



GCSE

Geography

8035/2: Challenges in the human environment

Report on the exam

Published: August 2024

Contents

The below table is interactive. You can press the control button click on the title of the question to go directly to that page.

Contents	Page
Summary	3
Point marked questions	5
Levels marked questions	10
Further support	28

Summary

Areas where students excelled

- Students demonstrated excellent geographical knowledge and understanding of a range of places and environments, with clear evidence of students making use of local examples.
- Students generally remembered their case studies, in some cases in great detail.
- Students are continuing to improve their interpretation and analysis of a wide range of sources, including text, graphs, maps and photographs.
- Answers to skills-based questions, both geographical and mathematical, were generally accurate, with the exception of calculating a percentage (see comment below).
- Students were clearly prepared to ‘have a go’ at everything they were asked to do. Few questions were left unanswered. This helped many to accumulate marks and achieve a creditable final score.
- A key feature of work from students operating at the higher end of the mark range was their ability to not rely on a pre-learned answer, but instead to organise and apply information to the specific demands of the question being asked.

Areas where students struggled

- Locational knowledge was often lacking. Few could locate their chosen country on the world map.
- Many had difficulty decoding questions and thus responding to the commands, particularly when it came to re-ordering their knowledge to answer AO3-targeted extended-writing questions. This was noticeably the case in the 9-mark questions 1.11 and 2.9.
- The mathematical skill of calculating a percentage increase remains very difficult for many students.
- Students still need to make greater use of figures, particularly where the command is “Using figure x... and your own understanding”. Too often, students repeat text and information in an unselective way, and / or ignore source material in favour of their own knowledge, notably in questions 1.5 and 3.4. Simply repeating case study information is knowledge (AO1) and cannot gain credit in this style of question.

Point marked questions

1-, 2- and 3-mark questions are point marked, where a mark may be awarded where a student makes a single point and subsequent marks awarded (if applicable) where the student develops those points.

Levels marked questions

4-, 6- and 9-mark questions are levels marked where the response is holistically marked against the relevant assessment objectives, given a level and mark awarded within that level.

Assessment Objectives (AOs)

AO1: Demonstrate knowledge of locations, places, processes, environments, and different scales (15%).

AO2: Demonstrate Geographical understanding of concepts and how they are used in relation to places, environments and processes and interrelationships between places, environments, and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Point marked questions

Multiple choice questions – MCQs

Areas of success

- Simple direct mathematical skills such as **question 1.2** were completed accurately.
- The use of grid references to locate features was competently demonstrated in question 1.6, and the measurement of straight-line distance required in **question 1.8**, was done accurately by the majority of students.
- Observational elements, such as the interpretation of the choropleth map, Figure 7, in **question 2.2** were also largely accurate.
- Annotations at the side of answers suggest many students have adopted an approach of eliminating the incorrect statements to find the correct one to good effect.

Areas of challenge

- Students still clearly struggle to orientate a map in relation to a photograph, which led to **question 1.7** being the most frequently incorrect MCQ.

Short answer questions – 1, 2 and 3 mark questions

These questions are point marked and can assess a variety of combinations of assessment objectives.

Qualities seen in more successful responses

Higher-scoring students executed skills (AO4) relating to graphs and charts well. This applies to both completion e.g. **question 1.1, question 2.3, questions 4.1/5.1/6.1** and description of trends **questions 4.3/5.3/6.3**, where data and dates were used well.

Many students were familiar with 'outline' as a command and could expand well on an initial point to gain the 2nd or 3rd mark, for instance in **questions 1.9, 2.8, 4.4/5.4/6.4**. In this type of question an elaborated reason or explanation is required to gain full marks.

