach a justified conclusion. Conclusions are creative, sophisticated and highly relevant to the question.

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Globalisation

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Keywords

- ✓ **Globalisation:** the increasing movement of people, goods and information across the world
- ✓ **Trade:** the exchange of goods through imports and exports
- ✓ **TNCs:** transnational corporations – companies that operate in several countries
- ✓ **Economy:** system of the flow of money – can be local, national or global
- ✓ **Labour:** work done by people
- ✓ **Capital:** money
- ✓ **FDI:** foreign direct investment – where companies or countries invest in a country
- ✓ **Migration:** the movement of people in and out of countries
- ✓ **Marketing:** advertising or branding products for target audiences
- ✓ **Production:** the manufacturing of goods
- ✓ **Distribution:** the movement of goods around the world
- ✓ **Consumption:** when people use goods
- ✓ **Security:** the protection of safety in global systems

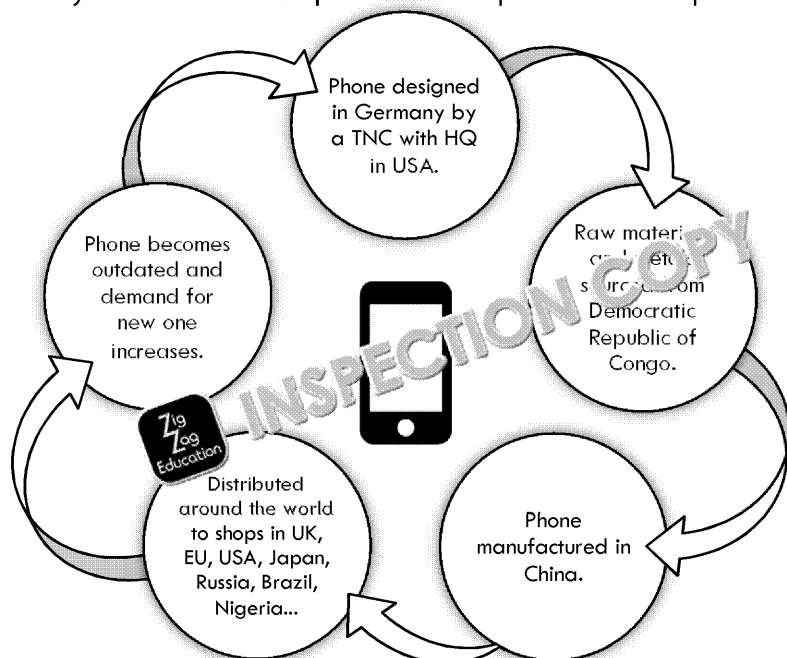
Key points

- Globalisation is increasing as modern technology advances.
- It includes the flows of capital, labour, products, services and information.
- Global systems play an important role in the production, distribution and consumption of goods and services.
- Financial, transport and communication systems are becoming more efficient with globalisation.
- Security is being tightened as threats can arise from illegal activity, crime and terrorism.
- Trade agreements are continuing to develop as geopolitical relationships change.

What is globalisation?

- Globalisation is the increasing movement of **people, products, services** and **information** across the world.
- Globalisation is making the world more interconnected and is the driving force behind modern technology.
- Globalisation includes the systems and flows of **capital** (money), **labour** (people), **products** (goods and services), largely dependent on involvement from **TNCs**.

This cycle shows an example of how the production of a phone is driven by globalisation.



TNCs:

- Are based in one country but have operations in many other countries
- Often have a large market share in their industry
- Drive economic growth in the countries they operate in
- Large TNCs are often listed on the stock exchange
- e.g. McDonald's, Coca-Cola, Walmart

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Causes of globalisation:

Political – Countries rely on each other for trade, security, investment and energy always changing (e.g. the UK leaving the EU). Good political relations can result in investment, bad political relations can result in trade sanctions, high quotas or tariffs on investment or aid. In some cases, poor geopolitics can lead to conflict or war.

Economic – TNCs motivate globalisation. As global marketing increases, consumer demand for products and services rises. TNCs invest in countries and outsource production known as FDI (foreign direct investment). FDI can be beneficial to LICs/NEEs as it can bring in capital and technology.

Social – Travel and transport are becoming increasingly efficient and also cheaper than migration (economic and social) as well as tourism.

System and flows

Globalisation could not survive without the interconnected systems and flows of capital, labour, products and services and information.

Flows of capital



- The movement of money across the world.
- Drives the global financial system and the world economy.
- Core and periphery zones interact with each other and rely on capital to flow.

Flows of labour



- The movement of people across the world workforce.
- Economic migrants are people who move to work nationally or internationally.
- Migrant workers contribute to national economies.

Flows of products and services



- The distribution of business and services across the world.
- Products are rarely developed and sold all in one country.
- Production and service chains are spread across LICs/NEEs due to cheap labour.

Flows of information



- Communication technology has advanced more than ever.
- e.g. smartphones/tablets, social media posts (more efficient than post).
- Spreads ideas, knowledge and information.

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Global marketing

- Relies on advertising products and services in multiple countries – made easier by communication technology (smartphones, social media).
- Branding – essential for businesses so consumers can develop brand loyalty.
- Globalisation – where TNCs brand their products for a particular audience.

Patterns of production, distribution and consumption

Production

- The majority of manufacturing is done in LICs and NEEs, with TNCs taking advantage, resulting in something called **global shift**.
- LICs/NEEs benefit from investment, jobs and positive economic multiplier effects.
- There is a risk of exploitation of workers (low wages, poor working conditions).
- Increases carbon footprint of products.

