

June 2012 Question 3

a) Assess the view that the main cause of globalisation is the increased significance of transnational companies (20)

N.B. Candidates may take either perspective as analysis and use the reverse arguments for evaluation i.e. might argue that TNCs are or are not the main cause of globalisation. However, there must be some consideration of TNCs in the answer, otherwise maximum 14/20.

Meaning of globalisation: increased economic interdependence between countries e.g. increased trade as a % of GDP; more FDI; capital market liberalisation. Comment on increased significance of transnational companies as major cause of globalisation e.g. growth of offshoring and outsourcing by multinationals resulting from factors such as:

- Reduction in transport costs
- Reduction in communication costs
- Low labour costs
- Regulations (health & safety and environmental) less stringent than in developed economies
- Capital market liberalisation

Other Factors causing globalisation (These may be regarded as evaluation or further analysis):

- Reduction in trade barriers linked to the work of the WTO; application of law of comparative advantage
- Opening up of economies to world market e.g. China; former Communist countries
- Economic development in LDCs leading to more demand for foreign goods
- Higher real incomes create increased demand for imported goods (depending on value of the marginal propensity to import)
- Increase in the number and size of trading blocs

Other evaluative comments could include:

- Prioritisation of factors
- Critical view of accuracy of measures of trade and world GDP
- Application of concepts such as income elasticity of demand and marginal propensity to import
- Deglobalisation resulting from financial crisis

b) To what extent do the costs of globalisation outweigh the benefits (30)

N.B. Candidates may take either perspective as analysis and use the reverse arguments for evaluation.

Costs of globalisation include:

- Over-dependence on imports or on exports
- Exploitation of labour
- Negative externalities from increased trade e.g. increased air freight causing pollution- climate change
- Increased inequality between developed economies and LDCs
- TNCs might engage in tax avoidance policies so causing reduction in tax revenues for governments

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RJ Shavelson



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and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach My Revision Notes Edexcel A2 History: From Kaiser to Führer: Germany 1900-45 Barbara Warnock,2013-02-22 Unlock your potential with this revision guide which provides both the key content you need to know for this A2 History unit and guidance on how to apply it for better grades Written by senior examiners and experienced teachers this series closely combines the content of AS and A2 level history topics for AQA Edexcel and OCR history specifications with revision activities and advice on exam technique In addition each section has a model answer with exam tips for you to analyse and better understand what is required in the exam Makes revision of the content manageable by condensing topics into easy to revise chunks Encourages active revision by closely combining content with a variety of different activities Helps improve exam technique through tailor made activities and plenty of guidance on how to answer questions *My Revision Notes Edexcel A2 History: A World Divided: Superpower Relations, 1944-90* Les Barker,2013-03-29 Unlock your full potential with this revision guide which focuses on the key content and skills you need to know for Edexcel A2 History A World Divided Superpower Relations 1944 90 Written by experienced teachers this series closely combines the content of Edexcel A2 History A World Divided Superpower Relations 1944 90 with revision activities and advice on exam technique Each section has a model answer with exam tips for you to analyse and better understand what is required in the exam Makes revision manageable by condensing topics into easy to revise chunks Encourages active revision by closely combining content with a variety of different activities Helps improve exam technique through tailor made activities and plenty of guidance on how to answer questions Includes access to quick quizzes at www.hodderplus.co.uk/myrevisionnotes *My Revision Notes: Edexcel A2 Geography* Michael Witherick,Dan Cowling,2013-03-29 Unlock your full potential with these revision guides which focus on the key content and skills you need to know With My Revision Notes for Edexcel A2 Geography you can Take control of your revision plan and focus on the areas you need to revise with content summaries and commentary from authors Dan Cowling and Michael Witherick Show you fully understand key topics by using specific examples to add depth to your knowledge of geographical issues and processes Apply geographical terms accurately with the help of definitions and key words on all topics Improve your skills to tackle specific exam questions with self testing and exam style questions and answers Get exam ready with last minute quick quizzes at www.hodderplus.co.uk/myrevisionnotes **So you want to be a doctor?** Harveer Dev,David Metcalfe,Stephan Sanders,2013-10-31 Applying for medical school needn't be such a daunting prospect with this book on your side Packed with insight tips and information you won't find anywhere else the second edition of So you want to be a doctor is an essential guide to the application process from start to finish Over 100 medical students and admissions tutors

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Geography Education at UCL Institute of Education London UK **Secondary History in Action** Catherine Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history's disciplinary distinctiveness and a vision for its purpose in students education The authors of Secondary History in Action articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments

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