

# INTERNATIONAL A-LEVEL GEOGRAPHY

## GG04

Paper 4 Human Geography 2

---

Mark scheme

June 2026

---

Version: 1.0 Final

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

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

Further copies of this mark scheme are available from [www.oxfordaqa.com](http://www.oxfordaqa.com)

#### **Copyright information**

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2026 OxfordAQA International Examinations and its licensors. All rights reserved.

# International A-level Geography mark scheme

## How to mark

### Aims

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

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

### Approach

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

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

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

### Assessment Objectives

This component requires students to:

|     |                                                                                                                                                                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AO1 | Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.                                                                                                                                                       |
| AO2 | Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.                                                                                                                                                              |
| AO3 | Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none"><li>• investigate geographical questions and issues</li><li>• interpret, analyse and evaluate data and evidence</li><li>• construct arguments and draw conclusions.</li></ul> |

### The marking grids

Do not think of levels equalling grade boundaries.

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

## Using the grids

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

### Step 1 Determine a level

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

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

### Step 2 Determine a mark

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

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

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

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

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

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

## Annotating scripts

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

**Section A – Changing Places**

**Total for this section: 40 marks**

| Question | Part | Marking guidance                                                                                                                                                                                                              | Total marks                         |
|----------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 01       | 1    | <p><b>Which of the following shows how topography can contribute to the character of a place?</b></p> <p>Key – C: The houses are close together in the bottom of the valley, as the steep slopes make building difficult.</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                                                 | Total marks                         |
|----------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 01       | 2    | <p><b>Which of the following are BOTH used by geographers to explore spatial patterns and distributions when studying a place?</b></p> <p>Key – C: Geospatial data (eg, GIS) <b>and</b> maps</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                                                        | Total marks                         |
|----------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 01       | 3    | <p><b>Which of the following is an example of a local group influencing specific place-meaning?</b></p> <p>Key – B: Residents advertising conservation work to promote heritage sites in their town</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                                                                             | Total marks                         |
|----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 01       | 4    | <p><b>Which of the following is an example of how a person's connection to where they live can be positively shaped?</b></p> <p>Key – B: Continuity in providing community services and preserving the built environment</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                                                                            | Total marks                         |
|----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 01       | 5    | <p><b>'A person's attachment to place can influence their identity.'</b></p> <p><b>Which of the following is this statement an example of?</b></p> <p>Key – B: A citizen feeling proud of their country and its culture</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                    | Total marks    |
|----------|------|-------------------------------------|----------------|
| 02       |      | Analyse the data shown in FIGURE 1. | 6<br><br>AO3=6 |

| Level | Marks | Descriptor                                                                                                                                                                                |
|-------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2     | 4–6   | <b>AO3</b> – 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   | <b>AO3</b> – 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 **Figure 1**. Patterns and spatial distributions can be made between different aspects of the data shown in **Figure 1** such as the proportions of responses citing TV and films being the main influence of their international holiday destination. 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**

- Over 90% of respondents in China, India, South Korea and Turkey indicated that a film or TV programme had some or was the main influence on their past international holiday destination.
- In contrast, European countries had the greatest percentage of respondents citing that films and TV locations had no influence on their past holiday destination choices, for example, Germany had more than 50% saying there was no influence. This contrasts with most Asian countries where under 10% of respondents cited no influence.
- Countries located in higher northern latitudes were less influenced by film and TV, with around 50% responding that it had no influence on their destination. At lower latitudes, a higher proportion of respondents were influenced in their destination choice by films and TV with around 20% saying it had no influence.
- There are higher concentrations in Asia of respondents influenced by films and TV in their past destination choices for holidays. In India, over half of respondents gave film or TV locations as the main reason for past destination choices, and less than 10% responding that films and TV had no influence at all in their choices. Similarly, in China the smallest percentage of no influence was recorded at below 5%. However, Japan is an anomaly in this region, with more than a third of responses saying films and TV programmes had no influence on their choice.
- Both African countries share around 50% of their respondents citing that films and TV programmes had some influence on their past holiday destination choice. However, South Africa has 10% more respondents saying that films and TV programmes had no influence, than Egypt.
- Countries with close neighbouring countries generally had higher percentages of respondents influenced by films and TV programmes, for example, France.

