

INTERNATIONAL A-LEVEL GEOGRAPHY GG04

Paper 4 Human Geography 2

Mark scheme

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Version: 1.1 Final



2 4 1 X G G 0 4 / M S

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.

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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: <ul style="list-style-type: none">• investigate geographical questions and issues• interpret, analyse and evaluate data and evidence• 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	<p>Some place-shaping factors originate internally, such as land use and demographics.</p> <p>What are place-shaping factors that originate internally known as?</p> <p>Key – B: Endogenous factors</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	2	<p>An A-level student is studying a place as part of their course. This place is isolated, a considerable distance away and has very little connection to the student emotionally.</p> <p>What is this place described as?</p> <p>Key – A: A far place</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	3	<p>Which of the following would describe someone with lived experience of a place?</p> <p>Key – D: Someone who has knowledge about a place through personal interaction with the area</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	4	<p>A student was researching their local place as part of their A-level geography course.</p> <p>They found that one area had high rates of unemployment, low incomes and poor access to healthcare, but the other areas did not.</p> <p>What did this tell the student about the place?</p> <p>Key – D: There is evidence of economic and social inequality</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	5	<p>Which of the following is an example of a corporate body making attempts to influence or create specific place meanings?</p> <p>Key – B: A company devises an extensive marketing campaign to attract tourists and increase economic growth</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		Analyse the data shown in Figure 1.	6 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 the analysis of some economic impacts of global travel and tourism across key regions.

AO3

- The map shows the spatial differences of some economic impacts as well as the different reliance of travel and tourism at a global scale.
- Travel and tourism in the Asia Pacific region contributes the highest to GDP in USD with greater than 3000 billion USD in 2019 whereas Africa had the lowest on the map with less than 200 billion USD. Therefore, travel and tourism generates at least 2800 billion more USD in Asia Pacific compared to Africa.
- The Caribbean is the region most reliant on travel and tourism (highest economic impact) as this sector contributed to almost 14% of GDP in 2019 with 15.2% of all jobs in this region.
- However, travel and tourism in the Caribbean has the fewest number of jobs of all the regions represented on the map with 2.8 million jobs; this is 181.9 million fewer than the highest region (Asia Pacific) which has 184.7 million travel and tourism jobs.
- Africa is the region where travel and tourism has the lowest economic impact with 6.8% contribution to overall GDP, 7.1% less than the Caribbean (the highest) and 1.4% less than the second lowest region, Latin America (8.2%).
- However, despite the lowest economic impact, travel and tourism provides 25.5 million jobs in Africa which is the same number of jobs as in North America where the sector contributes to 8.9% of GDP (2.1% more than in Africa).
- Europe and Asia Pacific regions have similar economic impact of travel and tourism, both 9.9% of all jobs. However, there is a distinct difference in the total number of jobs with 37.8 million jobs in Europe compared to 184.7 million jobs in Asia Pacific (a difference of 146.9 million).
- Travel and tourism provides more jobs in the Asia Pacific region (184.7 million) than all other regions combined (totalling 115.6 million jobs). There are 69.1 million more jobs in this region than all regions combined.

Question	Part	Marking guidance	Total marks
03		<p>Assess the extent to which qualitative and quantitative data provide different representations of place.</p> <p>Refer to your distant place to support your answer.</p> <p>AO1 – Knowledge and understanding of the meanings and representations attached to places. Knowledge and understanding of the meanings and representations attached to the distant place studied. Knowledge and understanding of how places can be studied through qualitative and quantitative data.</p> <p>AO2 – Application of knowledge and understanding to evaluate how places may be represented differently through a variety of forms.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.</p> <p>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.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.</p> <p>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.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.</p> <p>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.</p>
0	0	No creditable content.

Indicative Content

This question requires an awareness of the range of qualitative and quantitative data sources used to investigate place. They should evaluate and assess how places may be represented differently through a variety of forms. Students should refer to the distant place they have studied to support their argument. Max Level 2 if the response does not use a place to support.

AO1

- Knowledge and understanding of the nature and importance of places.
- Knowledge and understanding of the importance of the meanings and representations attached to places.
- Knowledge and understanding of how humans perceive, engage with and form attachments of places and the way in which place meanings are bound up with different identities, perspectives and experiences.
- Knowledge and understanding of how qualitative data can be used to provide a representation of place such as diverse media (eg film or art) by providing more detailed narrative to include thoughts, feelings and lived experience.
- Knowledge and understanding of how quantitative data can be used to provide a representation of place such as cartography and census data. These can provide huge quantities of numerical data to help analyse places and provide a sense of place.

