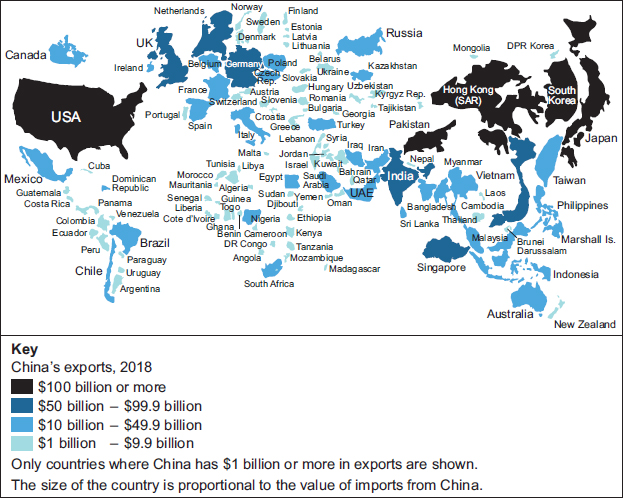
**Q1.** The map below shows the destination of China’s biggest exports by total value in 2018.



Using the map above and your own knowledge, assess the importance of geographical location in trading relationships between major economies such as China and smaller less developed economies.

**[6 marks]**

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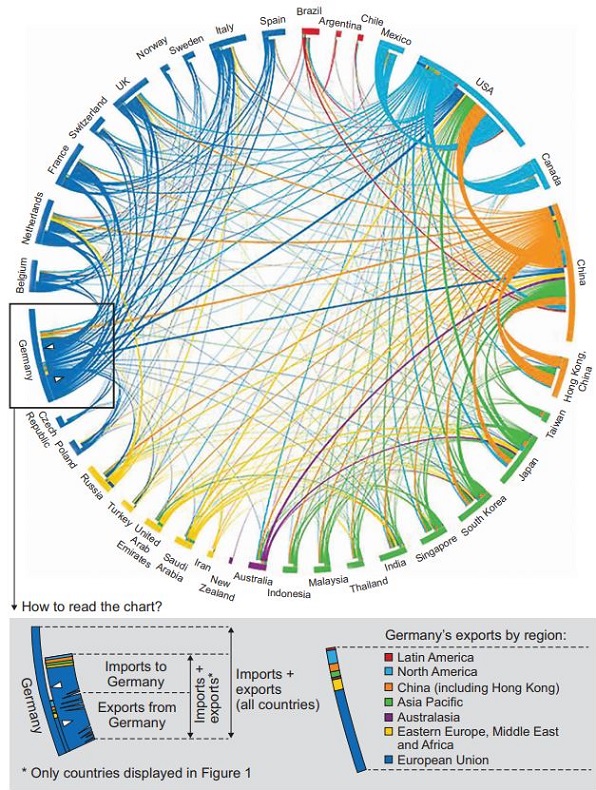
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**Q2.** The diagram below shows the leading international trade partners and their pattern of trade with each other in 2013.

The lines are drawn in proportion to the amount of trade at the point of origin and destination.

Analyse the data shown in the diagram above.

**[6 marks]**

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**Q3.** Assess the impacts of world trade in a food commodity and/or a manufactured product on your life and the lives of people across the globe.

**[20 marks]**

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**Q4. Figure 1** shows a container ship in a port on the island of Heimaey, Iceland.

**Figure 1**

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Using **Figure 1** and your own knowledge, assess the role of transport as a factor in globalisation.

**[6 marks]**

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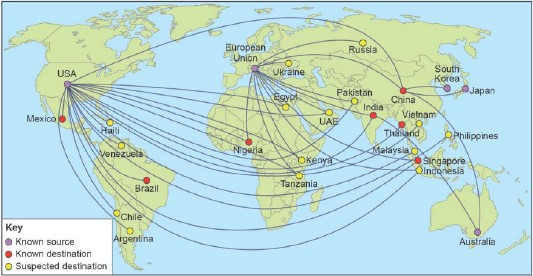
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**Q5.** Using the map below and your own knowledge, assess the extent to which the flows of electronic waste shown on the map are similar to the other flows, of capital, raw materials and products linked with globalisation.

**Movement of electronic waste for recycling and / or disposal.**

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**[6 marks]**

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**Q6.** Explain how **one** transnational corporation (TNC) has contributed to the globalisation of the world’s economy.