- In contrast, in North and South America, respondents were far less influenced with around a quarter or respondents answering films and TV had no influence. However, it is in Germany where the highest proportion at 60% of respondents were not influenced by films and TV in their past destination choices.

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

| Question | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total marks                                          |
|----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 03       |      | <p><b>‘Media representations of distant places make them seem like near places.’</b></p> <p><b>Critically examine this statement referring to ONE OR MORE places you have studied.</b></p> <p><b>AO1</b> – Knowledge and understanding of types of media representation of place and how media representations can create greater familiarity and understanding of the characteristics of a place which can enhance place meaning. Knowledge and understanding of specific places and their representations.</p> <p><b>AO2</b> – Application of knowledge and understanding to a novel situation. Analysis and examination of the extent to which media representations can alter or distort the understanding of near and far places. The assessment should consider a range of ways place can be represented through various media and the extent to which this can distort the perception of distance and experience. Application of knowledge, understanding and skills to view near and far places from different perspectives.</p> | <p><b>9</b></p> <p><b>AO1=4</b><br/><b>AO2=5</b></p> |

| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3     | 7–9   | <p><b>AO1</b> – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.</p> <p><b>AO2</b> – 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.</p>                                                  |
| 2     | 4–6   | <p><b>AO1</b> – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant although there may be some minor inaccuracy.</p> <p><b>AO2</b> – Applies some appropriate 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.</p> |
| 1     | 1–3   | <p><b>AO1</b> – Demonstrates basic/limited knowledge and understanding of concepts, processes, interactions and change. These offer limited relevance with inaccuracies.</p> <p><b>AO2</b> – Applies limited 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.</p>                                                      |
| 0     | 0     | No creditable content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Indicative Content

**AO1**

- Candidates can identify the various media formats that can represent place, for example, films, adverts, blogs, tourist materials (advertising copy), social media posts, news, music, poetry, and photographs.
- Knowledge of the geographical definition and meaning of near and far places; near places are often geographically close or easy to get to, are often culturally familiar, may have been built up by personal lived experience or through comprehensive representation through various media formats. Far places are often geographically distant or have long travel times to access them, often distinct differences culturally and there is less familiarity. Portrayal in the media may emphasise the difference or the place may be underrepresented. If a person has not had lived experience of a place, it is more likely to be perceived as a 'far' place.
- Knowledge and understanding that media representations of place can influence what people think and feel about a place without direct lived experience. Direct lived experience of a place will impact on our perception of 'near' and 'far' places.
- Knowledge and understanding of the features leading to a perception of far and near places that may include: geographical distance, accessibility through transport, socio-economic and cultural characteristics, emotional connection, lived experience, similarities and differences between the place of origin and the distant place.
- Knowledge and understanding of how positive representations can enhance the feeling of 'nearness', whilst negative representations may make a place feel 'far'.
- Perspectives of a far place can be gained through exposure to media representations which may lead to building a greater familiarity and understanding of a place.
- Candidates may also consider the impact of time-space compression on perception of distance both physically and psychologically.
- Knowledge and understanding of the media representations of a named distant place.

**AO2**

- Examination of the statement in relation to the extent that the named distant place is perceived as 'far' or 'near'.
- Analysis and examination of how media representations have portrayed a distant place and whether an improved familiarity of the nature of the place, alters the opinion of its nearness or distance. This may include an argument that increased familiarity will decrease the perception of distance, for example, Times Square, New York is often used in American movies so this familiarity can make it feel a 'near' place.
- Analysis of how places that are geographically close, may feel 'far' as they are underrepresented by media representations and are more unknown and unfamiliar despite close proximity, for example, North Korea within some parts of Asia.
- Examination of the concept of near and far places that is not fixed, is subjective, and will depend on the individual. Categories of place are linked to an individual's demographic or socio-economic characteristics; this may make any assessment of the statement inconclusive.
- Awareness of other factors that may play a role in how the place is perceived such as time-space compression, technologies and improvements in transport.
- Examination of other factors which foster the perception of a place being 'near' or 'far', for example, cultural and historical links and language. Australia, New Zealand, Canada, US and the UK are often perceived as 'near' places by the citizens, due to their shared culture, histories and language.
- Awareness that media representations may not reflect lived experience so that any changes in perceptions of 'nearness' are artificial. Media representations can distort the reality of a place, particularly if geared to tourists and may emphasise the familiar aspects that are less apparent on visiting that place.

