OXFORD AQA
INTERNATIONAL QUALIFICATIONS

# INTERNATIONAL A-LEVEL

# GEOGRAPHY

# GG04

## Paper 4 Human Geography 2

Mark scheme

January 2026

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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:<br>• investigate geographical questions and issues<br>• interpret, analyse and evaluate data and evidence<br>• construct arguments and draw conclusions. |

## The marking grids

Do not think of levels equaling grade boundaries.

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

## Using the grids

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

## Step 1 Determine a level

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

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

## Step 2 Determine a mark

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

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

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

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

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

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

## Annotating scripts

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

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

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 01 | 1 | **Which of the following quotes describes an insider perspective on a place?**<br><br>Key – A: 'I live in a different country from where I was born, but people speak the same language as me and I feel like I belong here.' | 1<br><br>AO1=1 |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 01 | 2 | **Which of the following describes changing demographic characteristics of a place?**<br><br>Key – C: The increase of university students in an area has caused older people to move out. | 1<br><br>AO1=1 |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 01 | 3 | **Which of the following are BOTH examples of investigating places using qualitative data?**<br><br>Key – C: Reading a poem about a place **and** listening to a song about a place. | 1<br><br>AO1=1 |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 01 | 4 | **Which of the following is an example of how continuity in a place has affected the lives of people living there?**<br><br>Key – A: A factory in a town has provided employment to four generations of the same local family. | 1<br><br>AO1=1 |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 01 | 5 | **Which of the following are BOTH exogenous factors contributing to the character of a place?**<br><br>Key – D: Relying on foreign imports **and** being visited by many tourists. | 1<br><br>AO1=1 |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **02** | | **Using FIGURE 1a, FIGURE 1b and FIGURE 1c, analyse how the data represents the characteristics of the place.** | **6**<br><br>**AO3=6** |

| Level | Marks | Descriptor |
|---|---|---|
| **2** | **4–6** | **AO3** – Clear selection and analysis of the evidence that has been provided which makes appropriate use of data to support. Clear connections between different aspects of the data. |
| **1** | **1–3** | **AO3** – Some basic selection and analysis of the evidence that has been 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 unseen material.

This question requires the analysis of the characteristics of Rio de Janeiro evident in **Figures 1a**, **1b** and **1c**. Level 2 answers must provide clear evidence of using connections between or within the figures to analyse the characteristics of Rio de Janeiro and use specific evidence from the figures to support these connections. No credit for place knowledge not evident in the figures provided.

**AO3**

- The sources represent both positive and negative aspects of Rio de Janeiro's character.
- **Figure 1a** shows Rio's climate characteristics to be quite hot and with variable rainfall, with average temperatures ranging between 20 °C–27 °C and over 1200 mm rainfall annually. These relatively comfortable living conditions are also reflected in **Figure 1c**, which shows quite high average levels of sunshine (8 hours per day) and rain only falling on around 1/3 of the days every month.
- **Figure 1a** shows that there appears to be a proportional relationship between temperature and rainfall whereby the months with higher rainfall (100 mm+) tend to have higher temperatures (24 °C+) and the 3 months with lowest rainfall (40–60 mm) have the lowest temperatures (>21 °C).
- **Figure 1b** shows some of Rio's population characteristics. It suggests that Rio is experiencing population pressures. Both Rio's total population and informal settlement population are increasing over time, with approximately 2 million more people in 2010 than in 1970, approximately 800 000 of whom, live in informal settlements.
- **Figure 1b** also suggests that the challenge of informal settlements is a growing problem, with the proportion of Rio's population living in them increasing by 8.7%, from 13.3% in 1970, to 22.0% in 2010.
- **Figure 1c** shows a range of socio-economic and environmental characteristics. Some data in **Figure 1c** appears to suggest that Rio is an important economic hub. GDP per person is approximately $2900 (14%) more than the national average and Rio contributes 7% of national GDP. High tourist numbers of 5 million per year may also contribute to the larger GDP per person than the national average.

