

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL AS GEOGRAPHY

(9635)

Schemes of work

Human geography 1: Global systems and global governance

This scheme of work is not exhaustive or prescriptive. It is designed to suggest activities and resources that you might find useful in your teaching.

3.2 Human geography

Core topic

3.2.1 Global systems and global governance

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<p>Weeks 1–3</p> <p>Globalisation and global shift</p> <p>Dimensions of globalisation: flows of capital, labour, products, services and information.</p> <p>Global marketing.</p> <p>Patterns of production, distribution and consumption.</p> <p>Factors in globalisation: developing technologies, systems and relationships including financial, transport, security, communications, management and information systems and</p>	<p>Use of key subject specific and technical terminology.</p> <p>Cartographic skills – annotating base map or production of flow map.</p> <p>Critical questioning of information, and sources of information.</p> <p>Core and ICT skills.</p> <p>Online research.</p> <p>Potential for Fieldwork.</p>	<p>Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy.</p> <p>Students appreciate that globalisation has accelerated within their own lifetime, driven by companies based in countries all over the world. It's not just an assumed outcome of improved technology.</p> <p>Students can discuss the advantages and disadvantages of globalisation.</p>	<p>Video clips to show images and perceptions of globalisation and its different elements – ie cultural, trade etc.</p> <p>Activity to review the concept through mixed media – videos, newspaper articles etc. Ask students to review the concept and feedback to the group.</p> <p>Students discuss their understanding of the term globalisation and consider its impact on their lives. You could discuss where their belongings are from, recent holidays, music, meals etc. Are there any patterns?</p>	<p>youtube.com/watch?v=JJ0nFD19eT8 Globalisation easily explained.</p> <p>youtube.com/watch?v=xUYNB4a8d2U TED talks the myth of globalisation.</p> <p>Read the RGS subject content overview on global systems and global governance by Klaus Dodds before teaching this module: rgs.org/NR/rdonlyres/700FB902-27EC-46E1-9872-BB91A41421EF/0/GlobalSystemsandGlobalGovernanceFinal.pdf</p> <p>General global systems and governance websites:</p> <p>The websites of the United Nations, World Trade Organisation and World Bank have material on various aspects linked to global systems:</p> <p>un.org/</p>

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trade agreements.			<p>Initial discussion: Is globalisation a good thing? (It's worth asking this question throughout the topic). How might responses vary depending on the person asked?</p> <p>Look at various view points on globalisation and ask students to complete some virtual fieldwork using secondary data – to discuss and justify the various views.</p> <p>Ask students to produce a timeline or journey map of an object and feedback for student presentations.</p> <p>When and why has globalisation occurred? The GA have an introductory lesson to globalisation where students discuss these questions and produce a globalisation timeline using a number of key events. Lesson details and resources can be found at RGS introducing globalisation:</p>	<p>wto.org/</p> <p>worldbank.org/</p> <p>The Economist is useful: economist.com/</p> <p>Interesting articles on globalisation and development can be found at: globaleye.org.uk/</p> <p>ifg.org/</p> <p>globalissues.org/</p> <p>oecd.org/</p> <p>Gapminder and worldmapper are useful for looking at global issues. This GA webpage details how you can use these websites: geography.org.uk/resources/gapminderandworldmapper/</p> <p>Townsend, J (2013) <i>Remittances: an economic lifeline</i> in <i>Geography Review</i>, 26: 4.</p> <p>Jones, P, Comfort, D and Hillier, D (2013) <i>Data centres and globalisation</i> in <i>Geography Review</i>, 26: 3.</p> <p>Adams, K (2011) <i>Hip hop: a culture and globalisation case study</i> in <i>Geography Review</i>, 25: 2.</p> <p>KOF index of globalisation resources</p>