Distribution

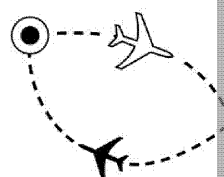
- Transport technology has improved in recent years, making distribution of products easier.
- **Containerisation** allows mass quantities of several different products to be transported together.
- Online ordering has increased in recent years; automated technology has helped with distribution.

Consumption

- Consumption of products largely takes place in HICs and NEEs.
- People in these countries tend to have a larger **disposable income** – more money to spend on services.
- Overconsumption is leading to waste and causing negative effects on the environment.

Technology development

- **Finance:** ICT has allowed financial payments to be transferred electronically, paid for online in real time and overseas, without the need for physical transactions. Apps have made it easier and more efficient to buy and sell products and to manage money.
- **Transport:** Air freight, automated logistics and containerisation have limited the time to distribute products around the world. The movement of people has also been helped by cheaper air fares and faster train and plane services.
- **Communications:** Wireless technology has allowed people to communicate anywhere. Smartphones, social media, computer tablets and increased Internet accessibility have meant that people are more interconnected than ever.



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Security

Security in global trading ensures the protection and safety of goods, services and people from illegal and criminal activity such as:

- **theft of goods**
- **illegal arms or weapons trade**
- **drug trafficking**
- **human trafficking**
- **terrorism**

Trade agreements

Trade agreements come in many forms:

- **Customs union** – a trade bloc with specific tariff rates agreed
- **Free trade market** – a union of countries which have no tariffs or quotas on trade
- **Bilateral agreement** – trade agreement between two countries
- **Common market** – an area with free trade and freedom of movement

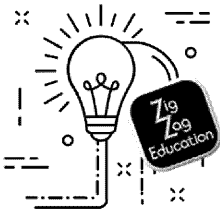


E.g.

EU
OPEC
NAFTA
MERCOSUR
ASEAN

Free trade and trade with **limited tariffs** and **quotas** allows countries to **import and export goods at a cheaper rate**, which **drives capital flows** and motivates **economic growth**.

If you only remember these three things



- ➊ Globalisation is the increasing movement of people, goods and information all over the world.
- ➋ Advances in technology have allowed for more efficient transport and communications.
- ➌ Global trade of goods drives the world economy and development.

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Activities

Consolidation questions

1. Why is globalisation important to the world economy?

.....

.....

2. How has technology impacted globalisation?

.....

.....

3. What is free trade?

.....

.....

4. What is meant by the flow of labour and why does it matter?

.....

.....

5. Why is security so important to trade?

.....

.....

Take it further

Read this article to see the disparities in arguments on globalisation from different economists: [zzed.uk/9585-globalisation-longread](https://www.zzed.uk/9585-globalisation-longread)

Who do you agree with?



Student checks

Topic	What do I know?	No idea ☹️	Nearly 😊	Sure 😄	
Globalisation	What is globalisation?				
	Systems and flows				
	Global marketing				
	Patterns of production, distribution and consumption				
	Technology development				
	Security				
	Trade agreements				

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Global Systems

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Keywords

- ✓ **Interdependence:** when two or more countries become economically reliant on each other
- ✓ **Inequalities:** differences in amounts and flows of money, people and technology
- ✓ **Injustices:** factors resulting in unfair practices for people and the environment
- ✓ **Geopolitics:** a system of political relations between all the world's countries
- ✓ **Stability:** how secure a country's local system is in terms of level of risk to the economy
- ✓ **Outsourcing:** when a company transfers up a section of its business (usually manufacturing) to another country, usually a LIC or NEE
- ✓ **Positive multiplier:** when a factor has a knock-on effect that results in positive income (e.g. results in money into local economy which results in growth)
- ✓ **De-multiplier:** when a factor has a knock-on effect that results in a chain of negative effects (e.g. jobs results in no income which results in poverty which results in poor health)

Key points

- Global systems are often unequal and lead to social, economic and environmental issues
- Countries are interdependent on each other.
- Geopolitical relations are sensitive to globalisation and are always at an uneasy balance
- Conflict can often arise from injustices and inequalities.

Interdependence

- Interdependence is when two or countries become dependent on each other
- This may be politically, economically or even socially



E.g.

Imagine the relationship between the UK and China. The UK imports goods from China, so it is economically dependent on China. Likewise, China exports goods to the UK, so it is economically dependent on the UK buying the products. The UK could choose to produce goods itself, although this would probably cost more as operational costs are higher in the UK than in China. This relationship is an example of economic interdependence.

Several international bodies and global financial bodies often ensure that countries do not have a **monopoly** (full economic control) over other countries. **They include:**

- **World Trade Organization (WTO)**
- **International Monetary Fund (IMF)**
- **World Bank**

These global bodies ensure that countries do not become **LICs**. However, some argue that LICs may be necessary for development (that often come with aid) which will hinder efficient so

Inequalities

- Interdependence can lead to inequalities, national and internationally.
- Core zones (usually HICs) benefit more from interdependence than peripheral zones
- Outsourcing jobs to LICs and NEEs has caused a global shift, but this has also caused issues in the manufacturing sector.

Benefits of outsourcing	Costs of outsourcing
<ul style="list-style-type: none"> • Employment for local people in LICs/NEEs • Positive multiplier effect in LICs • TNCs can keep costs down • Workers can gain new skills 	<ul style="list-style-type: none"> • Loss of jobs in HICs • De-multiplier effect in HICs • Risk of exploitation in LICs • TNCs keep most of profits, which are then remitted back to HICs

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- Flows of labour can lead to inequalities, brain drains and brain gains.
- Deindustrialisation is often seen as inevitable as countries develop; structural changes are needed.
- Attempting to bridge the gap between global inequalities may lead to more globalisation.