- **Figure 1c** also suggests that the risk from flooding and landslides is high, with the third highest number of people at risk when compared to other Brazilian cities.
- Some could come to the overall conclusion about its character, for example that it has a favourable climate and provides economic opportunities but is facing social problems such as population pressure and high hazard risk.
- Some could argue that, as most of the data are averages, they may mask the variability that might exist within different parts of Rio, and therefore not be a true reflection of its character.
- Some could argue that the source of the figures is unknown and therefore the reliability and bias need to be considered; there could be an issue in being able to fully understand the characteristics of Rio de Janeiro.
- Some may suggest that quantitative data on its own doesn't provide a true reflection of the character of places; qualitative data is also needed.

Credit any other valid analysis.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **03** | | **Examine the role of external agencies in creating place meaning.**<br><br>**Refer to ONE OR MORE places you have studied in your answer.**<br><br>**AO1** – Knowledge and understanding of the ways in which external agencies create place meaning.<br><br>**AO2** – Application of knowledge and understanding to examine the role of external agencies in creating place meaning. | **9**<br><br>**AO1=4**<br>**AO2=5** |

| Level | Marks | Descriptor |
|---|---|---|
| **3** | **7–9** | **AO1** – Demonstrates detailed knowledge and understanding the ways in which external agencies create place meaning.<br><br>**AO2** – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant. |
| **2** | **4–6** | **AO1** – Demonstrates clear knowledge and understanding the ways in which external agencies create place meaning.<br><br>**AO2** – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant. |
| **1** | **1–3** | **AO1** – Demonstrates basic knowledge and understanding of the ways in which external agencies create place meaning.<br><br>**AO2** – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation are basic and of limited relevance. |
| **0** | **0** | No creditable content. |

Indicative Content

This question links elements of ‘changing places’, namely the ‘relationships and connections’ part of the specification. The question requires knowledge of how external agencies make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. Candidates should examine role that external agencies have had in influencing place meaning.

Max Level 2 if no specific place is referred to.

**AO1**

- Knowledge and understanding of the concept of place-meaning when investigating place.
- Knowledge and understanding of sense of place and therefore that different people will attach different meanings to the same places.
- Knowledge and understanding of the impacts of external forces on places.
- Knowledge and understanding that some groups will try to influence people's sense of place or even create new meanings so that they can change people's behaviours and attitudes towards those places; this can be the behaviour of individuals, groups, businesses and institutions, for example #TheAfricaTheMediaNeverShowsYou campaign in 2015 saw individual activists, community groups and some government agencies join together to challenge the dominant image of Africa in the international media by re-posting images on social media that challenged these stereotypes. The hashtag started to 'trend' and stories about the campaign were reported by mainstream media outlets including the UK's Guardian newspaper.
- Knowledge and understanding of place marketing strategies in influencing or creating place specific meaning. Often used to 'sell' a place to people who may potentially visit or perhaps invest money in a place, for example Plan Abu Dhabi 2030 outlines a framework to support the rapid development of the urban area through to the year 2030.
- Knowledge and understanding of re-imaging strategies in influencing or creating place specific meaning which is often used to change existing negative perceptions of places. This has commonly been used in changing place-meanings of areas that have been affected by industrial decline which resulted in landscapes of urban decay, abandoned factories and high unemployment, for example the construction of the Renaissance Center in Detroit to address the negative stereotypes associated with the decline in the motor industry in the city, in the mid to late 20th century.
- Knowledge and understanding of rebranding strategies in influencing or creating place specific meaning. These strategies aim to give places a new identity that appeals to people and/or investors. Logos and slogans are often used as part of this strategy designed to create positive associations, for example the rebranding of Llandudno in Wales as 'Alice Town' to help promote heritage tourism after a period of decline, as a result of competition from cheap overseas package holidays.
- Knowledge and understanding that strategies are often used in conjunction with each other or alongside regeneration redevelopment projects.