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			<p>rgs.org/NR/rdonlyres/64F31693-D1BA-4BA2-8256-4DE5EEBDACE3/0/Globalisation_PDF_GLP.pdf</p> <p>Extension: Measuring globalization – the KOF index and AT Kearney index. Look at factors used to measure globalisation in rankings like these.</p> <p>Fieldwork: Linked to Changing places, students could follow the example of Doreen Massey and take a walk down the local high street. Does it have chain stores, independent shops, are there signs of different cultures and languages? What are the immediate signs of globalisation in the local area? Some UK examples available from Mary Portas ‘How to save the British High Street’ which students can review in light of the positives and negatives including the impact of e-tail and globalisation: youtube.com/watch?v=3r9tGhDtJV4</p>	<p>KOF Index of globalisation: globalization.kof.ethz.ch/</p> <p>Economics help have a good selection of material on the causes and consequences of globalisation: economicshelp.org/blog/401/trade/what-caused-globalization/</p>

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	<p>Use of key subject specific and technical terminology.</p> <p>Critical questioning of information and sources of information.</p> <p>Core and ICT skills.</p> <p>Online research.</p> <p>Presentation skills.</p> <p>Core skills – literacy.</p> <p>Cartographic skills – maps showing movement.</p>	<p>Students will recognise that globalisation has led to divisions in patterns of production, distribution and consumption.</p> <p>Students will be able to discuss the factors which have combined to increase the breadth and depth of links between nations and trading groups over the past 30 years.</p> <p>Students will be able to describe and give examples of trading blocs and discuss the advantages and disadvantages of trade agreements between countries.</p>	<p>Discuss the notion of global shift and international division of labour – the filtering down of manufacturing industry from developed countries to lower wage economies. Why has this happened and what have been the impacts of this? Students could research different industries in the UK affected by this movement. (Car manufacturing, steel, Cadburys ...).</p> <ul style="list-style-type: none"> • Hornby Trains. • Volkswagen. • Marks and Spencer in Bangladesh. • RAB from Sheffield to Asia. <p>Split group into pairs to research the different factors which have driven globalisation. Each pair could present their findings on one factor. It would be worth the students producing a mind map to summarise the key factors</p>	<p>Dicken, P (2007) <i>Global shift: mapping the changing contours of the world economy</i>.</p> <p>Look out for newspaper and journal articles on examples and case studies on global shift.</p> <p>West, E (2016) <i>Globalisation: what are the causes?</i> in <i>Geography Review</i>, 29:3.</p> <p>Video: ft.com/content/cba8a136-829a-11e0-8c49-00144feabdc0</p> <p>A summary of information about trading blocs can be found at: economicsonline.co.uk/</p> <p>Oakes, S (2015) <i>ICT and globalisation</i> in <i>Geography Review</i>, 28: 3.</p> <p>Free trade and quota issues covered well: economicshelp.org/trade/benefits_free_trade/</p> <p><i>The globalisation of services - calling India, Geofile, 617.</i></p> <p>Robert Morris has written an article and provided resources on the role of shipping containers in driving globalisation: geography.org.uk/resources/containers</p>

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			<p>and supporting material.</p> <p>Analyse the scale of the contributing factors and rank and justify these – helps students spot interactions.</p> <p>Students to identify the ideas of quotas, tariffs and barriers within trading as a result of globalisation. Articles to support this eg <i>Bra wars</i> in 2005.</p> <p>Get students to produce an annotated map to show the global regional trading blocs and grouping of nations. Brexit discussion likely here. Best method for this would be the use of GIS to produce an overlay to see the interconnections and how some countries are part of multiple trading blocs etc.</p> <p>Exam question/ planning: Discuss the extent to which flows of capital, labour, products, services and information are a cause rather than consequence of globalisation.</p>	<p>risation/</p> <p>Two videos from TED Talks: ted.com/talks/rose_george_inside_the_secret_shipping_industry ed.ted.com/lessons/how-containerization-shaped-the-modern-world</p> <p>In 2008, the BBC tracked a shipping container for a year. More details/resources can be found at: news.bbc.co.uk/1/hi/in_depth/business/2008/the_box/default.stm</p> <p>Puddephatt, P (2016) <i>What are localisation, globalisation and sustainability?</i>, <i>Geoactive</i>, 555.</p>