**[4 marks]**

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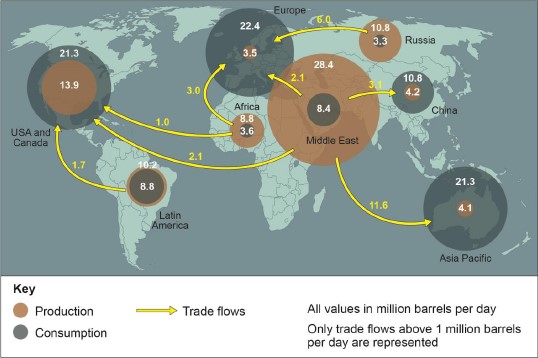
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**Q7.** The diagram below shows the global trade in oil in 2012.



Using the diagram above and your own knowledge, assess the extent to which this pattern is similar to the global trade in a food commodity or manufactured product you have studied.

**[6 marks]**

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**Q8.** ‘The UN has worked tirelessly to promote growth and stability across the globe, but TNCs have been far more successful in this regard.’

To what extent do you agree with this view?

**[20 marks]**

**Q9.** ‘Transnational corporations (TNCs) are the most significant factor in creating unequal flows of people and money within global systems.’

With reference to a TNC, assess the extent to which you agree with this statement.

**[20 marks]**

Mark schemes

**Q1.**

**AO1** – Knowledge and understanding of trading relationships between major economies and smaller less-developed economies.

**AO2** – Applies knowledge and understanding to the novel situation to analyse and evaluate the role of geographical location in trading relationships between major economies such as China and the rest of the world.

Mark scheme

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** – Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** – Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

This question requires knowledge of trading relationships across the globe. Students should apply this knowledge to assess the importance of geographical location in such relationships. There must be reference to evidence presented in figure 2, but they may also consider other trading relationships between major economies and smaller ones. There is no credit for AO3 analysis of the data shown in Figure 2 used in isolation.

For Level 2 there must be reference to Figure 2

**AO1**

•   Global features in the pattern and volume of international trade.

•   The role of different factors in trading relationships, such as trade agreements, geographical location, political alliances, aid agreements.

•   Knowledge and understanding of the role of globalisation in trading relationships.

•   Trading relationships between large economies other than China, such as EU or US and smaller economies.

**AO2**

•   Evaluation of the role played by geographical location in international trading relationships between major economies and smaller less developed economies.

•   Figure 2 suggests that with the exception of the US the largest exports are to countries that are geographically close such as Japan and Hong Kong. So, trade between all sizes of economies typically displays distance decay perhaps reflecting regional political influence, cultural affinity and the role of transport costs.

•   In general, when considering trade with smaller less-developed economies, location seems to be an important factor. Figure 2 shows that China exports considerably higher values to those smaller economies in closer proximity. This is typical of global patterns – trade having become more regionalised, particularly in Asia, where intraregional trade increased 25% between 1990 and 2010.

•   Analysis of the trading relationship between China’s exports and African economies suggests that the role of geographical location is not important and other factors such as economic development, trade deals and political relations may be more significant. For example, China has set up special trade zones with some African countries, increasing its exports to those countries.

•   There is some evidence that geographical location has limited impact on the trading relationship between China and other smaller less developed economies - for example, China exports relatively low amounts to close western neighbours such as Uzbekistan and Tajikistan, despite being in a trading agreement with them. This suggests that other factors are more important.

•   Evaluation of the importance of location in trading relationships between other major economies and smaller economies. For example, trade between the US and Latin America, suggests the importance of location, however they may also suggest this is also related to favourable trade terms with Mercosur.

Credit any other valid approach.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q2.**

**AO3** – Analysis of the infographic to show patterns of world trade for the global leading exporters.

Mark scheme

**Level 2 (4–6 marks)**

**AO3** – Clear analysis of the quantitative and qualitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.

**Level 1 (1–3 marks)**

**AO3** – Basic analysis of the quantitative and qualitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.

Notes for answers

This question requires analysis of the patterns of trade shown by the trip lines. There should be analysis of the patterns of imports and exports.

**AO3**

Most regions tend to predominantly trade with their nearest neighbours. For example, the US mainly trades with Canada and Mexico.

•   This is particularly the case for exports. In Germany over 75% of its exports are within Europe. Nearly all of Mexico’s exports appear to be going to the USA.

