

This document is available both as a pdf and editable word document – from the [global systems & global governance topic page](#) - which can be printed.

In an exam, you should spend around 25 minutes (32 if extra time) on this question!

Global Systems & Global Governance >>3.2.1.1 >> Globalisation
Global Systems & Global Governance >>3.2.1.3 >> International Trade & Access To Markets
Global Systems & Global Governance >>3.2.1.6 >> Globalisation Critique

[20 marks]

[illegible]

writing tips & tricks:

Start by defining and working through what the question wants in your introduction. The focus here is on ‘inequalities’ which should immediately get you thinking of the core-periphery model, HICs and LICs, ‘race to the bottom’ etc... This question is highly dependent on case study knowledge for your food commodity or manufactured product. If you have any problems with this, have a look at the available case studies on the geography portal, and we might be able to help! Ensure when writing this question that you look at both sides of the argument – there is plenty of evidence to weave into these.

It is useful here to follow the 'PEEL' structure, focusing on one point, backing it up with case study evidence, evaluating this and linking back to the central question. What works is being detailed yet relatively concise with each of these paragraphs. Don't forget to add a super (few lines long) conclusion which 'rounds up' all of the ideas explored in your question.

Here at the geography portal – we recommend (and have used in this mark scheme regularly) our own case study on the [banana trade](#), but other valid examples in food or a commodity you have learnt are of course just as valid. Stay tuned for new resources on the coffee trade soon also!

a-level exam questions & answers:

global systems & global governance (section a) >

mark scheme | 20-mark question #5



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Q.:	Sp. Ref.:	Information For Markers:	B'down:	Marks:
5)	3.2.1.1 & 3.2.1.3 & 3.2.1.6	Using your study of a food commodity or manufactured product, evaluate to what extent world trade exacerbates inequalities between higher and lower income nations. AO1 – Knowledge and understanding of the nature, role and impacts of a specified food / commodity in a globalised society, both in terms of producing and consuming nations. Knowledge and understanding of global systems and world trade. AO2 – Application of knowledge and understanding to analyse and evaluate the extent to which a global trade in this aforementioned product contributes to inequalities between higher and lower income nations. Notes for answers The question requires links to be made between distinct elements of global systems and international trade – and a distinction must be made by students between which affects are felt well – i.e. what has benefitted / been a drawback and to whom exactly. Allow credit for >1 case study mentioned. . AO1 • The concept of the global system and patterns in global trade and consumption – reference may be made specifically to the food / commodity in highlighting these trends, or possibly an anomaly to them (although unlikely.) • The causes of inequalities between and within countries as a result of globalisation. Unequal flows in a variety of scales may be mentioned by students. • Candidates' knowledge of the concepts surrounding the '[Frank & Wallerstein] Core & Periphery Model' and the notion that through world trade periphery producing nations have been subjugated by the wealthier core nations, their TNCs, and market domination. • Knowledge of the nature of a food / commodity trade and their contribution to a global system. These are found across all sectors of industry and many are truly global in the sense that they produce global brands and identities. • In our globalised world, there is an increasing demand by consumers, particularly in wealthier, western, 'core' HICs to have all products available to them, regardless of season. This has only been able to be facilitated by global trade flows. Particularly relevant in the food industry. This is often to the detriment of food (& resource) insecure LIC suppliers.	AO1=10 AO2=10	20

- For example the banana is the most popular fruit in the world – shoppers spend more than \$10Bn annually. For many developing nations the industry is important – bananas are the fourth most important crop in ensuring food security in the developing world.
- Likewise the coffee industry relies very heavily on exporting beans cultivated in lower income nations (over 90%), although the necessity of coffee as a day-to-day resource is lower than that of bananas, rather being seen as a higher value ‘lifestyle commodity’ across the world.
- As in most food and manufactured goods markets there is a ‘race to the bottom’ in the banana industry, with prices slashed on average by 41% between 2002 & 2018 in UK supermarkets. This has led to a rush by producers to outsource their plantations for the lowest cost possible. This has led to massive worker exploitation, child labour and union suppression in countries such as Ecuador. There, half of workers exceed 14-hour days and are paid an average of \$3.50 per day, less than the minimum wage.

AO2

- Evaluation of the social and economic impacts of a specific food product / commodity on the host country / countries.
- Evaluation of the social and economic impacts on country of origin. For example, the increased tax revenue for the USA (where the top 4 banana exporting companies are based) – although almost all production is conducted abroad and so TNC profits are usually outflowed from the producer nations to wealthier countries.
- Evaluation of the social and economic impacts on host / producer countries. Although exploitation continues in many industries, workers are mobilising – for example in the Agricultural Workers and Peasants’ Trade Union. It could be argued that working in this industry is a choice for many locals where it provides a stable employment and source of income for the local economy.
- Schemes such as Fairtrade – an alternative to fully free-trade (which now makes up 25% of UK banana and coffee trade) – who support local farmers by promoting a ‘Fairtrade minimum price’ as well as a communal fund for workers to improve their conditions. In 2018 this amounted to over \$30 million. There have been criticisms of Fairtrade schemes however for being limited in scale (2% only globally) thus few farmers actually reap any benefit; as well as growing concerns of transparency.
- Candidates may focus on the free trade vs. Fairtrade movement to highlight how world trade is shifting to being more socially and environmentally sustainable for many periphery nations, thus slowly beginning to counter inequalities in the system.
- Likewise many candidates evaluated that countries which are wealthy today were once primary and secondary exporting economies, who used revenues from this to grow into other industries, such as China, and so in the long-term world trade seeks to act to benefit periphery nations also.

Marking Level Criteria:

This grid is used by teachers and examiners to decide first your working level, then narrow down to a mark out of 20 for all long answer questions, and the kinds of things they are looking to see in each of these answers.

Level/Mark Range	Criteria/Descriptor
TOP LEVEL 4 (16-20 marks – 80+% - typically an A* answer)	- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent (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, processes and interactions and change throughout (AO1).
HIGH LEVEL 3 (11-15 marks – 55-75% - B to A grade answer)	- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects (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, processes and interactions and change (AO1).
LOWER LEVEL 2 (6-10 marks – 30-50% - D-C grade answer)	- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretations are partial but do support the response in places. - 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. There may be a few inaccuracies (AO1).
LOW LEVEL 1 (1-5 marks) - <25% - E or below answer	- 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). Interpretation is basic. - 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, processes and interactions and change. There may be a number of inaccuracies (AO1).
LEVEL 0 (0 marks) – no answer provided	Nothing worthy of credit (something has gone ridiculously wrong if you're here!)