**AO2**

- Examination of the different external agency strategies used when making attempts to influence or create specific place-meanings.
- Examination of the success or failure of external agency strategies used in attempting to influence or create specific place-meanings; sometimes these will be successful but sometimes strategies have the opposite effect and fail to shift/further damage a place's image, eg the re-branding of Llandudno as 'Alice Town', part funded by external agencies such as Conwy Town Council and Visit Wales has been largely successful as the association has been sustained with several initiatives from including the establishment of a heritage trail of sculptures associated with key characters from the 'Alice in Wonderland' story as well as the opening of the 'Looking Glass' ice cream parlour and an annual 'Alice Day' celebration every May. However, the attempts by The Ford Motor Company to re-image Detroit by building the Renaissance Center to attract new businesses has been less successful, as even after it was built, Detroit was still associated with economic decline – filing for bankruptcy in 2013.
- Examination that the external agency strategies chose when attempting to influence or create place-meaning have to appeal to both the target audience, such as international tourists, as well as satisfy insiders such as local communities, industries and businesses, for example the Plan Abu Dhabi

2030 strategy has been successful in appealing to its target audience of skilled international economic migrants, as they now comprise over 60% of the population and have supported Abu Dhabi's economy in moving away from oil and gas and diversifying into trade, tourism, banking and finance. However, insiders have mixed satisfaction as although the local community largely welcome newcomers, some of the government's recent legislation to make older areas of Abu Dhabi, such as Khalidiya more attractive, has forced some small shop owners to renovate or face closure.

- Examination that different external agency strategies will be used for different purposes that may increase or decrease the role they play in influencing or creating specific place-meanings, for example the rebranding of Llandudno as 'Alice Town' has involved a collaborative effort from local community groups and schools, through to town and county councils and the national tourist agency – Visit Wales, so it is hard to separate their influence on the town's place-meaning.
- Examination that often, several strategies will be used in conjunction with each other and/or alongside large development projects, making it more difficult to examine the role of any one external agency strategy over another in influencing or creating place meaning.
- Examination that different external agency strategies will acquire different levels of funding, that may have an impact on the role they play in influencing or creating specific place-meanings.
- Examination that time may have an impact on the role external agency strategies play in influencing or creating specific place-meanings, for example the #TheAfricaTheMediaNeverShowsYou strategy, like most social media campaigns, was quite short-lived in its attempts to influence place-meaning, whereas the decades long efforts from multiple external agencies to rebrand Llandudno as 'Alice Town' have had a more sustained impact on its place-meaning.
- Examination that different groups may view the role of external agency strategies in influencing place-meaning in different ways. There could be difference in insider and outsider viewpoints. With some strategies having positive impacts on some groups and negative impacts on others, for example the Renaissance Center in Detroit tended to benefit outsiders such as the TNC General Motors, who moved their HQ to the building, whereas local communities felt that it was physically disconnected from them and did little to address the issues of crime and unemployment that continued to plague the city.
- Some students may identify that places do not require external agency strategies to bring about changes to place meaning and that this may change as a result of other endogenous or exogenous factors influencing the place over the course of time.
- An overall conclusion that examines the role of external agencies in influencing place-meaning.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **04** | | **To what extent are people's present lived experience of place more positive than their past lived experience of that place?**<br><br>**Use EITHER your LOCAL OR DISTANT PLACE example to support your answer.**<br><br>**AO1** – Knowledge and understanding of people's lived experience of place in the past and at present. Knowledge and understanding of the local or distant place studied.<br><br>**AO2** – Application of knowledge and understanding to assess the extent to which people's present lived experiences of place more positive than in the past. | **20**<br><br>**AO1=10**<br>**AO2=10** |

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

| | | |
|---|---|---|
| | | **AO1** – Generally clear awareness of scale and temporal change which is integrated where appropriate. |
| **2** | **6–10** | **AO2** – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Some partially relevant analysis and evaluation in the application of knowledge and understanding.<br><br>**AO2** – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.<br><br>**AO1** – Some knowledge and understanding of key concepts, processes and interactions and change.<br><br>**AO1** – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies. |
| **1** | **1–5** | **AO2** – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.<br><br>**AO2** – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.<br><br>**AO2** – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.<br><br>**AO1** – Very limited relevant knowledge and understanding of place(s) and environments.<br><br>**AO1** – Isolated knowledge and understanding of key concepts and processes.<br><br>**AO1** – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies. |
| **0** | **0** | Nothing worthy of credit. |

