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INTERNATIONAL A-LEVEL

GEOGRAPHY

GG04

Paper 4 Human Geography 2

Mark scheme

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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: • 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	**Which of the following would be considered an individual's concept of place?** Key – D: Place meaning made by a person living in a place.	1 AO1=1

Question	Part	Marking guidance	Total marks
01	2	**Which of the following is an external agency operating at a national scale?** Key – B: The government passing laws so that new homes built in that country must be ready for climate change.	1 AO1=1

Question	Part	Marking guidance	Total marks
01	3	**Which of the following factors BOTH strengthen personal attachment to place?** Key – B: Long period of living there **and** local friends and relatives.	1 AO1=1

Question	Part	Marking guidance	Total marks
01	4	**Which of the following is an example of keeping continuity in the character of a place?** Key – A: A ban on building new housing developments in a town.	1 AO1=1

Question	Part	Marking guidance	Total marks
01	5	**Which of the following are ALL examples of endogenous factors affecting a place?** Key – D: Topography; land use; age structure of the population	1 AO1=1

Question	Part	Marking guidance	Total marks
02		**Analyse the data shown in FIGURE 1 and FIGURE 2.**	**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 the data to support. Basic or limited connections between the different aspects of the data.
0	**0**	No creditable content.

Indicative Content

There are a variety of ways of approaching unseen material.

This question requires analysis of the data shown in **Figures 1** and **2**. Connections should be made between different aspects of the data shown in **Figure 1** such as happiness, and **Figure 2** on national pride, and their spatial patterns. They must use both the world map and the compound bar charts for level 2. For maximum marks there should also be use of specific data.

AO3

- There is a relationship between where countries are located and their percentage of happiness; they are highest in North America and Western Europe, and lower in Latin America with the exception of Brazil.
- The greatest variation of happiness percentages appears in South America where Argentina is under 50% and Brazil is over 80%, and Asia where Turkey is under 50% and China over 80%, both having a range of over 30%. North America has the lowest range with both the USA and Canada both over 70% happiness.
- There is a weak correlation between higher happiness scores and a high percentage of national pride in countries. For example, Canada, France, and China have over 80% happiness score and over 80% national pride compared with Chile and Japan with a lower happiness score of under 60% and lower national pride scores below 80%.
- Anomalies include Brazil with a high happiness score of over 80% but a very low total national pride score of 61%, and the Netherlands with global happiness of over 80% but national pride of 67% with a larger proportion of responses from ‘quite proud’ rather than ‘very proud’.
- Eastern European countries all have over 80% pride in their nations whereas only one country in Western Europe, France, is above 80% for national pride.
- The countries with the highest totals for national pride are Poland, Peru, Mexico and Colombia. Three of these are in Latin America.
- The greatest range in national pride is in Latin America with a range of 31% between the national pride totals. The lowest range is in Eastern Europe where the range between the national pride totals is 10%, so there is more consistency in this region.

- Countries which have lower national pride totals often have more of the percentage answering ‘quite proud’ rather than ‘very proud’. For example, Brazil with total national pride score of 61% consisting of 24% very proud compared to 37% ‘quite proud’ and the Netherlands with 67% total national pride but 17% ‘very proud’ compared to 50% ‘quite proud’.
- South Korea is an anomaly with far higher ‘quite proud’ compared to ‘very proud’ scores of 10% to 71%.
- Eastern Europe and North America have the highest percentage of the population feeling ‘very proud’ at over 40%.

The notes for the answers are not exhaustive. Credit any valid points.

Question	Part	Marking guidance	Total marks
03		**Assess the extent to which media representations accurately reflect lived experience.** **Use FIGURE 3a and FIGURE 3b and your distant place to support your answer.** **AO1** – Knowledge and understanding of how media representations can create place meaning and 'tourist gaze' which may be different from lived experience. Knowledge and understanding of media representations and lived experience of a distant place. **AO2** – Application of knowledge and understanding to a novel situation. Interpretation of **Figures 3a and 3b** to analyse and assess the extent to which media representations can reflect or distort the understanding of the nature of places and the degree to which this compares to lived experience. The assessment should consider a range of ways place can be represented through various media and the extent to which this intersects lived experience. Application of knowledge, understanding and skills to see the place from different perspectives.	**9** **AO1=4** **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. **AO2** – Applies detailed knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are fully developed with clear relevance. Assessment is detailed and well supported appropriately to the context provided. A well balanced and coherent argument is presented.
2	**4–6**	**AO1** – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant although there may be some inaccuracies. **AO2** – Applies limited knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are emerging/evident with some relevance. Assessment is evident and supported with some appropriate evidence to the context provided. A clear but partial argument is presented.
1	**1–3**	**AO1** – Demonstrates basic/limited knowledge and understanding of concepts, processes, interactions and change. These offer limited relevance with inaccuracies. **AO2** – Applies some appropriate knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are basic with limited relevance. Assessment is basic and supported with limited appropriate evidence to the context provided. A basic argument is presented.