- Application of a place in the context of the question. A candidate should consider whether the study of media representations of their distant place has altered their sense of the place being 'near' or 'far'; they should apply an example(s) studied to exemplify.
- Candidates may come to an overall conclusion that assesses the extent to which their distant place is a 'near' or 'far' place and the role of media representations in the categorising of that place.

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

| Question | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total marks                                             |
|----------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 04       |      | <p><b>‘Shifting flows of people at a local and global scale can shape the character of places.’</b></p> <p><b>Evaluate this statement with reference to places you have studied.</b></p> <p><b>AO1</b> – Knowledge and understanding of how shifting flows of people on both a local to global scale can impact on the character of place and other endogenous and exogenous factors which impact on the character of place. Knowledge and understanding of named place(s).</p> <p><b>AO2</b> – Application of knowledge and understanding to evaluate the importance of shifting flows of people in this novel situation. The evaluation should consider local to global flows and the relative importance of these flows in the context of the named place(s).</p> | <p><b>20</b></p> <p><b>AO1=10</b><br/><b>AO2=10</b></p> |

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

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

### Indicative Content

The question links different parts of the Changing Places part of the specification, specifically linking how the demographic, socio-economic and cultural characteristics and character of place are shaped by shifting flows of people and the study of a place encompassing the scales of local to global. A critical approach is required to evaluate the relative importance of these flows on the characteristics of place to reach a conclusion.

### **AO1**

- Knowledge and understanding of flows of people into and out of a place and recognition of the scale eg local or regional flows are commuters, day trippers, shoppers, domestic university students and may be internal migration from other parts of the city/locality whereas global flows would encompass international migration, international tourism and may include international students or temporary migrant workers. Some responses may encompass national and regional flows.

- Knowledge and understanding of other flows which affect the characteristics of a named place(s); these could include flows of money, ideas and resources. The candidate may acknowledge that global flows of people are linked to exogenous factors and the relationships and connections with other places.
- Knowledge and understanding of other endogenous factors which affect the character of a place eg demographic and economic characteristics.
- Knowledge and understanding of a named place(s) and the local to global flows, and their effect on the character of the place. Responses should show a clear knowledge of the specific details of a named place and how flows have impacted its characteristics, eg quantitative data such as census data showing the impact of the demographics and cultural characteristics of a place or qualitative data on the perceived changes, eg change in types of shops or the change in the sense of place or place meaning which impact the character.
- Awareness that flows at different scales are likely to vary in the amount of people which will impact on their place character.
- Knowledge and understanding of past and present flows that have influenced the character of their place(s). There may be reference to how these flows affect continuity or change.
- Awareness that other factors can impact place character eg external agencies including the government, corporate bodies and community and local groups or past and present processes of development.

## AO2

- Analysis of the quantity of the different flows of people within a named example and how this has affected the character of a place. This may also encompass a temporal dimension looking at past and present processes in influencing or as a result of these flows, for example, the increase of emigration or immigration resulting from the enlargement of the European Union in 2004, and its effects on the character of a named place.
- Analysis of the importance and contribution to the characteristics of a named place of different scales of flows, for example, by local compared to global flows. Candidates may compare these local to global flows with national and regional flows and assess their relative importance against each other.
- Evaluation of the relative importance of shifting flows of people at a local to global level. Responses may evaluate flows of different groups of people and assess the relative importance of each, for example, day trippers against commuters, or could assess the relative importance of flows of people against other factors which impact the character of a place. This may include an assessment in relation to place-specific endogenous or exogenous factors, external forces, or flows of resources, ideas or money which may be more important in affecting the character of a place.
- Analysis of the importance within the named place, for example, some areas of the place may have more distinctive character due to a concentration of flows of people in one area, for example, immigrants are often concentrated within a place impacting the character of a place at a very local scale. This may be evident through shops, places of worship, clothing, music and cuisine so the character of these areas may be different to other areas within a place.
- Evaluation of the degree to which flows of people create continuity or change in a named place.
- Analysis that other factors can impact place characteristics, for example, external agencies including the government, corporate bodies and community and local groups and an evaluation of the relative importance of these in relation to flows of people.
- There may be an analysis that different people may perceive the more subjective, qualitative changes brought about by flows of people, positively or negatively. The sense of place for some people will be enhanced or diminished as a result of these flows.
- Overall evaluation on the relative importance of the flows of people at different scales. Conclusion may acknowledge the changing, dynamic nature of flows intersecting with other factors which impact on the character of place.