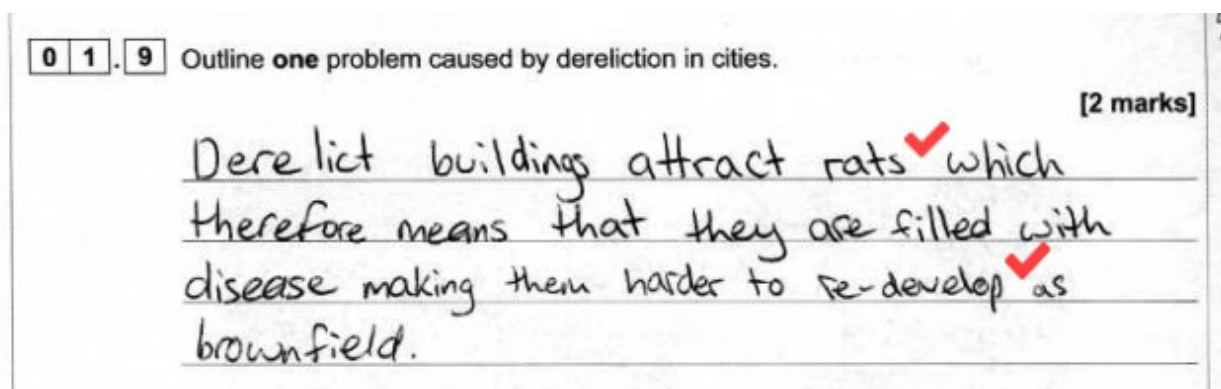
Mathematical skills (AO4) were demonstrated well in some cases e.g. the median in **question 2.1** was calculated correctly.

Knowledge of terms and processes helped successful students to gain marks e.g. **question 1.9**. They were conversant with key geographical terminology and able to use it in the right context.

This also applied to understanding (AO2) e.g. **questions 4.4/5.4/6.4** where students could show easily that they knew how processes operated.

Similarly, where application of knowledge and understanding to a source (AO3) was required e.g. in **question 2.8**, where two newspaper headlines were provided, good answers showed the ability to develop and articulate a sequence to link students' understanding to the information given.

The example of **question 1.9** below shows how a simple point which is clearly developed earns 2 marks:



0 1 . 9 Outline **one** problem caused by dereliction in cities. [2 marks]

Derelict buildings attract rats ✓ which therefore means that they are filled with disease making them harder to re-develop ✓ as brownfield.

Likewise, in **question 2.8** below it can be seen how there is a clear sequence and linked points to gain 3 marks:

0 2 . 8 Outline how globalisation has caused economic change in the UK.
Use **Figure 10** and your own understanding. **[3 marks]**

Figure 10 shows how the UK doubled profits in Malaysia as the cost of labour is much cheaper in NEEs. Globalisation has also created a decline of secondary industry and in return growth of the tertiary and quaternary sectors, through improved communications, trade and mainly, the internet.

A clear sequence of linked points is shown in this response to **question 6.4**, also awarded 3 marks:

0 6 . 4 Outline the link between increasing economic development and rising energy consumption. **[3 marks]**

Increasing economic development will cause energy consumption to increase. This is due to more businesses, factories and ways of transporting products to be made which all requires energy to be used up. This would mean that more energy would be consumed.

Limitations of less successful responses

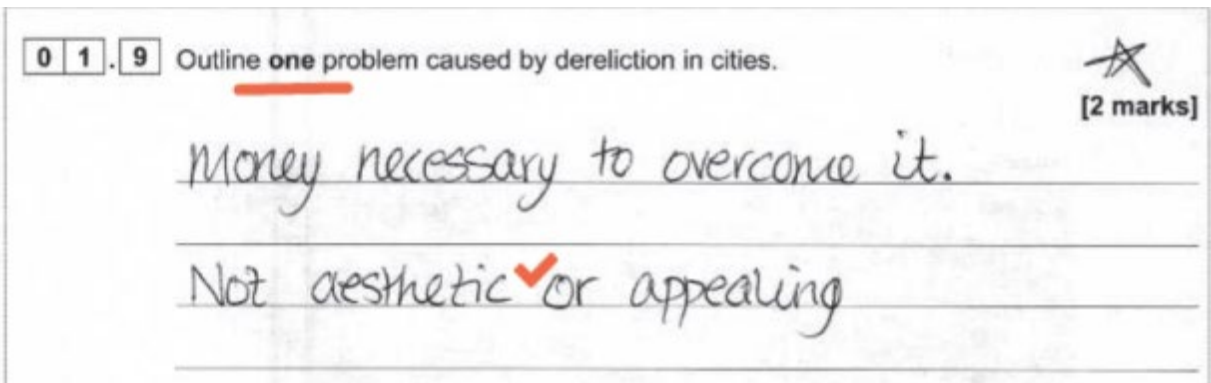
The most obvious limitation was when students simply didn't read the question carefully e.g. giving pull factors rather than push in **question 1.3**, or calculating the mean instead of the median in **question 2.1**.

