**OXFORD**
INTERNATIONAL
AQA EXAMINATIONS

# INTERNATIONAL A-LEVEL
# GEOGRAPHY
# GG04

Paper 4  Human Geography 2

Mark scheme

January 2023

Version: 1.0 Final

Mark schemes are prepared by the lead assessment writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same, correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

# International A-level Geography mark scheme

## How to mark

## Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

## Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study geography in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about geography. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

## Assessment Objectives

This component requires students to:

| AO1 | Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales. |
|---|---|
| AO2 | Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues. |
| AO3 | Use a variety of relevant quantitative, qualitative and fieldwork skills to:<br>• investigate geographical questions and issues<br>• interpret, analyse and evaluate data and evidence<br>• construct arguments and draw conclusions. |

## The marking grids

Do not think of levels equaling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

## Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

## Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level.

## Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the lead examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the lead examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

## Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes.

**Section A – Changing places**                              **Total for this section: 40 marks**

| Question | Part | Marking guidance | Total marks |
|----------|------|------------------|-------------|
| **01** | 1 | **Which of the following would BOTH be considered qualitative sources of information about a place?**<br><br>Key – D: Lyrics from a song of how someone feels about where they were born **and** photographs showing changes over a 50-year period. | **1**<br><br>**AO1=1** |
| **01** | 2 | **Which of the following quotes describes exogenous factors contributing to the character of the places described?**<br><br>Key – B: 'Once a week, cruise ships arrive and lots of tourists visit the town.' | **1**<br><br>**AO1=1** |
| **01** | 3 | **Which of the following is NOT an example of an external force which could impact a place?**<br><br>Key – C: A group of students hold a local beach clean-up event close to their school. | **1**<br><br>**AO1=1** |
| **01** | 4 | **Which statement describes changing demographic characteristics of a place?**<br><br>Key – A: Over time, many young people have left the village to seek work in the city. Now the village mainly has an elderly population living there. | **1**<br><br>**AO1=1** |
| **01** | 5 | **Which of the following best describes a person who has directly experienced a place?**<br><br>Key – C: They visited the place on a day trip with their parents. | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **02** | | A group of A-level students visited their local place on a day in July and undertook some fieldwork.<br><br>**Figure 1a** shows a section of the raw data table the students used during a pedestrian count.<br><br>**Figure 1b** shows one presentation method they chose to present their findings.<br><br>**Figure 1c** shows two photographs taken during their fieldwork day.<br><br>**Use Figure 1a to complete Figure 1b.**<br><br>**Outline what Figure 1b and Figure 1c can tell us about the place the students visited.** | **6**<br><br>**AO3=6** |

2 marks for completing the line graph correctly.  (1 mark per 2 correct plots).

