

Topic Tests for A Level OCR Geography

Topic 2.2B: Global Migration

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Teacher's Introduction

These ZigZag Education Topic Tests for Geography are written to be used for continuing teaching of the given topic. Each resource covers the full content of the specification across a number of tests. The final test in each resource is synoptic, and spans a range of named topics, ideal as an end-of-topic recap and revision exercise. The tests are produced by experienced teachers.

Each test should take one lesson length to complete, with an optional extension section to challenge more-able students, or as a follow-up homework task for the whole class. This resource takes into account the weight of the topic within the specification, allowing one to plan over a two-year course of study when using the full resource range.

This resource has four tests on **Global Migration** for the **A Level OCR** Geography specification. Every key aspect of this topic within the specification is covered in this resource.

The tests are not designed to mirror the exams, but in the extension sections they do follow the exam format in terms of command word and marks allocated.

Suggested answers for each test are included. For 'closed' questions, where one model answer has been provided. For 'open' and extended questions, indicative answers are provided.

When to Use This Resource

This resource can be used at the end of teaching a subtopic, or at the end of the whole topic. Students can also reuse these tests towards the end of the course as part of a program of revision.

How to Use This Resource

The tests can be completed individually in class, or set as homework tasks to enable you, as a teacher, to diagnose your students' strengths and weaknesses in certain areas. Each test covers a range of question types, and draws upon a wide range of stimulus material. The tests can be marked by a teacher or by students, as answers are provided.

Free Update

Register your email address to receive updates on any changes made to this resource or other Geography resources we have purchased, and details of any new resources we have added.

* resulting from minor specification changes, or from new research, and peer reviews, or occasional errors.

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The Benefits to the Student

Students can be confident they have been tested on every key aspect of the specification. They will know which areas they are strong in and which require further work, and can set their own learning. The answer sections also provide students with an indication of what a good answer looks like.

Differentiation

In order to support lower-ability students while pushing the more-able, each test has two sections.

- The first section has approximately 40 marks and has been written to test knowledge of the specification.
 - These questions are for all students and the difficulty or complexity generally increases as the topic progresses.
- The second section has approximately 10 further marks of extension questions for more-able students.
 - These questions more closely follow the exam style, with command words and structures similar to the longer exam questions.
 - In some cases the extension section is longer (up to 20 marks) to provide a challenge where the exam requires it. The initial test may then be slightly shorter to allow for this.

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Test 2 – Complex Migration Flows

1. Take a look at Figure 3 below, which shows emerging patterns of international migration.

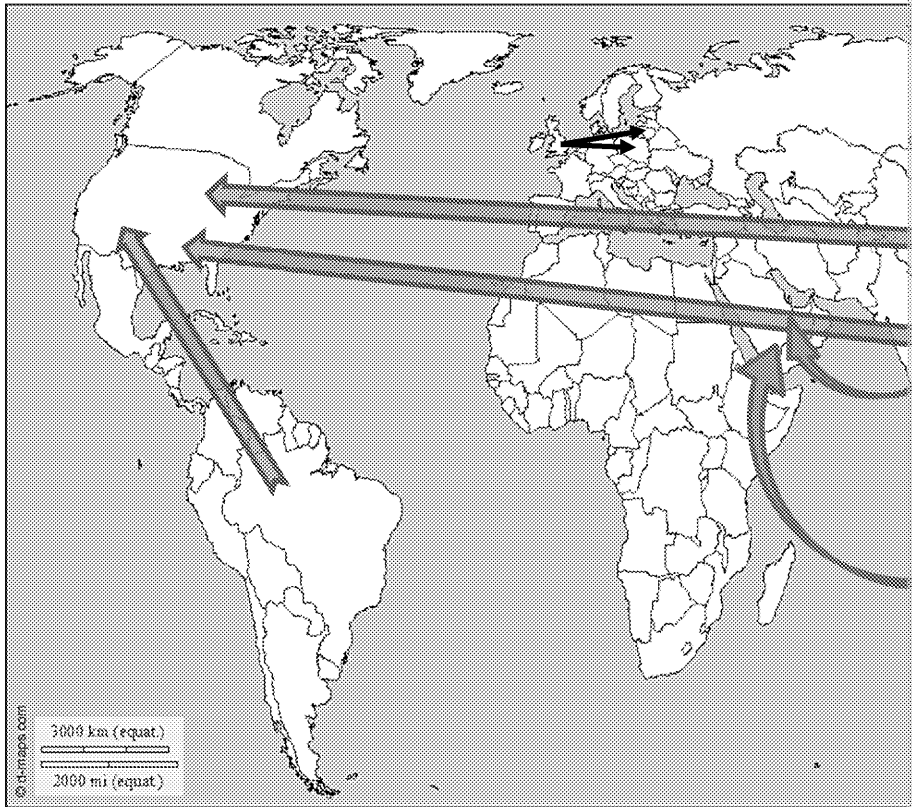


Figure 1

- Identify two emerging source nations evidenced by Figure 3.
 - Identify two emerging host nations.
 - Suggest a reason for the intra-regional migration that is evidenced by Figure 3.
- 2.
- What are bi-lateral corridors for migration?
 - Explain one possible cause for increasing bi-lateral corridors.
3. Explain the changes in the types of migrants who were choosing to relocate in the past to the types of migrants we see moving around the world today. Suggest a reason for these changes.