AO2

- Assessment of the role of qualitative data in representing place. This is often subjective in nature such as diary entries or artistic sources such as poetry or paintings and therefore could be just the viewpoint of one individual.
- Awareness that insiders and outsiders may well represent a place in different ways; those with a positive lived experience are likely to create representations that are in turn positive.
- Assessment of the role of quantitative data in representing place. This can provide large amounts of data that can be analysed in raw form to reduce subjectivity. However, statistics can be skewed and do not give detail on lived experience or provide a narrative.
- Assessment that different types of data could focus on different aspects of places and therefore affect the representation.
- Awareness that within places there are spatial differences; areas near each other could well have very contrasting representations.
- Awareness that historical representations can affect present day representations; place identities are often bound in the past and this could impact present day representations.
- The way places are represented may contain bias; it will depend on the purpose of the data, eg tourist information agencies will want a positive representation of a place to be created, whereas the media may choose carefully selected statistics to exemplify a viewpoint or news article.
- Evaluation that often both qualitative and quantitative data will require an element of analysis and inference in order to gain a sense of place and a holistic view.
- Some students may identify that some places do not have the same balance of qualitative and quantitative data available, and this could affect the representation.
- Assessment of how the chosen distant place is represented in different ways depending on the type of data.
- Overall conclusion of the extent to which places are represented differently through qualitative and quantitative data.

Question	Part	Marking guidance	Total marks
04		<p>Evaluate how lived experience is affected by continuity and change in your local place.</p> <p>AO1 – Knowledge and understanding of the ways in which the nature of places and lived experience are affected by continuity and change.</p> <p>AO2 – Application of knowledge and understanding to evaluate the impact continuity and change has on lived experience.</p>	<p>20</p> <p>AO1=10 AO2=10</p>

Level	Marks	Descriptor
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>
3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>
2	6–10	<p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p>

		<p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>
1	1–5	<p>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.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>
0	0	No creditable content.

Indicative Content

This question links elements of ‘changing places’, namely the ‘relationships and connections’ element of the specification. Some may make links to elements of ‘people and contemporary urban environments’ or ‘global systems and governance’ to exemplify continuity and change. Credit links that are relevant and support the response. The question requires knowledge of continuity and change and how this affects lived experience in the local place studied. Candidates should evaluate the impact of continuity and change and reach a conclusion. Max level 3 for responses that only address continuity or change.

AO1

- Knowledge and understanding of the concept of place and the importance of place in human life and experience.
- Knowledge and understanding of the changing demographic, cultural and economic character of places.
- Knowledge and understanding of people’s lived experience of place in the past and present.
- Knowledge and understanding of the ways in which relationships and connections, meaning and representation, affect continuity and change and in turn affect the nature of places.
- Knowledge and understanding of how both past and present processes of development can be seen to influence the characteristics of places.
- Knowledge and understanding of how peoples’ lives are affected by continuity and change.

AO2

- Analysis that continuity and change will have a range of impacts on places at a range of scales.
- Analysis that continuity and change will affect different groups in different ways; in turn affecting lived experience.
- Evaluation that continuity can affect lived experience in both positive and negative ways. Continuity can provide a sense of stability and a strong sense of place, eg many historical and cultural areas thrive on their connection to the past and can instil a sense of pride and cultural celebration for local people. This may be evident in the development of cultural and heritage quarters and in turn generate employment and economic growth through tourism. However, places that have been affected by past deindustrialisation and economic decline may experience the negative impact of continuity if there has not been any reinvestment or redevelopment of the area for many years. Some more isolated places may also lack investment or development opportunities and may be ‘left behind’ or feel disadvantaged as a result.
- Evaluation that change can affect lived experience in both positive and negative ways. The economic and social character of places could be positively affected through redevelopment and investment, eg areas affected by dereliction and the resulting poor environmental conditions could see a significant positive shift with large-scale redevelopment, environmental clean-up projects and development of leisure facilities. However, change can have negative impacts on places. Processes such as redevelopment or gentrification could result in original residents feeling marginalised if the character and facilities in the area no longer meet their needs. The studentification of areas can have negative impacts on widespread areas during university breaks where places can feel ‘empty’.
- Awareness that different groups may view continuity and change in different ways. There could be a difference between insider and outsider viewpoints.
- Awareness that change may not be at a consistent pace within places and some areas may change at different rates with differing impacts.
- Awareness that change could be at a range of scales; a regular local litter clean up through to a large-scale redevelopment project.

- Change may have a seasonality; for example, during tourist seasons, which could affect lived experience both positively and negativity.
- Analysis that places may be affected by continuity and change simultaneously; some aspects may stay the same and others may change, in turn affecting lived experience.
- Some students may identify the role of dimensions of globalisation such as flows of capital and labour on change at a range of scales.
- Analysis that places are constantly changing due to shifting flows of people; many of which are influenced by external factors. Change is inevitable in an ever-connected world.
- Awareness that there are many catalysts of change; this could be through government investment or by people from within a place who seek to make change.
- An overall conclusion of the impact of continuity and change on lived experience in the local place studied.

