



# **Scheme of work: Global systems and global governance**

## **Introduction**

This scheme of work offers a route through the A-level Geography (7037) paper Human Geography: Global systems and global governance specification.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification content is shown at the start of each section, some suggested activities will target multiple specification points. The learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

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## 3.2 Human Geography

### Core topic: 3.2.1 Global systems and global governance

#### Globalisation

##### Specification content

##### 3.2.1.1 Globalisation

Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.

##### Learning outcomes

This lesson will help students to understand:

- how we define 'globalisation'.
- what do concepts such as the 'global village' and 'shrinking world' mean?

##### Suggested timing

1 hour

##### Possible teaching and learning activities

- A possible starter activity might include asking students to look at a map showing the various countries Starbucks or Macdonald's currently operate in, or the price of Starbucks in each country. What do they think globalisation means? How does this illustrate a 'global economy'?
- Defining globalisation. Discuss with students how our world is more interconnected now than it has ever been. Ask them to map the global supply chain of Apple and the component parts to their iPhones. How does this demonstrate globalisation? Define globalisation and what it means to be 'integrated' into the global economy.
- Discuss the concept of the 'global village' conceived by the Canadian philosopher Marshall McLuhan. Why do you think he predicted this?
- Ask students to address the question "Is our world shrinking?" What evidence is there to support this? Students could look at journey time comparisons and advances in international travel.

##### Resources

- Watch the video [comparing journey times from London between 1914 and 2016](#) 1 minute (Geoawesome).
- Watch the video [What is Globalization?](#) 1 minute (YouTube).

## Flows of globalisation

### Specification content

#### 3.2.1.1 Globalisation

Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.

#### Learning outcomes

This lesson will help students to understand:

- what is meant by the concept of a flow in the context of globalisation.
- what international capital flows are.
- how international flows can be of capital, labour, products, services and information.

#### Suggested timing

1 hour

#### Possible teaching and learning activities

- Discuss what is meant by international capital flows and how deregulation of world financial markets allowed capital to move more freely around the world. An example of this could be a summary journey of the dollar featured in the book *The Almighty Dollar* by Dharshini David. Students could also plot the journey of the dollar on a map and annotate the financial transactions the dollar is used for.
- Match keywords of the lesson to the descriptions, such as foreign direct investment (FDI), repatriation of profits, aid and remittance payments.
- Split students into groups. Each group will consider a particular type of flow. These are flows of capital, labour, products and services, and information. Students can produce posters or infographics. These must include key vocabulary, real world examples, why those flows lead to/cause/create globalisation, and any problems or issues within those flows. Once this is completed students can share their concise summaries of their particular flow to the rest of the class.

#### Resources

- [Watch the summary video of international remittance payments](#) 3 minutes (International monetary fund).
- [Watch the talk by Dharshini David in which she discusses how globalisation and flows of capital work](#) 50 minutes (YouTube).

## Patterns of production, distribution and consumption

### Specification content

#### 3.2.1.1 Globalisation

Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption.

#### Learning outcomes

This lesson will help students to understand:

- what is meant by the term 'economies of scale'.
- what the significant economic groupings of countries are.
- what the global patterns of production and consumption are.

#### Suggested timing

2 hours

#### Possible teaching and learning activities

- Consider what is meant by 'marketing' and what is a 'brand'. Ask students to list their top 10 global brands which they believe are recognised worldwide.
- Discuss 'economies of scale' and how having a single marketing campaign worldwide reduces costs. Watch this [video \(3 minutes\) \(YouTube\)](#) as an example of how Coca-Cola uses a single advertising campaign in different countries. Ask students to annotate a picture of a Coca-Cola bottle, what makes it recognisable? Why is it successfully branded? How might they need to adapt the product for different countries?
- Give students a blank map of the world, ask them to shade in countries belonging to three distinct economic groupings – The TIGER economies, The BRIC economies and the MINT economies. Summarise what each group is and why the countries have been grouped together. It is important to discuss with students why grouping countries is challenging; it creates ideas of unfairness, averages whole countries and introduces homogeneity.
- Introduce key terminology such as 'global shift', 'deindustrialisation' and 'transnational corporations' (TNC's).
- Discuss reasons behind de-industrialisation in countries such as the UK/France/USA and subsequent decline in production. Ask students to consider how four factors have increased productivity in other countries such as \*/\*/\*, writing an explanation for each:
  - 1) The availability of a skilled and educated workforce.
  - 2) The opportunity to build a new plant with the latest and most productive technology.
  - 3) Government incentives in the form of tax breaks or enterprise zones to entice companies to invest and relocate.
  - 4) Access to large markets without tariff barriers enabled through trade agreements.
- Consider the global patterns of consumption. Match the percentage share of goods and services consumed worldwide with the top-ten countries, can they get the order correct? Consider patterns between the Gross Domestic Product (GDP) of countries where the

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majority of products are manufactured and the GDP of countries where these are consumed, and the reasons for this. Consider the manufacturing and distribution chain of companies such as Samsung or Tata Steel.

- Discuss what the future global patterns of distribution and consumption might be.

### Resources

- [Watch the video showing how Coca-Cola undertakes an advertising campaign in different countries.](#) 2 minutes (YouTube).
- [View the infographic showing the countries where Coca-Cola is not allowed to be sold](#) (Statista).

## Factors in globalisation

### Specification content

#### 3.2.1.2 Globalisation

Form and nature of economic, political, social and environmental interdependence in the contemporary world.

Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.

### Learning outcomes

This lesson will help students to understand:

- what is meant by the terms 'the global financial system' and 'containerisation'.
- what are the most significant factors that have led to the development and spread of globalisation.
- how these factors have contributed to the development and spread of globalisation.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Show students an image that represents an important factor in the growth of globalisation. Ask students what they think is significant about it with regards to globalisation. For example, you could use an image of the MSC Irina which is currently the largest container ship in the world (carrying over 24,000 containers), or global access to internet.
- Create a mind map of the factors which they think have caused globalisation. For each factor they should explain how this has contributed to globalisation. An example would be the rise of transnational corporations (TNC's) through key product innovations such as Microsoft/Apple.
- Introduce some of the key terms that students will encounter later in the lesson such as the 'global financial system' (GFS) or 'containerisation'. Watch the video [How containerization shaped the modern world \(5 minutes\) \(YouTube\)](#) that explains the importance of containerisation for globalisation.
- Students complete an information gathering exercise focusing on the impact that changes to each factor has aided the development and spread of globalisation. These are financial investment, transport, security, communications, management and information systems, and trade agreements.