A lack of terminology meant that answers were improvised such as **question 1.9** where it was clear when students did not know what the word 'derelict' meant in an urban geography context. Similarly, unfamiliarity with the term 'regional' in **question 2.6**, which should be a vital scalar geographical concept, meant students were unable to gain marks.

Some mathematical skills remain a challenge for many students. In **question 3.1**, they lost 2 marks for an inability to calculate percentage change, despite some quite involved (incorrect) working and manipulation of the data.

Lower scoring answers didn't move beyond the information provided e.g. in **question 2.8**, which suggests they did not have the ability to apply understanding to information (AO3) seen in stronger answers.

For example, here in **question 1.9**, the student doesn't respond to the 'outline' command and simply makes statements which aren't developed for 1 mark:



0 1 . 9 Outline **one** problem caused by dereliction in cities. ★
[2 marks]

Money necessary to overcome it.

Not aesthetic ✓ or appealing

In this response to **question 2.8** where it seems the term 'globalisation' is unfamiliar, the student does little beyond repeating the question and slightly adapting the language in the figure, thus gaining only 1 mark:

0 2 . 8 Outline how globalisation has caused economic change in the UK.

Use **Figure 10** and your own understanding.

[3 marks]

Globalization has caused economic change in the UK as in figure 10 places like factorys are being shut down ✓ as the UK is moving new things to different countrys which they get money from.

Levels marked questions

4-mark questions

These questions have two levels of response and can assess a variety of combinations of assessment objectives.

Qualities seen in more successful responses

Question 1.10 (AO2/AO3) The best answers made good use of the figure in question 1.10 and showed understanding of how the scheme worked (AO2), then linking it to the opportunities provided (AO3) to address the question. In some cases they linked the example of the Holbeck Viaduct Project provided in the question to their own studies such as the landscaping of the Olympic Park, which often provided effective AO2 support.

Question 2.7 (AO1/AO2) Case studies were similarly used effectively to support and illustrate answers to show understanding (AO2) in question 2.7, most commonly Shell in Nigeria or Unilever in India.

The example below for **question 1.10** shows clear application of understanding to Figure 5, which is then developed to show opportunities and is illustrated with reference to an example. It was awarded full marks without the final sentence, which adds little:

0 Suggest how urban greening can create opportunities in UK cities. Do not write outside this box

Use Figure 5 and your own understanding. [4 marks]

Urban Greening can create opportunities such as increased public mental health, and reduced air pollution, as seen in figure 5, the walkways created for recreational activities would clearly improve mental health, as well as help the UK financially through creating opportunities for tourism, as people, like in Bristol visit with the purpose of seeing the greenery and walking around areas such as Temple Meads, resulting in the extra space increased likelihood of those people buying products from local shops to grow the economy. Urban Greening also reduces air pollution through the absorption of CO₂ by the plants, reducing CO₂ levels.

The following answer to **question 2.7** showed good understanding of process in human geography, clearly linked to the effects on a country. It was awarded Level 2, 4 marks:

0 2 . 7 Explain how manufacturing industry can stimulate economic development in your chosen country.

[4 marks]

Manufacturing industry increasing attracts
Foreign investors, primarily from the USA and

China, as they trans-national corporations
~~have~~ invest in the country and open factories
here. This creates employment opportunities for
Nigerian citizens - as such, Nigerian citizens
have more disposable income to spend on
goods and services, and more tax revenue
Extra space is generated, so the government
can invest in infrastructure improvements
(healthcare, education, transport, etc). Both of
these factors stimulate growth of the
Nigerian economy L2

outside
box

This contrasting answer to **question 2.7** also gains Level 2, 4 marks, showing understanding through the application of a case study. The response demonstrates clear and specific knowledge of a chosen country, Nigeria (AO1), and understanding of the process of economic development through manufacturing industry (AO2)

0 2 . 7 Explain how manufacturing industry can stimulate economic development in your chosen country.

[4 marks]

Within Nigeria, the manufacturing industry, developed by ~~countries~~ such as Companies such as Unilever,

use Nigeria's natural resources, and create the products that are shipped worldwide. This stimulates economic development by using the country's own natural resources reducing cost of manufacturing, providing thousands of jobs, such as Shell providing 225,000 indirect employment. This results in an increase in wealth of the average person, allowing other businesses such as shops to benefit, as the public can spend more money on those businesses. Thus, this results in more taxes and full-time contracts, increasing the Government's income, thus stimulating further economic growth.