4 marks for analysis of place evidence.
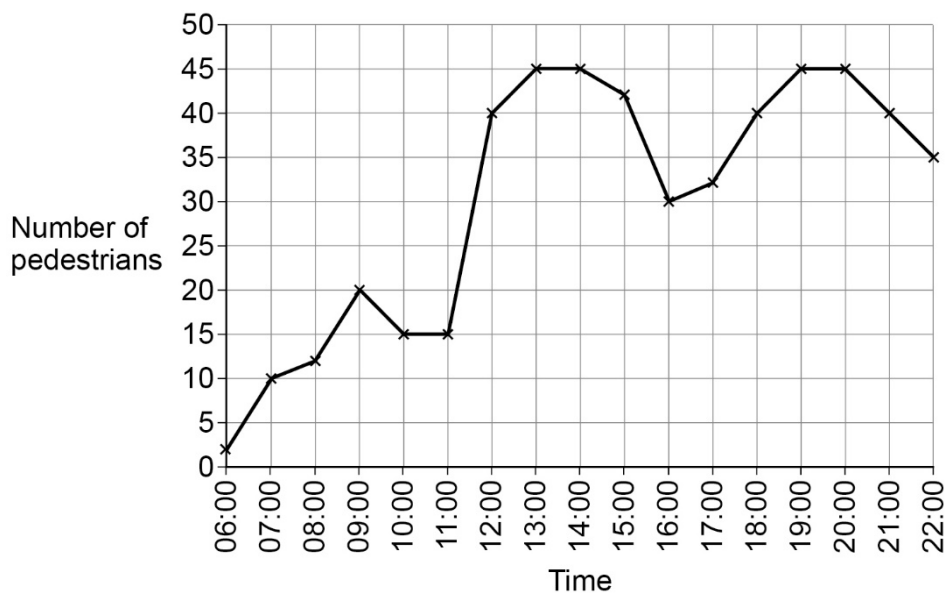


Indicative Content

This question requires students to outline the sense of place evidenced in a line graph and photographs. They should use all figures for maximum marks.  For maximum marks there should also be use of specific data/evidence from the figures.

No credit for descriptive statements with no reference to sense of place.

**AO3**

- All sources suggest this is a modern, redeveloped area for leisure activities (1).
- **Figure 1b** suggests this is an area that has peaks of activity such as at 09:00 with 20 pedestrians (1). There are two further busy periods between 12:00–15:00 and 18:00–21:00 (1). This suggests the area undergoes temporal changes (1).
- **Figure 1c** suggests the area has a function of leisure with the cinema and boating activities (1). It also suggests there may be tourists who visit the place due to the presence of chain hotels (1). The seating outside indicates this could be a pleasant place to enjoy a meal or a coffee (1). The lack of cars in the images suggests the area has safety of people in mind (1) and pedestrianised streets indicate there are large numbers of people using this place (1). The area is clean and well kept, suggesting the area is in a wealthy place with the ability of invest in the surroundings (1).

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 03 | | **Evaluate the view that endogenous factors have a greater influence on the character of places than exogenous factors.**<br><br>**Use examples of two or more places you have studied to support your view.**<br><br>**AO1** – Knowledge and understanding of the influence of endogenous and exogenous factors on shaping the character of places.<br><br>**AO2** – Application of knowledge and understanding to assess the relative importance of endogenous and exogenous factors in shaping the character of places. | **9**<br><br>**AO1=4**<br>**AO2=5** |

| Level | Marks | Descriptor |
|---|---|---|
| 3 | 7 – 9 | **AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.  These underpin the response throughout.<br><br>**AO2** – Applies knowledge and understanding appropriately with detail.  Connections and relationships between different aspects of study are fully developed with complete relevance.  Analysis and evaluation are detailed and well supported with appropriate evidence. |
| 2 | 4 – 6 | **AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.  These are mostly relevant though there may be some minor inaccuracy.<br><br>**AO2** – Applies clear knowledge and understanding appropriately.  Connections and relationships between different aspects of study are evident with some relevance.  Analysis and evaluation are evident and supported with clear and appropriate evidence. |
| 1 | 1 – 3 | **AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.  This offers limited relevance with inaccuracy.<br><br>**AO2** – Applies limited knowledge and understanding.  Connections and relationships between different aspects of study are basic with limited relevance.  Analysis and evaluation are basic and supported with limited appropriate evidence. |
| 0 | 0 | No creditable content. |

Indicative Content

This question requires an awareness of how endogenous and exogenous factors affect the character of places. They should evaluate and assess the relative importance of endogenous and exogenous factors. Students should refer to examples they have studied to support their argument. Max level 2 if only one place used within the response.

**AO1**

- Knowledge and understanding of the factors that contribute to the character of places and that these operate at various scales. These can be both physical and human.
- Knowledge and understanding of the varying endogenous factors that contribute to the character of places. These include physical factors such as scenery such as the Fjords of Norway or the topography of mountainous areas such as the Himalayas. Its location such as a coastal position may play an influential part of its character eg Amalfi Coast in Italy.
- Human factors also influence character. Land use plays a part such as an urban landscape in a major city or agricultural landscapes eg coffee plantations in Peru. Infrastructure plays a role through presence of motorways through to single-track mountain passes. The built environment and its past can affect character through modern landscapes of world cities through to historical buildings such as castles and temples. The people residing in a place also affect character eg the demographics of age, ethnicity and culture. The economic characteristics of industry and services also play a role.
- Knowledge and understanding of the exogenous factors that influence the character of places and that these originate from relationships with other places and other external influences. The movement or flows of people, money and investment, ideas and resources play an influential role.