## Resources

- Watch the 4 minute video on [How containerization shaped the modern world](#) which explains the importance of containerisation for globalisation (YouTube).
- Read the useful article [highlighting the importance of containerisation](#) (Georghiades Geography).

## Issues with interdependence: Unequal flows

### Specification content

#### 3.2.1.2 Global systems

Issues associated with interdependence including 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.

### Learning outcomes

This lesson will help students to understand:

- what the effects are of the unequal flows of people, money, ideas and technology on countries.
- why these flows are unequal and why they predominantly 'flow' in one direction.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Introduce the concept of 'flows'; these are an important aspect of globalisation. The significant flows concerning global systems are people, money, ideas and technology. But the flows are not equally dispersed between countries. Can students think of why?
- Ask students to consider the movement of people. Create a bulleted list of the advantages and disadvantages of the movement of people for both the country/place of origin and the destination country/place. Introduce factors such as 'brain drain' from the country/place of origin and modern day slavery and exploitation in destination countries/places. It is important to stress that flows of people are not just international. Flows of people within countries should also be considered.
- Students could consider the role that international migration plays in specific examples such as supporting the NHS in the UK, agricultural labour from Central America into the USA or construction labour from India into the Middle-East.
- Give information on the effects of the unequal flow of money around the world. Ask students to decide whether, on balance, it is a positive or a negative effect and to what extent. For example, students may decide that loans given out by the World Bank may be positive overall but mostly unsuccessful. They are usually given to countries with stable governments and to economic projects that are more likely to pay the money back, rather than social projects in less stable countries, where it could be argued these are more needed.
- Students should consider unequal flows of money within countries too and how much of this is caused by globalisation. This could be exemplified by London and the South-East of England versus the rest of the UK or the Niger Delta region versus the rest of Nigeria.
- Ask students to consider the effects of the unequal flow of ideas. Provide the definitions for key ideas: privatisation, deregulation, free trade, consumerism, and multi-culturalism. Outline the origin of these ideas and how these are assimilated over time elsewhere.

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Students then consider what the advantages for stability in the country are and what the potential problems may be for each idea.

- Consider then the flow of technology, which is similar to the flow of ideas. Can students think of any technology that has originated in one place and had a positive impact on a different place? Discuss the control of technology in some regions e.g. China's control of the internet.

### Resources

- Watch the BBC News video on modern slavery: [My life as a modern-day slave](#) 2 minutes.
- Watch the 1 minute Wall Street Journal video ['Philippines' Brain Drain: By the Numbers](#) (YouTube).

## Issues with interdependence: Inequalities

### Specification content

#### 3.2.1.2 Global systems

Issues associated with interdependence including 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.

### Learning outcomes

This lesson will help students to understand:

- that unequal flows can result in inequalities both between countries and within countries.
- that globalisation can help to reduce inequalities between countries but can increase inequalities within countries.
- what the Gini Index is and how Lorenz Curves can be used to analyse economic inequalities within countries.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Discuss flows of ideas, technology, people and money are accepted as helping in reducing inequalities between countries, however it has been noted to increase inequalities **within** countries. Ask students why they think this might be the case.
- Use the [website of the International Monetary Fund \(IMF\)](#) which shows the annual percentage change in real GDP growth for all countries. What do they notice about the trend on the map? The developing countries tend to have faster economic growth rates? Contrast this with the [map \(also from the IMF\) showing GDP per capita](#). This suggests that many developing countries which have fast growing economies have large proportions of their population who are not yet receiving the direct benefit from the economic growth of their country's economy.
- Introduce the Gini Index using the five minute [video Understanding the Gini Coefficient \(YouTube\)](#). Give students a copy of several Lorenz Curves to interpret, or alternatively students could answer questions on the curves to show understanding.
- Statistical skills. The relationship between GDP per capita PPP and Average GDP growth rate of a country would be appropriate data to attempt a Spearman's Rank Correlation Coefficient, this would help identify if there is a negative relationship between income and trends in economic growth.

## Issues with interdependence: Unequal power relations

### Specification content

#### 3.2.1.2 Global systems

Issues associated with interdependence including 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.

### Learning outcomes

This lesson will help students to understand:

- what unequal power relations mean in global affairs.
- what 'hard' and 'soft' power is in the context of international relations.
- how countries have exerted significant political and economic power in their international affairs and what the effects of this have been.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Discuss why, in general, more developed countries wield more power which enables them to steer global relations to their advantage. Ask students to list what these advantages might be. Answers could include: greater military power, large amounts of FDI, the donation of aid, close relations with other G7 or G20 economies, greater influence with intergovernmental organisations such as the World Bank or IMF, etc.
- Discuss what the term 'soft power' means and why it is significant in international relations.
- Examples of countries with a large amount of power used to their political or economic advantage are Russia or the United States (permanent members of the UN security Council). Students can create a fact-file about the Russian invasion of Ukraine in 2022, the United States global dominance and control in many countries. With these examples ask students to consider how both these countries were able to utilise the unequal balance of power in their international relations to help them achieve specific goals.
- A possible extension to these tasks is to consider why countries can only respond to geopolitical events in a constrained way.

### Resources

- [Read the article about the rise of the United States as a global superpower](#) (CFR Education).
- [Read the useful article summarising Russia's invasion of Ukraine](#) (CFR).

## Trade agreements and trading groups

### Specification content

#### 3.2.1.3 International trade and access to markets

Global features and trends in the volume and pattern of international trade and investment associated with globalisation.

Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China, India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America.

