**GEOGRAPHY DEPARTMENT EXAM SUPPORT YEAR 11**

**PAPER 2:**

**HUMAN GEOGRAPHY**

**TOPICS INCLUDED:**

* ***URBAN ISSUES AND CHALLENGES***
* ***CHANGING ECONOMIC WORLD***
* ***RESOURCE AND FOOD MANAGEMENT***

Use this guide to help you see what a good one looks like (WAGOLL) for higher mark exam questions. Also included is what a bad one looks like (WABOLL). Use these so you know what **not** to do.

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| **Exam Question** - **Using an example of a UK city, describe the impacts of urban growth on the rural–urban fringe. *(6 marks)*** |

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| **Mark scheme** | |
| Accept any valid impacts including: • building — houses, roads, industry, shopping centres • increased pressure on services such as schools, transport, doctors • increased property prices • increased traffic congestion • conflict with local people  **Level 1 (1–2 marks)** Basic description of impacts.  **Level 2 (3–4 marks)** • Clear description of impacts. • More than one impact described.  **Level 3 (5–6 marks)** • Detailed description of impacts with place-specific details given. • More than one impact described. | |
| **Student Response A WAGOLL What a Great One Looks Like** | |
| *The growth of a city can mean that the rural–urban fringe on the edge of the city may be built on for housing, industry and roads due to a lack of space in the city. As London has expanded, pressure on settlements in the rural–urban fringe such as Chalfont St Peter in Buckinghamshire has increased. In Chalfont St Peter there is conflict over the building of 177 new houses on the site of an old school. The additional houses are in the middle of the village and will cause increased traffic congestion at rush hour.  The expansion of commuter villages like Chalfont in the rural–urban fringe can cause property prices to rise as demand for houses increases.*   |  | | --- | | ***Examiner comment*** *An example is used and five clear impacts are identified. Some detail about the impacts in Chalfont St Peter is included. The answers just moves into Level 3 — more specific details such as property prices are needed for the top marks. Level 3: 5 marks.* | | |
| ***Examiner comment*** | "built on for housing, industry and roads"  Impact. |
| ***Examiner comment*** | "London"  Example. |
| ***Examiner comment*** | "Chalfont St Peter in Buckinghamshire"  Example. |

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| **Student Response B WABOLL What a Bad One Looks Like** | |
| *The rural–urban fringe is the area around the edge of a city. If the city grows and there is no more room then this area may be built on. Small villages around a city may have more houses built which might change the character of the village. The demand for school places may increase as well as families may move in.  Sometimes new shopping centres may be built like Cribbs Causeway near Bristol.*   |  | | --- | | **Examiner comment** Several clear impacts are given but they are not related to a specific city except for the shopping centre, so the answer just goes into Level 2. Level 2: 3 marks. | | |
| ***Examiner comment*** | "may be built on"  Impact. |
| ***Examiner comment*** | "more houses built"  Impact. |

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| **Exam Question** - **Evaluate the impacts of international migration on the growth and character of a UK city. *(12 marks)*** |

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| Mark scheme |
| Maximum Level 1 for no named city.  **Level 1 (1–3 marks)** • Basic description of the impacts of migration. • No named city. • No attempt to evaluate. • Generic comments on the impacts of international migration.  **Level 2 (4–6 marks)** • Clear description of the impacts of international migration on a named UK city. • Some attempt to evaluate (good and bad points described).  **Level 3 (7–9 marks)** • A detailed description of the impacts of international migration on a named UK city. • Clear evaluation (judgement made from available evidence). • Conclusions drawn.  It is always a good idea to make a final conclusion.  To achieve Level 3 marks you need to give detailed descriptions — this means giving real, accurate information about the actual example you have studied and not making vague and general comments which could apply to any city. Use place names and figures to support your answer. |

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| **Student Response B WABOLL What a Bad One Looks Like** | |
| *In Bristol there are many different nationalities of people who have moved there. There are many foreign restaurants and shops such as Polish supermarkets for these people. Some schools have a large number of pupils who cannot speak English which is hard for the teachers. There can often be problems between people from different countries and this can cause racist attacks.*   |  | | --- | | **Examiner comment** Basic generic descriptions of the impacts of international migration with no specific links to Bristol. No attempt to evaluate or conclude. Level 1: 3 marks plus 2 SPaG marks. | | |
| ***Examiner comment*** | "from different countries "  Generic impacts of international migration. |