Something to think about:

- If deindustrialisation is inevitable as countries develop, what will happen to countries that keep outsourcing to reduce costs?
- Will every country become developed?
- Will the world ever be equal?
- Does the world economy actually benefit from inequality?
- Is this fair?

Conflict and injustices

- A widened national wealth gap (making the rich richer and the poor poorer) and a growing national wealth (GDP) may be increasing, the inequalities within it are growing.
- National inequalities cause injustice which often places minorities and less-privileged groups in less favourable circumstances, through no fault of their own.
- These injustices can lead to conflict where people feel they are being treated unfairly.
- Types of conflict can range – from **small-scale** to **large-scale**.

Small-scale conflicts	Large-scale conflicts
<ul style="list-style-type: none"> • non-violent protests • oppositions to local governments • industrial disputes • boycotts • strikes 	<ul style="list-style-type: none"> • international trade wars • air strikes • violent protests • riots • armed conflict • civil war • international war

Geopolitics

- Geopolitics is a system of political relations between all the countries.
- Although many countries are economically interdependent on one another, conflicts still arise.
- Resource insecurity is often seen as a catalyst for conflict.
- Lack of (or unequal distribution of) water, food and energy can lead to small-scale conflicts, which can even lead to large-scale social unrest and sometimes war (especially where resources are on a shared border).

Countries that have disputes with other countries may not resort to violence but instead use **sanctions**. This is a non-violent method of conflict that **disrupts** another country's economy (it is argued, however, that trade sanctions can often have the most impact **lower down** the chain of command on civilians who have had nothing to do with the original conflict). This is often seen as a way to **reduce** **inequalities** more.

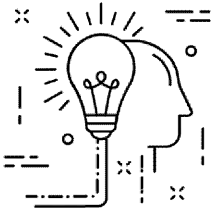
Unequal flows of money, people, ideas and technology are causing inequalities all around the world. Some people argue that this is an inevitable result of globalisation and that it should be limited. On the other hand, many people argue that globalisation can help to solve inequalities and bring countries together to help stop geopolitical conflicts.

What do you think?

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If you only remember these three th



- ❶ Interdependence is when two or more countries rely on each other economically.
- ❷ Unequal flows of money, people, ideas and technology can lead to injustices and conflict.
- ❸ Geopolitics is a global system of politics which can lead to inequalities and conflicts.



Activities

Consolidation questions

1. Why does interdependence occur?
.....
.....
2. How can globalisation lead to inequalities?
.....
.....
3. How does resource security relate to geopolitical stability?
.....
.....
4. How does conflict arise from inequalities?
.....
.....
5. How can globalisation help to resolve conflicts?
.....
.....

Take it further

Read this statement from the Chancellor about UK–China relations: [zzed.uk/9](https://www.zzed.uk/9)

What is happening between the UK and China?

Is this an example of interdependence?

Is this a good thing? For the UK? For China?



Student checks

Topic	What do you know?	No idea ☹️	Nearly 😐	Sure 😊	
Global systems	Interdependence				
	Inequalities				
	Conflicts and injustices				
	Geopolitics				

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International Trade and

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Keywords

- ✓ **Trade:** the exchange of goods between countries through imports (into a country) (out of a country)
- ✓ **Tariff:** an extra charge on imports and exports
- ✓ **Barriers:** restrictions put in place to limit trade
- ✓ **Protectionism:** when governments place trade restrictions on certain goods with the domestic supply of the same good
- ✓ **Licence:** a document of certification and authorisation of genuine goods
- ✓ **Quota:** a limit imposed on some imported goods
- ✓ **Subsidy:** a reduction in the costs of domestic goods so they can compete with exports by reducing the costs)
- ✓ **Embargoes:** restrictions (partial or complete) of goods from certain countries
- ✓ **Regulations:** a set of trading rules
- ✓ **Restriction:** something in place to stop or limit trade
- ✓ **Free trade:** trade without quotas, tariffs or barriers
- ✓ **Fair trade:** goods that are produced with a fair price / wage paid to the farmer

Key points

- International trade runs the world economy.
- There are several restrictions on and regulations for global trade.
- Trade blocs have developed over time to benefit their members with regard to certain rules apply which may benefit some more than others.
- The World Trade Organization (WTO) exists to oversee global trade markets.
- Access to markets can be difficult.
- TNCs drive global trade, which has several costs and benefits to both the countries they operate in.

Regulations and restrictions to trade

- Regulations are the rules which apply to global trading.
- Restrictions are the limits on or prohibition of certain goods that are allowed to be traded.

Why protect certain goods?

Some countries have subsidies on goods that are domestically produced. This is to protect home-grown products from a competitive market where an imported version of the same good may be cheaper. Protecting domestic goods can help boost the national economy and protect jobs.



E.g.

For example, say the UK wants to protect its domestic car industry. German cars are imported into the UK and are sold for a cheaper price than the UK-made cars. More people are likely to buy German cars (as they are cheaper). To counter this, the UK government offers subsidies (grants) to UK car manufacturers to reduce the cost of production, so the UK-made cars are cheaper and the UK car market becomes more competitive. People may now choose the UK-made car if it is cheaper than the German one.

Why restrict trade?

Sometimes, countries restrict trade with other countries. The reasons behind this, including protectionism, are often than not, restrictions on trade due to political tensions or

What does this mean?