### Learning outcomes

This lesson will help students to understand:

- what 'trade agreements' and 'trading blocs' are.
- the main trading blocs around the world.
- What current intra-regional and inter-regional world trading patterns are including some of the most significant multilateral trade agreements.
- what the differences between 'custom unions' and 'common markets' are.
- how trade agreements can present both advantages and disadvantages to signatory countries.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Introduce students to the concept of a 'trade agreement' and 'trading blocs'. Outline the difference between a 'customs union' and 'common markets'. Other types of trade groupings for consideration are 'free trade areas' (FTA's) and 'economic/monetary unions'.
- Ask students why they think countries often wish to join into trade agreements with one another. What might the benefits be? Then ask students to consider if there may be any difficulties or problems signing up to a trade agreement. You could watch the one minute Telegraph [video explaining why chlorinated chicken is a controversial trade topic \(YouTube\)](#) as an example of a potential problem associated with trade agreements.
- Show students a map of the main trading blocs. What do they notice about the pattern of the trading blocs? Why do they think many are regionally based?
- Discuss how trading relationships between countries and trading blocs have evolved over time in response to global events and political changes within countries. For example, the Obama regime in the USA promoted 'multi-lateral' trading relationships and the 'opening up' of international markets. The Trump administration reversed this strategy and opted for more protectionist strategies.
- Students can create a fact file on the Trans-Pacific Partnership assisted by this four minute BBC News [video \(YouTube\)](#) and the information on the former President Obama's [website](#).

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They should record who the member states are, the features of the agreement, timeline of the events since it was signed and any potential disadvantages.

- Provide students with a blank map of the world and a summary of the trading relationships and patterns associated with different regions of the world and significant countries. For example, The EU (developed economies), China and India (emerging economies), Latin America and Sub-Saharan Africa (less developed economies). Students can annotate the map with significant developments regarding trade in these areas and significant trade agreements such as the Pacific Alliance (PA) and The African Continent Free Trade Area (AfCFTA).
- Ask students what they know about Brexit and the impact that it has had on trade. What was our trading situation with the European Union before Brexit and what is it like now? Give a brief synopsis of the events leading up to and after Brexit. Ask students to watch a sequence of video clips (see resources) and write down a list of potential advantages and disadvantages of Brexit.
- Show students a map of the world's major trading blocs. What do they notice about them? Are they all regionally based? Ask students to consider the Organization of Petroleum Exporting Countries (OPEC). What do they think the motivation is for these countries to work together? Watch the four minute CNBC [video explaining what OPEC is and why it exists \(YouTube\)](#).
- Ask students to consider the role of China and its influence globally but especially in Africa e.g. Belt and Road initiative.

### Resources

- [Watch the historical video about the UK joining the EU](#) 2 minutes (BBC).
- [Watch the video post-Brexit relations with the EU](#) 2 minutes (BBC).
- [Watch the video about China's involvement in Africa, Should the West Be Worried?](#) 12 minutes (YouTube).
- [Watch the video about The 'Trans-Pacific Partnership: What is it and what does it mean?](#) 4 minutes (BBC).
- Read about [The Trans-Pacific Partnership](#) on the Obama Presential archive.
- [Explore the interactive map showing disputes between World Trade Organisation \(WTO\) Members](#) (World Trade Organisation).
- Explore the [map of negotiating groups in the Doha negotiations](#) (World Trade Organisation).

## International trade and access to markets

### Specification content

#### 3.2.1.3 International trade and access to markets

Global features and trends in the volume and pattern of international trade and investment associated with globalisation.

Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China, India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America.

### Learning outcomes

This lesson will help students to understand:

- what is meant by comparative advantage and protectionism.
- what strategies are used by governments who adopt protectionist policies.
- how 'free trade' can be achieved by lowering trade barriers and free trade agreements.
- what the intra-regional and inter-regional patterns of world trade and foreign direct investment (FDI) are.

### Suggested timing

1 to 2 hours

### Possible teaching and learning activities

- Introduce the notion of 'comparative advantage'. At this point it may be advantageous to introduce the concept of 'protectionism'. Students could look at the numerous political cartoons available that depict protectionism. What do students think protectionism involves? Is it a good or a bad thing for the economy?
- Match the key barriers to trade and protectionism up to the description of the strategy. These are:
  - tariffs
  - import licenses
  - import quotas
  - subsidies
  - sanctions
  - embargoes
  - regulatory or technical restrictions.For each of these, students can explain why they are often perceived as a barrier to trade.
- Explain what the concept of a 'free market' is and how the World Trade Organisation (WTO) seeks to lower barriers and encourage 'free trade'. Watch the one minute Department for Business and Trade [video on free trade \(YouTube\)](#). Explain that free trade can be achieved through 'free trade agreements', most of which are bilateral, although some can be multi-lateral, but these are difficult to achieve.

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- Give students a proportional arrow flow map of world trade and ask them to describe the global pattern of trade across the world. Can they explain the pattern?
- Introduce 'foreign direct investment' (FDI) as an important source of funding for development in countries. Give students a list of the top 20 recipients (countries) of FDI by total and ask them to plot this information on a blank map of the world. What factors do they think will attract more FDI to a country? Students may refer to manufacturing industries, natural resource development, financial business services, large and accessible consumer markets and lower business taxes.
- Ask students to consider the role of China and its influence globally through FDI but especially in Africa e.g. Belt and Road initiative.

### Resources

- Watch the video about ['What do Free Trade Agreements mean for businesses in practice?'](#) 1 minute (YouTube).
- Read the World Trade Organisations website about the ['Principles of the trading system.'](#)
- Read the Council on Foreign Relations website on [China's Massive Belt and Road Initiative.](#)

## Differential access to markets

### Specification content

#### 3.2.1.3 International trade and access to markets

Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being.