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<p>Week 4</p> <p>Global systems</p> <p>Form and nature of economic, political, social and environmental interdependence in the contemporary world.</p> <p>Issues associated with unequal flows of people, money, ideas and technology within global systems.</p> <p>Issues associated with unequal power relations.</p>	<p>Core and ICT skills.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>Lorenz curve line graph and GINI index.</p> <p>Spearman's Rank statistical technique and application of significance test.</p>	<p>Students can explain the role of the World Bank, IMF and World Trade Organisation (WTO).</p> <p>Students can discuss the causes and consequences of inequality linked to globalisation.</p> <p>Students can discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).</p>	<p>Students can review how the learning so far has shown about the increasing interconnectivity of the world as a mind map/ group task to present.</p> <p>Split class into three groups and research the role of the IMF, World Bank and WTO and assess their role in global systems. What are the main criticisms of these institutions? Give students a template to allow for easy comparison of the three during feedback.</p> <p>Lots of resources detail inequality between and within countries – eg regional variation in Brazil, north v south Italy and rural v urban Nigeria. Look at the causes of inequality – divide into physical and human factors and make clear links to trade and global systems/trade.</p> <p>Issues of inequality are discussed in the</p>	<p>Useful websites for the international organisations section: wto.org/</p> <p>worldbank.org/</p> <p>imf.org/</p> <p>ipcc.ch/</p> <p>news.bbc.co.uk/1/hi/world/americas/country_profiles/3670465.stm</p> <p>Morrish, M (2014) <i>The effect of globalisation on population movement</i>, <i>Geofile</i>, 716.</p> <p>West, E (2016) <i>Globalisation: what are the causes?</i> in <i>Geography Review</i>, 29:3.</p> <p>62 people own the same as half the world (report on inequality January, 2016) at: oxfam.org.uk/</p> <p>Richard Harris has written an article for the RGS on Inequality, Statistics and the Spirit Level: rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+5+resources/Key+Stage+5+resources.htm</p> <p>Gapminder have numerous resources (including TED talks) which consider inequality: gapminder.org/</p> <p>Branko Milanović's book <i>Global Inequality: A New Approach for the Age</i></p>

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			<p>Contemporary urban environments topic and Changing places.</p> <p>Inequality related activities (make sure to link to globalisation):</p> <ul style="list-style-type: none"> • Students review the move from UNMDGs to UNSDGs and how this shows progress yet inequality. • Get students to produce an infographic detailing global inequalities using the Oxfam 2016 report and other sources. • Get students to carry out a Spearman's rank statistical test using GDP and economic growth data. • A review of the Brandt line to see if inequality has really changed or whether the world is still divided. • Get students to produce a Lorenz curve showing inequality within a range 	<p><i>of Globalisation</i> discusses inequalities in depth.</p> <p>Peter Rosenmai's website covers the Lorenz curve clearly: peterrosenmai.com/lorenz-curve-graphing-tool-and-gini-coefficient-calculator</p> <p>UN development goals: youtube.com/watch?v=A5giOGjj5X8</p> <p>TED Talkby Michael Green: youtube.com/watch?v=o08ykAqLOxk</p> <p>Search inequality related maps at: worldmapper.org/</p> <p>The website of the Equality Trust also has useful resources: equalitytrust.org.uk/</p> <p>Richard Wilkinson has written and presented extensively on inequality. Read the book Pickett, K and Wilkinson, R (2009) <i>The spirit level: why more equal societies almost always do better</i>. See his TED talk on how economic inequality harms societies at: ted.com/talks/richard_wilkinson?language=en</p> <p>Danny Dorling has written extensively on inequality: dannydorling.org/</p> <p>Rae, C (2016) <i>Reducing global</i></p>