Countries that cease trade with other countries can lead to a loss of interdependence with other countries, which has both benefits and costs. On the one hand, countries are forced to sort out their own problems in severe conflict. It can cause economic decline as the domestic market shrinks with a higher demand for goods. On the other hand, the case where the market is protected by embargoes can cause

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Global patterns of trade

- Several countries are part of regional trade blocs. The countries in those blocs all trade with other.
- Containerisation has made global trade more efficient, thus increasing the numbers and frequency of goods transported around the world.
- **LICs** tend to **import manufactured goods** (such as cars, medicines) and export primary sector goods (such as food, raw materials).
- **HICs** tend to **import food** and **raw materials** and export manufactured goods.
- **HICs** tend to **benefit more** from global trade as they import low-value goods and export high-value goods.

Fair trade



- Fair trade is a system where local farmers and producers are set to get a fair price for their goods (usually food, or raw materials such as cotton).
- This is supposed to stop exploitation of workers and allow profits to be shared more equally.
- **Supporters argue this is a good method of ensuring equality and encouraging social and economic development in LICs and NEEs.**
- **Opponents argue the fair trade movement is currently too small to make an impact and higher-priced goods put off consumers.**

Trade blocs and international markets

Pros of trade blocs	Cons
<ul style="list-style-type: none"> • Free trade • Removal of tariffs and quotas • Political stability • Resource security • Freedom of movement of capital and labour can benefit countries 	<ul style="list-style-type: none"> • Can benefit HICs more • International competition in a LIC that has no access other members is a gateway to higher competition • Freedom of movement of capital and labour can benefit countries more than

'Big powers' such as the **USA** and the **EU** often **benefit** more from **free trade** than **developing** markets (e.g. sub-Saharan Africa, South America) do. While the way for emerging markets to trade globally, **protectionism** (along with high tariffs) has meant that **NEEs and LICs** often **cannot freely trade high-value exports**.

TNCs and trade

- TNCs can take advantage of free trade.
- They can also take advantage of freedom of movement (especially freedom of capital and labour).
- TNCs largely outsource manufacturing to LICs and NEEs while headquarters are located in HICs.
- TNCs can take advantage of LICs and NEEs in trade blocs to help them enter the same bloc, e.g. if a company sets up in Mexico, it can take advantage of Mexico's trade with the US and Canada due to NAFTA laws.
- Critics (including NGOs and TNCs) argue that TNCs are exploiting LICs and NEEs for their own gain to increase profits, rather than free trade solely benefiting the economies.

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Coca-Cola

- A well-known drinks brand that sells multiple products in every country in the world (except Cuba)
- HQ in Atlanta, Georgia, USA
- Employs over 60,000 people directly in several countries
- There has been widespread criticism that the company exploits natural water resources in many countries (particularly in South and Central America)



Study: global trade of a food or manufactured product

- You will have studied either a food product or a manufactured product.
- You should know about the product's industry, trade and spatial organisation.
- You should know the advantages and disadvantages that globalisation has brought.

Common advantages:

- Creates employment
- Fair trade opportunities
- Positive multiplier effect
- Can lead to advancements in technology

Common issues:

- Trade wars (several countries impose tariffs for high market share)
- Race to the bottom (cheap production – often with poor working conditions)
- Environmental issues

Cocoa beans (used to make chocolate)

- Grown in South America, Central America, the Caribbean, West Africa, and Indonesia
- Sold all over the world (USA and Europe are among the top cocoa importing countries)
- Beans are harvested and processed into raw cocoa powder, which is then shipped to chocolate manufacturers
- High demand for cocoa has led to mass production – many farmers are not paid well and work in poor conditions.
- Environmental issues – deforestation to make way for cocoa plants, overwork, land degradation, high carbon footprints due to global transportation.

Trade and you: how does global trade impact your life?

For this section, you should consider the following:

- How international trade impacts your life.
- You could consider where your food, your clothes, your electronics and other goods in your life come from.
- How you are affected by global systems.
- How does your relations to global systems affect the wider world? What are the environmental impacts?
- How does your relation to global trade affect other people's lives? National and global perspectives.

If you only remember these three things...



- 1 International trading systems are subject to rules and regulations (tariffs, quotas, restrictions and sanctions).
- 2 Trade blocs can benefit some members more than others.
- 3 International trading has many benefits and costs, including economic, social and environmental.

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Activities

Consolidation questions

1. How might a country protect its domestic industry?

.....

.....

2. Why might countries compete for trading with one another?

.....

.....

3. What is fair trade?

.....

.....

4. How does global trade affect you?

.....

.....

5. Are LICs and HICs treated equally in global trade?

.....

.....

6. Outline one way in which a globally traded product you have studied impacts environmental and economic systems.

.....

.....

Take it further

Think about this: Is fair trade really fair?

Read: [zzed.uk/9585-fairtrade-fair?](https://www.zzed.uk/9585-fairtrade-fair?)

[zzed.uk/9585-fairtrade-benefits](https://www.zzed.uk/9585-fairtrade-benefits?)

[zzed.uk/9585-7-things](https://www.zzed.uk/9585-7-things?)





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Student checks

Topic	What do I know?	No idea 	Nearly 	Sure 	
 International trade and markets	Regulations on and restrictions to trade				
	Global patterns of trade				
	Trade flows and international markets				
	TNCs and trade				
	Case study: global trade of food or manufactured product				
	Trade and you: how does global trade impact your life?				