### Learning outcomes

This lesson will help students to understand:

- what is meant by differential access to international markets.
- why there is differential access to markets and the problems this can cause.
- what the potential solutions are to allow less-developed countries to have better access to international markets and grow their economies.
- the fair trade mark and what the advantages and disadvantages might be.
- the difference between fair trade and free trade.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Discuss with students the benefits of having access to international markets for countries. Discussion could be based around the economic benefits of exports and the societal benefits of importing certain types of products such as smartphones. But why do some countries have greater access to international markets than others?
- There are three main reasons why countries have differential access to markets. They are: Trade agreements and blocs, differing levels of wealth, special and differential treatment of some countries. Ask students to record these three reasons and try to explain why they result in differential access to world markets. Can students think of any examples? What do students think should be done about it?
- Explain what special and differential trading agreements (SDT's) are and how they have become a feature of the WTO's trading system for over 60 years. Give students a list of potential benefits and drawbacks of SDT's. Students to sort these into advantages and disadvantages. Can they think of any other methods to improve access to markets?
- Discuss the differences between free trade agreements and free trade areas. Ask students how free trade areas can help with access to markets.
- Explain what Special Economic Zones (SEZ's) are and how they can increase access to international markets and boost trade. Students can read this [summary article on freeport SEZ's in the UK \(Forsters\)](#) and summarise what the advantages and disadvantages of these SEZ's are. Additionally they could consider the points made in this [article on the benefits and challenges of SEZ's \(CRDF Global\)](#).
- Explain what the fair trade movement is with the help of watching the four minute [Fair Trade video \(YouTube\)](#). Ask students to read the Forbes article [What exactly is fair trade and why should we care](#) and then highlight any benefits of fair trade and, additionally, any

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potential concerns. What is the most significant benefit of fair trade? What are the concerns?

- Explain what the fair trade mark is. Ask students to use the Globein webpage [Fairtrade vs free trade](#) or watch the three minute Al Jazeera video [Fairtrade 'not benefiting the poor' \(YouTube\)](#) and make notes on the advantages and disadvantages of fair trade.
- Explain to students that fair trade is different from free trade. Use the information on the diagram entitled [How does fair trade differ from free trade? \(Globein\)](#) to outline what the main differences are. This could take the form of a quiz or a card sort, or students could make a mind map.
- Consider, with students, other trading organisations which also aim to make trading fairer, such as Oxfam, Traidcraft, Equal Exchange and Cafédirect. Ask students to make summary notes of what these organisations do to help make trading fairer.

### Resources

- Explore the GeoMapTric website on [Special Economic Zones in England](#).
- Watch the 2 minute HMRC video [What are freeports?](#) (YouTube).

## The nature and roles of transnational corporations (TNCs)

### Specification content

#### 3.2.1.3 International trade and access to markets

The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates.

### Learning outcomes

This lesson will help students to understand:

- the characteristics of TNCs.
- why TNCs operate in different countries and the largest TNCs operating globally.
- how TNCs can be spatially organised into distinct zones often due to 'offshoring' and 'outsourcing'.
- what the advantages and disadvantages of TNCs are.
- the structure and spatial organisation of a specific TNC.
- the impacts of a specific TNC on countries it operates in.

### Suggested timing

4 hours

### Possible teaching and learning activities

- A possible starter activity could include recognising the name of the TNC from the brand logo, or matching the TNC to either the primary, secondary, tertiary or quaternary economic sectors.
- Discuss why TNC's might wish to operate in more than one country. Answers might include, but not limited to:
  - lower costs in regard to production
  - the escaping of trade tariffs
  - advantageous foreign currency exchange rates
  - better access to foreign markets
  - proximity to important raw materials.
- List a series of characteristics that they would expect a TNC to have. You can use a series of picture prompts to help students explore what they might be. Ask students to explain why these are important characteristics of a TNC, for example, why do TNCs try to control key supply chains?
- Using the infographic on the [largest brands of 2020 \(How Much\)](#), ask students to identify which are the largest three companies in each region. What are the notable differences between the economic sectors these companies operate in regionally? For instance, students may note that North America has more high-tech research and development

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companies, whereas Asia has a large number of manufacturing companies. What are the reasons for this?

- Ask students to create a visualisation of the spatial organisation of a TNC. This would include:
  - the core: where the company headquarters are and research and development is undertaken)
  - the semi-periphery: where there may be a regional head quarters
  - the periphery: usually where there are manufacturing plants – mainly in LICs/NICs.
- Explain the difference between 'outsourcing' and 'offshoring' to students. Discuss how both of these practices may improve the economic conditions in some countries.
- Ask students to create a diagram which details the nature of TNCs operating in the primary, secondary and tertiary or services sector. Students may need some additional information to help them. Ask students to write down what the characteristics and practices of TNCs operating in that economic sector are. What examples of TNCs are there? For example, Shell Oil operating in Nigeria in the primary sector, or Hindustani Unilever operating in India manufacturing pharmaceutical products.
- Ask students to make notes on how these TNCs are able to grow so large and increase their influence on global trade and markets. This is usually achieved through takeovers, mergers and acquisitions of other companies or key parts of supply chains. Explain to students the difference between horizontal and vertical integration. Try to give examples for each such as British Petroleum (vertical integration) or Kraft Foods (horizontal integration).
- Ask students to create a simple table which includes both the advantages and disadvantages of TNCs as two separate columns. Then ask students to split these columns into three rows: 'for the host country', 'for the TNC' and 'for the country of origin'. Ask students to populate this table with appropriate information. Students may need to utilise the internet to help them with their research or provide some information to assist.
- Introduce a specific TNC through video to give a summary.
- Ask students to complete independent research on the specific TNC. Explain to students that their research must record information on the following:
  - A brief outline history of the company and a summary of its size (number of employees, retail outlets and manufacturing plants).
  - A description of the countries in which it operates (its spatial organisation).
  - Some details of the products which it manufactures and why it is a successful company.
  - An analysis of the advantages it has brought to the countries in which it operates. For Apple this would include China (Shenzhen) and Ireland and their Racial Equity and Justice Initiative. For Coca-Cola this would include UAS and China (Shanghai) and their Coca Cola Foundation.
  - An analysis of the disadvantages operations have had in countries in which it operates. For Apple this may include poor pay and working conditions in Apple factories in Shenzhen, the controversy regarding Foxconn's use of student and child labour in China, or the use of subsidiary companies to incur lower tax payments. For Coca-Cola this may include poor working conditions in processing and bottling plants in Guatemala, or water abstraction and pollution in Kerala, India.

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- An evaluation of the company's sustainability. For Apple this would include initiatives as the 'Green My Apple' campaign and its response to criticism by Greenpeace in the 2000s. For Coca-Cola this would include the controversy of being the COP27 sponsor.