**AO2**

- Analysis of the different factors that influence the character of places and the strength of their influence.
- Analysis of the role of peoples' actions on changing the character of places through the built environment such as regeneration and awareness that this can become a dominant factor in some places.
- Evaluation that the influence of the different factors can change over time due to societal changes.
- Evaluation of how factors affect different places in different ways – ie the built environment may play a lesser role in some environments compared to the nature of the physical characteristics.
- Some students may identify that the character of places is bound in both endogenous and exogenous factors and these cannot be decoupled.
- An overall evaluation of the relative importance of endogenous and exogenous factors influencing the character of places.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 04 | | **To what extent have changing economic characteristics affected people's lived experience of a local place you have studied?**<br><br>**AO1** – Knowledge and understanding of economic characteristics affecting places and how these change over time. Knowledge and understanding of lived experience and the factors that influence this. Knowledge and understanding of the local place studied.<br><br>**AO2** – Application of knowledge to evaluate the role of changing economic characteristics over time and how this affects the lived experience. | **20**<br><br>**AO1=10**<br>**AO2=10** |

| Level | Marks | Descriptor |
|---|---|---|
| 4 | 16 – 20 | **AO2** – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.<br><br>**AO2** – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.<br><br>**AO1** – Full and accurate knowledge and understanding of key concepts and processes throughout.<br><br>**AO1** – Detailed awareness of scale and temporal change which is well integrated where appropriate. |
| 3 | 11 – 15 | **AO2** – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.<br><br>**AO2** – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Generally clear and relevant knowledge and understanding of place(s) and environments.<br><br>**AO1** – Generally clear and accurate knowledge and understanding of key concepts and processes. |

| | | |
|---|---|---|
| | | **AO1** – Generally clear awareness of scale and temporal change which is integrated where appropriate. |
| **2** | **6 – 10** | **AO2** – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question. <br><br> **AO2** – Some partially relevant analysis and evaluation in the application of knowledge and understanding. <br><br> **AO2** – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. <br><br> **AO1** – Some relevant knowledge and understanding of place(s) and environments which is partially relevant. <br><br> **AO1** – Some knowledge and understanding of key concepts, processes and interactions and change. <br><br> **AO1** – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies. |
| **1** | **1 – 5** | **AO2** – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question. <br><br> **AO2** – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence. <br><br> **AO2** – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. <br><br> **AO1** – Very limited relevant knowledge and understanding of place(s) and environments. <br><br> **AO1** – Isolated knowledge and understanding of key concepts and processes. <br><br> **AO1** – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies. |
| **0** | **0** | No creditable content. |

Indicative Content

The question links different parts of the Changing Places part of the specification, specifically linking the role of economic changes on lived experience.  The question requires the relative role of economic changes to be assessed and reach a conclusion.

**AO1**

- Knowledge and understanding of the local place and its character.
- Knowledge and understanding of the role of economic changes and that this affects lived experience.
- Awareness of the reasons behind the economic changes seen in the local place.
- Knowledge and understanding that there are other factors that are also important when assessing lived experience such as cultural and demographic changes.
- Awareness that lived experience is different for different groups of people.  Insiders and outsiders may have different views and some insiders may even feel excluded.
- Awareness that lived experience is also bound in personal identity and past experiences.
- Knowledge and understanding that the character of a place is bound in endogenous and exogenous factors.

**AO2**

- Analysis of the extent to which changing economic characteristics play a role in shaping lived experience.
- Analysis of how the relative importance of economic characteristics may change over time and that these may be influenced by external forces such as TNCs or government legislation.
- Assessment of the extent to which other factors also affect lived experience such as cultural and demographic changes and that these may have stronger influence on lived experience.
- Evaluation of the range of factors that affect lived experience and how these will affect different groups in different ways.  The lived experience of some groups may not be affected by economic changes due to their exclusion.
- Analysis of the varying temporal and spatial scales associated with the changing economic characteristics of a place.
- Conclusion may indicate that lived experience is bound in many elements and changing economic characteristics are not the only influence.