L2

Limitations of less successful responses

In **question 1.10**, answers which relied entirely on students' own understanding of urban greening, often based on a recital of a learned example, were clearly only addressing part of the question requirement and thus limited the marks awarded. In AO2/ AO3 questions students are assessed on their ability to apply understanding. Resources are provided to support assessment, so application of understanding to the Figure is vital.

Some answers merely stated changes due to urban greening and did not develop points, which limited them to Level 1 because of a lack of clarity. On the other hand, some made grandiose assertions such as the huge impact a replanted railway line would have on mitigating climate change and which showed little substance.

Some answers were simplistic in reaching for 'jobs / money / tourism / tax income' as the 'catch all' opportunities of human geography and therefore these rarely linked to any discernible feature of urban greening.

An example of the latter can be seen below for **question 2.7** which was awarded Level 1, 1 mark. However, it should also be pointed out that this approach of 'having a go' does receive some limited credit and enables students to accumulate marks and achieve a reasonable overall score:

0 2 . 7 Explain how manufacturing industry can stimulate economic development in your chosen country. [4 marks]

Manufacturing industry can stimulate economic development in Nigeria

as it can make the country gain ~~more~~^{more} tourism and it can also help the country with job opportunities. This is because Nigeria doesn't have that many jobs because of its low income but a manufacturing industry could potentially change that.

L1

JUST

Do not write outside box

6-mark questions

These questions have three levels of response and can assess a variety of combinations of assessment objectives such as AO2 & AO3.

It is worth bearing in mind that the four 6 mark questions have a higher overall tariff than the two 9 mark questions, which have sometimes been the focus of many teachers' attentions. It would have a significant impact on marks overall to improve performance on some of the 6 mark questions.

Qualities seen in more successful responses

Questions 1.5, 2.4 and 3.4 (AO2/AO3). The best answers applied understanding to the Figures effectively when responding to questions 1.5, 2.4, 3.4.


They also showed good understanding (AO2) by using their own examples such as Rio de Janeiro and Lagos to support and extend beyond the information given as stimulus in the Figure. There were some strong answers, showing well thought out reasoning, such as in **question 1.5**, relating low income or more urgent priorities for the government to the issues of constantly increasing populations of informal settlements.

There was some excellent geography shown such as in **question 2.4** where some of the very best answers moved beyond the link requested to explain causal feedback loops between development and migration.

Questions 4.4, 5.5 and 6.5 (AO1/AO2). In the best answers the exemplar knowledge deployed was excellent. Candidates clearly recognised this as a different style of question, necessitating AO1 knowledge and AO2 understanding as it asked a direct question about an example without need to refer to a Figure.

AO1 / AO2 questions:

The following answer shows a typical generic response to **question 4.5**, awarded Level 2, 4 marks. The answer shows some clear knowledge and understanding of the advantages and disadvantages of a large scale agricultural scheme with a link to the nature of the development. However the response lacks the foundation of detailed exemplar knowledge to support a L3 answer.

0 4 . 5 Explain how a large-scale agricultural scheme has both advantages and disadvantages.  Do out

Use an example you have studied. [6 marks]

AO1 A large bean farm in Kenya creates many advantages for the locals as there are job opportunities in thousands to work on the farm. Providing income which through the multiplier effect can boost the

AO2 economy. Kenya's economy in majority is the agricultural sector meaning that developing this will see the most benefits ~~the~~ to the economic development of the countries.

AO1 These bean farms also pose some challenges. There is a lot of food wastage as the

AO2 Extra space increasing demand for perfect beans grows. Irrigation systems are also needed to grow the beans. There is also a current food crisis because they are exporting all of the beans to places like the UK, they have little remaining for themselves.

L2

By contrast, this answer to **question 6.5** shows exemplar detail which is then developed with thorough understanding of the advantages and disadvantages of fossil fuel extraction. It's not perfect but accesses Level 3 and is awarded 5 marks.

0 6 . 5 Explain how the extraction of a fossil fuel has both advantages and disadvantages.

Use an example you have studied.