0	**0**	No creditable content.

Indicative Content

This question links different parts of the Changing Places part of the specification, specifically focusing on media representations of place and lived experience and linking this to the place study of a distant place. Candidates are required to apply their knowledge to understanding the media and lived experience sources in **Figures 3a and 3b**. The question requires an assessment of the extent to which media representations can accurately reflect lived experience. If candidates have studied Dubai, credit the use of their own knowledge and understanding provided outside the detail within the figures.

For Level 3 there must be reference to the figure and their own distant place.

AO1

- Identification of the nature and purpose of media representations of place, their subjectivity, and qualitative characteristics.
- Awareness of the role of advertising copy to create 'tourist gaze' in marketing certain features or characteristics of a place which may not represent the whole. Media representations are curated and manipulated; this can lead to stereotypes or cliched representations overemphasising certain features of characteristics of a place.
- Candidates can identify the various media formats that can represent place eg films, adverts, blogs, tourist materials (advertising copy), social media posts, news, music, poetry, and photographs.
- Knowledge and understanding of how lived experiences of place may differ as a first-hand experience of living in a place which build thoughts, feelings, opinions, and emotional attachments to place.
- Awareness that insiders will have deeper knowledge and understanding of customs, norms and practices and lived experience of a place.
- Perspectives of a place can be gained through exposure to media representations may lead to misunderstanding the nature of place, the characteristics of place or the social interactions and customs, norms and practices which develop place meaning.
- Knowledge and understanding of the media representation and lived experience of their distant place.

AO2

- Analysis and assessment of the characteristics of place which contribute to place meaning in **Figure 3a**. Most words refer to the tourist images of Dubai and simplistic representations of its climate and geographical features alongside the key industries of oil and tourism.
- Analysis and assessment of the nature of place which contributes to lived experience in **Figure 3b**. The text focuses more on the behaviours, customs and norms associated with an 'insider' understanding of place. Place characteristics are secondary to the behaviours 'in place' and how the place is used.
- Analysis and assessment of the link between media representations and lived experience, their similarities, and differences. For example, both identify features of the climate and recreation but lived experience deals more with the challenges of high temperatures whereas the media representation presents these as an attraction.
- Analysis and assessment of the extent to which the media representation is similar or different to the lived experience of their distant place and the extent to which media representation reflects the same features/characteristics as lived experience.
- Awareness that media representations are often polarised presenting either very positive or negative features of place. Equally, positionality (age, gender, socio-economic status, and level of education

etc) can impact on lived experience and the subjectivity of place experience means no two people will experience place in the same way.
- Candidates may use other examples of places and their media representations compared to the lived experience.
- Assessment of the extent to which the media representations of their distant place reflect the lived experience.
- Candidates may come to an overall conclusion that assesses the extent to which media representation and lived experience intersect.
- Candidates may come to a conclusion through direct comparison of Dubai and their distant place assessing which media representation is closest to the lived experience.

The notes for the answers are not exhaustive. Credit any valid points

Question	Part	Marking guidance	Total marks
04		**To what extent do quantitative data sources, such as maps and geospatial data, offer a true representation of a place?** **Refer to a local place you have studied to support your answer.** **AO1** – Knowledge and understanding of how quantitative sources which may include reference to maps/cartographic and geospatial data can represent place. They should be clearly described and appropriate to the named place study. **AO2** – Application of knowledge and understanding to assess the extent to which quantitative sources can represent place. The assessment should consider a range of ways they can represent place features and their effectiveness at offering an understanding of place character.	**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 assessment 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 assessment 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. **AO2** – Some partially relevant analysis and assessment in the application of knowledge and understanding. **AO2** – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Some relevant knowledge and understanding of place(s) and environments which is partially relevant. **AO1** – Some knowledge and understanding of key concepts, processes and interactions and change. **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. **AO2** – Very limited analysis and assessment in the application of knowledge and understanding. This lacks clarity and coherence. **AO2** – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Very limited relevant knowledge and understanding of place(s) and environments. **AO1** – Isolated knowledge and understanding of key concepts and processes. **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 local place study where quantitative data, which may include the use of maps and geospatial data, must be used to investigate and present place characteristics and also using qualitative data in investigating and presenting place characteristics. A critical perspective on data categories and approaches is required. The question requires an assessment of the effectiveness of quantitative sources to convey the character of a place to reach a conclusion.