Indicative Content

This questions links elements of 'changing places' topic, namely the 'relationships and connections' and 'place studies' parts of the specification. Some may make links to elements 'people and contemporary urban environments' to exemplify the impacts of changing economic characteristics of places for example as a result of deindustrialisation and regeneration. Credit links that are relevant and support the response. The question requires knowledge of people's lived experience of places in the past and at present, including either their local or distant place. Candidates should assess the extent to which people's present lived experiences of places more positive than in the past and reach a conclusion. Max level 2 for responses with no specific reference to their local or distant place.

**AO1**

- Knowledge and understanding of people's lived experience of places in the past and at present.
- Knowledge and understanding of the local or distant place and its character in the past and at present.
- Knowledge and understanding of the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place in the past and at present.
- Knowledge and understanding of the impact of changing demographic and cultural characteristics on people's lived experience of places in the past and at present.
- Knowledge and understanding of the impact of economic change and social inequalities on people's lived experience of places in the past and at present.
- Knowledge and understanding of the impacts of external forces on people's lived experience of places in the past and at present.
- Knowledge and understanding of the importance of the meanings and representations attached to places by people on their lived experience of places in the past and at present.

**AO2**

- Assessment of the extent to which a range of factors have positively influenced the lived experience of places in the past and at present.
- Assessment of the extent to which students' own lives and those of others are positively affected by continuity and change in the nature of places and our understanding of place in the past and at present, for example as a result of the growth of tourism in Dubai over time, candidates, their family members or others may have gained employment related to the tourism sector and report an improvement to their lived experience as a result. Candidates, their family members or others may also have been exposed to new food and music as a result of large amounts of international migration in Dubai, which have positively affected them. The quality of the environment in their local place may have been improved for example as a result of regeneration – enhancing their enjoyment of that place.
- Assessment of the extent to which changing demographic and cultural characteristics positively affect people's lived experience of places in the past and at present, for example the growing university student population in Newcastle Upon Tyne over the last 50 years has attracted a younger demographic. This could positively affect the lived experience of young people across the city, who benefit from the growth in amenities aimed at students, for example cinemas and entertainment facilities. The large number of international students, especially from China, has helped improve the lived experience of the Chinese diaspora of the area. There is now a vibrant 'Chinatown' in the Stowell Street area of the city, which contains a variety of specialist shops including supermarkets selling food items that are difficult to find elsewhere. This helps the community to feel looked after – positively impacting their lived experience, having previously felt more isolated in the past due to the lack of specialist services available.

- Assessment of the extent to which economic change and attempts to address social inequalities positively affect people's lived experience of places in the past and at present, for example the decline of dockyards in London negatively affected lived experience in the past, as it caused high levels of unemployment, especially amongst men. However, regeneration in the area in the 1990s improved lived experience as several abandoned buildings were demolished and the area was redeveloped with luxury apartments and offices of TNCs including HSBC – improving the physical environment in the area. However, despite the significant changes, arguably the lived experience of those on lower incomes did not improve as the jobs created as a result of the redevelopment were not matched to their skill-sets, so they continue to struggle to find employment in the present.
- Assessment of the extent to which external forces positively affect people's lived experience of places in the past and at present, for example the Ford Motor Company's presence in Detroit has positively affected people's lives in the city in the past and present as it has continued to be a major employer. Arguably though, its impact on lived experience has been less positive since the 1970s as it had to make 1000s of workers unemployed due to being outcompeted by more fuel-efficient cars made by companies such as Toyota. Though still a major employer in Detroit today, it now employs a fraction of the amount of people it employed at its peak in the 1950s.
- Assessment of the extent to which meanings and representations attached to places by people positively affect their lived experience of places in the past and at present, for example older people in Bangalore may have had a positive lived experience of the place in the past when it was represented as a small 'Garden City' where it was safe to play outside as there was little traffic and a range of green spaces. However, now it is known as a 'Global IT Hub', their lived experience has become more negative as it is experiencing rapid development which has altered the historical meaning of the place for them and negatively affected their daily lived experience due to traffic congestion and reduced air quality.
- Assessment of the extent to which different groups may view the impacts on lived experience in different ways. There could be difference in insider and outsider viewpoints. With some factors having positive impacts on the lived experience of some groups and negative impacts on the lived experience of others in the past and at present.
- Assessment of the extent to which factors influencing people's lived experience of places in the past and at present may have brought about changes at different rates and scales, which may affect the extent to which they are considered positive.
- Assessment of the extent to which places are constantly changing due to shifting flows for example of people and goods; many of which are influenced by external factors. Change is inevitable in an ever-connected world, so any positive lived experiences presently being experienced may be short-lived and change again in the near future.
- An overall conclusion of the extent to which lived experience of places is more positive in the present than in the past.