[6 marks]

Fracking has both advantages and disadvantages.

It has many advantages. For example there are 5 trillion km³ of shale gas available in Lancashire, which can reduce the UK's energy ~~security~~ ^{insecurity}. Also it is cheaper ~~to~~ to extract than many fossil fuels. Fracking has been already proven to work in Texas in the USA. Moreover, it produces half the amount of CO₂ when burnt than other ~~hydrocarbons~~ fossil fuels.

However, there are many disadvantages as well. Fracking has been proven in August 2019 to cause a 2.9 magnitude earthquake in the UK. Also it uses ^{lots of} water, which is a valuable resource. ~~Finally~~ moreover, it can lead to

extra space the contamination of groundwater which can pollute domestic water supplies. An investment into fracking will reduce investment into renewable energy resources.

Fracking still produces CO₂ ~~at~~ contributing to global warming

Once ~~it has been~~ it is non-renewable so will run out.

It could be argued that there are more disadvantages than advantages to fracking.

L3

Do not
outrun
b

14

The AO2 / AO3 questions:

The following answer to **question 3.4** shows how the student applies understanding to Figure 13 effectively (AO3), which is then linked to their own understanding of opportunities and challenges (AO2) for Level 3, 5 marks.

03.4 Discuss how changing demand for food in the UK creates opportunities and challenges.

Use Figure 13 and your own understanding.

[6 marks]

More people are looking for out of season fruit and vegetables such as strawberries or fruits that don't grow in the UK so like pineapples. This creates opportunities for WEEs to sell their produce in the UK which can mean an income for small farmers/businesses. However this is an environmental concern as food with high mileage has a significant impact on our carbon footprints. Importing fruit and veg yearround is incredibly unsustainable. Additionally business is taken

Extra space away from local British farmers who had been the main suppliers of food. This can lead to unemployment and a dependency on other countries to supply our food for us.

L2

Similarly, in this response to **question 2.4**, relevant detail is quoted from the resource (AO3) and then understanding is shown with the links and explanation offered, with comments made about income differences and types of employment (AO2). The answer demonstrates thorough application of knowledge and understanding in analysing Figures 7 and 8 and makes a detailed link between development and migration. It is awarded Level 3, 6 marks:

0 2 . 4	Suggest how international migration can be a consequence of uneven development.	Do not write outside this box
Use Figure 7 and Figure 8, and your own understanding.		[6 marks]
AO2	International migration can be as a result of uneven development as it can create a lot of push and pull factors. For example in figure 7, we see how the GNI of Spain is above \$12 695 while the GNI of Sudan is below \$1095 per person, this means that jobs in Spain will provide a high wage on average compared to Sudan. This would mean that people would potentially leave Sudan to countries like Spain for a higher income. This can be seen in figure 8 where 250,000 250,000 people left Sudan between 2014 and 2018 while 203,000 moved to Spain between the same period of time. This shows how the lower GNI of Sudan has caused people to move abroad to countries with higher average incomes in order to earn a better wage. This shows how it is a consequence of uneven development because the more developed countries can offer better jobs than the less developed countries due to less developed countries primarily having jobs in the primary sector compared to more developed countries having jobs in the tertiary and quaternary sector. This shows how migration can be caused by uneven development.	
AO3		
AO2		
AO3		
AO2		
AO3		
L3		

Limitations of less successful responses

Questions 1.5 and 3.4 (AO2/AO3). The less effective answers simply repeated the information in the figure, barely developing it any further, notably in question 1.5 and question 3.4.

As with the 4-mark questions above, **question 3.4** in particular produced too many ‘jobs and money’ answers which were never more than simplistic because they failed to show understanding of process (AO2) or link (AO3) to opportunities or challenges.

Questions 4.5/5.5/6.5 (AO1/AO2). In these questions, vague exemplar knowledge clearly limited students’ ability to respond with any clarity or depth.

For example, the following answer to **question 1.5** makes simple points directly from the resource with only limited understanding or application to the question which is why it only gained Level 1, 2 marks:

0 1 . 5 To what extent is managing environmental issues, such as waste disposal, a challenge in cities in LICs/NEEs?

Use **Figure 2** and your own understanding. [6 marks]

AO3 Managing environmental issues like waste disposal is a large challenge. One reason is that ~~there~~ there isn't many volunteers to help clear the waste away which means that it will take longer to do. It is a

AO2 challenge as LICs won't have lots of money to put towards helping to clean.