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| **Student Response A WAGOLL What a Great One Looks Like** | |
| *In the past Bristol has had a huge number of people move there for work. Between 1851 and 1891 the* *population of Bristol doubled. This led to the growth of the city. More recently the migration to the city has come from other countries including many EU countries. Over 50 countries are represented in Bristol’s population. For example, in 2011, 6415 people in Bristol had come from Poland. International migrants add to the cultural life of the city. Many food stores, such as Polish supermarkets, and restaurants have opened. Contributions to music and art have also enriched the life of people in Bristol, for example the Afro-Caribbean population have initiated the annual St Paul’s carnival, which attracts over 40,000 people every year. Migrants provide a hard-working and motivated workforce, often in fields with a skills shortage such as plumbing, who contribute to the local and national economy. Migrants are mainly young so help to balance the aging population.  However, there are negative impacts as well. Schools have needed to provide language lessons for children who cannot speak English, which will cost more money. There are pressures on housing from more people, and also on services such as healthcare. In Bristol there has also been conflict between the communities in St Paul’s with race riots in 1980.  Overall, I think the impacts of international migration on Bristol have been mainly positive, creating a multicultural community in the city with economic benefits to both the local and migrant communities.*   |  | | --- | | ***Examiner comment***A clear description of both the positive and negative impacts of international migration on Bristol with some detail seen in the examples — such as the St Paul’s carnival and riots. A conclusion is made with a clear evaluation of the impacts given. Some more specific place detail is needed for full marks, such as the cost of English lessons or the figures showing the increased demand for housing. Level 3: 8 marks plus 3 SPaG marks. | | |
| ***Examiner comment*** | "doubled" Impact on growth. |
| ***Examiner comment*** | "Poland" Specific place detail. |
| ***Examiner comment*** | "St Paul’s carnival" Specific impacts on Bristol. |

CHANGING ECONOMIC WORLD

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| **Exam Question** **- Discuss the arguments for and against expanding the capacity of the UK’s airports. *(6 marks)*** |

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| Mark scheme |
| |  | | --- | | **Level 1 (1–2 marks)** • Basic ideas about the reasons for or against airport expansion. • No attempt to discuss (put points for and against the statement).  **Level 2 (3–4 marks)** • Clear ideas for and against airport expansion. • Some attempt to discuss (put points for and against the statement).  **Level 3 (5–6 marks)** • Detailed arguments for and against airport expansion. • Clear discussion seen (put points for and against the statement). • Conclusion drawn.  **Hints and tips** ‘Discuss’ is a tricky command word and you must include points both for and against the idea being discussed. So in this case, points which support expanding airports in the UK and also points against the expansion. It is important to come to a conclusion for full marks. | |

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| **Student Response A WAGOLL What a Great One Looks Like** |
| *The UK is an island and so air transport is vital to connect us to other parts of the world. Air transport is used both for exporting and importing goods which contributes to the economy, and also for people to travel on holiday or business. The aviation industry employs over 300,000 people and is very important to the UK’s economy. Expanding the UK’s airports has been controversial as the air industry also contributes to the carbon emissions and creates noise and air pollution which will increase. Areas of land where new runways could be built will be destroyed. For example, if Heathrow airport is expanded the village of Harmondsworth will be demolished. However, expanding the airports in the UK will create new jobs and make more money for the UK. It is estimated that it will boost the UK economy by £200 billion by creating jobs and encouraging new companies to locate there.*   |  | | --- | | ***Examiner comment*** *Some detailed arguments seen for and against airport expansion with the use of examples. However, no conclusion is drawn and so this answer is limited to Level 2. Level 2: 4 marks.* | |