**Section B – People and contemporary urban environments    Total for this section: 40 marks**

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 05 | 1 | **Which of the following is the definition of counter-urbanisation?**<br><br>Key – B: The movement of people from large urban areas to smaller urban areas or rural areas. | 1<br><br>**AO1=1** |
| 05 | 2 | **Which of the following are push factors associated with rural to urban migration?**<br><br>Key – D: Low paid jobs **and** lack of healthcare. | 1<br><br>**AO1=1** |
| 05 | 3 | **Which of the following are ALL common features of a fortress development?**<br><br>Key – A: CCTV; security guards; good use of street lighting. | 1<br><br>**AO1=1** |
| 05 | 4 | **Which of the following is a POSITIVE aspect associated with the incineration of waste?**<br><br>Key – B: Enables hazardous medical waste to be disposed of safely. | 1<br><br>**AO1=1** |
| 05 | 5 | **Which of the following statements describes the economy of the informal sector in urban areas?**<br><br>Key – C: There are many bottom-up organisations where decisions are made collectively by local people. | 1<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **06** | | A megacity is a city with a population greater than 10 million people.<br><br>**Figure 2a** shows the location of megacities.<br><br>**Figure 2b** shows estimated total population growth in megacities between 2017 and 2030.<br><br>**Analyse the data shown in Figure 2a and Figure 2b.** | **6**<br><br>**AO3=6** |

| Level | Marks | Descriptor |
|---|---|---|
| **2** | **4 – 6** | **AO3** – Clear analysis of the quantitative evidence provided which makes appropriate use of data to support.  Clear connections between different aspects of the data. |
| **1** | **1 – 3** | **AO3** – Basic analysis of the quantitative evidence provided which makes limited use of data to support.  Basic or limited connections between different aspects of the data. |
| **0** | **0** | No creditable content. |

Indicative Content

There are a variety of ways of approaching this unseen material.

This question requires analysis of the location of current megacities and future predicted growth of these megacities.  They should use both figures for maximum marks.  For maximum marks there should also be use of specific data.

**AO3**

- Countries located in Asia Pacific contain the highest number of megacities with 19 cities.
- It is clear the continent of Africa has the fewest megacities with 3 – but this is only one less than Europe.
- There is an uneven distribution of megacities globally.
- The country of China hosts the most megacities per country with 6 cities located – only 1 less than all developed countries in total.
- Overall, there are just 8 megacities located in developed countries – showing the clear trend that developing countries are host to the most populous cities globally.
- Cities located in the developed countries have the smallest projected population growth – the highest being Los Angeles with around 9%.
- The largest population growth is predicted to be in Lagos with approximately 35% growth between 2017 and 2030.  Karachi is predicted to have approximately 34% growth in population.
- Two cities, Tokyo and Osaka, are predicted to see a decrease in population of up to –7%.  These are both developed countries showing a trend that developed countries do not have the same pressures of population growth as the developing countries have.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 07 | | **Assess the success of management and mitigation strategies on the prevalence and distribution of malaria.**<br><br>**AO1** – Knowledge and understanding of the disease malaria. Knowledge and understanding of management and mitigation strategies on the prevalence and distribution of malaria.<br><br>**AO2** – Application of knowledge and understanding to analyse and evaluate the effectiveness of management and mitigation strategies on the prevalence and distribution of malaria. | **9**<br><br>**AO1=4**<br>**AO2=5** |