### Resources

#### Apple as the specified TNC

- Watch the 2 minute video about [the history of Apple](#) (YouTube).
- Read the website article [Where is the iPhone Made?](#) (LifeWire).
- Read the article [Apple begins making the iPhone 14 in India, marking a big shift in its manufacturing strategy](#) (CNBC).
- Read about [Apple's environmental impacts](#) (Apple).
- Read the article [Apple is not as green as it seems](#) (Foundation for economic education).
- Read the article on the manufacturing [Life and death in Apple's forbidden city](#) (The Guardian).
- Listen to the BBC radio broadcast about the [protests at an iPhone factory in China](#) (50 minutes).
- Read the BBC article about the [protests at an iPhone factory in Zhengzhou](#).
- Watch the 4 minute video about a [man who worked undercover in a Chinese iPhone Factory](#) (YouTube).

#### Coca-Cola as the specified TNC

- Watch the video on the [history of Coca-Cola](#) 14 minutes (YouTube).
- Read the article [The Coca-Cola Company/Foundation](#) (The Nature Conservancy).
- Read the [social initiatives of Coca-Cola](#) (Coca-Cola).
- Read the [sustainability Initiatives of Coca-Cola](#) (Coca-Cola).
- Read the [High Power Committee report about the environmental damage caused by the Coca-Cola plant at Plachimada, Palakkad District](#) (Groundwater).
- Read the article [India: 13 years after shut down of bottling plant in Kerala](#) (Business and Human Rights Resource Centre).
- Read the article on the lawsuit against [Coca-Cola in Guatemala](#) (NACLA).
- Read the Guardian article [COP27 climate summit's sponsorship by Coca-Cola condemned as 'greenwash'](#).

## World trade in bananas

### Specification content

#### 3.2.1.3 International trade and access to markets

World trade in at least one food commodity or one manufacturing product.

### Learning outcomes

This lesson will help students to understand:

- how trade in bananas can illustrate some of the problems of world trade.
- which are the world's largest exporters and importers of bananas.
- why low-value primary products are subject to price fluctuations.
- what the 'banana wars' of the 1990s and 2000s were and how they were finally resolved.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Start with a simple quiz regarding some facts of the global banana trade. Which country produces the most bananas? Which country imports the most bananas? How many bananas do we eat in the UK each year?
- Give a brief overview of the world banana trade, using the three minute video [How bananas demonstrate globalisation \(YouTube\)](#) to supplement the learning. Whilst bananas are one of the most consumed fruits, the trade gives a valuable insight into a number of issues associated with international trade.
- Using the information available on the [statistics of the banana trade](#) (OEC) and a blank political map of the world, ask students to plot on the map the world's major importers and exporters of bananas. Students may even use proportional symbols. Ask students to comment on the trend that they see, can they explain it?
- Use the [graph showing the Top 10 Exporters Countries of Bananas by percentage of total exports](#) (OEC), ask students to describe what the graph is showing. Can students then analyse this graph and one other graph on the website to give some meaningful statistics about the world banana trade.
- Discuss with students the four main TNCs involved in the world banana trade: Chiquita, Dole, Del Monte (all US based) and Fyffes (based in Ireland). Explain how these companies tend to be vertically integrated. What does this mean? What are the advantages and disadvantages of having nearly 50% of bananas traded by just four companies?
- Discuss the problems associated with bananas being a low-value primary product. Discuss how this leaves some countries vulnerable to price fluctuations and a 'race to the bottom' or trade wars which can negatively affect many producing countries economies. Diseases such as the recent emergence of the TR4 (Tropical Race 4) can also greatly impact a country's economy if it ravages large areas of banana plantations.

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- Give students information of the banana trade wars, which lasted from 1992 to 2009, ending with the Geneva Banana Agreement. Ask students to construct a timeline of the conflict.
- Discuss how fair trade can help the growth of so-called 'sustainable bananas'. Watch the 6 minute Fairtrade Foundation [video on the impact on fairtrade in a banana plantation](#) (YouTube) and ask students to make notes on how ethical consumers buying fair trade bananas can help improve the living standards of workers on plantations and in other parts of the supply chain.

### Resources

Watch the TED-ed video by John Soluri [The dark history of bananas](#) 6 minutes (YouTube).

# Geographical consequences of international trade

## Specification content

### 3.2.1.3 International trade and access to markets

Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.

## Learning outcomes

This lesson will help students to understand:

- who the main beneficiaries of the process of globalisation are.
- what the economic, political, social, cultural and environmental impacts of the globalisation of international trade are.
- what is meant by 'glocalisation'.

## Suggested timing

1 hour

## Possible teaching and learning activities

- Give students a list of the main beneficiaries of the process of international trade. These are:
  - Emerging economies.
  - Transnational corporations (TNCs).
  - International organisations (such as the IMF or World Bank).
  - Regional trading blocs.

For each of these beneficiaries, ask students to explain how the globalisation of trade has helped them. Give examples if possible.

- Ask students to consider the economic consequences. Give students examples of the economic consequences, firstly to sort out into advantages and disadvantages. Then ask students to rank them in the order and offer an explanation. Examples could include the Nissan Factory opening in Sunderland or the outsourcing of traditional manufacturing jobs to developing countries.
- For political consequences discuss the meaning of 'national populism' as a backlash against further integration because of increased globalisation. Watch [the 2 minute BBC video on populism \(YouTube\)](#) and ask students to make notes on what national populism is. How is it linked with globalisation?
- When considering the social and cultural impacts, ask students to consider two McDonald's menus from two different countries. Why are the menus different? How have McDonald's adapted the menu for the local area? For example, in India, the majority of the 1.2 billion population in India follow Hinduism, which requires its followers to be vegetarian and avoid beef. Introduce the concept of 'glocalisation' to students. Are there any other examples? How else has society and culture been impacted by globalisation?