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

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **05** | **1** | **'The spreading out of people, services and employment towards the edge of an urban area.'**<br><br>**This is the definition of which of the following?**<br><br>Key – C: Suburbanisation | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **05** | **2** | **Which of the following describes the characteristics of the informal sector of an urban economy?**<br><br>Key – D: Unreliably paid employment (eg a street trader), often paying no tax. | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **05** | **3** | **Which of the following describes the characteristics of a post-modern city?**<br><br>Key – D: A city with multiple centres and an unusual mix of architecture with different styles. | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **05** | **4** | **Which of the following are BOTH characteristics of urban precipitation compared to its surrounding rural area?**<br><br>Key – A: Higher total precipitation **and** higher chance of thunderstorms. | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **05** | **5** | **Which of the following is a common environmental impact of energy recovery from waste?**<br><br>Key – A: Increased air pollution including ash particulates and increased carbon dioxide emissions. | **1**<br><br>**AO1=1** |

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **06** | | **Analyse the changes in the global distribution of world cities from 2000–2024 shown in FIGURE 2a and FIGURE 2b.** | **6**<br><br>**AO3=6** |

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

Indicative Content

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

This question requires analysis of the change in spatial variation over time of types and overall distribution of world cities from 2000 to 2024 shown in **Figure 2a** and **Figure 2b**. Level 2 answers must provide clear evidence of analysis of changes in both the types and overall distribution of world cities and use specific evidence from the figures to support these connections. No credit for knowledge or analysis that is not evident in the figures provided.

**AO3**

- There are 12 more world cities in 2024 than in 2000.
- Of the 12 new world cities in 2024, 9 of them are in Asia and 8 of them are in South-east Asia.
- With the exception of San Francisco and Brussels, all of the world cities in 2000 were still world cities in 2024.
- There have been regional variations in world city distribution, with continents such as South America, North America, Africa and Oceania seeing no change in the number of world cities between 2000–2024 whereas Europe has seen a slight increase (+1) and Asia has seen the largest increase (+9)
- Europe contained the largest share of world cities (7/17) in 2000 but Asia contains the largest share (12/27) in 2024.
- In terms of types of world cities, Alpha world cities have seen the largest change between 2000–2024, increasing by 6, whereas the are 4 more Alpha+ cities and the same number of Alpha++ cities in 2024 compared to 2000.
- The same 2 cities London and New York, have remained as the only Alpha++ cities in 2000 and 2024.
- In 2000, North America had the largest share of the top 10 ranked world cities 4/10, with Europe and Asia both having 3/10 however, in 2024 Asia now has the largest share of the top 10 world cities, doubling to 6/10 and North America has reduced to having only 1 city in the top 10.
- Of the cities that were ranked in 2000 and 2024, the biggest rise in rank is Sydney (+3) from 13th to 10th place and the largest fall is Los Angeles (-17) from 9th to 26th place.