•   However, some countries do not follow this pattern and exports are sent further away. China exports goods all over the world. Saudi Arabia also has a much broader range of export destinations.

•   In respect of the trading relationships shown it appears that most countries appear to import more than they export. This might be linked to the large surplus of exports over imports indicated for a few countries such as China and Saudi Arabia.

•   Most countries tend to more diverse in the origin of imports. For example, the Netherlands receive products from across the globe, having flow lines from all the regions except Australasia. Australasia only exports to Asia Pacific and China.

•   Volume of trade is much greater amongst the HICs and China.

•   They may note that only leading trade partners are shown, for example no African countries are shown.

**Credit any other valid analysis**

**AO3 = 6**

**[Total 6 marks]**

**Q3.**

**AO1** – Knowledge and understanding of world trade in a food commodity and/or manufacturing product.

**AO2** – Application of knowledge and understanding to analyse and evaluate the impacts of world trade in chosen commodities on the lives of students and people across the globe.

Notes for answers

The question requires students to assess the consequences of world trade in a commodity and / or product on the lives of themselves and people across the globe. The trade should relate to a commodity or product not a TNC. They can choose more than one trade and impacts could be political, social, economic or environmental. Impacts may be seen as positive and / or negative.

**AO1**

•   Knowledge of the pattern of world trade in a food commodity / manufactured product. Likely choices are bananas, palm oil, coffee, apple iPhones.

•   The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns.

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

•   Issues associated with interdependence - 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

**AO2**

•   Analysis of the consequences of the world trade of the commodity / product at a global level. For example, the demand for palm oil by developed countries has caused mass deforestation of tropical rainforests, increasing global levels of CO2 and threat of climate change. This may concern students at an individual level. Many people have protested about the use of palm oil.

•   The link between development and the world trade. Coffee consumption is increasing most rapidly in emerging economies. The richest economies dominate the top 10 users of iPhones.

•   Evaluation of the consequences of world trade on unequal flows of money for example, banana production in Central America is controlled by US TNCs and 90% of the price paid stays in the US rather than reaching the producers.

•   Analysis of the local consequences of the world trade, for example, bananas have a high cost to the local environment due to waste and soil contamination from disinfectant used to wash the fruit at harvesting. Social costs of Apple iPhone production are high in China with reported suicides due to alleged severe working practices in Foxconn where the iPhone is produced.

•   Analysis of the positive consequences of world trade for local producers, for example, the growth of fair-trade coffee and bananas, mean that local people’s lives have seen huge benefits such as co-operatives working to provide education and healthcare.

•   The link between the world trade and the lives of students themselves, for example, low costs and availability of bananas – UK is the highest EU importer at 1.15 million tonnes. They may consider how their own views are impacted by world trade, for example knowledge of the working conditions at Foxconn producing iPhones. The rise in world trade for palm oil causing TRF destruction.

•   Alternative futures in terms of the change in world trade and how this may impact on people’s lives. For example, Brexit could affect the trade in many products, we may have to negotiate different trade agreements and find that prices rise.

•   Producers are also subject to alternative futures such as changing demands due to environmental pressures. Palm oil trade could be subject to restrictions affecting the production and subsequent lives of local producers and employees.

•   A legitimate response would be to consider how people and themselves influence world trade in their chosen commodity / product. For example, environmental pressure groups such as Greenpeace are asking people to boycott products containing palm oil resulting in TNCs producing more sustainable palm oil. Demand for fair-trade has increased world trade in bananas / coffee with the label.

•   Assessment may well be broad and could be considered in terms such as relative importance, level of impact, comparative impacts at different scales or categories such as economic versus environmental.

•   Overall conclusion should seek to assess the impact of the consequences on the lives of students and people across the globe. It should support the body of the text and evidence provided.

•   Overall conclusion may suggest that there is very little direct impact on their own life, for example it may be a product they don’t consume. However there should be recognition that there is some level of impact for any product through environmental or economic consequences.

Any valid assessment will be credited.

**Level 4 (16–20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11–15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6–10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1–5 marks)**

•   Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes (AO1).

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

**Q4.**

**AO1** – Knowledge and understanding of transport as a factor in globalisation.

**AO2** – Applies knowledge and understanding to the novel situation to analyse and evaluate the role of transport in globalisation.