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- For environmental consequences, ask students to think about how globalisation might impact the environment. Most students will consider this to be negative and might offer suggestions as to large TNCs exploiting laxer environmental laws in developing countries. This is supported by the actions of some TNCs, for example Shell Oil in Nigeria and the Bodo oil spills, or Unilever and mercury contamination in India. But there may be some positives as well, such as intergovernmental organisations becoming increasingly more aware of the importance of sustainability and their upstream and downstream emissions.
- Show students the Global Hub 4 minute [video on the issues with globalisation](#) (YouTube) and ask them to add any additional information to their notes.

## Global governance

### Specification content

#### 3.2.1.4 Global governance

The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.

Issues associated with attempts at global governance, including how agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices.

### Learning outcomes

This lesson will help students to understand:

- what is meant by the term 'global governance'.
- what the important elements of global governance are and how they help global governance to be effective.
- the issues global governance focuses on and the reasons for this.
- what global organisations are and the roles they play.
- the strengths and limitations of these intergovernmental organisations.

### Suggested timing

2 to 3 hours

### Possible teaching and learning activities

- Introduce to students what is meant by the term 'global governance' and explain that it includes norms, rules, laws and institutions that regulate and/or reproduce global systems (like trade, human development or migration). This three minute explanatory [video by the Food and Agricultural Organisation on global governance \(YouTube\)](#) provides a useful summary.
- Ask students to complete a mind map of the important elements that make up global governance. This could be completed as a round-the-room activity or an information swap. Create some information for students to record on their diagrams or notes about what is meant by:
  - norms,
  - laws,
  - institutions,
  - rules/regulations
  - reproduction of global systems.Ask students to record how these elements help global governance to be effective.
- Recently, global governance has focussed on particular issues:
  - reducing environmental problems
  - trade and investment inequality
  - reduction of poverty

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- human rights violations
- civil conflict
- financial instability.

Why do students think these are important matters? Which organisations do students know of that might have some responsibility in global governance?

- Exploring different global organisations such as the WTO, IMF, IPCC, WHO, World Bank and UN. Discuss with students what each of these global organisations do. Ask them to determine if they promote economic, political, social or environmental interdependence or a mix of them.
- Ask students to conduct research on the UN. Using the [UN website](#) ask students to find out the following:
  - How many member states does the UN have?
  - What are the six main bodies?
  - Give five examples of things that the UN does.
  - Find four examples of their programmes, funds and specialised agencies.
  - Explain why the UN was created.

Video links in the Resources section can be used to supplement students' research.

- Consider the roles of international financial institutions. Complete a card sorting task by asking students to consider what the responsibilities of the International Monetary Fund (IMF) and the World Bank are. Students should assign the responsibilities to one or the other. Use the video in the resources section below to help with this.
- Read the article [How The World Bank Broke Its Promise To Protect The Poor \(Huffington Post\)](#). Ask students to highlight any instances of failures on the part of the World Bank in one colour and any attempts to address them in another colour. Ask students to write a summary of the main points of the article.
- Discuss what is meant by 'top down' and 'bottom up' approaches to development projects. Why do organisations like the World Bank often get criticised for using 'top down' approaches?
- Introduce students to the roles, responsibilities and remit of the World Trade Organisation and what is meant by the term 'rounds' and 'multi-lateral agreements'.
- Discuss the core periphery model and role of international financial institutions in this. Ask students to consider if criticism of the IMF or World Bank is acceptable and explore the problems and successes of these international financial institutions.
- Ask students to evaluate both institutions on their abilities to promote growth, stability and sustainability. This could be a rating out of 10 or another form of grading, but students must justify their rating with explanations and examples.
- Give students an unsorted list of the outcomes from the evaluation of the WTO Doha Development Round (2001-2015). Ask students to sort the outcomes into successes and problems. What were the main issues that were causing the talks to stall ensuring limited progress was made?

### Resources

- Watch the 2 minute video [What is the United Nations](#) (YouTube).
- Watch the 2 minute [video Intergovernmental panel on climate change](#) (YouTube).
- Watch the 5 minute explanation video on [The World Trade Organisation](#) (YouTube).

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- Watch the CNBC video [What's the difference between the IMF and the World Bank?](#) 4 minutes (YouTube).
- Read the book David D, *The Almighty Dollar*, Elliott and Thompson, 2018.
- Watch the video [The World Trade Organization \(WTO\) Explained in One Minute](#) (YouTube).
- Watch the video [The International Monetary Fund \(IMF\) and the World Bank Explained in One Minute](#) (YouTube).
- Watch the 3 minute video [History of the United Nations – Behind the News](#) (YouTube).
- Watch the TDLR News Global 10 minute video [The United Nations Explained: How Does it ACTUALLY Work?](#) (YouTube).
- Read the BBC article [IMF: What is it and why does it matter?](#)
- Read the BBC article [Profile: IMF and World Bank](#).
- Read the article [What are the main criticisms of the World Bank and the IMF?](#) (Bretton Woods Project).
- Listen to the BBC radio broadcast [What does the World Bank do?](#) (17 minutes).

## Interactions of governance between different scales

### Specification content

#### 3.2.1.4 Global governance

Issues associated with attempts at global governance, including how interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.

### Learning outcomes

This lesson will help students to understand:

- what is meant by governance between different scales and what multiscale power is.
- how the United Nations is using a multiscale approach, through Agenda 21 and later Agenda 2030 to help promote sustainable development.
- how non-government organisations (NGOs) can work at different scales and by either operational or advocacy in nature.
- what some of the major issues requiring governance at different scales are and what multiscale approaches might be adopted to solve them.

### Suggested timing

1 to 2 hours

### Possible teaching and learning activities

- Discuss what is meant by governance at different scales. The scales that are commonly referred to are: global, international, national, regional and local. To help students understand this you could ask them to match the scale to the equivalent institutions and organisations. For instance, the World Bank operates at a global scale, whereas the government of the United Kingdom operates primarily at the national level.
- Introduce the concept of 'multiscale power', and how encouraging (or preventing) changes at different scales is important for governance to be effective. Multiscale power can be achieved by governments, institutions and NGOs.
- The United Nations is an important international organisation which attempts to use multiscale approaches to help solve large-scale governance issues. One notable issue is sustainable development. Discuss with students what they can recall about sustainable development. Can they define it? What important elements make up sustainable development?
- Explain to students the origins of Agenda 21 which leaders of the international community adopted in 1992 at the Rio de Janeiro Earth Summit. Give students a summary of the plan for Agenda 21. Can students highlight examples of actions to be undertaken at the global, international, national, regional and local scales? Do they think that Agenda 21 is a 'top-down' or 'bottom-up' approach?
- Discuss Agenda 2030, which has superseded Agenda 21. Give students imagery for the 17 sustainable development goals (SDGs). Can they work out what each particular goal is just from their own knowledge and the images? Watch the [two minute United Nations](#)

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[Development Programme video \(YouTube\)](#) explaining the UN's development plan to supplement the learning.