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    | <p><b>Which of the following is a definition of the ecological footprint of a city?</b></p> <p>Key – D: The total resources a city requires to function, measured in global hectares</p> | <p>1</p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                                             | Total marks                  |
|----------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 05       | 2    | <p><b>Which of the following locations is likely to have the highest rates of malaria amongst its population?</b></p> <p>Key – C: A place with a tropical, wet climate at a low altitude</p> | <p>1</p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                             | Total marks                  |
|----------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 05       | 3    | <p><b>Which of the following are BOTH benefits of waste incineration?</b></p> <p>Key – A: Can produce energy <b>and</b> safe disposal of hazardous waste</p> | <p>1</p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                                                 | Total marks                  |
|----------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 05       | 4    | <p><b>Which measures are BOTH used in defining liveability in cities?</b></p> <p>Key – A: Access to education <b>and</b> number of health services available</p> | <p>1</p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                                                                                                                            | Total marks                  |
|----------|------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 05       | 5    | <p><b>Which of the following is a method of waste disposal that results in plastic pollution in oceans?</b></p> <p>Key – C: Submergence</p> | <p>1</p> <p><b>AO1=1</b></p> |

| Question | Part | Marking guidance                           | Total marks    |
|----------|------|--------------------------------------------|----------------|
| 06       |      | Analyse the information shown in FIGURE 2. | 6<br><br>AO3=6 |

| Level | Marks | Descriptor                                                                                                                                                                                |
|-------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2     | 4–6   | <b>AO3</b> – 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   | <b>AO3</b> – 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 population size of selected Chinese urban areas in 2020 and the amount of built-up area (m<sup>2</sup> per person) between 2000 to 2020. Links can also be drawn on urban area size (population), and the amount of built-up area per person and its change over time and their spatial distribution. They must use both the population of the Chinese urban areas and the line graphs of built-up area for level 2. For maximum marks there should also be use of specific data.

### **AO3**

- In 2020, the urban areas with the highest built-up area per person were Yucheng, at over 280 (m<sup>2</sup> per person), and Pingxian at over 150 (m<sup>2</sup> per person). The urban areas with the lowest built-up area (m<sup>2</sup> per person) were Hong Kong at just over 10 (m<sup>2</sup> per person) and Shanghai.
- Urban areas with the greatest increase in built up area per person are Suining, with over 150% increase between 2000 and 2020 and Yucheng with around a 130% increase. These urban areas are located in mainland China over 360 km and 1300 km away from the coast respectively.
- The only city with a decrease in the built-up area per person is Shanghai. Hong Kong experienced no change in the amount of built-up area per person through all three time periods. These urban areas are some of the largest urban areas in population size.
- Most coastal urban areas experienced little change over the two decades, for example, Guangzhou increased by about 5 (m<sup>2</sup> per person) and Hong Kong didn't increase at all between 2000 and 2020.
- There is a weak negative relationship as the greater the population, the lower the percentage change between 2000 and 2020. For example, Guangzhou with a population of 17 million only increased marginally at around 5% – in contrast Suining, with a population of 0.7 million, had the built-up area (m<sup>2</sup> per person) increase almost threefold.
- Coastal urban areas exhibit higher population totals than urban areas inland. Generally, coastal urban areas have under 100 built-up area (m<sup>2</sup> per person), whereas inland there are more urban areas exceeding this, for example, Pingxian and Yuncheng at over 150 (m<sup>2</sup> per person).
- Urban areas in northern China have high built-up area (m<sup>2</sup> per person).