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Global Governance

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Keywords

- ✓ **Regulatory bodies:** organisations that oversee the world's political systems
- ✓ **Global commons:** regions that are not owned by any single nation state and to ordinary political systems
- ✓ **Governance:** a way of setting rules and ensuring those rules are followed
- ✓ **NGOs:** non-governmental organisations
- ✓ **UN:** United Nations
- ✓ **Top-down** system of governance set from governments and political systems
- ✓ **Bottom-up** system of governance set from grass roots, local councils and communities



Key points

- Global governance is overseen by a number of regulatory bodies, including the UN.
- The UN is a system of nation states that abide by the same rules and regulations.
- The UN has devised 17 Sustainable Development Goals following on from the Millennium Development Goals.
- Global governance interacts with national and local governments too.
- There are a number of topics covered by global governance, including world peace and global warming.

What is global governance?

- Global governance concerns the rules and regulations which the world's political systems must adhere to.
- Topics that are often high on the global governance agenda include:
 - **Global warming and climate change**
 - **Human rights**
 - **Development**
 - **Environmental protection**
 - **Justice**
- Examples of regulating bodies include:
 - **United Nations**
 - **World Trade Organization**
 - **Non-governmental organisations** (such as Amnesty International, Greenpeace)



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- The UNEP aims to tackle environmental issues.
- The UN's Plan to help countries provides support in **2015** set up the **17 Sustainable Development Goals** follow-on from the Millennium Development Goals. **include quality education**

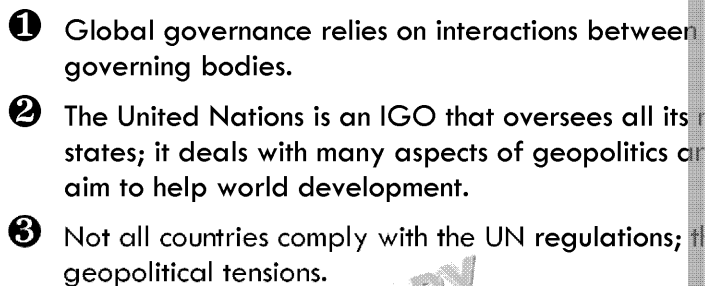
Top-down governance: a system of regulations delivered from governments and large-scale IGOs or NGOs.

Bottom-up governance: a system of regulations delivered from small-scale local councils, community groups or NGOs.

Bottom-up governance delivered from small local councils, community organisations.

- 

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Activities

Consolidation questions

1. What does the UN do?

.....

.....

.....

2. What are the common issues with the UN?

.....

.....

.....

3. How do top-down and bottom-up approaches differ from each other and how do they relate to the UN?

.....

.....

.....

Take it further

Take a look: [zzed.uk/9585-un](https://www.bbc.com/news/world-4585-un)

Have a look around the United Nations' website and think about the following:

- How does this relate to global systems and geopolitics?
- What are the aims of the UN?
- Do you think the UN is successful?



Student checks

Topic	What do I know?	No idea ☹️	Nearly 😊	Sure 😄	
Global governance	What is global governance?				
	The United Nations				
	Scale of influence				

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Global Commons

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Keywords

- ✓ **Global commons:** areas that are not within a political region and do not belong to any member state
- ✓ **Common heritage:** the idea that some areas are owned for everyone to use as everyone
- ✓ **Antarctic Convergence Zone:** a region that includes the whole continent of Antarctica and the Southern Ocean, protected under the Antarctic Treaty
- ✓ **Whaling moratorium:** a break from commercial whaling for human consumption (for meat, oil, bone)
- ✓ **Krill:** small crustaceans that are essential to biodiversity in the Southern Ocean, consumed in many places
- ✓ **Ocean acidification:** where carbonic acid (from excess CO₂ in the atmosphere) lowers its pH so it is more acidic
- ✓ **The Antarctic Treaty:** set up in 1959 between 12 countries to protect the Antarctic
- ✓ **Protocol on Environmental Protection to the Antarctic Treaty:** (also called the Madrid Protocol) 1991 by the UN as an update to the 1959 treaty
- ✓ **Whaling moratorium:** a break from commercial whaling as outlined by the International Whaling Commission) in 1982.
- ✓ **Scientific Committee on Antarctic Research (SCAR):** a body that oversees the research carried out on Antarctica

Key points

- Global commons are not ruled by one single nation.
- There are treaties and rules in place to help protect the global commons from Antarctica, and the surrounding region of the Southern Ocean, is considered a global commons.
- The Antarctic Convergence Zone is subject to many threats.
- There are many treaties and agreements in place to help protect Antarctica, which has always been a global commons.

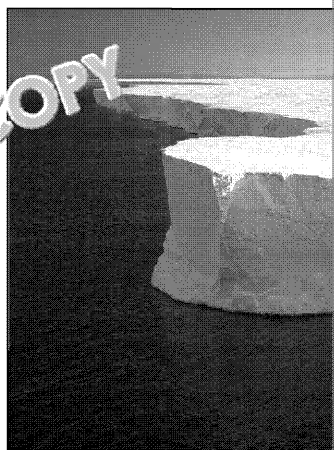
What are the global commons?

- Areas not owned or governed by any one nation.
- Areas considered to be universal, belonging to everyone and sharing common resources.
- Areas considered to be at risk from human over-exploitation or threat.

The **tragedy of the commons** refers to the notion that if a communal place is over-utilised by everyone, then the resources of that shared place will become depleted. If the commons become depleted, the communal space is no good for anyone as there is nothing left.