Mark scheme

**Level 2 (4–6 marks)**

**AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** – Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1–3 marks)**

**AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** – Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

This question requires knowledge of transport as a factor in globalisation. Students should apply this knowledge to assess the importance of shipping and shipping containers in globalisation. They may also consider other forms of transport as AO1 knowledge and understanding.

For Level 2 there must be reference to **Figure 1**.

**AO1**

•   Factors in globalisation: transport

•   Other factors in globalisation: the development of technologies, systems and relationships, including financial, security, communications, management and information systems and trade agreements

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

**AO2**

•   Evaluation of the role played by transport – without transport developments the scale of globalisation would not be possible.

•   The shipping containers in **Figure 1** are very large, allowing for goods to be transported in huge volumes, increasing profit margins and allowing for mass production of goods. They are also standardised allowing them to be packed efficiently onto ships.

•   The containers appear to be from 2 companies – the dominance of large TNCs is also a factor in globalisation as these companies are large enough to be able to afford to export goods all over the world.

•   Analysis of the role of shipping containers in globalisation – they allowed international trade to happen on a scale never seen previously. Large heavy goods can be exported and imported over large distances between many countries.

•   Role of shipping containers in transporting cheap goods to countries has also enabled greater integration for consumers across the globe.

•   Assessment of transport as a tool in globalisation might consider that Iceland is inaccessible but large container ships mean that it makes it more profitable rather than a small ship that wouldn’t be able to transport a large volume

•   There may be an overall assessment of the role of transport which may consider it relative to other factors. This is a legitimate approach.

Credit any other valid approach.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q5.**

**AO1** − Knowledge and understanding of processes and factors in globalisation.

**AO2** − Applies knowledge and understanding to the novel situation to analyse and evaluate how interdependent the global trading system has become.

**Mark scheme**

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** − Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** − Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

The question requires knowledge of flows associated with globalisation. Answers should show awareness of the extent to which these flows compare with the pattern shown for electronic waste.

**AO1**

•   Capital flows are mainly and traditionally from the more developed / high income countries to the less developed / low income countries, although this is no longer so clear cut.

•   Technology flows are mainly and traditionally from the more developed / high income countries to the less developed / low income countries although changing world economic patterns have resulted in some newly emerging economies becoming centres of technological development.

•   Raw material flows are also mainly and traditionally from the less developed / low income countries to the more developed / high income countries, but patterns of trade have become more complex as poorer countries invest in manufacturing activity and attempt to rebalance their economies.

•   Manufactured goods flows are mainly and traditionally a movement of high value manufactures from the more developed / high income countries to the less developed / low income countries, and of low value manufactures from the less developed countries to the more developed, although this is no longer so clear cut.

**AO2**

•   To some extent there is a parallel between the pattern of electronic waste flows shown on the map and other flows causing globalisation, although there is a high degree of uncertainty about suspected flows of electronic waste, perhaps because much is likely to be illegal.

•   The major source regions all correspond to high income countries, with destination countries tending to be newly emerging economies rather than low income countries (with the exceptions of possible flows to Haiti and Tanzania), a pattern that is replicated to a large extent with other flows leading to globalisation.

•   The electronic waste is generally moving from areas of high labour costs and stronger environmental protection laws such as EU28 and North America to areas of lower labour costs and laxer environmental protection systems such as some of the newly emerging economies. This matches the pattern of flows for other aspects of globalisation.

•   Like other flows, the flow of electronic waste shows aspects of an unequal power balance, which some would describe as the operation of market forces and others would describe as exploitation of weaker economies by stronger economies. This may be exacerbated by the lack of available enforcement and regulatory resources to curb illegal transport on an international level.

•   The dominance of newly emerging economies as known recipients may be because e-waste handling requires some infrastructure and expertise. This is at odds with the pattern of other flows relating to globalisation which may be more open.

•   The simplicity of the flows from source to recipient as depicted for e-waste is different from the more complex pattern of flows now becoming apparent for that of manufactured goods, for instance the growth of industrialised countries like India and China that have dramatically increased their share of world trade and their share of manufacturing exports, leading to flows towards high income countries that have experienced deindustrialisation.

•   Similarly the pattern of capital flows now fails to correspond to the developed to developing countries model exemplified by e-waste. After the world economic crisis of 2008−9 capital flows retreated back towards the core countries of global finance in developed countries, and capital flows now show a less definitive pattern.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q6.**

Mark scheme

Award one mark each for points of knowledge or understanding.

