GCSE 2016
Geography

Session 6:
• Understanding the new GCSE requirements
• 14:15 to 14:30pm
## Ofqual Assessment Objectives

<table>
<thead>
<tr>
<th>AO</th>
<th>Objective</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Demonstrate knowledge of <strong>locations, places, processes, environments</strong> and different scales.</td>
<td>15%</td>
</tr>
<tr>
<td>AO2</td>
<td>Demonstrate geographical understanding of:</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>- <strong>concepts</strong> and how they are used in relation to places, environments and processes;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the <strong>interrelationships</strong> between places, environments and processes.</td>
<td></td>
</tr>
<tr>
<td>AO3</td>
<td>Apply knowledge and understanding to <strong>interpret</strong>, <strong>analyse</strong> and <strong>evaluate</strong> geographical information and issues and to <strong>make judgements</strong>.</td>
<td>35%</td>
</tr>
<tr>
<td>AO4</td>
<td><strong>Select, adapt</strong> and <strong>use</strong> a variety of skills and techniques to <strong>investigate questions and issues</strong> and communicate findings.</td>
<td>25%</td>
</tr>
</tbody>
</table>
## Our Assessment Objectives

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment Objectives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1 (%)</td>
<td>AO2 (%)</td>
</tr>
<tr>
<td>1: The Physical Environment</td>
<td>6.5</td>
<td>11.5</td>
</tr>
<tr>
<td>2: The Human Environment</td>
<td>6.5</td>
<td>11.5</td>
</tr>
<tr>
<td>3: Geographical Investigation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Assessment principles

- Our assessment structure is straightforward to navigate.
- Questions ramp in demand within each section and across the qualification as a whole.
- There is a clear and consistent relationship between command words, mark tariffs and skills.
- Levels based mark schemes are explicit about the skills required in the extended response questions.
- Clear requirements for the UK Challenges ‘synoptic’ question.
- AO4 (skills) will be integrated into each assessment.
### Paper 1 - The physical environment

- 37.5% of the GCSE
- 94 marks including 4 marks awarded for SPaG
- 1 hour and 30 minutes written external examination

#### Section A: The Changing Landscapes of the UK
Students answer Question 1 and **choose 2 from 3 optional questions**:
- Question 2 - Coastal landscapes and processes;
- Question 3 - River landscapes and processes;
- Question 4 - Glaciated upland landscapes and processes.

#### Section B: Weather Hazards and Climate Change
Students answer all questions from Section B.

#### Section C: Ecosystems, Biodiversity and Management
Students answer all questions from Section C.
Paper 2 structure

Paper 2 - The human environment

- 37.5% of the GCSE
- 94 marks including 4 marks awarded for SPaG
- 1 hour and 30 minutes written external examination

Section A: Changing Cities
Students answer all questions from Section A.

Section B: Global Development
Students answer all questions from Section B.

Section C: Resource Management
Students answer Question 3 and choose 1 from 2 optional questions:
Question 4 - Energy resource management;
Question 5 - Water resource management.
## Paper 3 structure

<table>
<thead>
<tr>
<th>Paper 3 - Geographical investigations (Fieldwork and UK Challenges)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 25% of the GCSE (64 marks)</td>
</tr>
<tr>
<td>• Of the 64 raw marks available, up to 4 marks are awarded for SPaG</td>
</tr>
<tr>
<td>• 1 hour and 30 minutes written external examination</td>
</tr>
</tbody>
</table>

### Section A: Geographical Investigations – Physical Environments
Students **choose 1 from 2** optional questions:
- **Rivers** or **Coasts**

### Section B: Geographical Investigations – Human Environments
Students **choose 1 from 2** optional questions:
- **Inner Urban Area** or **Rural Settlements**

### Section C: UK Challenges
The UK challenge will be drawn from **one or more** of the 4 themes in Topic 8. Students answer all questions from Section C.
Question types

• Multiple choice questions
• Short open response
• Open response
• Calculation
• Extended open response
## Command words – ‘point marked’

<table>
<thead>
<tr>
<th>Command Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify/ State/Name</td>
<td>Recall or select one or more pieces of information.</td>
</tr>
<tr>
<td>Define</td>
<td>State the meaning of a term.</td>
</tr>
<tr>
<td>Calculate</td>
<td>Produce a numerical answer, showing relevant working.</td>
</tr>
<tr>
<td>Draw/plot</td>
<td>Create a graphical representation of geographical information.</td>
</tr>
<tr>
<td>Label</td>
<td>Add a label/labels to a given resource, graphic or image.</td>
</tr>
<tr>
<td>Describe</td>
<td>Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.</td>
</tr>
<tr>
<td>Compare</td>
<td>Find the similarities and differences of two elements given in a question. Each response must relate to both elements, and must include a statement of their similarity/difference.</td>
</tr>
<tr>
<td>Explain</td>
<td>Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.</td>
</tr>
</tbody>
</table>
### Command words – ‘levels marked’