Section B – People and Contemporary Urban Environments Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	<p>Which of the following is a characteristic of cultural and heritage quarters?</p> <p>Key – C: Areas which focus on the history and character of an urban area, often developed to encourage tourism and economic development</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	2	<p>Which of the following is an issue associated with economic inequality in urban areas?</p> <p>Key – A: A significant gap between the earnings of rich and poor people</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	3	<p>‘The long-term decline of manufacturing, with subsequent unemployment and poverty’, describes which process of urban change?</p> <p>Key – B: Deindustrialisation</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	4	<p>Which of the following are both characteristics associated with urban heat islands?</p> <p>Key – B: Higher temperatures in the dense built-up areas and intense convectional rainfall with thunderstorms</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	5	<p>‘Factories and farms releasing untreated liquid waste into rivers’ describes which approach to waste disposal?</p> <p>Key – D: Unregulated</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
06		Analyse the data shown in Figure 2.	6 AO3=6

Level	Marks	Descriptor
2	4–6	AO3 – Clear analysis of the 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 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 the analysis of the change in percentage of the total population living in millionaire cities in selected locations between 1960 and 2020. For maximum marks there should be use of specific data.

AO3

- The graph shows a generally upward trend in the percentage of total population living in millionaire cities between 1960 and 2020 with the exception of Denmark and the UK which have seen a decrease in percentage with –5% and –4% respectively.
- The location with consistently the highest percentage of total population living in millionaire cities is Hong Kong. This begins at 85% with a few fluctuations until 1990 where the total percentage reaches the full 100% of people. There was a slight decrease around 1996 to 97% but this increases again by 2000.
- The location with consistently the lowest percentage of total population living in millionaire cities is Poland which has just 4% of the total population living in cities in 1960 and 5% in 2020.
- The location with the greatest change overall is Puerto Rico which has increased from 25% of the total population living in millionaire cities to 75% between 1960 and 2020. However, this was not a consistent year on year increase; there was a steady increase between 1960 and 1980 (25%–39%) with a more rapid increase between 1981 and around 1990 (41%–66%). It then generally plateaus around 66% apart from a slight spike in 2018/2019 to around 77% before it decreases again to around 75%.
- The United Arab Emirates shows the greatest fluctuations in the years shown with a spiked increase around 1970 and a significant decrease around 2010 before rising again to 61% in 2020; the same percentage as in 1962. Therefore, it has just 1 percentage point change (lower) when comparing the start and end of the period shown.
- With the exception of Hong Kong, Puerto Rico, Saudi Arabia and United Arab Emirates, most locations have seen a steady change in their percentage figures between 1960 and 2020 (whether that be increase or decrease). However, looking at the past 20 years, the location with the greatest percentage change is China which has grown by 12% of the total population living in millionaire cities followed by Turkey with an 8% increase.

Question	Part	Marking guidance	Total marks
07		<p>A number of strategies can be used to manage urban environmental problems such as atmospheric pollution, water pollution, urban drainage and dereliction.</p> <p>Evaluate the success of strategies to manage environmental problems in urban areas.</p> <p>Use examples you have studied to support your answer.</p> <p>AO1 – Knowledge and understanding of environmental problems in contrasting areas. Knowledge and understanding of management strategies for these environmental problems.</p> <p>AO2 – Application of knowledge and understanding to analyse and evaluate the effectiveness of management strategies for environmental problems.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.</p> <p>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.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.</p> <p>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.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.</p> <p>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.</p>
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 ‘other contemporary urban environmental issues’ element. Some may also draw on other specification elements such as ‘urban climate’, ‘urban waste and its disposal’ and ‘sustainable urban developments’. All relevant strategies to manage any urban environmental problems or issues will be credited. Answers are likely to be wide ranging depending on the strategies assessed and examples used.

AO1

- Knowledge and understanding of the concept of urbanisation and urban forms.
- Knowledge and understanding of environmental problems that cities face in contrasting urban areas. These could include problems such as atmospheric pollution, water pollution, urban drainage and dereliction.
- Knowledge and understanding of strategies to manage environmental problems in cities. Examples could include legislation to control emissions, vehicle restrictions, eg selective vehicle bans in Mexico City or congestion charging, eg Singapore. Wastewater and sewage treatment legislation, eg EU’s urban wastewater treatment directive (UWWTD) which involves the collection, treatment and discharge of urban wastewater and the treatment and discharge of wastewater from certain industrial sectors. Eg the role of charities such as Water Aid in developing safe drinking water and improving sanitation for communities globally. Eg planned redevelopment of brownfield sites such as the HDB development in the Mount Pleasant area (Singapore) and Stratford Olympic Park (London).

