



Geography - Year 11 - Manifest

Paper 2&3 combined – Challenges in the human environment, Changing Economic World and Fieldwork

1 Hour and 30 minutes

Content overview: Unit 2 – Challenges in the human environment; Changing Economic World Section A and B. Unit 3 – Fieldwork; Section B

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3.1 Challenges in the human environment

Section A: Urban issues and challenges

Key idea	Specification content
A growing percentage of the world's population lives in urban areas.	<p>The global pattern of urban change.</p> <p>Urban trends in different parts of the world including HICs and LICs.</p> <p>Factors affecting the rate of urbanisation – migration (push-pull theory), natural increase.</p> <p>The emergence of megacities.</p>
Urban growth creates opportunities and challenges for cities in LICs and NEEs.	<p>A case study of a major city in an LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the city, regionally, nationally and internationally causes of growth: natural increase and migration how urban growth has created opportunities: <ul style="list-style-type: none"> social: access to services – health and education; access to resources – water supply, energy economic: how urban industrial areas can be a stimulus for economic development

	<ul style="list-style-type: none"> • how urban growth has created challenges: <ul style="list-style-type: none"> ◦ managing urban growth – slums, squatter settlements ◦ providing clean water, sanitation systems and energy ◦ providing access to services – health and education ◦ reducing unemployment and crime ◦ managing environmental issues – waste disposal, air and water pollution, traffic congestion. <p>An example of how urban planning is improving the quality of life for the urban poor.</p>			
<p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p>	<p>Overview of the distribution of population and the major cities in the UK.</p> <p>A case study of a major city in the UK to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the city in the UK and the wider world • impacts of national and international migration on the growth and character of the city • how urban change has created opportunities: <ul style="list-style-type: none"> ◦ social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems ◦ environmental: urban greening • how urban change has created challenges: <ul style="list-style-type: none"> ◦ social and economic: urban deprivation, inequalities in housing, education, health and employment ◦ environmental: dereliction, building on brownfield and greenfield sites, waste disposal ◦ the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. 			

	<p>An example of an urban regeneration project to show:</p> <ul style="list-style-type: none"> • reasons why the area needed regeneration • the main features of the project. 			
Urban sustainability requires management of resources and transport.	<p>Features of sustainable urban living:</p> <ul style="list-style-type: none"> • water and energy conservation • waste recycling • creating green space. <p>How urban transport strategies are used to reduce traffic congestion.</p>			
3.2.2 Section B: The changing economic world				
There are global variations in economic development and quality of life.	<p>Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration.</p>			
Various strategies exist for reducing the global development gap.	<p>An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p>			
Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.	<p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> • the location and importance of the country, regionally and globally • the wider political, social, cultural and environmental context within which the country is placed • the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development • the role of transnational corporations (TNCs) in relation to industrial development. Advantages and 			

	<p>disadvantages of TNC(s) to the host country</p> <ul style="list-style-type: none"> • the changing political and trading relationships with the wider world • international aid: types of aid, impacts of aid on the receiving country • the environmental impacts of economic development • the effects of economic development on quality of life for the population. 			
Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.	<p>Economic futures in the UK:</p> <ul style="list-style-type: none"> • causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north-south divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. 			

3.3.2 Section B: Fieldwork

Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the subject content and geographical enquiries, and the enquiries can be based on any part of the content addressed in units 3.1 and 3.2.

Fieldwork **must** take place outside the classroom and school grounds on at least **two** occasions.

The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography.

Students' understanding of the enquiry process will be assessed in the following two ways:

1. questions based on the use of fieldwork materials from an unfamiliar context
2. questions based on students' individual enquiry work. For these questions students will have to identify the titles of their individual enquiries.

Students will be expected to:

1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry
2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.

Geographical enquiry strand	Application of knowledge and understanding, and skills
1. Suitable question for geographical enquiry	The factors that need to be considered when selecting suitable questions /hypotheses for geographical enquiry. The geographical theory/concept underpinning the enquiry. Appropriate sources of primary and secondary evidence, including locations for fieldwork. The potential risks of both human and physical fieldwork and how these risks might be reduced.
2. Selecting, measuring and recording data appropriate to the chosen enquiry	Difference between primary and secondary data. Identification and selection of appropriate physical and human data. Measuring and recording data using different sampling methods. Description and justification of data collection methods.
3. Selecting appropriate ways of processing and presenting fieldwork data	Appreciation that a range of visual, graphical and cartographic methods is available. Selection and accurate use of appropriate presentation methods. Description, explanation and adaptation of presentation methods

4. Describing, analysing and explaining fieldwork data	<p>Description, analysis and explanation of the results of fieldwork data.</p> <p>Establish links between data sets.</p> <p>Use appropriate statistical techniques.</p> <p>Identification of anomalies in fieldwork data.</p>			
5. Reaching conclusions	<p>Draw evidenced conclusions in relation to original aims of the enquiry.</p>			
6. Evaluation of geographical enquiry	<p>Identification of problems of data collection methods.</p> <p>Identification of limitations of data collected.</p> <p>Suggestions for other data that might be useful.</p> <p>Extent to which conclusions were reliable.</p>			