The four currently recognised global commons are:

- The high seas
- The atmosphere
- Outer space
- Antarctica



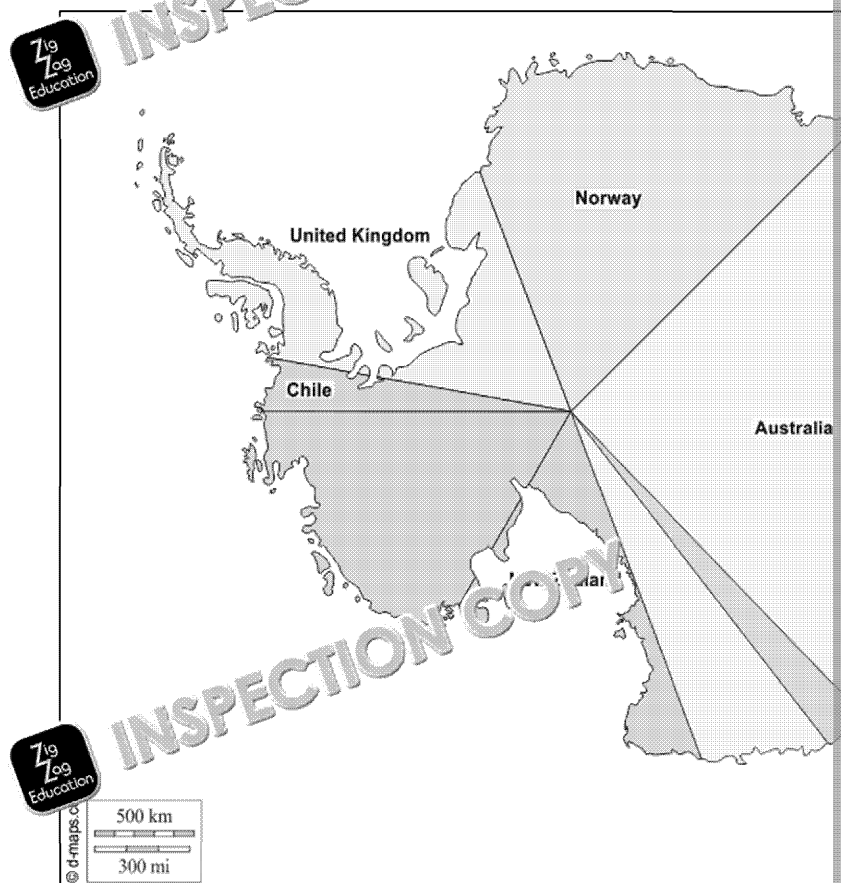
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Antarctica as a global common

- Antarctica is a continent that surrounds the South Pole.
- The Antarctic Convergence Zone includes regions of the Southern Ocean.
- It has a polar climate.
- It is home to a variety of flora and fauna, including various species of whales, penguins, fish and other marine animals (including krill).

Antarctica is not owned by one nation, instead it is divided into territories which are 'claimed' by a few countries. One part of Antarctica is unclaimed.



- Norway, the UK, Australia, France, New Zealand and Chile have all claimed territory.
- There have been disputes over regions claimed by the UK, Chile and Argentina.
- Brazil, South Africa and the USA have all reserved interest into claiming Antarctica.
- There is not an indigenous population on Antarctica, although there are several research stations that house scientists (of multiple nationalities) for the majority of the year.
- Antarctica has historically been an area of exploration, and its geology makes it a valuable resource.

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The threats to Antarctica

Economic

- **Whaling, sealing and fishing** (especially for krill) for commercial use. (Causes resource depletion and reduces biodiversity and the ecosystem.)
- **Controversial mining for mineral resources** (Antarctica has a supply of gold, among others). This would cause land scarring and environmental damage.



Environmental

- **Climate change** and global warming (a rise in global temperatures could affect the continent).
- **Ocean acidification** (will impact biodiversity and the natural ecosystem).

Social

- **Tourism** is a rising threat to Antarctica. As global tourism rises and people want to visit unexplored places, the continent becomes a place high on many people's wish lists. A rise in tourism will have devastating consequences to the natural habitat and could impact on wildlife. It could have knock-on effects, such as an increased carbon footprint.

Scientific

- **Scientists** currently work on Antarctica, researching ice caps, ice cores and the environment. There is a risk that people on Antarctica could damage the natural habitat and cause degradation.

The protection of Antarctica

Antarctic Treaty

System: a system in place to avoid geopolitical conflicts over the territories

IWC:

- Complete protection of certain whale species
- Limits on legal whaling
- Ban on taking calves and females with calves
- Restriction of whales caught

UN: instigated the Madrid Protocol, has the UNEP to protect the global commons and natural environment

1959 Antarctic Treaty

- To keep Antarctica peaceful and not be used for military purposes
- Freedom for scientific research
- Protects claimed territories
- Compliance with rules regarding research

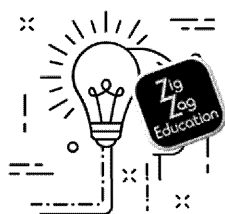
SCAR: monitors biodiversity and natural habitats on the continent

ASOC: Antarctic and Southern Ocean Coalition: a group of NGOs including Greenpeace, set up to establish marine protected areas, prohibition of oil exploration and climate change mitigation

1982 Whaling moratorium: whaling from 1985 on subsistence whaling for Norway and Iceland still allowed in the Southern Ocean, under the guise of scientific research

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If you only remember these three things



1. The global commons are systems that are not ruled by any one state.
2. Antarctica is a global common that faces many threats, including loss of biodiversity and land degradation.
3. There are several protocols in place to help protect the continent, including regulations regarding scientific research.