AO2

- Evaluation of the extent to which strategies are successful in managing environmental problems in cities
- Strategies are used and implemented at varying scales, with varying successes.
- Many strategies require large scale investment which is a challenge for many cities.
- Awareness that there are many agents of change in managing these problems such as governments, NGOs, community groups and individuals who each will have different levels of power and influence.
- Some strategies will not be accessible to all such as the purchase of hybrid electric (HEVs) and electric vehicles (EVs) and there are often challenges in implementing the relevant infrastructure to support these.
- Awareness that some environmental problems could impact on the health and wellbeing of urban residents, and this creates additional challenges.
- Awareness that environmental problems in cities could occur at a range of scales with spatial differences across large urban areas with not all areas being affected in the same way.
- Governments will have differing agendas for development; some may well be focused on economic growth over an environmental focus.
- As urbanisation continues, strategies will need to be adaptable in order to be successful. Growing populations will add additional pressure and could exacerbate environmental problems in urban areas.
- 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		<p>‘There are more challenges than opportunities when developing sustainable cities.’</p> <p>To what extent do you agree with this statement?</p> <p>Use examples of urban areas you have studied to support your answer.</p> <p>AO1 – Knowledge and understanding of the concept of urbanisation and urban environments. Knowledge and understanding of the concept of sustainability in cities and the contemporary opportunities and challenges in developing more sustainable cities.</p> <p>AO2 – Application of knowledge and understanding to analyse and evaluate the contemporary opportunities and challenges in developing more sustainable cities</p>	<p>20</p> <p>AO1=10 AO2=10</p>

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

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

Indicative Content

This question links several different elements within the ‘contemporary urban environments’ topic, specifically from ‘urbanisation’, ‘urban environments, health and wellbeing’ and ‘sustainable urban developments’. The question requires knowledge of urban environments, their challenges, and strategies for developing more sustainable cities. They should evaluate and assess the extent to which urban environments face more challenges than opportunities when developing sustainable cities and reach a conclusion. Answers are likely to be wide ranging depending on the examples used.

AO1

- Knowledge and understanding of urbanisation and urban change in the more developed world and the developing world.
- Knowledge and understanding of the relationship between urban environments and the health and wellbeing of populations.
- Knowledge and understanding of the concept of sustainability in cities.
- Knowledge and understanding of opportunities and challenges that cities face in order to become more sustainable environments.
- Knowledge and understanding of strategies for developing sustainable cities.

AO2

- Evaluation of the extent to which strategies are successful in aiding cities to become more sustainable.
- Strategies are used and implemented at varying scales, with varying successes.
- Awareness that there are different elements of sustainability and economic sustainability may have a larger focus than social or environmental sustainability for example.
- Equally, some cities may focus heavily on social sustainability such as Helsinki (Finland) who not only is focused on environmental sustainability but citizen wellbeing, equality and functional everyday life.
- Awareness that the implementation of sustainable strategies requires significant investment and not all cities will have the capital to do so. Eg San Francisco (USA) is investing in emission-reducing initiatives featuring discounts for 100% renewable energy for low-income customers, rebates to replace fossil fuel powered appliances, and incentives to promote the installation of electric vehicle charging infrastructure. Copenhagen (Denmark) is investing in district heating systems which captures and reuses heat energy that is otherwise lost when electricity is generated. These examples come at significant cost.
- Some governments may be more focused on economic growth and development rather than sustainability and/or may not have the funding to focus on sustainability. Those in less developed regions arguably have other challenges that require funding such as providing services for ever-growing informal settlements.
- Governments will need to collaborate with multinational corporations to implement regulatory frameworks and need their buy in for these to be successful. However, many global organisations are now focusing more on the UN’s Sustainable Development Goals and changing practice at corporate level may well have a positive effect on developing sustainable cities.
- An awareness that investment in the management of environmental problems in urban areas today could have a lasting positive impact on the health and wellbeing of current populations as well as future generations.
- With a focus on economic sustainability, this may secure employment for generations to come and decrease rates of unemployment. This in turn could also have a positive impact on the health and wellbeing of future generations.

- Awareness that sustainable approaches that can be implemented in the home are often dependent on the education of individuals and the willingness to change.
- As urbanisation continues, cities may face increased pressures such as increased urban waste and increased air pollution.
- An awareness that, sometimes, sustainable practices are a result of economic necessity rather than being intentionally focused on environmental sustainability, eg the extensive recycling that occurs in Dharavi, Mumbai (India).
- Climate change could see cities face increasing challenges and the incidence of photochemical pollution may well increase with rising temperatures as well as demand for water or energy (for air conditioning units).
- Awareness that strategies will need to be adaptable in order to be successful.
- Awareness that there is an element of temporal scale to consider – many developed countries are already focusing on developing more sustainable cities and have the potential investment to do so. This is not something all countries are able to do at the same rate or scale due to other economic pressures.
- Overall, the extent to which strategies are successful is often dependent on a wide range of factors and bound by social and economic pressures.

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