| Level | Marks | Descriptor |
|---|---|---|
| 3 | 7 – 9 | **AO1** – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.  These underpin the response throughout.<br><br>**AO2** – Applies knowledge and understanding appropriately with detail.  Connections and relationships between different aspects of study are fully developed with complete relevance.  Analysis and evaluation are detailed and well supported with appropriate evidence. |
| 2 | 4 – 6 | **AO1** – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.  These are mostly relevant though there may be some minor inaccuracy.<br><br>**AO2** – Applies clear knowledge and understanding appropriately.  Connections and relationships between different aspects of study are evident with some relevance.  Analysis and evaluation are evident and supported with clear and appropriate evidence. |
| 1 | 1 – 3 | **AO1** – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.  This offers limited relevance with inaccuracy.<br><br>**AO2** – Applies limited knowledge and understanding.  Connections and relationships between different aspects of study are basic with limited relevance.  Analysis and evaluation are basic and supported with limited appropriate evidence. |
| 0 | 0 | No creditable content. |

Indicative Content

This question requires links to be made within the 'people and contemporary urban environments' part of the specification content, namely within the 'urban environments, health and wellbeing' element. Some may also draw on elements of the 'urban climate' element and urban inequalities. Answers are likely to be wide ranging depending on the strategies assessed and examples used.

**AO1**

- Knowledge and understanding of the nature of the disease of malaria and its distribution globally.
- Awareness of the seasonal nature of malaria and the role of the lifecycle of the vector involved – the Anopheles mosquito.
- Awareness of the role of NGOs in managing the prevalence and distribution of the disease.
- Knowledge and understanding of strategies to manage and mitigate the prevalence and distribution of the disease of malaria. Examples could include mosquito nets, insecticide spraying, anti-malarial medications, education strategies to enable early diagnosis and improving drainage and irrigation systems.
- Awareness that strategies can be implemented at a range of scales.
- Awareness of the role of physical geography and economic development in managing the prevalence and distribution of the disease.

**AO2**

- Evaluation of the extent to which strategies are successful in managing the prevalence and distribution of the disease.
- Strategies are used and implemented at varying scales, with varying successes.
- Awareness of the increased resistance of malaria to common insecticides and the need to continue to develop new methods.
- Many cases are in developing countries; this is largely due to the environmental conditions being favourable to the vector.
- Environmental conditions are very difficult to address therefore the socio-economic environment plays a critical role in managing the prevalence and distribution of the disease.
- Some of the most vulnerable populations live in the informal sectors of urban space – these people may not be able to access the same preventative measures or medical treatments if malaria is contracted.
- With the ever-increasing populations in developing cities, this is an issue that needs to be in the fore of global development strategies. The Millennium Development Goal to halt and reverse the incidence of the disease has seen positive results. This is being driven by NGOs and arguably without these, the prevalence and distribution of the disease would be much greater.
- Preventative measures that can be implemented in the home are often dependent on the education of individuals.
- Climate change could see a new distribution of the disease as the vector moves to find the most suitable environments. This will present new challenges for countries that may not be as affected by the current prevalence and distribution of the disease.
- Vulnerable people such as environmental migrants living in temporary accommodation such as refugee camps may become more vulnerable over time.
- Overall, the extent to which strategies are successful is often dependent on a wide range of factors and bound by social and economic pressures.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 08 | | **'Globalisation has a greater impact on urban change in developing countries than in more developed countries.'** **Critically assess this statement.** **AO1** – Knowledge and understanding of dimensions in globalisation and issues associated with interdependence. Knowledge and understanding of urbanisation and urban forms. **AO2** – Application of knowledge and understanding to evaluate the impact of globalisation on both developing and developed countries. | **20** **AO1=10** **AO2=10** |

| Level | Marks | Descriptor |
|---|---|---|
| 4 | 16 – 20 | **AO2** – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. **AO2** – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout. **AO2** – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout. **AO1** – Full and accurate knowledge and understanding of key concepts and processes throughout. **AO1** – Detailed awareness of scale and temporal change which is well integrated where appropriate. |
| 3 | 11 – 15 | **AO2** – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. **AO2** – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding. **AO2** – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Generally clear and relevant knowledge and understanding of place(s) and environments. **AO1** – Generally clear and accurate knowledge and understanding of key concepts and processes. **AO1** – Generally clear awareness of scale and temporal change which is integrated where appropriate. |