Activities

Consolidation questions

1. What is the risk of everyone utilising the global commons?

.....

.....

2. Name three threats to Antarctica.

.....

.....

3. What is the main difference between the 1959 Antarctic Treaty and the 1991 Protocol to the Antarctic Treaty (Madrid Protocol)?

.....

.....

4. Is the whaling moratorium successful?

.....

.....

Take it further

Take a look: [zzed.uk/9585-antarctica-governed](https://www.zzed.uk/9585-antarctica-governed)

Have a look on the Governing Antarctica website; it is part of a joint collaboration between the Foreign and Commonwealth Office, British Antarctic Survey and the Royal Geographical Society.

Read: [zzed.uk/9585-antarctica-governed](https://www.zzed.uk/9585-antarctica-governed)

Read the sub-articles to further research the geopolitics of Antarctica as a global commons.



Student checks

Topic	What do I know?	No idea 	Nearly 	Sure 	
Global commons	What are the global commons?				
	Antarctica as a global common				
	The threats to Antarctica				
	The protection of Antarctica				

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Critique of Globalisation

This section is a little different to the others. It focuses on the critiques of globalisation. Globalisation produces both benefits and costs.

You should recap this revision guide and consider the following questions regarding what you have studied in class:

- **What are the benefits of globalisation?**
- **What are the costs of globalisation?**
- **To what extent do the benefits outweigh the costs?**

You will also need to be able to critically appraise global systems of governance. Consider the following questions:

- **Does global governance benefit everyone equally?**
- **Are conflicts always resolved by IGOs such as the UN?**
- **How can global systems lead to injustices?**

When critiquing global systems, it may help to remember the three pillars that underpin human geography:

- **Economic**
- **Social**
- **Environmental**

It is useful to weigh up the pros and cons of the subject against each of these three pillars. A grid such as the one below may help you to plan your answers:

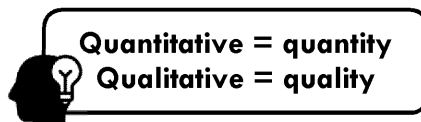
	Advantages of globalisation*	Disadvantages of globalisation*
Economic		
Social		
Environmental		

Skills

You will be required to show your skills when engaging with both quantitative and qualitative data.

Remember:

- **Quantitative** data is statistical or numerical data that is often presented in tables and graphs.
- **Qualitative** data does not measure facts but rather the subjective data that is often gathered through interviews and focus groups.







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Student checks

Topic	What do I know?	No idea 	Nearly 	Sure 	
Critique of globalisation 	Economic pros and cons of global systems				
	Social pros and cons of global systems				
	Environmental pros and cons of global systems				
	Analysing quantitative data				
	Analysing qualitative data				

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Exam Advice

Time management

If you open the paper and see a question you didn't expect: don't panic! Take a moment to follow the steps below. Whatever you do, don't just start writing down everything you know.

Before you rush headlong into the exam, take a moment to look at the questions.

Reading through the whole paper

- Remember to take your time at the beginning, reading through all of the questions.
- You don't have to answer them in any particular order, but be aware that sometimes AQA order the questions for a reason, and earlier questions might help you answer later ones.

Reading the questions

- Too often students rush and lose marks.
- It might be useful to underline command words to remind you what the question is asking.

Planning

- After reading through the question, make sure you plan your answer.
- This stage is key to getting higher marks, so make sure you don't skip it. Planning can help you:
 - structure your answer
 - answer the question properly
 - save time
- You may do any rough work and planning in your extra paper, but make sure to put a line through it to indicate it is not to be marked.

- Remember to proofread for spelling, grammar and punctuation as content.
- You can use as many words as you need, but try to be concise. Don't be put off by how long the question is around you.
- Any mistakes you make don't use correction fluid.
- If you get stuck, move on. Go onto another question and come back to it at the end.
- Adopt a formal style, but be clear and concisely.
- Your introduction should state the issue at hand, give background information. The body of your answer should provide evidence for your points. For long-answer questions, you should demonstrate your knowledge and recommendation need to present viewpoints.

Checking

- Leave some time after to go through your answers, correcting spelling, grammar and terminology errors and making sure you haven't left anything out.
- Finally, double check that your candidate details are on any extra sheets you may have, and put them in the correct order with your answer book, using a treasury tag to attach them if you need to.
- Put a cross through any pages you don't want marked, e.g. planning pages.

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Writing

Geographical terms

One of the points you are being assessed on is the correct and appropriate use of geographical terms. You should have assembled a list of key terms that might be useful for this exam, so make sure you learn them and think about how you might include them in your answers. If you are scared of forgetting these words when you start writing your answers, you could try writing them down as soon as you are permitted to start writing, remember to cross them out at the end though!

However, don't use geographical terms if they are unnecessary or you are unsure. Only include the ones you are sure of if they are relevant and useful.

Getting the tone right

As well as using key geographical terms in your answers, your writing should strike the right tone. This helps your answers appear considered and professional.

Do ✓	Do not ✗
<ul style="list-style-type: none"> Write out abbreviations in full the first time you use them Be clear when a statement is a personal opinion as opposed to fact Use linking words: thus, therefore Try to include the source of a fact if you can, e.g. according to the WHO, the death toll from the tsunami was 1,200. 	<ul style="list-style-type: none"> Write in the first person Use contractions: don't, won't Use slang terms and other informal language Use rhetorical questions

It might help to think of yourself talking to an examiner, or a geography teacher who doesn't know you, so you need to make sure you are clear, but they do know about the topic. You don't need to explain every key term, but it's not necessary.