Allow extra marks for developed points (d).

Notes for answers

Allow credit for specific knowledge of how the chosen TNC has contributed to increased flows of goods, capital, labour and / or technology and ideas.

•   Nike has become one of the world's largest suppliers of sports equipment (1), employing over 44 000 workers in over 50 countries (1)(d).

•   Manufacturing helps the social and economic development of these countries through the transfer of skills, technology and the rise in wages (1).

•   The company’s headquarters and much research takes place in Oregon in the USA (1) but its products are manufactured in poorer countries like Indonesia and Vietnam, where labour costs are cheaper (1)(d).

•   Components for sports goods are sourced from various different countries around the world (1), including rubber for its trainers from Malaysia and Indonesia and cotton from Turkey and India (1)(d).

•   From its global operations Nike’s annual turnover continues to rise, with profits reaching $14 billion in 2015 (1).

•   The company has increased its global market and reputation by sponsoring and promoting international sports events and sports stars (1).

**AO1 = 4**

**[Total 4 marks]**

**Q7.**

**AO1** − Knowledge and understanding of the patterns of world trade in oil and the food commodity or manufacturing product studied.

**AO2** − Applies knowledge and understanding to the novel situation to analyse and evaluate the extent to which there are similarities and differences in the pattern.

Mark scheme

**Level 2 (4−6 marks)**

**AO1** − Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.

**AO2** − Applies knowledge and understanding to the novel situation offering clear analysis and evaluation drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident with clear relevance.

**Level 1 (1−3 marks)**

**AO1** − Demonstrates basic knowledge and understanding of concepts, processes, interactions, change.

**AO2** − Applies limited knowledge and understanding to the novel situation offering basic analysis and evaluation drawn from the context provided. Connections and relationships between different aspects of study are basic with limited relevance.

Notes for answers

This question requires knowledge of the world trade in either a food commodity or manufactured product. Answers should show awareness of the extent to which this world trade compares with world trade in oil. The answer will be very dependent on the choice.

No credit for description of the diagram in isolation.

**AO1**

•   Trade patterns of food commodities are very much dependent on where the food can be grown. This pattern has become more complex with new technologies allowing food to be grown more universally.

•   Food commodities will vary depending on the example. For example bananas are mainly grown between the tropics and production is centred on Latin America, West Africa and Indonesia and India. 80% of exports are produced in Latin America and the Caribbean. The largest importers are the EU and the US. 90% of the price stays in HICs.

•   Manufactured goods flows are mainly and traditionally a movement of high value manufactured products from the more developed / high income countries to the less developed / low income countries, and of low value manufactures from the less developed countries to the more developed, although this is no longer so clear cut.

•   World trade in manufactured products will very much depend on the example chosen. Textiles are predominantly manufactured in south and south-east Asia, particularly in the low labour cost areas of Bangladesh and Vietnam. There are also pockets of manufacturing in Eastern Europe. The largest importers are the rich developed countries such as the US, UK and Japan.

**AO2**

•   To some extent there will be similarities with whatever example is used. The diagram shows that the biggest consumers of oil are the EU and US / Canada. The EU consumes 22.4 million barrels, which is the largest value. It imports oil from a variety of locations. This is similar to most world trade patterns. For example it compares favourably with world trade in bananas or textiles.

•   Analysis of the similarities in the export patterns. For example many of the countries exporting oil are found in the tropics such as Latin America or in West Africa, this is similar for coffee and tea production. Many LICs are oil exporters. This will be similar to many primary food commodities.

•   Consideration of the extent to which the amount of oil exported is similar to the food commodity or manufactured product. For example, although LICs such as those in west Africa do export oil the amounts are often far less than food commodities. The pattern of oil may have more in common with manufactured products but this will depend on the product studied.

•   The extent to which the spread of countries is similar. Oil is very much a global product. It is exported from all continents except Australasia. The import patterns have an even larger spread.

•   The pattern of oil export is likely to be very different to the food commodity or manufactured product. Export of oil is dominated by the Middle East, producing 28.4 million barrels, more than double the next largest exporter (USA / Canada). This is unlikely to be the same for their product. They may consider the extent to which domination of one world region is also present for their commodity. For example, banana trade is dominated by exports from Latin America. Imports of most products dominated by EU countries and the US.