- Only 2 cities rose in rank between 2000–2024, 4 remained the same (including the top 3) and 11 fell in rank.
- Despite the variation in ranks between 2000–2024, none of the world cities that remained in 2024 had changed types.
- Overall, the spatial distribution and types of world cities between 2000–2024 remain broadly similar, with North America, Europe and Asia containing the most world cities and the Alpha city type, remaining the most popular category.
- Credit any other valid analysis.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| **07** | | **Examine the role of economic processes in encouraging urban growth.**<br><br>**Use ONE OR MORE urban areas you have studied to support your answer.**<br><br>**AO1** – Knowledge and understanding of how economic processes encourage urban growth.<br><br>**AO2** – Application of knowledge and understanding to examine the role of economic processes in encouraging urban growth. | **9**<br><br>**AO1=4**<br>**AO2=5** |

| Level | Marks | Descriptor |
|---|---|---|
| **3** | **7–9** | **AO1** – Demonstrates detailed knowledge and understanding of how economic processes encourage urban growth.<br><br>**AO2** – Applies knowledge and understanding to the novel situation, offering detailed analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are thorough and relevant. |
| **2** | **4–6** | **AO1** – Demonstrates clear knowledge and understanding of how economic processes encourage urban growth.<br><br>**AO2** – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided. Connections and relationships between different aspects of study are evident and relevant. |
| **1** | **1–3** | **AO1** – Demonstrates basic knowledge and understanding of how economic processes encourage urban growth.<br><br>**AO2** – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation are basic and of limited relevance. |
| **0** | **0** | No creditable content. |

Indicative Content

This question links elements of 'people and contemporary urban environments', namely those within the 'urban forms' part of the specification. The question requires knowledge of the economic processes encouraging urban growth. Candidates should examine the role of economic processes in encouraging urban growth. Candidates may examine the role of economic processes by considering their relative importance to other factors including social, technological, political and demographic processes; this is a valid approach and should be credited. Candidates may draw evidence from one or more urban areas.

Max Level 2 if no specific urban area is referred to.

**AO1**

- Knowledge and understanding of economic processes encouraging urban growth; such as job creation, the positive multiplier effect, global shift in manufacturing, rise of the service economy.
- Knowledge and understanding of social, technological, political and demographic processes encouraging urban growth.
- Knowledge and understanding of the interaction between economic process and other types of processes in encouraging urban growth.

**AO2**

- Examination that economic processes will have a range of effects on urban growth.
- Examination that economic processes can affect urban growth at a range of scales, for example global shift in manufacturing has led to TNCs such as Nike setting up manufacturing operations in NEE cities all over the world, therefore millions of people move to these cities in search of formal sector employment, increasing urban growth on a large scale. On a smaller scale, the creation of jobs in Electronics City in Bangalore, has encouraged urban growth as thousands of people from surrounding rural areas have moved to Bangalore to do cleaning jobs created by the increased demand for services from Bangalore's emerging middle-class who work in the IT industry.
- Examination that economic processes can affect urban growth in positive and negative ways.
- Examination that economic processes can encourage urban growth for example job creation in Bangalore from IT companies such as IBM and Infosys has helped encourage the city's population to grow from 60 000 in the 1970s to over 10 million in 2020.
- Examination that economic processes can discourage urban growth for example deindustrialisation in the UK in the 1980s caused city populations to drop by between 2–4%, especially in North Western cities, where people moved away in search of jobs elsewhere.
- Some may conclude that social, technological, political and demographic processes also encourage urban growth and that these work in combination with economic processes, for example the rapid urban growth of Shanghai and other Eastern Chinese cities in the 1990s was not just due to the economic process of job creation. Political processes such as the establishment of SEZs and investment in over 60 higher education colleges, made the city attractive to TNCs, who then created the jobs by building factories and offices there to encourage urban growth.
- An overall conclusion examining the role of economic processes in encouraging urban growth either in isolation or relative to other factors.

| Question | Part | Marking guidance | Total marks |
|---|---|---|---|
| 08 | | **Assess the opportunities and challenges in making cities sustainable.**<br><br>**Use examples from contrasting urban areas to support your answer.**<br><br>**AO1** – Knowledge and understanding of contemporary opportunities and challenges in developing sustainable cities in contrasting urban areas. Knowledge and understanding of the strategies for developing more sustainable cities in contrasting urban areas.<br><br>**AO2** – Application of knowledge and understanding to assess the challenges and opportunities in developing more sustainable cities in contrasting urban areas. | **20**<br><br>**AO1=10**<br>**AO2=10** |

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

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

Indicative Content

This question links elements of 'people and contemporary urban environments', namely the 'sustainable urban developments' part of the specification. The question requires knowledge and understanding of contemporary opportunities and challenges in developing sustainable cities as well knowledge and understanding of the strategies for developing more sustainable cities. Candidates should assess the challenges and opportunities in developing more sustainable cities and come to an overall conclusion. Candidates should draw their evidence from contrasting urban areas. These may come from within the same urban setting.