- Explain to students what is meant by a 'non-governmental organisation' (NGO). Make a list of the kinds of work they might be involved with. Why is it important that these NGOs are 'non-governmental'? What NGOs do they know of?
- Talk students through the different roles of NGOs (protection, prevention, promotion and transformation). Can students give examples of the kinds of activities each role might involve. Discuss the differences between 'operational' and 'advocacy' NGOs.
- Create a mind map which details some of the major global problems global governance might attempt to address. These could be climate change, poverty, pollution or other environmental issues, and sustainable development. Ask students to detail what governance could be done at a variety of different scales. Aim for students to include examples at all five scales discussed at the start of the lesson for each issue.

### Resources

Watch the UN video [What is Sustainable Development?](#) 2 minutes (YouTube).

## The global commons

### Specification content

#### 3.2.1.5 The 'global commons'

The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons.

### Learning outcomes

This lesson will help students to understand:

- what a 'global common' is.
- what is meant by the 'tragedy of the commons' and the 'common heritage of mankind'.
- how each of the recognised global commons are protected by laws, conventions and treaties.
- what the potential issues around the management and government of the global commons are.

### Suggested timing

1 hour

### Possible teaching and learning activities

- Introduce the concept of the 'global commons'. Explain to students that there are four recognised global commons. What do students think they might be? You may wish to debate whether 'cyberspace' meets the criteria of a global common.
- Explain to students what is meant by 'the common heritage of mankind'. Why do students think that this principle is becoming increasingly difficult to abide by? Students might discuss technology and increased access to resources together with resource depletion. You might wish to discuss the concept of the 'tragedy of the commons' and how individual nations acting in their own self-interest makes global governance and protecting global commons more difficult to achieve.
- Ask students to research how each of the global commons is protected. What are the laws, conventions and treaties that have been established in order to achieve this? For example activities in outer space are governed by the Outer Space Treaty (1967). Do students think these are effective measures?
- Continue by requesting that students look into some of the problems around the global commons. Which areas need to be governed differently? What are the potential threats?

### Resources

- Watch the video [The Tragedy of the Commons Explained in One Minute](#) (YouTube).
- Watch the 4 minute video on ['What is the tragedy of the commons?'](#) (Ted Ed).

## Antarctica as a global common

### Specification content

#### 3.2.1.5.1 Antarctica as a global common

An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.

### Learning outcomes

This lesson will help students to understand the physical geography of the continent including key physical features, important climatic and oceanic processes.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Introduce to students the location of Antarctica. Use Google Earth to give students a brief overview of the location and physical geography of the continent. You may wish to discuss some of the history of discovery and exploration of Antarctica. Ask students to follow this [Google Earth tour of Antarctica](#) and make notes regarding its location and geography.
- Give students a blank map of the continent and ask them to mark on their maps some key physical features or locations such as the Antarctic Circle, the Antarctic Peninsula, the Ronne Ice Shelf, the Ross Ice Shelf etc. This may be a pertinent time to explain some of the key physical features such as ice shelves, ice sheets, nunataks and subglacial lakes.
- Remind students of why the continent is so cold (primarily due to the diffusion of insolation due to the curvature of the earth), but also explain the Antarctic Convergence Zone (ACZ) and the Antarctic Circumpolar Current (ACC) and how it creates unique climatic and oceanic conditions. Watch the 4 minute SOCCOM Project [video on the ACC \(YouTube\)](#) to support students learning. Discuss the importance of krill to the oceanic ecosystem.
- Ask students to complete a climate graph of Antarctica or give students a completed climate graph and ask them questions regarding the climate. What do they notice? Some students may pick up on the seasonality or how dry the climate is and how Antarctica is a 'cold or polar desert'.
- Ask students to consider why Antarctica is vulnerable to environmental change and why economic pressures could exacerbate this vulnerability; inform them that their points will be revisited after the next set of lessons.

### Resources

- Watch the video on [The Arctic vs. the Antarctic - Camille Seaman](#) 4 minutes (Ted Ed).
- Explore the [Google Earth tour of Antarctica](#) (Google).

## Antarctica as a global common: Threats to Antarctica

### Specification content

#### 3.2.1.5.1 Antarctica as a global common

Threats to Antarctica arising from:

- climate change
- fishing and whaling
- the search for mineral resources
- tourism and scientific research.

### Learning outcomes

This lesson will help students to understand:

- what the potential impacts of climate change might be for different parts of the continent.
- the impacts whaling and fishing are having in the waters off the coast of Antarctica.
- why mineral extraction may be a further future potential threat to Antarctica.
- the negative impacts of tourism and scientific exploration and how they are being mitigated against.

### Suggested timing

2 hours

### Possible teaching and learning activities

- Ask students to consider the impacts of climate change on Antarctica. What do students think might happen? What could happen first? What may then happen later? Give students a map of Antarctica and also provide them with information on the potential effects of climate change in Antarctica. The Inter-governmental Panel on Climate Change (IPCC) has published a [Special Report on the Ocean and Cryosphere in a Changing Climate](#). Students could read the Executive Summary or find specific information in the sections relating to Antarctica. Additionally, or alternatively, you may wish to provide some more focussed information on particular areas of concern such as West Antarctica, the Thwaites Glacier, The Antarctic Peninsula and the Ross and Ronne ice shelves amongst others.
- Discuss the reasons for Antarctica's highly productive fishing waters. Remind students of the Antarctic Circumpolar Current. You may wish to watch the five minute UN video [on the changes to ocean productivity](#) (YouTube) to supplement the learning. Discuss the history of whaling in Antarctica and the importance of krill to the marine ecosystem. Give students a Southern Ocean food chain that is reliant on the krill. Ask students to comment or annotate the food chain based on various scenarios perhaps starting with a consideration of the impacts of a reduction in the number of available krill. What would be affected and how? Students could then consider a decrease in baleen whale numbers due to increased whaling activities, or a reduction of large fish due to increased trawler presence in the Southern Ocean.
- Give students a mineral map of Antarctica showing known deposits of minerals. Ask students why mineral extraction has not taken place yet. Introduce students to the 'Madrid

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Protocol' which protects Antarctica from exploitation until 2048. What do they think happens when the protocol has expired?