•   The extent to which there are differences between oil and the commodity studied. They may consider this geographically or economically.

•   An evaluation of the usefulness of the oil flow map would also be creditworthy as they may highlight that the oil map is only showing flows above 1 million barrels so therefore any countries / regions receiving less than this will not be shown.

**AO1 = 2, AO2 = 4**

**[Total 6 marks]**

**Q8.**

**AO1** – Knowledge and understanding of attempts at global governance by the UN. Knowledge and understanding of TNCs and their impact on countries they work in.

**AO2** – Application of knowledge and understanding to analyse and evaluate the role played by the UN and TNCs in promoting growth and stability and their relative success in doing so.

Notes for answers

The question requires students to evaluate the comparative success of TNCs and the UN in promoting growth and stability. Responses may consider the impacts of this, for example reducing inequalities. They may answer with reference to one or more TNCs.

**AO1**

•   Knowledge and understanding of the role of the UN in global governance. Knowledge of different organisations working under the umbrella of the UN such as the UNDP and the General Assembly.

•   Role of UN in promoting growth and stability for example the peacekeeping forces sent to areas that have recently been in conflict.

•   UN projects to promote growth and stability for example the Sustainable Development Goals.

•   The causes of inequalities between and within countries as a result of globalisation. Unequal flows of people and money at different scales – global, regional and local.

•   Unequal flows of money lead to an increasing gap in wealth. Evidence suggests that this gap is decreasing between rich and poor countries but the gap within countries is widening as the wealthier residents are able to take more advantage of changes in education, technology and labour demands.

•   Knowledge of the nature of TNCs and their contribution to a global system. TNCs are found across all sectors of industry and many are truly global in the sense that they produce global brands which are sold across the globe for example Apple.

•   TNCs are hierarchical and operate on a top-down basis from a HQ in a developed country. This means that branches are vulnerable to change as they are not part of the decision-making process for example there may be sudden factory closures or re-location resulting in severe job-losses.

•   Knowledge of the nature of a specific TNC. For example, Nissan based in Tokyo employs 186 000 people worldwide in the production of vehicles. It has a revenue in excess of $88billion. It has production plants in 16 countries across the globe.

**AO2**

•   Evaluation of attempts by the UN to promote growth. For example, the FAO has negotiated fairer trade agreements between LICs and HICs promoting agricultural growth for countries such as Ghana.

•   Attempts by the UN to reduce inequalities have had mixed success as well – the Millennium Development Goals have had mixed success. Some countries such as Brazil met all of them, others such as Benin didn’t reach any – this has increased global inequalities.

•   Evaluation of the role of the UN in promoting growth through the resolution of conflict. For example, peacekeeping forces in Africa have been able to maintain a fragile peace, resulting in development in those countries. However, they have not been able to resolve some long-standing conflict issues in places such as Somalia, resulting in further inequalities.

•   Evaluation of the social and economic impacts of TNCs on the host country. For example, outsourcing has created considerable employment in countries like Bangladesh. However, there have also been concerns about child labour. Economically TNCs encourage FDI and this has promoted growth.

•   Evaluation of the social and economic impacts of TNCs on country of origin. For example, the increased tax revenue for the USA and local taxes in Oregon from Nike HQ. However, there is high local unemployment due to lack of manufacturing in the US.

•   Analysis of the role of TNCs in creating inequalities. In the host country, there is increased rural-urban migration as farm workers seek out higher wages in TNC factories or call-centres. This creates a greater level of inequality between urban centres and rural areas.

•   Analysis of the role of TNCs in promoting economic growth. In the host country, contrary to popular beliefs TNCs often pay higher wages – average wage is 40% higher than that paid by local firms this can result in local firms having to close due to lack of workers. On the other hand, many TNCs use local firms to complete part of the production process increasing investment in the local area.

•   They may consider that TNCs have on some occasions undermined the work of the UN. For example, despite attempts by UN to negotiate fairer trade between LICs and HICs, TNCs have frequently moved in and bought up land used by local farmers.

•   Overall conclusion should seek to consider the extent to which the UN and TNCs are successful in creating growth. They should come to a conclusion as to whether TNCs are more successful than the UN. Any conclusion is valid as long as it is supported by the evidence in the response.

Any valid assessment will be credited.

**Level 4 (16–20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11–15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6–10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1–5 marks)**

•   Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes (AO1).