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4. Take a look at Figure 4 below, showing the movement of migrants within and South.

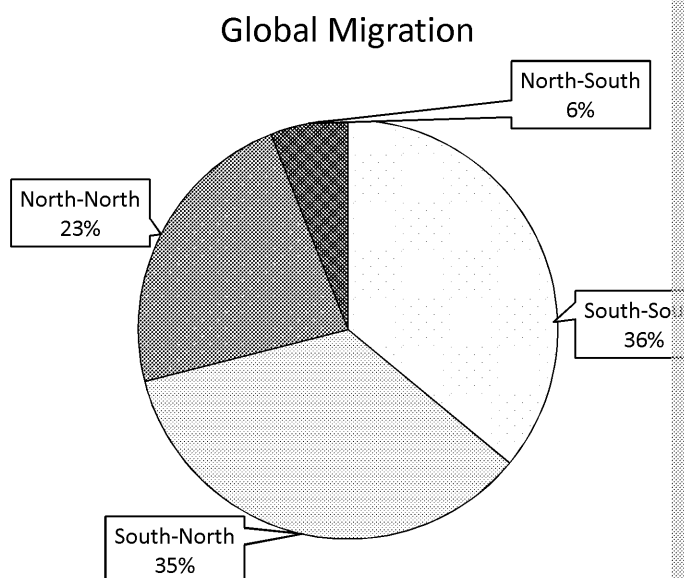


Figure 2. Source: UN, 2013

- a. Describe the movement of migrants across the globe, as evidenced by Figure 2.
 - b. Suggest why there is growth in flows of migrants along South-South corridors.
5. Suggest two ways that migration policies have changed as a result of increased flows of migrants across the globe.
 6. For an economically developing country you have studied, describe the patterns of migration and emigration.
 7. With reference to the economically developing country you have studied, explain how it has become increasingly interdependent on a socio-economic level, as a result of migration.

Extension Questions

8. For the economically developing country you have studied, suggest why there has been an increase in migration flows since the beginning of the twenty-first century.
9. Using a case study to support your answer, explain how increased flows of migrants have improved the quality of life for people in an economically developing country.

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Preview of Questions Ends Here

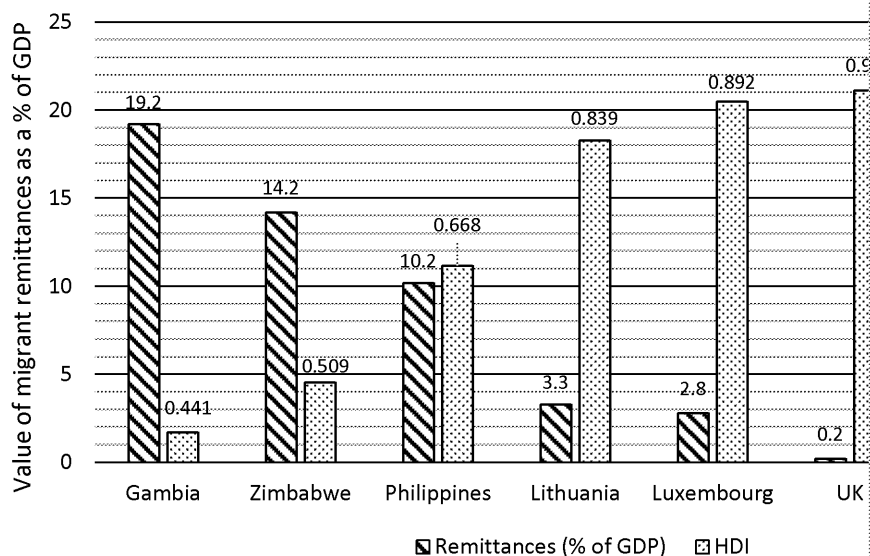
This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Answers