Max Level 2 if no reference to their chosen local place.

AO1

- Identification of the purpose of quantitative sources to represent aspects of place eg maps allow visualisation of key features of the human and physical landscape.
- Knowledge and understanding that the character of a place is bound in endogenous and exogenous factors.
- Knowledge and understanding of the characteristics of the **local** place chosen. The endogenous characteristics of place include location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics and how these can be represented through quantitative sources. Eg data could be drawn from a wide range of quantitative sources such as census data, surveys, council or government data, data collected by charities and other official bodies, and pupil's own data collection.
- Awareness of limitations of quantitative sources eg mapping conventions and an understanding that cartography represents place using commonly understood symbols and style and that cartography can show physical and cultural features such as vegetation, relief, infrastructure, landmarks, size of building footprint and *some* building use, and the relative positioning of these features to each other within a place and characteristics which can be unique to a place giving it 'character'. Exogenous factors may be more difficult to represent through quantitative sources due to complex relationships and processes intersecting.
- Knowledge and understanding that some quantitative sources can reveal patterns which impact the character of a place eg geo-located data can represent the spatial distribution of a chosen data sets and allows for a visualisation and representation of difference across a place.
- Knowledge and understanding that quantitative sources can offer a representation of continuity or change in a place by showing a variety of changes in the characteristics of a place over time. This helps to make sense of patterns or trends eg cartographic sources help visualise place shape and size, extent and contextual situation within the surrounding area and connections to nearby places which impact on a place's character, whereas census data tracking employment in different industries over time can represent the impact of growth/decline in a place.
- Knowledge and understanding of the conventional quantitative sources limitations in representations of place and the importance of a place's character also being understood through qualitative data. A 'sense of place' is subjective and experiential and reveals much about a place's character which is rarely conveyed by quantitative sources.
- Knowledge and understanding that some data sets eg census data, are seen as reliable, comprehensive, and valid data sources.
- The representation through specific details of the named **local** place's character and its representation through quantitative sources including temporal and spatial dimensions.

AO2

- The extent to which quantitative sources can represent and offer a true understanding of the character of a place.

- Assessment of the limitations of quantitative sources, in conveying a 'sense of place', emotional connections, attachment and feelings of belonging or community implicit in the character of a place often evident through qualitative data.
- Limitations of data representation of quantitative sources and inherent bias in selecting groups/ features to identify and limit what is shown eg the selection of class intervals on choropleth maps which can alter interpretations. Equally, not all place meaning is shaped by physical features/material traces as non-material traces can be important in the developing character of place not implicit in the representation by quantitative sources.
- Consideration and assessment of the quantitative sources compared to qualitative sources which is also is important in representing the nature of a place.
- Analysis and assessment of the contribution of quantitative and qualitative datasets in place representation which support an understanding of place.
- An analysis of the specific issues surrounding the preparation and use of data and ways in which it can be misleading eg choropleth maps and an assumption of uniformity across a geographical area.
- Assessment of the limitations in capturing a sense of the relationships and behaviours within a place and the complex interactions between people, places, and environments.
- Analysis of quantitative sources' effectiveness in identifying patterns and trends and changes over time eg population changes which may not be explicit in the built landscape and add to a more complex sense of understanding of place.
- Assessment of the use of quantitative sources to successfully represent and convey the true character of the specific named **local** place.
- Overall assessment to evaluate ways in which quantitative sources can be effective in conveying a true understanding of place. Conclusion may indicate their limitations in representing the qualitative nature of place character.

The notes for the answers are not exhaustive. Credit any valid points.