| 2 | 6 – 10 | **AO2** – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Some partially relevant analysis and evaluation in the application of knowledge and understanding.<br><br>**AO2** – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.<br><br>**AO1** – Some knowledge and understanding of key concepts, processes and interactions and change.<br><br>**AO1** – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies. |
|---|---|---|
| 1 | 1 – 5 | **AO2** – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.<br><br>**AO2** – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Very limited relevant knowledge and understanding of place(s) and environments.<br><br>**AO1** – Isolated knowledge and understanding of key concepts and processes.<br><br>**AO1** – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies. |
| 0 | 0 | No creditable content. |

Indicative Content

The question links different topics across the specification, namely Global Systems and Governance and People and Contemporary Urban Environments. Specifically, dimensions in globalisation and issues associated with interdependence and inequalities. Urbanisation and urban change in both developed and developing worlds will also feature in answers.

**AO1**

- Knowledge and understanding of the dimensions of globalisation and the flows of capital, labour, products and services and information.
- Knowledge and understanding of interdependence in the contemporary world.
- Awareness of issues associated with interdependence with unequal flows and the inequalities this may cause.
- Some may include elements of international trade and access to markets.
- Knowledge and understanding of the process of urbanisation.
- Knowledge and understanding of urban change in the more developed world; deindustrialisation, decentralisation and rise of service economy.
- Knowledge and understanding of urban change in the developing world; rural to urban migration, development of modern, high-tech core areas and the contrast between formal and informal sectors of urban space and urban economies.
- Awareness of urban characteristics in contrasting settings; economic inequality; social segregation and cultural diversity in contrasting urban areas and factors that influence them.

**AO2**

- Evaluation of the impact of globalisation on the developed world – deindustrialisation, decentralisation and rise of the service economy. Evaluation of the impact of globalisation on urbanisation processes as well as suburbanisation, counter-urbanisation and urban resurgence.
- Evaluation of the impact of globalisation on the developing world – the impact on rural to urban migration, development of modern, high-tech core areas and the contrast between formal and informal sectors.
- Consideration that urban change in developed countries is different in nature to developing countries. That globalisation plays a differing role and will have different outcomes.
- Consideration of the differing scales of urban change in developed and developing countries – some may link to megacities and population growth.
- Consideration that emerging economies in particular may see the greatest change with the growth of industry and employment that comes as a result. The growth of rural to urban migration may be considered.
- Awareness that there is an element of temporal scale to consider – developed countries have often transitioned through the elements of change that developing countries are currently experiencing.
- Consideration of the role that TNCs play in urban change – particularly with the growth of industry, possible outsourcing and the employment opportunities they provide. However, sometimes this comes at a social cost and inequalities can occur as a result of this interdependence between people and TNCs.
- The extent to which the urban change is positive or negative for populations and economies.
- Evaluation of the impact of urban change; this may be environmentally, socially or economically.
- Consideration that there is a greater focus of sustainability in recent years and this may well have an influence on urban change.
- Conclusion may indicate that urban change is inevitable and affects countries differently according to their level of economic development.

## Assessment Objective grid

|  | AO1 | AO2 | AO3 | Total |
|---|---|---|---|---|
| Section A | | | | |
| 01.1 | 1 | | | 1 |
| 01.2 | 1 | | | 1 |
| 01.3 | 1 | | | 1 |
| 01.4 | 1 | | | 1 |
| 01.5 | 1 | | | 1 |
| 02 | | | 6 | 6 |
| 03 | 4 | 5 | | 9 |
| 04 | 10 | 10 | | 20 |
| Section B | | | | |
| 05.1 | 1 | | | 1 |
| 05.2 | 1 | | | 1 |
| 05.3 | 1 | | | 1 |
| 05.4 | 1 | | | 1 |
| 05.5 | 1 | | | 1 |
| 06 | | | 6 | 6 |
| 07 | 4 | 5 | | 9 |
| 08 | 10 | 10 | | 20 |
| Unit total | 38 | 30 | 12 | 80 |