Max Level 3 if only one urban area is referred to.

**AO1**

- Knowledge and understanding of the impact of urban areas on local and global environments; ecological footprint of major urban areas; dimensions of sustainability: natural, physical, social and economic; nature and features of sustainable cities; concept of liveability.
- Knowledge and understanding of contemporary opportunities and challenges in developing more sustainable cities.
- Knowledge and understanding of strategies for developing more sustainable cities.
- Knowledge and understanding of case studies of two or more contrasting urban areas to illustrate and analyse key themes set out above.

**AO2**

- Assessment of the extent to which urban areas impact local and global environments for example through comparison of ecological footprints; the city of Rome having an eco-footprint or 4.63 global hectares per person, over twice the size of that of Alexandria.
- Assessment of the extent to which urban areas meet the dimensions of sustainability: natural physical, social and economic.
- Assessment of the extent to which urban areas display the nature and features of sustainable cities.
- Assessment of the extent to which urban areas display the concept of liveability, for example the top 10 most liveable cities in the world according to the EIU's global liveability index tend to include European cities like Vienna and Copenhagen, which are moderately-sized cities, in politically stable HICs whereas the top 10 least liveable cities tend to include larger cities in NEEs and LICs that have recently experienced conflict such as Tehran and Damascus.
- Assessment of the extent to which there are opportunities and challenges in developing more sustainable cities as a result of political will, for example strong political will can lead to long term strategic planning which prioritises sustainable urban design, such as the 'compact cities' concept which has been used in Stockholm, to build sustainable communities on former brownfield land in the city. However, weaker political will can lead to shorter-term thinking, meaning that sustainability is often overlooked, particularly by planners in the developing world, who have more immediate priorities such as access to sanitation and employment.
- Assessment of the extent to which there are opportunities and challenges in developing more sustainable cities as a result of globalisation, for example globalisation has allowed ideas and knowledge to flow more easily around the world, providing the opportunity for the best sustainable practice to be shared. However, globalisation has also created challenges, as the rapid growth it has encouraged, especially in industrialising nations, has led to unsustainable development, widening economic inequality and impacting environmental sustainability.
- Assessment of the extent to which there are opportunities and challenges in developing more sustainable cities as a result of climate change, for example increased awareness of climate change has encouraged growth in green sector employment, with cities like San Antonio creating 125 'green

jobs' as a result of the city's recycling programme. However, to be environmentally sustainable, cities must reduce their reliance on a fossil-fuel based economy, which could affect the economic sustainability of some cities in the short to medium term.

- Assessment of the extent to which strategies to develop more sustainable cities create opportunities and challenges, for example BedZED in London is the largest zero-energy and carbon neutral urban village development in the UK, helping to address environmental sustainability, however it is only home to around 200 residents, so contributes little to the sustainability of London overall. Quezon City in the Philippines, has raised awareness of recycling in local communities and schools, helping to reduce the amount of waste going to landfill by 38%. However, the city still produces over 2700 tons of MSW per day.
- Some candidates may argue that factors such as location, wealth and availability of resources can impact the extent to which there are challenges and opportunities in developing sustainable cities, for example 4 of the top 5 solar powered cities in the US are in California, which is both the wealthiest and the 5th sunniest state in the US, making it easier for Californian cities to achieve an economically sustainable solar energy supply than other urban areas.
- Assessment of the extent to which time might influence the opportunities and challenges in developing more sustainable cities, for example as global population and the threats from climate change increase in the future, it might become increasingly difficult to develop sustainable cities.
- An overall conclusion that assesses the challenges and opportunities of developing more sustainable cities.

## 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 |