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

Question	Part	Marking guidance	Total marks
05	**1**	**Where are MOST mega cities located?** Key – A: In Asia, with the largest concentration in China.	**1** **AO1=1**

Question	Part	Marking guidance	Total marks
05	**2**	**Which of the following are BOTH demographic processes associated with urban growth?** Key – C: High rates of rural to urban migration **and** rapid natural increase.	**1** **AO1=1**

Question	Part	Marking guidance	Total marks
05	**3**	**Which of the following factors leads to a greater urban heat island effect at night?** Key – C: These areas gather more radiation during the day and release it slowly at night.	**1** **AO1=1**

Question	Part	Marking guidance	Total marks
05	**4**	**Which of the following is a strategy to reduce air pollution across the whole city?** Key – D: Introduce a charge to reduce the number of cars in the city.	**1** **AO1=1**

Question	Part	Marking guidance	Total marks
05	**5**	**Which of the following are BOTH consequences of counter-urbanisation?** Key – C: Increasing pressure on rural services **and** building on fields on the edge of the city.	**1** **AO1=1**

Question	Part	Marking guidance	Total marks
06		**Analyse the information in FIGURE 4.**	**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 the data to support. Basic or limited connections between the different aspects of the data.
0	**0**	No creditable content.

Indicative Content

The question requires the analysis of the relationship between green areas per capita (in square metres per person) and average population exposure to PM2.5 air pollution (micrograms per m^3). Links can also be drawn on city size (population) and regional world patterns.

AO3

- In general, there is a clear relationship between green areas per capita and average exposure to PM2.5 air pollution. This is a strong negative correlation as green areas per capita increase, average exposure to PM2.5 decreases. For example, Santiago has a green space per capita of under 25 square metres and an average population exposure to PM2.5 of over 25 micrograms per cubic metre whereas Washington DC has a green space per capita of 300 square metres and an average population exposure to PM2.5 of under 10 micrograms per cubic metre.
- Warsaw is an anomaly with a relatively high square metres per person of green space of around 125 but the average population exposure to PM2.5 is relatively high at around 17 micrograms per cubic metre.
- Santiago and Seoul have lower square metres of green space per person but also exceed other similar cities with far higher average population exposure to PM2.5. Both are above 25 micrograms per cubic metre but cities with similar amount of green space have much lower average population exposure to PM2.5, such as Mexico City and Bogota at under 18 micrograms per cubic metre.
- Cities with larger populations tend to have higher average population exposure to PM2.5. For example, Tokyo with a population of around 30 million has an average population exposure to PM2.5 of 14 micrograms per cubic metre.
- Larger sized cities have less green space per capita and greater exposure to PM2.5. For example, Mexico City has a population of over 20 million, around 25 square metres per person, and a population exposure of PM2.5 of 17 micrograms per cubic metre. Smaller cities have more green space per capita and fewer micrograms per cubic metre of PM2.5 for example, Reykjavík.
- Cities in Latin America and Asia have some of the lowest green space per capita and highest exposure to PM2.5 whereas North American cities have much higher green space per capita and lower levels of exposure to PM2.5.

- Within Europe, Eastern European cities tend to have greater average population exposure to PM2.5 than Western European cities when compared to similar green space per capita variable. For example, Warsaw, Budapest and Prague compared to Dublin and Copenhagen.
- The world region with the greatest range between cities and their population's exposure to PM2.5 is in Latin America and Asia with around 12 micrograms per cubic metre range whereas North America has the lowest range with about 1 microgram per cubic metre.

The notes for the answers are not exhaustive. Credit any valid points.

Question	Part	Marking guidance	Total marks
07		**To what extent do world cities dominate global systems in an increasingly globalised world?** **AO1** – Knowledge and understanding of the characteristics of world cities which enable them to dominate global systems and the processes and connections which maintain or weaken their reach. **AO2** – Application of knowledge and understanding to a novel situation to analyse and evaluate the extent to which the dominance of world cities is fostered through the dimensions of globalisation. The assessment should consider a range of possibilities where world cities may change, or their position and their power/influence be eroded by the forces of globalisation.	**9** **AO1=4** **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. **AO2** – Applies detailed knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are fully developed with clear relevance. Analysis and assessment are detailed and well supported appropriately to the context provided. A well balanced and coherent argument is presented.
2	**4–6**	**AO1** – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant although there may be some inaccuracy. **AO2** – Applies limited knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are emerging/ evident with some relevance. Analysis and assessment are evident and supported with some appropriate evidence to the context provided. A clear but partial argument is presented.
1	**1–3**	**AO1** – Demonstrates basic/limited knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant although there may be some minor inaccuracy. These offer limited relevance with inaccuracies. **AO2** – Applies some appropriate knowledge and understanding to the novel situation. Connections and relationships between different aspects of the study are basic with limited relevance. Analysis and assessment are basic and supported with limited appropriate evidence to the context provided. A basic argument is presented.
0	**0**	No creditable content.

