

INTERNATIONAL A-LEVEL GEOGRAPHY GG04

Paper 4 Human Geography 2

Mark scheme

June 2024

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.

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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>A geographer is studying an area of olive growing and sheep farming in Jordan.</p> <p>Which of the following are BOTH oral sources?</p> <p>Key – D: An online recording of folk songs about traditions in the area and an interview with a politician offering support for farmers in the area</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	2	<p>Which of the following describes a change that is likely to reduce social inequalities?</p> <p>Key – B: A new law says developers must offer 25% of new houses at rents that can be afforded by people on below-average incomes.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	3	<p>The statements below all describe Singapore. Which of these statements describes exogenous influences on the country?</p> <p>Key – C: Singapore's rapid growth has been based on shipping and international trade.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	4	<p>A factory in a South Asian town is part of a globalised system.</p> <p>Which of the following influences is designed to make conditions better for the factory's workers?</p> <p>Key – B: National government insists on all textile factories fitting ventilation systems that remove dangerous dust from the workplace.</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
01	5	<p>A student is studying their distant place, using a wide range of resources.</p> <p>Which of the following are BOTH quantitative resources?</p> <p>Key – C: Noise data from the area, in decibels and a map listing building heights on the high street, completed on a field trip</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		Using Figure 1a, Figure 1b and Figure 1c, analyse how the information represents Detroit.	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 data showing social and economic conditions in Detroit.

AO3

- Figure 1a shows evidence there was large-scale industry in the past which has declined. This is evidenced by derelict buildings with widespread graffiti, although there could be some steam/smoke coming from behind the buildings so there may still be some active industry in this area.
- Figure 1b shows a city centre with many tall, modern buildings suggesting there has been some development in recent years. The type of employment here is in contrast to what is shown in Figure 1a which was much more industrial in nature.
- There is evidence of open space around the city centre in Figure 1b, which may provide attractive leisure opportunities for residents and shows this could be a place that values open spaces. This is a contrast to the representation shown in Figure 1a which is derelict and looks uncared for.
- Figure 1c suggests Detroit is an emerging technology hub and also that many degrees are awarded in the city each year, which supports the idea of modernisation, regeneration and investment seen in Figure 1b.
- Detroit being recognised as a UNESCO city of design suggests this city has changed over time and differs to the representation shown in Figure 1a of heavy industry. The large number of art museums supports the idea that there are attractive and vibrant areas in the city that also contrast to areas such as those shown in Figure 1a.
- Figure 1c suggests a representation that the population of Detroit has decreased in size over time and nearly 1/3 of the population here lives below the poverty line with a median household income being around half of the USA median average. This is all in contrast to the representation shown in Figure 1b which suggests wealth and prosperity.
- Figure 1c shows a representation that Detroit has a diverse population with many ethnic groups living in the city.
- Overall, the figures show varied representations of Detroit and suggests it is a place with wide contrasts throughout the city.
- No credit for any representations not seen in Figure 1a, Figure 1b or Figure 1c.

An answer that simply describes the data without making links and comparisons between the different data will remain in Level 1.

Once the answer starts to make clear and relevant links and comparisons between the different data it should reach Level 2.

Question	Part	Marking guidance	Total marks
03		<p>Assess the extent to which your local place has been changed by recent developments in its social OR economic geography.</p> <p>AO1 – Knowledge and understanding of how past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present place meanings. 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 change over time.</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 how change has affected the social or economic geography of the candidate's local place. 'Recent change' should be interpreted as flexibly as possible but should mainly be used to refer to change in the 21st century. The distinction between social and economic change should also be interpreted as flexibly as possible, bearing in mind the close links between the two. 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 changes that have happened and may still be happening to the social **or** economic geography of the chosen place.
- Knowledge and understanding of how change to the social **or** economic geography has affected the life experiences of different people and groups living in or visiting that place.

AO2

- Assessment of the ways in which, and the extent to which, changes in the nature of the chosen place influence the life experiences of individuals and groups in that place.
- Awareness that the changing nature of the social **or** economic geography of the place may affect different groups and individuals in a variety of different ways.
- Candidates may show awareness that their own views of the local place may not be shared by all, or even by any others in that place.
- Awareness that within places there are spatial differences; areas near each other could well have experienced contrasting types and degrees of change to the social **or** economic geography.
- Overall conclusion of the extent to which the changing social **or** economic geography of the place has influenced, and is continuing to influence, the lives of people.