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			of countries – use the style of a living graph.	<i>inequalities, Geoactive, 550.</i>
<p>Weeks 5–6</p> <p>International trade and access to markets</p> <ul style="list-style-type: none"> 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 countries, emerging major economies and smaller, less developed economies. Differential access to markets associated with levels of economic development and trade agreements and its impacts on economic and societal wellbeing. World trade in at least one food commodity or one manufacturing product. 	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information, and sources of information.</p> <p>Online research.</p> <p>Core and ICT skills.</p> <p>Cartographic skills – maps showing movement.</p>	<p>Students are able to define the term ‘trade’ and describe and explain general patterns in world trade.</p> <p>Students appreciate the unequal nature of world trade and the dominance of a few countries.</p> <p>Students are aware of barriers to trade and understand the term ‘protectionism’.</p> <p>Students can discuss trading relationships and patterns and the conflicts which can result from these.</p> <p>Students are able to describe world trade for a food commodity and/or manufactured product.</p>	<p>Look at recent maps showing world trade for a number of different items and get students to describe and explain the patterns shown. Which countries dominate world trade and why? Make links back to trading blocs and trade agreements.</p> <p>Ask students to produce a flow line/ desire line map for a primary product to discuss the concept of international trade – cover the terms demand, supply, excess/surplus, deficit.</p> <p>Discuss the costs and benefits of trading relationships via an example eg China and Australia.</p> <p>Build a case study on a food commodity or manufactured product: cash crops such as bananas, coffee and cocoa have great discussion potential here due to their</p>	<p>Rae, A (2009) <i>Global food production, Geofile, 586.</i></p> <p>Nash, S (2010) <i>The geopolitics of food, Geofile, 628.</i></p> <p>Nagle, G (2007) <i>The globalisation of food production, Geofile, 541.</i></p> <p>Guinness, P (2004) <i>Globalisation: mini case studies, Geofile, 464.</i></p> <p>Worldwatch has some useful trade-related resources: worldwatch.org/</p> <p>Guinness, P (2005) <i>Fair trade, Geofile, 499.</i></p> <p>Rutter, J (2008) <i>A case study of a cash crop: coffee, Geofile, 565.</i></p> <p>The banana trade war: globalissues.org/</p> <p>Nagle, G (2001) <i>Maquiladora development in Mexico, Geofile, 400.</i></p> <p>Lots of studies including the Lowry institute have studied China and Australia’s trading relationship: lowryinstitute.org/issues/china-australia-relations</p> <p>Fairtrade has a huge resources library</p>

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			<p>production largely focused in LICs. There are many video clips available to supplement this eg: youtube.com/watch?v=5qhM2D3KG0g</p> <p>Define and discuss Fairtrade and alternative trading organisations such as Cafedirect and Traidcraft. Why are these organisations viewed as more ethical? How does Fairtrade differ to Free trade?</p> <p>Play the chocolate game or trade game to make the point about unfair trade.</p> <p>Extension: Research how China has developed an interest into an African nation eg Nigeria. How has China become a major trading partner? What impact does this have on world trade?</p>	<p>detailing their work and includes information on numerous food commodities: fairtrade.org.uk/</p> <p>Investopedia looks at commodities trade in detail: investopedia.com/university/commodities/commodities2.asp</p> <p>There are numerous examples of the chocolate/trade game. Two sources: https://old.peopleandplanet.org/fairtrade/guide.php/choc</p> <p>learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx</p> <p>The cards from these can be modified and developed into activities to source information and categories ideas on trading commodities and the impacts on various countries involved.</p>
Week 7 The nature and role of transnational corporations	Collect, analyse and interpret information from secondary sources – including factual, numerical	Students can describe the characteristics of a TNC and discuss their costs and benefits.	Students define TNC and look at the difference between TNCs and MNCs. Students research and	Nike on Geography Monkey: geographymonkey.com/tnc-case-study-nike.html Nike documentary:

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(TNCs). Analysis and assessment of the geographical consequences of global systems to consider how international trade and variable access to markets impact on students' and other peoples' lives across the globe.	and spatial data. Critical questioning of information, and sources of information. Online research. Evaluating and presenting findings from research. Core skills – literacy.	Students will be able to detail the practices of one particular TNC in detail. Students acknowledge changing nature of 21 st century TNCs – they no longer just originate from more developed regions. Students are able to discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).	prepare presentations on different TNCs outlining their spatial organisation, production processes and the social, economic and environmental impacts on the countries they operate, eg Nike, Nissan, LG, Unilever. Discuss why the role of TNCs in aiding development can be viewed positively and negatively. Look at various stakeholders and analyse their views using SEE (social, economic and environmental analysis). Planning for 20 mark questions opportunities here: <ul style="list-style-type: none"> To what extent are TNCs beneficial to both the host country and the origin country? Analyse the views of stakeholders involved in a TNC you have studied. 'The benefits of 	youtube.com/watch?v=M5uYCWVfuPQ Global Policy has some good resources on TNCs: globalpolicy.org/ Oakes, S (2012) <i>Globalisation: a risky business</i> in <i>Geography Review</i> , 25: 4. Oakes, S (2013) <i>TNCs, the geography of ownership, profit and identity</i> in <i>Geography Review</i> , 26: 4. Wright, P (2013) <i>The role of TNCs in food production and global trade in foodstuffs</i> , <i>Geofile</i> , 684. Melbourne, B (2006) <i>Transnational corporations</i> , <i>Geofile</i> , 513. <i>Geofact sheet 49</i> . Joe Blakey covers GSK and Coca Cola well: joeblakey.com/geography/big-pharma-tnc-glaxosmithkleine/ joeblakey.com/geography/case-study-of-a-tnc-the-coca-cola-company/

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			<p>globalisation outweigh the costs'. Discuss.</p> <ul style="list-style-type: none"> Assess the extent to which international trade and variable access to markets have impacted upon people's lives across the globe. 	
<p>Week 8</p> <p>Global governance and the global commons</p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems.</p> <p>Issues associated with attempts at global governance.</p> <p>The concept of the global commons.</p> <p>Acknowledgement peoples' rights to sustainable development and the need to protect the global commons.</p>	<p>Use of key subject specific and technical terminology.</p> <p>Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data.</p> <p>Critical questioning of information and sources of information.</p> <p>Online research.</p> <p>Evaluating and presenting findings from research.</p> <p>ICT skills – use of crowd sourcing and</p>	<p>Students define the term 'global governance' and are aware of the key 'players' in decision making.</p> <p>Students outline the role of the United Nations.</p> <p>Students understand the need for global governance and can give recent examples.</p> <p>Students discuss negative issues associated with global governance.</p> <p>Students understand the term 'global commons' and can name the four global commons.</p> <p>Students understand the notion of 'the tragedy of</p>	<p>Discussion of...</p> <p>What is a global commons?</p> <p>The importance of global commons.</p> <p>How to protect and develop global commons.</p> <p>Sustainability of our approaches with global commons.</p> <p>Students research the role of the United Nations and the advantages and disadvantages of global governance.</p> <p>Student identify how the UN set out rules for global commons, develop rules and monitor the global</p>	<p>The United Nations website is a useful starting point for this part of the specification: un.org/</p> <p>un-documents.net/ocf-10.htm</p> <p>Other organisations operating internationally are connected to the UN such as the United Nations Development Programme (UNDP): undp.org/</p> <p>UN: Evaluation of Millennium; Development Goals (2000-2015): un.org/millenniumgoals/</p> <p>Post-2015 sustainable development goals: sustainabledevelopment2015.org/</p> <p>Intergovernmental panel on climate change: ipcc.ch/</p> <p>United Nations framework convention on climate change:</p>