<table>
<thead>
<tr>
<th>Command</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examine</strong></td>
<td>Break something down into individual components/processes and say how each one individually contributes to the question’s theme/topic and how the components/processes work together and interrelate.</td>
</tr>
<tr>
<td><strong>Assess</strong></td>
<td>Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.</td>
</tr>
<tr>
<td><strong>Discuss</strong></td>
<td>Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.</td>
</tr>
</tbody>
</table>
# Command words by mark tariff

<table>
<thead>
<tr>
<th>Mark tariff</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>8</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify/State/Name</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculate</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td></td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest</td>
<td></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Assess</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Discuss</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>
## Extended writing and LBMS

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Papers 1 and 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess/Evaluate</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Examine/Assess/Evaluate</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>with resource</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork Assess/Evaluate</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>UK Challenges Discuss</td>
<td>12</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Session 7:

• Practical guidance for new types of Q
• Fieldwork & UK Challenges
• 14:30 to 15:20pm
Fieldwork assessment

Q Where are the fieldwork Qs in Paper 3 (Geographical Investigations)?

Q What is meant by ‘familiar’ and ‘unfamiliar’ contexts?

Q Understanding the 8-mark extended response fieldwork questions:
   - What is the examiner looking for?
   - How do questions target the assessment objectives?
   - How are the mark schemes structured?

Q What implications does this have for GCSE Geography fieldwork?
Using skills from Controlled Assessment

1. Select two themes and environments for investigation
2. Choose whether to study them separately or at the same point
3. Look at the specification guidance on techniques, primary and secondary sources

4. It is important that students still write up their findings:
   • Fieldwork context, location and aims
   • Methodology
   • Presenting results
   • Analysis and drawing conclusions
   • Evaluation – of findings, methods, the enquiry

5. Nearer the examination:
   • Practice exam questions
## Understanding the new AOs

<table>
<thead>
<tr>
<th>AO</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Demonstrate knowledge of <strong>locations, places, processes, environments</strong> and different scales.</td>
<td>15%</td>
</tr>
</tbody>
</table>
| AO2  | Demonstrate geographical understanding of:  
- **concepts** and how they are used in relation to places, environments and processes;  
- **the interrelationships** between places, environments and processes.                                                                                                                                  | 25%    |
| AO3  | Apply knowledge and understanding to **interpret, analyse** and **evaluate** geographical information and issues and to **make judgements**.                                                                  | 35%    |
| AO4  | **Select, adapt and use** a variety of skills and techniques to **investigate questions and issues** and communicate findings.                                                                                  | 25%    |
## Paper 3 structure

**Paper 3 - Geographical investigations**  
*(Fieldwork and UK Challenges)*

- 25% of the GCSE (64 marks)  
  - Of the 64 raw marks available, up to 4 marks are awarded for SPaG  
  - 1 hour and 30 minutes written external examination

### Section A: Geographical Investigations – Physical Environments

Students **choose 1 from 2** optional questions:

- Rivers **or** Coasts

### Section B: Geographical Investigations – Human Environments

Students **choose 1 from 2** optional questions:

- Inner Urban Area **or** Rural Settlements

### Section C: UK Challenges

The UK challenge will be drawn from **one or more** of the 4 themes in Topic 8. Students answer **all** questions from Section C.
Sample Assessment Materials

Paper 3 Structure

Section A (either Question 1 or 2) – Physical Fieldwork

• Questions 1a-1d and 2a-2d = structured questions assessing application of fieldwork understanding, use of skills and ability to communicate findings to unfamiliar fieldwork data
  (1,1,3,1,2,2 marks, AO3 and AO4)

• Questions 1(e) and 2(e) = extended response questions assessing application of fieldwork understanding and skills from familiar fieldwork experience.
  (8 marks, AO3 and AO4)

Section B (either Question 3 or 4) – Human Fieldwork

• Questions 3a-3c and 4a-4c = structured questions assessing application of understanding and skills from familiar fieldwork experience
  (3,3,4 marks, AO3 and AO4)

• Questions 3(d) and 4(d) = extended response questions assessing application of fieldwork understanding, use of fieldwork skills and ability to communicate findings to unfamiliar fieldwork data
  (8 marks, AO3 and AO4)
Question 1e: You have studied as river as part of your own fieldwork.

Evaluate the reliability of your conclusions.

(8)

- These skills are to some extent demonstrated in Controlled Assessments so they can now be transferred to exam preparation.