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| **Student Response B WABOLL What a Bad One Looks Like** | |
| It is a good idea for there to be new airports as they make new jobs for people. However, the planes also make noise and air pollution, and increase carbon dioxide as well.   |  | | --- | | **Examiner comment** Basic points for airport expansion with some clarity in the points against. An attempt to discuss. Just Level 2. Level 2: 3 marks. | | |
| *Examiner comment* | "good "  Basic point for expansion. |
| *Examiner comment* | "However"  Attempt to discuss. |
| *Examiner comment* | "increase carbon dioxide "  Clear points against expansion. |

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| **Exam Question** - **For a case study of a less industrialised country/newly emerging economy (LIC/NEE), evaluate the role of transnational corporations (TNCs) in improving the quality of life for the people in that country. *(9 marks)*** |

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| Mark scheme |
| **Level 1 (1–3 marks)** • Basic descriptions of the positive and negative impacts of TNCs on local people. • No attempt to evaluate.  **Level 2 (4–6 marks)** • A clear description of the positive and negative impacts of TNCs on local people in a specific LIC or NEE. • An attempt to judge the impacts on the quality of life of local people. • No overall conclusion.  **Level 3 (7–9 marks)** • Detailed descriptions of the positive and negative impacts of TNCs on local people in a specific LIC or NEE. • Detailed judgement on the impacts on the quality of life of local people. • An overall conclusion is made evaluating the impacts on quality of life.  **Hints and tips** ‘Evaluate’ is a tricky command word and what it really means is that you need to make a judgement based on evidence, to pick out good and bad points and make a judgement on what the question is asking you about. It is always a good idea to make a final conclusion.  Level 3 marks can be gained several ways: • Detailed descriptions — this means real, accurate information about the actual impacts on people’s quality of life you have studied not vague general comments which could apply to anywhere. Use place names and figures to support your answer. • Evaluation — this means describing the positive and negative impacts and deciding how much of an impact TNCs have on the quality of life for the people in the LIC |

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| **Student Response A WAGOLL What a Great One Looks Like** |
| *In Nigeria there are many overseas oil companies which operate such as Shell, Chevron and Exxon Mobil. The oil companies had the expertise and money to develop the oil found in Nigeria. The companies pay the government to drill for the oil and then they sell it. The government can then use this money to improve the country.   They provide jobs for local people which increases their income and means they have money they can spend on health and education which improves their quality of life. They also build new roads and rail links which helps the people in Nigeria as well.  The oil companies have not always been careful and oil spills have affected the water quality in the River Niger Delta and this means that local fishermen have not been able to catch as much fish due to the pollution so their income has fallen.  People who work for the oil companies learn new skills, which means they can earn more money.  However, the oil TNCs can leave Nigeria at any time and this makes the jobs which the local people have very insecure.Also, health and safety procedures may not be as good as in HICs and they may be exposed to chemicals that may harm their health.  Overall, if the TNCs are carefully monitored they can improve the quality of life for local people by bringing jobs and investment to an area and providing training in new skills but sometimes the TNCs are only out to make as much money as possible and so do not take care of the people in the LIC and can cause them health problems.*   |  | | --- | | ***Examiner comment*** *Clear positive and negative impacts described and some detail seen in places where specific issues related to Nigeria are given. An overall evaluation is made in conclusion. Level 3: 7 marks.* | |

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| **Student Response B WABOLL What a Bad One Looks Like** |
| TNCs can pay people higher wages and teach them new skills. But often they have to work in poor conditions for long hours and it can be dangerous. TNCs are often very rich and don’t care about the workers in poor countries.   |  | | --- | | **Examiner comment** Some simple basic descriptions of positive and negative impacts but not linked to quality of life. No evaluation or conclusion. Level 1: 3 marks. | |

RESOURCE AND FOOD MANAGEMENT

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| **Exam Question** - **Using Figure 2, a photograph showing a farm shop, and your own knowledge, outline the advantages of buying products from a local farm shop. *(6 marks)*** |

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| Mark scheme |
| **Level 1 (1–2 marks)** • Simple advantages. • Reference to either the photograph or their own knowledge.  **Level 2 (2–4 marks)** • Clear advantages. • Some development. • Reference to both the photograph and their own knowledge.  **Level 3 (5–6 marks)** • Detailed advantages. • Fully explained. • Reference to both the photograph and their own knowledge.  **Hints and tips** Make sure you refer to the photograph and your own knowledge in order to access the higher levels of marks. The question asks for advantages — *plural* — so the answer must have more than one advantage./NEE. |