Test 1 – Patterns of Global Migration

1. a. Students must use figures from the graph.
Students must use the name of countries or continents.
Some suggested answers include:
 - Most migrants come from Asia and North and Central America [1]
 - More than 500,000 immigrants from China / India / Germany / Canada / United Kingdom [1]
 - Significant number of migrants, between 200,000 and 499,999, from South America / Brazil / Argentina / Peru [1].
 - Lots of immigrants to the United States come from Europe [1], with most from the United Kingdom [1], Portugal [1], Germany [1] and Italy [1] and between 200,000 and 499,999 from Poland [1] and Ukraine [1].
 - Relatively few immigrants travelled from Australia, with between 50,000 and 99,999 from this country [1].
- b. Four from the following points:
 - Clear distinction between the different groups [1]
 - Clear legend [1]
 - Clear identification of what areas no data is available for [1]
 - No overlap of the different groups [1]
 - A lot of data is missing, particularly for African countries [1]
 - The group sizes are not equal [1]
 - 500,000+ could cover a huge range of countries as it gives no maximum [1]
 - Does not provide any information about the proportion of the population that are emigrating [1].
 - The data is not up to date [1].
2. a. Inter-regional migration is the movement of people between the major world regions. Intra-regional migration refers to the movement of people within major world regions.
- b. i. Intra-regional migration [1]
ii. Intra-regional migration [1]
iii. Inter-regional migration [1]
iv. Inter-regional migration [1]
3. a. See graph.
One mark can be awarded for correct height of the bar [1].
A second mark can be awarded for correct shading of bar [1].

Migrant Remittances and Human Development



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b. The money earned by migrants in the host country [1] that are sent home to families [1].

c. Students must refer to the graph, at least partly.

Example answer:

The Human Development Index is a measure of socio-economic development. The value of migrant remittances as a % of GDP decreases [1]. For example, the value for the United States is the highest of the countries shown, at 19.2% and it has the lowest HDI of 0.915. Whereas the United States has the highest HDI at 0.915 and the value of migrant remittances as a % of GDP decreases [1].

4. Four from the following points:

- Increased labour supply but static demand decreases wages [1]
- Increased labour supply increases production [1]
- Brings specialised skills to the workplace [1]
- Large labour supply means businesses can employ most productive workers [1]
- Migrants act as consumers in the host country, stimulating growth [1]
- Remittances can help support the economy of the source nation [1]

5. Four from the following points:

- Global migration facilitates the movement of ideas [1]
- Ideas may relate to ideals about family size or gender equality, for example [1]
- Global migration may transfer values such as democracy and basic human rights [1] where level of social development is low [1]
- Places are becoming increasingly diverse and many places are now much more multicultural and nationalities [1]
- Remittances can also improve the quality of life of family members in host country [1]

Other correct answers acceptable.

6. Some suggested answers include:

The large scale migration of refugees means many end up in refugee camps [1]. This is a violation of human rights [1] as they are restricted in their movement and actions [1].

The large scale migration of refugees means many end up in refugee camps [1]. Some refugees have been deported unwillingly back to their country of origin [1], which destroys their livelihoods, which is a violation of basic human rights [1].

Many migrants are reliant on illegal traffickers to help them make the journey to the host country. Child migrants are at particular risk of forced labour [1], exploitation [1] and abuse [1].

When migrants arrive in a country, they are often very limited in opportunities for employment as they are not allowed to work at all [1]. This means they are forced to live and support their families on money [1].

7. Cause (at least one of the following points):

- Hostility/tension between newcomers and the host community [1]
- Hostility/tension between different migrant groups in host country [1]
- Conflicts at border control [1]
- Conflict/protests over the treatment of refugees and asylum seekers [1]
- Large communities of migrants can increase the pressure placed on services [1]

Result (at least one of the following points):

- Many migrants, who are asylum seekers and refugees have been forced to return to their source country [1]
- Migrants may move due to political conflict and instability in the source country [1]

Other correct answers acceptable.

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Extension Questions

8. Some suggested answers include:
- Migrants are often young and skilled workers [1] meaning the labour force of the socio-economic growth could be hindered [1].
- A brain drain may occur [1] as the most highly educated members of society choose to move elsewhere [1]. This will limit the technological research and development that is needed for growth which is key to development [1].
- The population left behind in the source nation is likely to be more vulnerable and ageing [1]. This will cause a decline in birth rate [1] and the proportion of dependent population will increase as the population ages [1].
9. Eight from the following points:
- Improved labour supply [1]
 - More productive labour force [1]
 - Increases geopolitical relations with the source nation [1]
 - Incoming migrants are often young, providing balance to host populations [1]
 - Migrants bring skills and expertise in different areas [1]
 - The cost of training professional migrants, such as doctors and engineers, is often covered by the source nation where they studied, and the host nation can then benefit from the skills [1]
 - Migrants fill gaps in the labour force, in jobs that are not filled by members of the host nation [1]
 - The work and spending of migrants in the host nation helps boost GDP [1]
 - Communities can become more culturally diverse and open to different cultures [1]

Other correct answers acceptable.

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.