To an extent in Figure 2 they have worked on it for awhile and have grown Extra space a team which is helping 300 houses. They are also getting help from

AO3 the united nations which shows that it can be done to help

L1 get rid of waste.

Do not write outside the box

9-mark questions

These questions are found in Section A and Section B and have three levels of response and always assess AO1, AO2 & AO3. In each series, the Section A question also carries 3 marks of SPaG.

Qualities seen in more successful responses

Questions 1.11 and 2.9 (AO1/AO2/AO3). Stronger answers realised that despite a case study or exemplar not being a direct instruction in the questions, using one to frame and illustrate an answer provided the best route to success.

The strongest answers offered real engagement with the question. In **question 1.11** the best answers included discussion of water and energy strategies linked to an example, such as Freiburg or BedZed in London and many also included overall judgements in their answers.

The figure was well used in **question 2.9**, with HS2 discussed thoroughly, often linking it to the North/South divide and debating if it would have any impact. Good Level 3 answers also sometimes incorporated key improvements such as Heathrow 3rd runway and Liverpool 2 (AO1) and then linked these well to the future of the UK (AO3).

The following example for **question 1.11** shows how all 3 AOs are addressed in detail for 9 marks (+3 SPaG). It matches the Level 3 descriptor by demonstrating detailed knowledge of place (AO1), showing a thorough understanding of how water and energy conservation aid urban sustainability (AO2), as well as making a thorough judgement of the relative importance of water and energy conservation (AO3)

0 1 . 1 1 To what extent can water and energy conservation make cities more sustainable? [9 marks]
[+ 3 SPaG marks]

Water and energy conservation can help make cities more sustainable but to a limited extent.

In East Village, part of the Olympic park in Stratford, new methods of water conservation have been adapted. ~~was~~ implemented, by using ponds to naturally filter water, reducing water usage by 50%. This is sustainable because it reduces the demand for water in urban areas, which are often under water stress already. Such as London, in the South-East often having to introduce hosepipe bans

as demand often exceeds supply. This system is also beneficial as less energy goes into recycling water as this process occurs naturally, reducing its carbon emissions.

Another way to conserve energy is through CHP, or Combined Heat and Power systems, which extract heat from the same source as where power is generated, decreasing energy ^{developed} usage by 30%. In ~~is~~ ^{developed} areas such as London where appliances are already very energy efficient, such schemes may be the only alternative to reduce energy consumption. This is

sustainable because much energy comes from fossil fuels (with the UK receiving about 36% from gas). This means less energy usage leads to less global carbon emissions, slowing the rate of global warming.

Nonetheless, despite these benefits, cities such as London are already huge consumers of energy and water. ~~Red~~ Conserving energy and water, therefore, will have a very limited impact on energy and water ~~use~~ use, especially as household incomes rise, and more people ^{of} see back

L3

1.11

buy buy energy-intensive appliances. Therefore, while conservation methods may be useful, they will not be enough and cannot lower the demands of UK cities enough. Hence, it would be a much cheaper alternative to invest in ways of generating energy instead, such as offshore wind farms, which are far more large scale, such as the London Array, and will help provide a permanent and sustainable solution to the high demands of water and energy.

L3

Likewise, the following answer to **question 2.9** shows those same characteristics of engagement with the demands of the question requiring application of understanding to Figure 11 (AO3), supported by detailed knowledge of improvements in transport and infrastructure (AO1) and understanding of how these improvements operate to bring about economic change (AO2). The answer is balanced and discursive and includes a logical conclusion.

2.9. On the one hand, the UK economy will be positively affected by improvements in developments in transport. For example, in figure 11, we can see the proposed High-Speed rail, which can be seen as a solution to the North-South divide as it ran from Manchester all the way to London, giving people in the North a chance to travel to London easily. This, effectively, would have supported 24,000 jobs and would have created 40,000 jobs in total, which shows how this improvement in UK transport would have allowed people to grow financially and economically, representing how HS2 will positively impact the economic future of the UK. However, we can also see that HS2 has been delayed until 2030. This delay shows how the improvements in transport take a long time, and as a result, the future of the economy may not improve for a very long time, while paying a very large sum of money for the construction, which shows how the UK may instead be negatively impacted by improvements in transport economically.