- You need to weigh up (with +/-) the extent to which each ‘sub-conclusion’ would likely be the same if the methods were repeated:

  Q were there likely equipment and/or human errors;
  Q were measurements repeated to produce similar results;
  Q were there any issues with sampling strategies?
### Indicative mark scheme

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(e)</td>
<td>AO3 (4 marks)/AO4 (4 marks)</td>
</tr>
</tbody>
</table>

**AO3**
- Reliability is about making judgements on how close conclusions are to the actual changes occurring in the river channel/catchment.
- Reliability will be most likely linked to results via methods – evaluation including equipment errors and operator errors.
- How far data-collection methods used produced reliable results.
- Judgement about limitations of equipment used/ operator error.
- Recognition of issue in design methodology/sampling methodology may be flawed in terms of number of sites (spatial) and time of year (temporal).
- A supported judgement is reached about the reliability of the results and conclusions.
- An evaluation of how far the outcomes can be trusted (or repeated to obtain the same results).

**AO4**
- There is evidence of using different skills and techniques to identify river changes.
- There is evidence of using different skills and techniques to reach conclusions about river changes downstream.
- There is evidence of own fieldwork conclusions linked to data and information.
## Levels-based mark scheme

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| Level 1 | 1–3 | - Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)  
- Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4) |
| Level 2 | 4–6 | - Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)  
- Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4) |
| Level 3 | 7–8 | - Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)  
- All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4) |
(d) Figure 3 shows the results from a student’s survey investigating shop types with distance from the CBD in Shrewsbury, a market town in Shropshire.

The aim of the student’s investigation was to consider changes in land use in a central urban area/CBD.

The student surveyed land use along six roads out from the CBD and had seven categories of land use, to find out their variation within the town.

My Findings

- Retail was the dominant land-use category along the transect.
- Industry was found out of town at sites 5 and 6 only.
- There was more open space as we moved away from the CBD.
- As you move away from Shrewsbury’s CBD, the types of land use change but, overall, land use remains varied along the transect.

Study Figure 3 in the Resource Booklet.

Evaluate the student’s method and findings.
‘Unfamiliar’ fieldwork question

- Applying fieldwork understanding to unfamiliar fieldwork data (AO3)
- Using skills to investigate (AO4)
- Communicating findings (AO4)

Figure 3

P.142 in the SAMs
Preparing 8-mark answers

Study Figure 3 in the Resource Booklet.
Evaluate the student’s method and findings.

Skills and processing required:
• Study and ‘read’ the graph - look at the pattern of land use
• Consider how inner urban areas are changing, specifically in relation to their land use
• Consider the land use evident in the data presentation technique
• Apply fieldwork knowledge and understanding to assess the strengths and weaknesses of the student’s methodology
• Interpret, analyse and evaluate what the graph shows
• Use skills to select and describe information from the graph provided
• Communicate your assessment of the strengths and weaknesses of the students’ method and findings
1. What types of land use are indicated by the student’s graph? What is the land use pattern as distance increases from the CBD?

2. What are the strengths and weaknesses of the student’s method?

3. What are the strengths and weaknesses of the student’s findings?

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3(d)</td>
<td>A03 (4 marks)/A04 (4 marks)</td>
</tr>
</tbody>
</table>

**A03**
- The student presented data within only six broad distance categories along the transect, therefore patterns of variation may be hidden within the 250 m interval.
- The distribution of the road is unknown and could be clustered in one specific area, producing a degree of bias/not representative of the land use of the whole of the town.
- The student has not surveyed between the roads and land use along the roads may be different to the land use between the roads.
- The student used only seven categories of land use, which meant some land uses may not fit within the categories selected.
- The student’s results give a generalised pattern of land use but lack fine grain that would be useful if comparing to an urban geography model.

**A04**
- Residential was the dominant land use along the transect.
- Industry is found at four of the six transect distances (251-500, 501-750, 751-1000, 1251-1500).
- The amount of open space varies moving away from the CBD at the modal class 251-500.
- With increasing distance away from the CBD, there is a change in land use, although it becomes less varied past the 751-1000m location.
...a top ‘level 3’ answer?

- Balanced argument
- Uses specific evidence
- Supports their statements
- Refers to all human processes / relevant areas of the enquiry process
- Clear communication using relevant geographical terminology consistently

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>
- Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
- Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4) |
| Level 2 | 4-6 | 
- Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
- Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4) |
| Level 3 | 7-8 | 
- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)
- All aspects of the enquiry process are supported by the use of geographical skills. Communicates enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently. (AO4) |
Delegate ACTIVITY 10: Implications for fieldwork (10mins)

Q What are the implications for your fieldwork with students?
   (in relation to the types of exam questions that you have just seen)

Q How will you follow up each fieldwork visit?