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| **Student Response A WAGOLL What a Great One Looks Like** | |
| *Buying food from a local farm shop will reduce food miles as the food will not have to travel so far. Fewer food miles means that the UK’s carbon footprint will be reduced. In the photo it says the vegetables are home grown, which means they come from the farm. There is also a ‘pick your own’ sign.*   |  | | --- | | ***Examiner comment***This answer uses the student’s own knowledge and the photograph. There are several advantages given and some development of the points. The answer does not fully develop all of the points in detail to access Level 3. Level 2: 4 marks. | | |
| ***Examiner comment*** | "UK’s carbon footprint will be reduced"  Advantage — use of own knowledge. |

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| **Student Response B WABOLL What a Bad One Looks Like** | |
| *Buying food from a local farm shop can mean more income for the local farmer and the produce can be fresher as it does not travel so far. This will also reduce food miles and carbon emissions.*   |  | | --- | | **Examiner comment** This answer is restricted to Level 1 as the student has not referred directly to the photograph. There are clear advantages given with some development, but the lack of reference to the photograph means this answer achieves 2 marks. Level 1: 2 marks. | | |
| ***Examiner comment*** | "it does not travel so far"  Development. |
| ***Examiner comment*** | "reduce food miles and carbon emissions"  Advantage — own knowledge only. |

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| **Exam Question** - **Using an example of a large-scale agricultural development you have studied, discuss its success in increasing food supply. *(6 marks)*** |

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| Mark scheme |
| **Level 1 (1–2 marks)** • Simple descriptions of a large-scale farming development.  **Level 2 (2–4 marks)** • Clear descriptions of a large-scale farming development. • Links to how the scheme increases food supply. • Comments on either the positive or negative impacts of the scheme.  **Level 3 (5–6 marks)** • Detailed descriptions of a large-scale farming development. • Detailed links to how the scheme increases food supply, possibly including figures. • A clear attempt to discuss the scheme with comments on both the positive and negative impacts — and a conclusion drawn as to its success. • A balance between the negative and positive points should be seen.  **Hints and tips** ‘Discuss’ is a tricky command word that requires answers to consider different aspects of an idea being discussed. In this question the answer needs to identify the positive and negative impacts of a large-scale agricultural development and come to a balanced conclusion about its success. |

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| **Student Response A WAGOLL What a Great One Looks Like** | |
| *In Almeria in Spain they have set up large greenhouses to grow salad crops throughout the year. They do not have to heat the greenhouses as the temperatures in the area are high all year round. Growing crops all year round increases the food supply and meets the demands of people in Europe. New techniques are used such as hydroponics which uses less water than traditional farming. The farming is large scale and uses economies of scale to keep the costs down such as having specialist greenhouse cleaning companies. However, although it is successful at increasing food supply, there have been some negative impacts such as pollution, litter and illegal workers.*   |  | | --- | | ***Examiner comment***This answer has clearly identified a scheme and given some description with brief links to increasing food supply. The student begins to consider the positive impacts such as using less water and the negative impacts such as pollution, but does not use sufficient detail to access Level 3. Level 2: 4 marks. | | |
| ***Examiner comment*** | "hydroponics which uses less water"  Description and some link to positive impacts. |
| ***Examiner comment*** | "negative impacts such as pollution, litter and illegal workers"  Brief list of negative impacts. |

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| **Student Response B WABOLL What a Bad One Looks Like** | |
| *I have studied Almeria in Spain. They have built large greenhouses which means they can grow salad crops and fruit all year round as the temperature can be kept suitable for the crops. This means more can be grown and so increases food supply. The problems are that it costs a lot to set up and run.*   |  | | --- | | **Examiner comment** This answer clearly identifies a scheme and gives a brief description and basic link to increasing food supply. There is a basic statement about a negative impact. Level 1: 2 marks. | | |
| ***Examiner comment*** | "large greenhouses" Some brief description. |
| ***Examiner comment*** | "it costs a lot to set up and run" Reference to negative impacts. |