Indicative Content

This question focuses on the emergence of world cities and their role in global and regional economies with synoptic links from Global systems and governance by drawing on aspects of Globalisation and Global systems. Candidates are required to apply their knowledge to understanding of world cities and their role in global and regional economies with an assessment of the extent to which they dominate and influence global systems.

AO1

- Knowledge and understanding that world cities are major hubs of the global economy, finance, labour, politics, technology, and culture. World cities are a magnet destination for flows of capital, labour, products, services and information, ideas, and technologies.
- Knowledge and understanding of the dimensions of globalisation and how these are characterised in world cities.
- Identification of world cities which could include: New York, London (Alpha ++), Beijing, Dubai, Hong Kong, Paris, Shanghai, Singapore, Tokyo (Alpha +).
- Awareness that world cities are not fixed, and cities can move up and down the rankings. World cities are competitive with each other and compete to attract the same industries, investment, labour, and resources. As more regions and countries become integrated into the global economy there will be more opportunities and challenges for world cities to become stronger or weaker within global systems.
- Knowledge and understanding that the rankings of world cities can change over time and the rise of East Asian cities may disrupt the economic and political power and strength that world cities hold.
- Knowledge and understanding of the characteristics of world cities in terms of specialisation and concentration of certain international economic sectors eg financial services industry in London. Attracting the Headquarters of Transnational Corporations (TNCs). World cities are centres of cultural ideas and knowledge eg 17 universities in London many of which are renowned globally eg Imperial College, LSE, UCL, Kings College etc attracting international students and international hubs of innovation and research and development. They also attract migrants as they are magnets for global talent and drive demand for low paid, low-skilled labour impacting global flows of labour eg 35% of the UK's foreign-born population reside in London. These features can be linked to globalisation.
- Awareness of the interconnectedness of major world cities with each other and linked transport nodes within their world regions.
- Knowledge and understanding of the impact of globalised technologies, communication and transport which gives rise to decentralisation reducing the dominance or location of major world cities.
- Knowledge and understanding that a globalised world is dynamic and continues to be impacted by global processes and shifts in the location of global markets. The perceived status, attractiveness, and ability for world cities to market themselves is increasingly important as large, alternative urban centres around the world eg China, are developing rapidly.

AO2

- Analysis of the extent to which world cities are characterised by the dimensions of globalisation including flows of capital, labour, products, services and information, ideas, and technologies.
- Assessment of the degree of interconnectedness of world cities fostered through globalisation.
- Analysis and assessment of the characteristics of world cities and how these have been contributed to by globalisation and the interconnectedness of economies, cultures, and people.
- Assessment of the extent of concentration of economic growth, specialisation and concentration of economic sectors, attraction of foreign direct investment (FDI), an exchange of cultural ideas and

thinking, influencers of regional and international decision-making and magnets for labour migrations regionally and internationally.

- Assessment of changes in political or economic systems, structures or flows which can impact on world city status which could include the growing dominance of East Asian cities and global shifts in economic and political power/strength. World city status is not fixed and adjust and responds dynamically to global flows – these can change rapidly.
- Assessment of policies to counter the agglomeration economics of world cities through national or international policies to reduce inequality within nations and regions leading to a reduction in the concentration of functions and industries in world cities resulting in decentralisation.
- Assessment of how environmental problems in rapidly growing world cities can become push factors for people, investment, businesses, and industries which impacts on world city status.
- Assessment of how technologies, communications and transport developments may weaken the dominance of world cities in the global economy.
- Overall assessment of the degree to which world cities are an outcome of increasing globalisation. This may highlight that external forces, changes in global interconnectedness, and flows can and will continue to impact on world city status.

The notes for the answers are not exhaustive. Credit any valid points.