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	big data.	<p>the commons.'</p> <p>Students can give examples and describe the importance of laws and treaties aimed at preserving the global commons.</p>	<p>commons.</p> <p>Global governance has focused on a number of international issues. Get students to research and evaluate the success of different strategies adopted. Students could research efforts to tackle:</p> <ul style="list-style-type: none"> • Environmental problems such as climate change. • Reduction of poverty (MDGs, Post-2015 Sustainable Development Goals). • Trade and investment inequities. • Human rights violations. • Civil conflict and • Financial instability. <p>International action on climate change would be a good focus – it can link to the carbon and water topic and reference recent international climate summits.</p>	<p>newsroom.unfccc.int/</p> <p>The BBC: 2015 Climate change summit details: bbc.co.uk/news/science-environment-35084374</p> <p>The wealth of the Commons</p> <p>NGOs such as Greenpeace run campaigns to protect the global commons: wealthofthecommons.org/</p> <p>The global commons, John Vogler.</p>

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			Discuss the notion of the global commons and how they can be protected. Look at examples of ways in which crowd sourced events or campaigns have sought to tackle global (environmental) problems.	
<p>Weeks 9–10</p> <p>The oceans as a global common</p> <p>An outline of the contemporary geography of the world's oceans (Atlantic, Pacific, Indian, Arctic and Antarctic) to demonstrate their role as a global common and illustrate their vulnerability to global economic pressures and environmental change.</p> <p>Threats to the world's oceans arising from:</p> <ul style="list-style-type: none"> • climate change • fishing and whaling • pollution by oil and plastics 	<p>Use and annotate illustrative and visual material: base maps, sketch maps, geo-located and digital imagery.</p> <p>Cartographic and graphical skills.</p> <p>Collect, analyse and interpret information from secondary sources including factual, numerical and spatial data.</p> <p>Critical questioning of information.</p> <p>Online research.</p> <p>Core and ICT skills.</p>	<p>Students can describe the human and physical geography of the oceans including:</p> <ul style="list-style-type: none"> • continental shelves • continental slopes • abyssal plains • mid-ocean ridges • trenches • volcanic arcs • coral reefs • epipelagic zone • mesopelagic zone • bathypelagic zone • abyssopelagic zone. <p>Students detail and</p>	<p>Get students to draw a detailed map of the worlds oceans including the areas within and around them and labelling key physical features. This may be as a large poster or student display outlining other key features.</p> <p>Students can discuss the different threats to the oceans.</p> <p>Look at climate change on the oceans as a group to set the scene and divide the other elements into small groups for research and presentation tasks.</p> <p>Students work in groups on the three remaining issues impacting the oceans.</p>	<p>UN documents – managing the commons: un-documents.net/ocf-10.htm</p> <p>Geology.com offers support looking at the depths and layers within the oceans: geology.com/records/deepest-part-of-the-ocean.shtml</p> <p>Sea and sky have produced some clear diagrams on the layers of the ocean: seasky.org/deep-sea/ocean-layers.html</p> <p><i>Geofile 638</i> covers oceanic trenches.</p> <p><i>Geofile 477</i> links plate tectonics to continental shelves.</p> <p>A very basic concepts of abyssal plains: prezi.com/wmsial93a6lb/abyssal-plain/</p> <p>WWF have lots of information on climate change and the oceans:</p>