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

| Question | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total marks                                          |
|----------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 07       |      | <p><b>To what extent do urban areas increase the prevalence and distribution of malaria?</b></p> <p><b>AO1</b> – Knowledge and understanding of the characteristics of the distribution of malaria within countries and within urban areas, the socio-economic characteristics of urban environments impacting of environmental variables and transmission vectors.</p> <p><b>AO2</b> – Application of knowledge and understanding to a novel situation to assess the extent to which urban areas increase the prevalence and distribution of malaria. The assessment should consider a range of factors which may increase the prevalence and distribution of malaria in urban contexts and the extent to which this increases its prevalence. Application of knowledge, understanding and skills to consider the different factors and environmental variables influencing malaria transmission.</p> | <p><b>9</b></p> <p><b>AO1=4</b><br/><b>AO2=5</b></p> |

| Level | Marks | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3     | 7–9   | <p><b>AO1</b> – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.</p> <p><b>AO2</b> – 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.</p>                                                                    |
| 2     | 4–6   | <p><b>AO1</b> – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant although there may be some minor inaccuracy.</p> <p><b>AO2</b> – Applies some appropriate 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.</p>                   |
| 1     | 1–3   | <p><b>AO1</b> – 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.</p> <p><b>AO2</b> – Applies limited 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.</p> |
| 0     | 0     | No creditable content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### Indicative Content

This question links to the Urban environments, health and wellbeing part of the specification in the People and contemporary environments unit. It specifically focuses on the prevalence and distribution of malaria and its links to the physical and socio-economic characteristics of environments within urban areas including the environmental variables on transmission vectors. Candidates are required to apply their knowledge to understanding prevalence and distribution of malaria to urban areas. The question requires an assessment of the extent to which urban areas increase the prevalence of the disease.

#### **AO1**

- Knowledge and understanding of malaria as a biologically transmitted disease and how this is transmitted through populations by infected mosquitoes (*Anopheles*).
- Awareness of factors that increase the prevalence of malaria including: climatic factors of temperature, relative humidity and precipitation which may encompass the seasonal nature of the disease linked to wet and dry seasons, land use, local vector species and breeding sites, waste management, human movements within cities and from rural areas, local malaria intervention and education programmes.
- Knowledge and understanding that unplanned urbanisation increases prevalence as there are more likely to be poorly planned drainage, open drains, stagnant pools, overhead tanks, roof gutters and artificial containers of water increasing the breeding grounds and microhabitats for the mosquito (*Anopheles*).
- Awareness that urban residents in Less Developed Economies often commute and travel across the city or return temporarily to rural regions with higher prevalence and then return increasing the risks of infection and high population densities within urban areas facilitate transmission through increased contacts.
- Knowledge and understanding that a city's economic development can alter the prevalence. Poorer areas of informal housing in cities often have higher prevalence than in wealthier urban neighbourhoods.
- Awareness that education and healthcare services can impact on the prevalence of malaria within urban areas. There is increased risk in urban areas with little understanding of how the disease is transmitted or its mitigations, for example, personal protection such as insecticide-treated mosquito nets, or treatment and diagnosis using Rapid Diagnostic Testing (RDTs) which can help map spread to support elimination programmes. Consideration of mitigation and management strategies as a factor affecting reduction or eradication of malaria.
- Knowledge and understanding that malaria cases within and across an urban area are unevenly distributed.
- Knowledge and understanding that malaria cases are generally decreasing over time due to increased understanding of; the environmental variables impacting transmission vectors, the factors facilitating the spread, and of physical and socio-economic characteristics.
- Awareness that historically, rural areas have had greater prevalence of malaria than urban areas.

#### **AO2**

- Assessment of the extent to which urban areas increase the prevalence. Answers can draw on evidence from named urban areas and may note that there are other factors which increase the prevalence and distribution such as the presence of water bodies.
- Analysis of the factors in affecting the distribution and prevalence of malaria. Climate significantly influences the prevalence and risk of malaria, regions with tropical wet climates are at greater risk or tropical regions with rainy seasons see increased malaria cases in the wetter season due to standing bodies of water providing breeding grounds. Land use can also impact on the prevalence as rural areas or rural-urban fringe areas often rely on irrigation to water crops increasing breeding grounds. Prevalence will also be affected by movements between rural and urban areas or areas of high incidence, and across an urban area; the more movements the higher the risk of transmission. The prevalence of malaria may also be dependent on economic and political factors linked to mapping and

understanding the transmission vectors, breeding grounds and the concentration of cases which can then be targeted for intervention or eradication through healthcare initiatives and education.