Question	Part	Marking guidance	Total marks
08		**'Urban areas are failing to sustainably manage the disposal of their waste'. Critically assess this statement.** **Use examples you have studied to support your answer.** **AO1** – Knowledge and understanding of how urban areas are managing waste streams. They should be clearly described and appropriate to a named urban area(s). **AO2** – Application of knowledge and understanding to assess the extent to which urban areas are able to deal with waste disposal sustainably. The analysis and assessment should consider a range of ways urban areas can sustainably and effectively deal with waste and the barriers to implementation.	**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 assessment 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 assessment 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. **AO2** – Some partially relevant analysis and assessment in the application of knowledge and understanding. **AO2** – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Some relevant knowledge and understanding of place(s) and environments which is partially relevant. **AO1** – Some knowledge and understanding of key concepts, processes and interactions and change. **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. **AO2** – Very limited analysis and assessment in the application of knowledge and understanding. This lacks clarity and coherence. **AO2** – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts. **AO1** – Very limited relevant knowledge and understanding of place(s) and environments. **AO1** – Isolated knowledge and understanding of key concepts and processes. **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 urban waste and its disposal and sustainable urban development. The question requires a focus on physical urban waste generation and an assessment of the success or failure of urban waste disposal strategies or environmental strategies to reduce or deal with waste generation. There may be some links that can be made to 'Global systems and governance' when considering the laws or institutions which may regulate or issue governance on waste disposal or protection of the global commons.

AO1

- Knowledge and understanding of sources and generators of waste – residential, industrial, and commercial activity waste sources and types of municipal solid waste (MSW): biodegradable waste, recyclable materials, inert wastes, electrical and electronic waste, composite waste, hazardous waste, toxic waste, and biomedical waste.
- Awareness of how personal consumption will vary between and within urban areas; the relationship of waste components and waste streams to economic characteristics, lifestyles and attitudes. Wealthier urban areas tend to create more waste due to higher rates of disposable income and consumption this will continue to increase with rising standards of living in urban areas in emerging economies.
- Knowledge and understanding of the nature of urban areas, population growth and wealth resulting in increasing challenges of waste disposal.
- Identification of waste management disposal strategies which could include: unregulated, recycling, recovery, incineration, burial, submergence and trade; and their environmental impacts.
- Students may include a comparison of the advantages and disadvantages of incineration and landfill as waste disposal strategies.
- Knowledge and understanding of how waste disposal impacts on the natural, physical, social, and economic characteristics of sustainable urban life and the opportunities and challenges faced in developing a more sustainable approach to waste disposal. Students may look at the impact waste disposal has on the ecological footprint of urban areas.
- Appreciation that waste generation across an urban area and between different urban areas vary in terms of quantity and adoption of 'sustainable' waste disposal strategies eg some areas of a city may have much higher rates of recycling than others.
- Knowledge and understanding that waste disposal strategies will change over time, new technologies may be invented or adopted, policies may be implemented which will alter the dynamics of sustainability. These could include policies or laws adopted by global institutions governing waste disposal and the protection of the global commons eg the restrictions on submergence of waste in oceans through the London Protocol.
- Knowledge and understanding of named examples to exemplify sustainable/unsustainable practices of waste disposal.

AO2

- Assess the extent of that the assertion can be supported ie the degree to which urban areas are unsustainable in their waste disposal strategies.
- Assessment of the scale, scope and nature of waste generation and the ability for cities of varying economic developments to deal with the challenges.
- Assessment of how specific waste disposal strategies in named urban areas are sustainable/not sustainable. Student could judge the sustainability credentials of varying types of waste disposal for example recycling versus submergence. Consideration of a continuum of sustainability but also cost implications of more sustainable waste disposal strategies.

- Assessment and comparison of an urban area(s) waste streams, waste disposal strategies and effectiveness of the disposal economically, environmentally, and socially in reaching sustainable levels of waste management eg Olusosun landfill, Lagos, Nigeria, Amsterdam's incineration and landfill or London's recycling and energy from waste (EfW) initiatives.
- Appreciation of the cost benefit analysis that urban authorities will require when selecting waste disposal strategies and competing demands on money from other urban services for example, affordable housing, education, and health care.
- Assessment of the extent to which urban authorities are unable to regulate and control some waste streams and disposal for example illegal submergence, incineration of materials which could have been recycled.
- There could be an assessment of the economic and social costs associated with unregulated recycling in informal settlements and the contribution this makes economically but also the costs in health and environmental pollution eg Dharavi in Mumbai. Alternatively, an assessment of the global trade in waste and use of emerging market economies or least developed economies to send waste for processing at the expense of the environment or health of the workers in those urban centres processing the waste linked to sustainability both economic, social, and environmental.
- Overall assessment of the relative success/failure of sustainable waste disposal. This may highlight the complexity of urban waste management strategies, the link to wealth, lifestyles, and attitudes as well as governance and priority of waste disposal over competing priorities.

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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