For example: The town of Blyth in northeast England used to be a major coal-exporting port until the mines nearby closed between 1985 and 2005. To try to compensate for this, the port authorities built a series of wind turbines along the edge of the port and this attracted investment from a number of high-tech firms and led to the development of a new port industry building and servicing off-shore turbines. There is now a big industry in the port, laying the cables to bring the electricity ashore. Newcastle University has set up a department to study off-shore marine engineering, bringing in students from all over the world. There are also plans to build a factory to make batteries for electric cars and to store electricity generated by new technologies.

Before 1985 much of the housing in Blyth still consisted of old, small, brick terraces, which had become very run down. However, the new industries that have developed since the dependency on coal ended have brought better paid jobs for local people and have also attracted people with technical skills from other parts of the UK and from abroad. This has led to a large amount of house building around the edges of the town. These new houses are usually bigger than the old terraced houses and have private gardens.

As the new housing has been built there has been a demand for new schools and other facilities. A lot of money has been invested in shops and services in the town centre but, owing to the problems caused

by the Covid lockdown and by the general recession, many of the shops are struggling to survive or have closed down.

All these changes have affected people in different ways. Some of the old mining community have found it difficult to adapt to the new ways and there has been quite a big problem with depression, drug use and alcoholism but the new developments are providing opportunities for the younger sections of the population. It is noticeable though that many of the younger, better paid inhabitants tend to go to the bigger towns nearby for shopping and leisure, which adds to the problems of Blyth's shops.

One thing that most people agree on though is that the end of the coal trade has led to a big improvement in the quality of the marine environment. Blyth's beaches are becoming very attractive, at least for day trippers. The town has not yet become a 'seaside resort' but it is attracting more and more local people to take advantage of the beaches and local entrepreneurs are starting to develop facilities in the area.

Question	Part	Marking guidance	Total marks
04		<p>People’s experiences of a place can cause them to have contrasting views on the meaning of that place in their lives.</p> <p>Explain this statement, referring to a distant place that you have studied.</p> <p>AO1 – Knowledge and understanding of the ways in which the character of a chosen, distant place has developed.</p> <p>AO2 – Application of knowledge and understanding to evaluate the impact continuity and change in the distant place 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

- Assessment of the ways in which, and the extent to which, the nature of the chosen place influences the life experiences of individuals and groups in that place.
- Awareness that the nature of place may affect different groups and individuals in a variety of different ways.
- Candidates may show awareness that their own views of the chosen place may not be shared by all, or even by any others in that place.
- Awareness that within places there are spatial differences; areas near each other could well have very contrasting experiences of the place.
- Candidates may evaluate the different experiences of place as seen by insiders and outsiders, by different age groups, genders, classes, racial groups, religious groups, etc.
- Candidates may analyse the extent to which people can hold contrasting views, both positive and negative, at the same time.
- Candidates may analyse the ways in which places are constantly changing due to shifting flows of people, ideas, capital, technology, etc, and the ways in which these changes affect lived experience.
- Overall conclusion of the extent to which the present geography of the place has influenced, and is continuing to influence, the lives of people.

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

Question	Part	Marking guidance	Total marks
05	1	<p>‘Spraying insecticides on the interior walls of new buildings’ and ‘using mosquito nets at night’.</p> <p>These are both examples of which malaria management approach?</p> <p>Key – C: Local mitigation strategies</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	2	<p>Which of these environmental policies would reduce the amount of photo-chemical pollution in city centres?</p> <p>Key – C: Pedestrianisation of city centres</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	3	<p>Which of the following are BOTH political processes associated with urbanisation and urban growth?</p> <p>Key – A: Approving plans for new transport infrastructure and providing money for education systems</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	4	<p>Which type of urban development is shown in Figure 2?</p> <p>Key – C: High-tech core area</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
05	5	<p>‘A city is given a score based on five categories of stability, healthcare, culture and environment, education, and infrastructure. Each category is rated as acceptable, tolerable, uncomfortable, undesirable or intolerable.’</p> <p>This statement defines which urban concept?</p> <p>Key – B: Liveability</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
06		Analyse the data shown in Figure 3.	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

Figure 3 shows changes in the proportion of the urban population living in the largest city in seven different countries from 1960 to 2021.

AO3

- Of the seven countries, Singapore is the only one having virtually 100% of its urban population living in the biggest city. There were two short periods, one in the early 1980s and another in the late 1990s/early 2000s when its urban population in the largest city dropped to around 93%.
- Six of the seven countries (China, India, The United Kingdom, Philippines, Qatar and Bangladesh) have significantly lower percentages, with China the lowest for the entire time period 1960–2021.
- Bangladesh shows the biggest increase for any one country, from 20% in 1960 to just over 30% in 2021 but it has not risen steadily. In 1960 the UK had a similar percentage to Bangladesh of its urban population living in the largest city, but its percentage has not increased at all and is now below 20%.
- Qatar stands out as having the most significant drop in the percentage of its urban population living in the largest city. In 1960 100% of its urban population did so, but by 2021 this had fallen 70% to around 30%.
- Singapore has nearly 10x the proportion of its urban population living in the largest city compared with China and India (which are very similar in terms of percentage and trend).