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

**Q9.**

**AO1** − Knowledge and understanding of the nature, role and impacts of a specified TNC. Knowledge and understanding of global systems and reasons for unequal flows of people and money.

**AO2** − Application of knowledge and understanding to analyse and evaluate the extent to which a TNC contributes to unequal flows of money and people.

Notes for answers

The question requires links to be made between distinct elements of Global systems and international trade, specifically between the role of TNCs and unequal flows of money and people.

Allow credit for >1 TNC.

**AO1**

•   The concept of the global system and the flows of people and money within the system.

•   The causes of inequalities between and within countries as a result of globalisation. Unequal flows of people and money at different scales − global, regional and local.

•   Unequal flows of money lead to an increasing gap in wealth. Evidence suggests that this gap is decreasing between rich and poor countries but the gap within countries is widening as the wealthier residents are able to take more advantage of changes in education, technology and labour demands.

•   Workers are able to move more freely due to globalisation. However this movement is mainly from poor to richer countries. This creates an unequal flow of people.

•   Benefits of flows of people include the transfer of skills and new ideas. Labour shortages are addressed and it reduces unemployment in host countries. Negative include the ‘brain-drain’ as the most talented individuals are attracted by higher wages and improved working conditions. Outsourcing causes unemployment in original country.

•   Knowledge of the nature of TNCs and their contribution to a global system. TNCs are found across all sectors of industry and many are truly global in the sense that they produce global brands which are sold across the globe for example Coca-Cola.

•   TNCs are hierarchical and operate on a top-down basis from a HQ in a developed country. This means that branches are vulnerable to change as they are not part of the decision-making process for example there may be sudden factory closures or re-location resulting in severe job-losses.

•   Knowledge of the nature of a specific TNC. For example Nike based in Oregon, USA employs 44 000 people worldwide in the production of sportswear, equipment and services. It has a revenue in excess of $24 billion. It has factories and offices located in 45 countries across the globe. Most of these are based in south and south-east Asia. Nike subcontracts or uses independently owned factories on a very much top-down based approach.

•   Changes in the TNC operations over time, for example Nike began moving factories from the US to Asia in the 1970s to capitalise on potential Chinese labour force.

**AO2**

•   Evaluation of the social and economic impacts of a specific TNC on the host country. For example, outsourcing has created considerable employment in countries like Vietnam. However, there have also been concerns about child labour. Economically the success of Nike has attracted other TNCs to invest in Vietnam.

•   Evaluation of the social and economic impacts on country of origin. For example, the increased tax revenue for the USA and local taxes in Oregon. However, there is high local unemployment due to lack of manufacturing in the US.

•   Analysis of the role of TNCs in creating unequal flows of people. In the host country, there is increased rural-urban migration as farm workers seek out higher wages in TNC factories or call-centres. This creates a greater level of inequality between urban centres and rural areas. In the country of origin, there is a movement of highly qualified individuals who are paid the highest wages for creativity in design and marketing. Conversely in inner city areas there is high unemployment due to the indirect loss of jobs through manufacturing plants moving to areas of lower wage costs.

•   Analysis of the role of TNCs in creating unequal flows of money. Majority of the profits are returned to the country of origin. Many TNCs take advantage of tax breaks and don’t contribute to the host country, for example the recent controversy in the UK over TNCs such as Starbucks. In the host country, contrary to popular beliefs TNCs often pay higher wages – average wage is 40% higher than that paid by local firms this can result in local firms having to close due to lack of workers. On the other hand, many TNCs use local firms to complete part of the production process increasing investment in the local area.

•   Analysis of other factors creating unequal flows of people. For example, evidence of forced labour found in Qatar where migrants building the World Cup stadiums have their documentation held and have few rights. The Qatari government is exploiting some of the poorest migrants from poor countries such as Nepal. Higher wages in richer countries encourage a ‘brain-drain’ from poorer countries. For example, the UK government actively encouraged the migration of Filipino nurses, leaving a lack of trained nurses in the Philippines.

•   Analysis of other factors creating unequal flows of money. These are varied and wide-ranging. Credit any factors which might be responsible. For example Colonialism, trade agreements, exploitation of resources.

•   Evaluation of the extent of the link between TNCs and unequal flows of money and people. TNCs can reduce inequality in flows of people by stemming flow of migrants for example Adidas operates many factories in Eastern Europe reducing the flow to western Europe.