Q How can you best prepare students for the exam?
UK Challenges (question 5)

Assesses taught topics from papers 1 and 2, and is based on one or more of the following themes:

- **Topic 8.1**: Resource consumption & environmental sustainability
- **Topic 8.2**: Settlement, population and economic challenges
- **Topic 8.3**: Landscape challenges
- **Topic 8.4**: Climate Change challenges

The content from paper 1 (topics 1→3) and paper 2 (topics 4→6) are signposted in the ‘related topics’ column.

The themes will be linked together but...

...not always in sequence (8.1 → 8.2 → 8.3 → 8.4)...may be mixed up!

p.30 in the spec
The UK Challenges

Question

Q.5 on p.134-138 in the SAMs

*(d) Use information from the Resource Booklet and knowledge and understanding from the rest of your geography course of study to support your answer.

Discuss the view that UK population growth and net migration will create pressures on the UK’s ecosystems.

12 marks plus 4 marks for SPaG

Delegate

ACTIVITY 11:
(The resource booklet is on p.143-146 in the SAMs)

Q What are the main deductions to be made using figures 5a → 5c?

Q What areas of the spec A subject content relate to this question?
What are the main deductions to be made using figures 5a → 5c?

- Figure 5a shows that England has the largest percentage of people living in urban areas already; England also has the smallest percentage of woodland (only about 10%).
- Figure 5b shows that population growth is uneven: the largest population increases are in London (13.8%), SE England (8-9%), SW England (7.4%) and Northern Ireland (7.3%), whereas Wales (4.9%), Scotland (5.1%), NW England (4.2%) and NE England (2.8%) experience a smaller increase.
- Figures 5a and 5b together indicate that highest levels of population growth are in England and Northern Ireland where farming is the largest ecosystem. Also, Figure 5e indicates that a large proportion of these farming areas are unproductive, e.g. 8.5% of farmland in SE England unproductive.
- Figure 5c shows that the areas of high population growth (5b) are also areas with highest levels of greenbelt. For example, SE England has 2 520 ha and the SW has 2 780 ha.
- Figure 5d does not provide evidence that net migration will continue to increase in the future.
Q What areas of the spec A subject content relate to this question?

AO2
- The UK’s population has been increasing over the past 50 years and particularly in the last 15 years.
- One of the main causes of the UK’s population growth has been the large net migration (more people moving to the UK to live compared with the number of those leaving to live in a different country).
- Population growth will lead to social, political, economic and environmental challenges.
- The term ‘environmental’ can be defined to include aspects of both natural and man-made features.
- The demand for resources, in particular land to build homes, of a growing population which exerts ever-increasing pressure on the ecosystems and their goods and services.
- Development can threaten ecosystems by disrupting the cycling of nutrient and interdependence of biotic and abiotic conditions they need to function.
- Other factors, such as climate change, can also contribute to the increased pressure on the UK’s ecosystems.
- Distribution and characteristics of the UK’s main terrestrial ecosystems means that they are not all in suitable locations/land for development.
AO3

- Many of the UK’s most valuable ecosystems are already heavily protected from development and new housing, so the impact of population growth will vary across the UK.
- Many of the migrants to the UK are economic migrants and will therefore only be attracted to certain parts of the country where employment opportunities exist. This means that the demand for resources and the resultant pressure on UK ecosystems will be unevenly distributed. For example, more economic migrants will be attracted to London and the surrounding area compared to northern Scotland.
- Population growth may have indirect impacts on UK ecosystems. For example, a rise in the population in one area may increase levels of noise and air pollution and exasperate waste disposal challenges – which can have a knock-on effect on local ecosystems.
- The UK’s ecosystems are not wholly natural: they are part of a managed landscape; it is possible to adopt approaches to managing ecosystems in response to our growing population and the associated pressures and challenges that this brings. However, the capacity to manage an ecosystem to completely mitigate the threats posed by population growth vary across the UK and are often dependent on funding available from local councils.

the presence of conservation groups and discussions linked to cost-benefit analysis.
- The future trends of population growth and net migration are unknown, as are trends of natural increase. This may lead to different scenarios in terms of how much land is required for new housing. Also, figures for inbound and outbound migration are very unreliable so more secure data on this issue is required for the modelling and planning for different scenarios to be accurate.

5(d) Discuss the view that UK population growth and net migration will create pressures on the UK’s ecosystems

(12 + 4 SPaG)
Next steps...

• Please complete your evaluation form for today’s event – in your pack

• Sign up to Jon Wolton’s updates: email teachinggeography@pearson.com

• Visit the website for support materials: http://qualifications.pearson.com/en/subjects/geography.html