Ask your teacher if you are unsure about your current 'tone', but don't worry about it too much. You are more focused on how you answer the question.

Spelling, punctuation, grammar and legibility

It can often be hard to think about these in the exam hall, but proper spelling, punctuation, grammar and grammar really help keep your meaning clear. They also keep your sentences from getting too long, which aids with clarity and readability.

While examiners are used to reading all sorts of handwriting, it is good to try to make your answers as legible as possible. One way to do this is to slow down while writing, making sure your letters are an appropriate size. The final read-through of your answers before finishing is a good idea to check for any words which are especially tricky to read.



Quality over quantity: writing skills are equally important in that they help you to clearly and communicate your geographical knowledge and understanding. It's better to give a clear and clear answer than a long answer stuffed with complex words that you don't understand.

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In the event of emergencies!

- All your planning and preparation means this isn't going to happen... But if it does, the first rule is always to try and relax!
- Take a minute for some deep breaths, close your eyes and imagine a lush green woodland... clear your mind.
- Now read over the question, think over what you have just said yet, and continue.

'Thinking like a geographer' and 'synopticity'

Learning to 'think like a geographer' is crucial for exam success and important for your future.

As you are in the world, the world is a complicated place – cause and effect, and a lot of things happen. You need to pull information together, join up the dots, and work out why things happen in the world. This includes space, place, environment and scale.

Don't be afraid to draw on your own knowledge and other modules to help illustrate your answer. Be creative, original and innovative, but use this skill wisely. Make sure you use that knowledge to answer the question rather than going off on a tangent or writing down *everything* you know. This is called 'synopticity'.

Here are a few tips on thinking like a geographer:

Consider the many aspects of the issue from many viewpoints

- Think across the social/natural divide, using your knowledge of both human and physical geography
- Involve many aspects of the issue: historical context, cultural perspectives, etc.
- SPEED can be a useful tool for thinking synoptically: social, political, economic, environmental, and demographic. But don't forget to consider cultural and material factors when appropriate.
- Try to think about the issue from many viewpoints: work on your empathy!
- Don't be afraid to think outside the box!

Spatial concepts

- Geographical perspectives often focus on the importance of space, location and scale in the issues at hand
- Think about movements and flows of people, goods, ideas, etc.
- Think about the effects of 'scale': local, regional, global

Be Creative

As long as your approach is logical and well justified, you can think in creative ways.

Exam preparation:

My take-home tips:

- ✓ Before the exam (Eat a good BREAKFAST)
- ✓ During the exam (Read the question CAREFULLY)
- ✓ Planning (HIGHLIGHT key words and concepts)
- ✓ After the exam (Take some time to RELAX!!!)

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Answers to Consolidation Questions

Globalisation

1. It allows countries to trade goods and communicate information, which supports economic growth. It also allows for a system of capital flows, which contributes to the global financial system.
2. The movement of goods and people has become increasingly more efficient and faster. Communication and information has also become easier due to technology.
3. When countries can import and export with no tariffs (extra charges).
4. Movement of the workforce – economic migration increases flows of capital and labour, which can be achieved.
5. So that goods can be protected (such as against theft or damage) and so that resources are not exploited for illegal activity (weapons trading and human trafficking).

Global Systems

1. Countries become reliant on importing goods from other countries and likewise rely on economic growth from exports.
2. Outsourcing – global shift – loss of jobs in one country / creation of jobs in another country (low pay / poor conditions). It also increases the wealth gap in many countries.
3. Areas of resource insecurity are at high risk of conflict or social unrest (especially in developing countries). Many countries also share borders of basins or reserves.
4. Unequal flows of money/labour/people – injustices – small-scale conflicts – large-scale conflicts.
5. Increases or develops geopolitical relations. Countries that become economically dependent on other countries are unlikely to go to war with those countries.

International Trade and Markets

1. By introducing quotas or tariffs on imports.
2. Political conflicts/disagreements, protectionism, trade regulations (restrictions on trade in certain goods, biohazards).
3. When a fair/equal price is paid for a product.
4. Answers will differ between students.
5. No, HICs tend to benefit more from global trading systems.
6. Answers will differ between students.

Global Governance

1. Oversees global governance, sets out development goals, advocates for equity and justice, to resolve conflict and/or wars, has several subgroups involved with many of the world's issues (environment, gender equality, child protection).
2. Not all countries comply with its laws, not all countries will agree with certain goals for not being involved in certain conflicts or being too involved in others.
3. Top-down are delivered by international organisations and governments, bottom-up are delivered by local councils and grassroots organisations. They interrelate as their actions should comply with the local laws set out by councils, which are usually regulated by international laws.

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Global Commons

1. Tragedy of the commons – resource depletion, nothing left for anyone to use
2. Any three from: tourism-related land depletion, pollution, global warming / climate change, researchers not following code of conduct, mineral exploration/extraction, overfishing/whaling/fishing (including krill), and loss of biodiversity.
3. The 1959 treaty outlined major points to protect Antarctica, such as keeping it as a natural reserve, prohibiting nuclear testing, and the prohibition of mineral extraction. The 1991 protocol extends the 1959 treaty by adding the prohibition of mineral extraction as well as updating codes of conduct for scientific researchers.
4. Despite a ban on whaling, it does still occur – either in different regions (as commercial whaling is illegal), or through loopholes in the code of conduct (e.g. Japan whaling under the guise of research and selling the 'by-product' whale meat). Students may agree or disagree on whether this is a success or failure.



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