•   Overall conclusion should seek to consider the extent to which TNCs are responsible in creating unequal flows of people and money. Any conclusion is valid as long as it is supported by evidence in the response.

**Level 4 (16−20 marks)**

•   Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).

•   Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).

•   Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).

•   Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).

•   Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

**Level 3 (11−15 marks)**

•   Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).

•   Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).

•   Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).

•   Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

**Level 2 (6−10 marks)**

•   Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).

•   Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).

•   Some knowledge and understanding of key concepts, processes and interactions and change (AO1).

•   Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

**Level 1 (1−5 marks)**

•   Very limited and / or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).

•   Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).

•   Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

•   Very limited relevant knowledge and understanding of place(s) and environments (AO1).

•   Isolated knowledge and understanding of key concepts and processes (AO1).

•   Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

**Level 0 (0 marks)**

•   Nothing worthy of credit.

**AO1 = 10, AO2 = 10**

**[Total 20 marks]**

Examiner reports

**Q2.**

The question source was a challenging resource at first glance. However, students engaged very successfully with the resource with a majority accessing level 2. The more effective responses spent time looking at overarching patterns, exemplified them and then looked at examples that didn’t follow the pattern. For example, many noted that trade was predominantly with nearest neighbours, the EU countries having most of their trade with each other. Less effective answers focused on the three biggest trade partners, China, USA and Germany, and simply described who traded with whom, without considering patterns or proportions. Pleasingly, very few students attempted to explain the pattern.

**Q3.**

This question differentiated well. The most common choices of commodities were bananas and Apple iPhones, reflecting textbook content. The weaker responses were able to give some good AO1 knowledge about the commodity or product, and as a result very few failed to achieve L2. Many answers tended to draw very stark contrasts between the effects of trade in producer countries (all bad) and consumer countries (all good). Most students failed to address the impacts on their own lives and although there did not need to be balance for L4, we did expect at least some reference to this. The best students produced very sensitive and balanced answers and brought in many aspects of the trading relationships involved, producing quite a high proportion of very good L4 answers, with almost 20% of students achieving at least 16 marks out of 20. Most responses that scored well were of sufficient length and depth but quite a few had used continuation pages, without increasing the quality of their response. This suggests students need to be trained in producing succinct responses that answer the question without repetition.

**Q4.**

Most students made use of Figure 1, by referring to containerisation. They were able to apply their own knowledge of this to the image and suggest how this had played a role in globalisation. Some students were able to suggest how transport enabled Iceland to have global links despite its geographical isolation. The question discriminated well, weaker answered focussed very heavily on ideas about containerisation, whereas the stronger responses considered the role of transport in relation to other factors such as communication. The weakest responses failed to refer to Figure 1 explicitly and simply provided generic responses about the links between transport and globalisation.

**Q7.**

This proved to be an accessible question for most students. Most frequently the product used was either bananas or coffee and the vast majority did seek to offer a comparison between the resource and the product. However, it is worth noting that there is no credit in these types of questions for simply describing the resource or analysing the data in the resource in isolation. Knowledge and understanding needs to be applied to the resource. In this case the best responses looked for similarities and differences between the studied product and the flows of oil in the figure. They also considered the extent to which they were similar. The best answers reflected a detailed knowledge of the trade flows of their product, referring to specific countries and facts. Some students did not state a product and simply referred generically to a foodstuff or manufactured product. This often resulted in low marks as there was no clear pattern to compare.

**Q8.**

This question was the highest average scoring essay on the paper. More able students who had detailed knowledge of both TNCs and the UN were able to apply that knowledge the assess the relative success in promoting growth and stability. Weaker responses frequently indicated lack of understanding of the demands of the question.

**Q9.**

Some of the responses to this question were simply outstanding. Students often had extensive knowledge of their chosen TNC (frequently Apple, Nike or Walmart) and were then able to apply this to unequal flows of money and people. The very best answers dealt with all aspects of the question, addressing the relative importance of TNCs in creating unequal flows by considering other factors such as conflict, globalisation or trading blocs. Some of the better answers also considered that TNCs could actually create more equal flows, demonstrating the breadth with which students could tackle these 20 mark questions.

Weaker responses frequently relied on knowledge and understanding of the social and environmental impacts of TNCs with very implicit links to unequal flows. This tended to reflect a lack of understanding of the demands of the question.