Credit any other valid analytical statements.

Question	Part	Marking guidance	Total marks
07		<p>Evaluate strategies to manage economic inequality in ONE OR MORE urban areas.</p> <p>AO1 – Knowledge and understanding of strategies to manage economic inequality in urban areas.</p> <p>AO2 – Application of knowledge and understanding to evaluate different strategies to manage economic inequality in urban areas. Application of knowledge and understanding to consider strategies and their relative success or otherwise.</p>	<p>9</p> <p>AO1=4 AO2=5</p>

Level	Marks	Descriptor
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of strategies to manage economic inequality in urban areas.</p> <p>AO2 – Applies knowledge and understanding to the question and offers thorough evaluation of more than one strategy drawn appropriately from the context provided.</p>
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of strategies to manage economic inequality in urban areas.</p> <p>AO2 – Applies knowledge and understanding to the question and provides clear evaluation of more than one strategy drawn appropriately from the context provided.</p>
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of one or more strategies to manage economic inequality in urban areas.</p> <p>AO2 – Applies limited knowledge and understanding to the question and provides basic evaluation of at least one strategy.</p>
0	0	No creditable content.

Indicative Content

Students can select and evaluate different strategies from one city they have studied, or strategies from different cities. They should demonstrate knowledge of the strategy and be able to evaluate their positive and/or negative impacts.

For example, Rio de Janeiro has used strategies to improve the city's infrastructure in an attempt to make employment more accessible for residents of the favelas. The hillside Rocinha district is now connected to the CBD enabling poorer people to take employment in city centre businesses. The Metro system was expanded to provide access to developing areas such as the West Zone, the location of the 2016 Olympic Games. These schemes have proved partially successful and brought formal employment within reach of many poorer people but poverty still dominates the favela districts and public transport is an unaffordable luxury for some.

In London, policies to regenerate areas that have suffered from deindustrialisation include property-led regeneration schemes such as the London Dockland UDC that saw the rapid expansion of the financial and other services sectors in Canary Wharf. The plan to bring the Olympic Games to east London/Stratford in 2012 brought many jobs and training opportunities but both strategies could be argued to have increased economic inequality as much as they have reduced it.

Responses can take a broad view of 'economic strategies' as they may encompass aspects of social/well-being inequality as well.

Credit any valid and relevant material and evaluation.

Question	Part	Marking guidance	Total marks
08		<p>To what extent do urban environments influence the distribution and impact of a non-communicable disease?</p> <p>AO1 – Knowledge and understanding of spatial patterns of health, mortality and morbidity in cities. Knowledge and understanding of the relationship between environmental variables eg climate, topography (drainage) and incidence of disease; air quality and health; water quality and health; the stresses of urban living and health. Knowledge and understanding of the distribution of one named non-communicable disease (eg a specific type of cancer, coronary heart disease, asthma) within urban areas; its links to the physical and socio-economic environments including impacts of lifestyles; impact on health and well-being; management and mitigation strategies. Knowledge and understanding of environmental problems in urban areas: atmospheric pollution, water pollution, urban drainage and dereliction.</p> <p>AO2 – Application of knowledge and understanding to the extent to which urban environments affect the distribution of a non-communicable disease.</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 different elements of the ‘People and contemporary urban environments’ part of the specification. The key focus is an understanding of one non-communicable disease (such as asthma, CHD, diabetes) and the extent to which urban factors contribute to its distribution and prevalence. Urban factors can be perceived to both enhance and reduce the prevalence and distribution of the chosen disease. The question requires candidates to decide on an extent to which urban environments affect the distribution and impacts of the disease. Answers could consider environmental factors including housing, sanitation, air pollution and urban climate factors, lifestyle factors and economic factors associated with living in urban areas.

For example, a study of asthma might relate the distribution and impact of the disease to environmental factors such as air pollution and high levels of ozone, air temperature (cold air can be a trigger), pollen, allergens in the home, chemical irritants and damp buildings, or to lifestyle factors such as smoking, obesity, lack of exercise and psychological stress – all of which can be linked to urban areas.

Responses that refer to a communicable disease can still credit but would be capped at Level 2.

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