Despite this, one can say that developments in infrastructure and transport may still benefit the economic future of the UK. For example, we can see in Figure 11, construction of a junction with the A1 road. This will allow people to travel to work efficiently as more

transport systems are being built, and as a result, the economy of the UK will grow as more people have access to jobs. Despite this, the construction of more roads may not completely benefit the UK in terms of its economy, as improvements of infrastructure do not fix the uneven divide between the North and the South in terms of education. As a result, developments of transport and infrastructure may have little to no effect on the economy of the future in the North of the UK.

To conclude, while transport systems may not completely fix the uneven development of the North compared to the South of the UK, some schemes like HS2 may still provide good access to jobs around the UK, and as a result, will generally positively impact the future of the economy in some parts of the UK.

Limitations of less successful responses

In less effective answers the knowledge of places, processes and concepts was limited (AO1), and students were unable to include examples or offered vague theoretical ideas.

Limits to language and knowledge of geographical terminology also impaired some answers, such as students not knowing what conservation was in question 1.11 or only having very general or vague ideas about economic futures in question 2.9

For example, in this response to Q1.11 the answer does address all three Assessment Objectives but application of understanding (AO3) is limited to a simple assertion, with some straightforward understanding (AO2) of how a basic strategy (AO1) will work, thus achieving Level 1, 3 marks (+2 SPaG). To access Level 2 the student would need to show a clearer understanding of how specific types of water and energy conservation can aid urban sustainability, and make a partial judgement of their relative importance.

0 1 . 1 1 To what extent can water and energy conservation make cities more sustainable? [9 marks]
[+ 3 SPaG marks]

If people start to use less water and use- using it for only good reason it will make cities sustainable.

One way to do this is by using rainwater to water your garden also if people use less water in the toilets. This will reduce the use of water that is being used for day to day life.

[AO1]

[AO2]

A03

Energy conservation means that people use less energy everyday which will make cities more sustainable.

A02

One way is using more solar panels on people roofs to attract the sun to produce energy.

A02

Another way is wind ~~tarm~~ turbines which produce energy through the wind and force.

Extra space

A03

To an extent water and energy conservation will make more cities sustainable.

L1

In this answer to question 2.9 a similar type of response also targets all three AOs, but at a basic level in each case, so is awarded Level 1, 3 marks. It shows the simplistic 'jobs and money' approach mentioned elsewhere in this report. To access Level 2 marks the student would need to provide more specific knowledge and understanding about transport and/or infrastructure improvements and clearer judgement about the likely impact of these developments on the economic future of the UK, with greater reference to Figure 11.

0 2 . 9 'The economic future of different parts of the UK will be affected by improvements and developments in transport and infrastructure.'

Explain this statement.

Use Figure 11 and your own knowledge.

[9 marks]

HS2 will impact the UK by improving trade links, ~~the~~ how long it is to get across the country. this ~~train~~ train can go to birmingham ~~to~~ ^{from} London is only 30-40 minutes compared to a 2-3 hours? this means that trades/deliveries can be quicker and people can get into london for work or shopping easier and quicker. And can hold ~~up to~~ ^{more} passengers than a normal train. ~~education~~

This can also create Job ~~opportunities~~ opportunities allowing them to work and get money meaning they can afford their tax and have disposable income after ~~which~~ which could lead to more ~~extra~~ Money spent on local business and ~~increasing~~ the Government

L1

Support and guidance

Our reports on the exams are part of a suite of support we offer to enhance your understanding of our assessments and your students' performance.

Mark ranges and award of grades

Grade boundaries and cumulative percentage grades are available on the [results statistics](#) page of our website.

Enhanced Results Analysis (ERA)

Use our exam results analysis tool to create and customise different reports to help understand your students' performance.

ERA is our free online service for you to gain a detailed insight into your students' results. You can:

- analyse your students' scores for each exam question
- identify topics, skills, and types of question where students may need further support
- compare your students' performance with those of other classes and with students in other AQA schools nationally.

For more information on ERA, log in through Centre Services.

Professional development

Attend one of our feedback [courses](#) where you can review example responses from students and commentaries from our examiners.

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

Tel: 0800 197 7162

Email: geography@aqa.org.uk

aqa.org.uk