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<ul style="list-style-type: none"> shipping, trade and tourism. <p>Appraise the governance of the oceans and identify the stakeholders and governing bodies – their purpose, systems of monitoring and enforcement.</p> <p>The role of NGOs in monitoring threats and enhancing protection of the oceans.</p> <p>Analyse the consequences of global governance of the oceans.</p>		<p>critically appraise the governance of the oceans including the International maritime organisation (IMO) including marine pollution conventions and the United Nations convention on the law of the sea (UNCLOS) and the Marine stewardship council (MSC)</p> <p>Students can name different non-governmental organisations protecting the oceans.</p> <p>Students assess the geographical consequences of global governance for people who depend on the oceans and global citizenship.</p>	<p>Use a grid/ template to look at the (various bodies involved and review these) – ie name, type of agency, role in monitoring, systems used, how to enforced, evaluation.</p> <p>Create some short answer questions to compare and link the agencies.</p> <p>Role play debate on the future of the oceans: students adopt the roles of different stakeholders (scientists, oil prospectors, tourists, Greenpeace, NASA representatives, International whaling commission, climate scientists, fishermen) etc to discuss plans on how to govern the oceans.</p> <p>Extended writing opportunity: How successful has the London Convention on the prevention of pollution by dumping been?</p> <p>Students could create a video clip/ series to examine and review the</p>	<p>wwf.panda.org/about_our_earth/blue_planet/problems/climate_change/</p> <p>wwf.panda.org/about_our_earth/blue_planet/problems/</p> <p>Greenpeace USA – threats to the oceans: greenpeace.org/usa/oceans/issues/</p> <p>Marine insight – cruising threatens the oceans: marineinsight.com/environment/8-ways-in-which-cruise-ships-can-cause-marine-pollution/</p> <p>Marine life – threats to the oceans, including oil and plastics: marine-life.org.uk/conservation/threats-facing-the-marine-environment/pollution</p> <p>Most recent debate over microbeads and microplastics – Independent article and links: independent.co.uk/environment/microplastics-microbeads-ocean-sea-serious-health-risks-united-nations-warns-a7041036.html</p> <p>Thankyouocean.org have lots of links and resources to understand the impact of climate change on the oceans: thankyouocean.org/threats/climate-change/</p>

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			impact of global governance of the oceans	<p>NASA have a range of video clips on climate change and the oceans (tides of change series), including:</p> <p>youtube.com/watch?v=BLR-DtxfHPY</p> <p>youtube.com/watch?v=WNpzc3SLkxS</p> <p>TED talk ocean acidification: youtube.com/watch?v=8m1X26Auw6Q</p> <p>The Economist article – tragedy of the high seas: economist.com/news/leaders/21596942-new-management-needed-planets-most-important-common-resource-tragedy-high</p> <p>UNEP has lots of links and documents on governance and management of the oceans: staging.unep.org/delc/GlobalCommons/tabid/54404/Default.aspx</p> <p>IOM have a clear website and a hub of activity on their twitter feed: iom.int/</p> <p>Protect planet ocean discuss why the oceans are important: protectplanetocan.org/collections/introduction/introbox/oceans/introduction-item.html</p> <p>Marine Pollution under the Law of the</p>

Specification content Week number	Subject specific skills development	Learning outcomes	Suggested learning activities (including ref to differentiation and extension activities)	Resources
				<p>sea convention, A Boyle.</p> <p>UNCLOS – un.org/depts/los/convention_agreements/texts/unclos/unclos_e.pdf</p> <p>un.org/depts/los/convention_agreements/convention_overview_convention.htm</p> <p>Chris McGrath has lots of lectures on his YouTube channel on governance of the sea and UNCLOS youtube.com/channel/UCf_QXa5_m6YkFN0GPSjlr0Q/videos</p> <p>Marine Stewardship council have a good YouTube channel and clear website: youtube.com/user/sustainableseafood</p> <p>msc.org/</p> <p>Greenpeace on oceans: greenpeace.org.uk/what-we-do/oceans/</p> <p>Marine Pollution, SPREP: sprep.org/international/marine-pollution</p> <p>Examrace shows a quick video that looks at various treaties and agreements on the environment: youtube.com/watch?v=ifDWDzi2LwY</p>

GET HELP AND SUPPORT

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You can contact the geography team directly;

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