- Ask students to watch this PBS 9 minute [video on Antarctic tourism](#) (YouTube) and make notes on what the advantages and disadvantages of tourism and scientific exploration to the area are. Ask students to visit the website of [International Association of Antarctic Tour Operators \(IAATO\)](#), what actions have been taken to mitigate against the negative impacts of visitors?
- Students to revisit points made in previous lessons about how the physical geography of Antarctica makes it vulnerable to environmental change and how economic pressures could exacerbate this vulnerability. Students must now answer this with the new information given in this lesson.

### Resources

- Watch the video [Why scientists are so worried about this glacier](#) 4 minutes (YouTube).
- Watch the CBS Mornings 3 minute video [How climate change is impacting Antarctica's ecosystem](#) (YouTube).

# Antarctica as a global common: Governance of Antarctica

## Specification content

### 3.2.1.5.1 Antarctica as a global common

Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement.

The role of NGOs in monitoring threats and enhancing protection of Antarctica.

## Learning outcomes

This lesson will help students to understand:

- the Antarctic Treaty, and why it was signed.
- how the Antarctic Treaty System (ATS) operates.
- what the role of NGOs are in the governance of the Antarctic.
- what the main issues and challenges for the governance of Antarctica and the Southern Ocean are.

## Suggested timing

2 hours

## Possible teaching and learning activities

- Discuss with students why good governance of Antarctica is important and why the governance of the continent has, so far, been considered a successful cooperation between nations.
- Introduce the Antarctic Treaty. You may wish to explain the important geopolitical backdrop leading up to the ratification of the treaty. Discuss why it was important the treaty highlighted that Antarctica does not 'belong' to any one nation. Select some of the most important provisions of the treaty to give to students. For each one, ask students to explain why that provision is significant.
- Explain the origins of the Antarctic Treaty System (ATS) and the involvement of the UN. Discuss the Antarctic Treaty Consultative Meetings (ATCM) and what other agreements are part of the ATS decision making process.
- Give students some information on the provisions of the Madrid Protocol (1991) also known as The Protocol on Environmental Protection to the Antarctic Treaty. Ask students to look through the information sorting it into advantages and disadvantages. For example, the designation of Antarctica as a 'natural reserve devoted to peace and science' would be seen as an advantage, however the practice of 'scientific whaling' by Japan and other countries is an obvious disadvantage.

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- Ask students to produce a fact file on the International Whaling Commission (IWC). Use the resources in the section below to help students. They should include a section on the background of the IWC, preventative measures, details on the International Whaling Moratorium, and an example of tensions that exist between members, such as Japan's often strained relationship with the IWC which led to the withdrawal of Japan from the IWC in 2019.
- Examine the role of NGOs and international conservation organisations in Antarctica. Explain to students that because they have no sovereign national agenda they can act as guardians, technical advisers, partners and visionaries. What do students think these roles entail? Give students some examples of the work of NGOs. Ask them what role they are acting in (guardian, technical adviser, partner or visionary). For example, The Antarctic and Southern Coalition's (ASOC) goal of establishing a network of marine protected areas (MPAs) is visionary, but the activities of Greenpeace are more in the role of a guardian.
- Ask students to elaborate on some of the key issues facing governance in Antarctica and the ATS. For example:
  - duration of agreements
  - territorial claims
  - impacts of human activities
  - marine protected areas (MPAs)
  - climate change
  - geopolitics.

For each issue, ask the student to detail the specific challenges associated with them. For example, China and Russia potentially wanting to increasingly assert their sovereign interests on the governance of Antarctica and their repeated blocking of attempts to establish MPAs. Ask students to assess what the implications of a breakdown or disintegration of the current system of governance in Antarctica and the Southern Ocean might be.

### Resources

- Watch the ABC News 3 minute video [The treaty protecting Antarctica from mining and military activity](#) (YouTube).
- Read the Antarctic Cruises article [Antarctica's Whaling History and Abandoned Whaling Stations](#).

## Globalisation critique

### Specification content

#### 3.2.1.5.1 Antarctica as a global common

Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.

#### 3.2.1.6 Globalisation critique

The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.

### Learning outcomes

This lesson will help students to understand:

- the impacts of global governance on their own lives and in other places.
- how to critique globalisation in terms of its impacts both benefits and costs.

### Suggested timing

2 hours

### Possible teaching and learning activities

- After having previously assessed global governance of Antarctica, get students to consider how global governance has impacted the governance of their own lives. Considering how place is an important aspect of the impacts global governance has on their own lives.
- Get students to consider how global governance has impacted the lives of those in different places and to look for any patterns in the places/people and impacts of global governance.
- Outline the importance of critique where the strengths and weaknesses are examined to reach a reasoned judgement. Get students to list the benefits and costs of globalisation that they have looked at from this unit. Students can use the internet to find statistics to back up both sides of the critique.
- Get students to look at examples where the value of globalisation has been questioned and has led to 'deglobalisation' or 'peak globalisation', for example Brexit, MAGA or the Covid-19 pandemic.

### Resources

- Read the article [globalization is at a critical juncture?](#) (Oxford Academic).
- Read the article [Introduction: Troubling Globalisation](#) (Taylor and Francis).
- Read the article [Brexit and the future of globalisation - UK in a changing Europe](#) (UK and the EU).
- Read the article [Have we reached peak globalisation?](#) (International Bar Association).
- Read the article [Global Trends about Peak Globalization](#) (IPSOS).