- Analysis of factors within urban settings which increase the likelihood of malaria. This may consider how unplanned urbanisation and the concentration of densely populated informal urban dwellings with few services and facilities for sanitation, increases the breeding sites and therefore prevalence of mosquitoes, for example, Chennai, India, accounts for 99% of all reported malaria cases in Tamil Nadu due to a high population density of over 9500 people per km<sup>2</sup>, facilitating transmission due to increased contact. Within the urban area there are numerous identified multiple breeding sites from clean/clear stored water in overhead tanks, wells, cisterns, pits, roof gutters and artificial containers which along with the high rainfall of over 1400 mm annually and the high temperatures of around 33 °C lead to high incidences of malaria.
- Consideration of the relative role of poverty within and across urban areas; wealthier areas are more likely to have adequate sanitation systems and drainage, improved housing and mosquito proofing within the household including personal protection and more effective diagnosis and treatment. Poorer areas may have inadequate healthcare services and little access to protective measures, for example, insecticide-treated mosquito nets.
- Assessment of the success of management and mitigation strategies to reduce the prevalence of malaria which are often more effective and cost-effective in urban settings.
- Overall assessment of the degree to which urban areas increase the distribution and prevalence; this may be considered in relation to rural areas or in relation to a named example, or in terms of the general risks posed by the physical and socio-economic characteristics of urban areas which heighten the risks of transmission.

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

| Question | Part | Marking guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total marks                                             |
|----------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 08       |      | <p><b>‘Managing economic inequality and social segregation is challenging.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Refer to TWO contrasting urban areas you have studied.</b></p> <p><b>AO1</b> – Knowledge and understanding that economic inequality and social segregation are a challenge for urban areas. They should be clearly identified, described, and appropriate to the two named contrasting urban areas.</p> <p><b>AO2</b> – Application of knowledge and understanding to come to a judgement of the effectiveness or success/failure to manage economic inequality and social segregation in two contrasting urban areas. The assessment should consider the statement in relation to two contrasting urban areas.</p> | <p><b>20</b></p> <p><b>AO1=10</b><br/><b>AO2=10</b></p> |

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

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

Max level 3 if only economic inequalities **or** social segregation is considered.

Max level 3 if only one urban area is considered. Candidates may consider two contrasting areas within one urban area.

### Indicative Content

The question tests social and economic issues associated with urbanisation from People and contemporary environments. The issues studied relate to economic inequality, social segregation in contrasting urban areas and the strategies to manage these issues. This also links to the requirement to study case studies of two contrasting urban areas which include the patterns of economic and social wellbeing. A critical perspective on the relative success or failure to manage the challenges posed by economic inequality and social segregation in two contrasting urban areas is required. The question requires a judgement that considers wealth as a factor within the context of urban challenges.

## AO1

- Knowledge and understanding of the issues and challenges associated with economic inequality; employment, housing, education, healthcare, access to housing, access to services which affect people's quality of life and wellbeing. Consideration of indicators of deprivation within an urban area.
- Knowledge and understanding of issues related to social segregation; ethnic groups, religion or culture or class which result in social exclusion.
- Awareness that challenges in urban areas with contrasting levels of economic development will vary, as will the strategies to manage these.
- Awareness that social segregation can be voluntary and therefore, the segregated population may be more resistant to attempts to deal with the 'challenge'.
- Knowledge and understanding of the link between economic inequality and social segregation. Links with flows of people and migration/immigration may be considered.
- Awareness of the scale and spatial distribution of challenges of economic inequality and social segregation between contrasting urban areas and within an urban area.
- Knowledge and understanding that urban challenges of economic inequality and social segregation often have a historical context and will change over time, this can be linked to other factors, for example, economic development, governance, external forces, impacts of international organisations, technologies, flows of people, and flows of money.
- Awareness that there may be more pressing challenges, for example, waste management, atmospheric pollution, water pollution, urban drainage and diseases, for example malaria.
- Knowledge and understanding of two contrasting case studies of urban areas to exemplify the patterns of economic and social wellbeing and the challenges they face.
- Knowledge and understanding of strategies in two contrasting case studies of urban areas to manage issues of economic inequality and social segregation.

## AO2

- A judgement on how (in)effectively or (un)successfully contrasting urban areas have managed the challenges of economic inequalities and social segregation.
- An assessment of the degree of challenge faced by contrasting urban areas. This may include factors linked to wealth comparing a wealthier urban area's relative success/failure at addressing either economic inequality or social segregation within a poorer urban area. This could be within or between towns/cities exhibiting contrasts.
- Analysis of strategies used within urban areas to manage challenges. This may include an assessment of the positive and/or negative impacts of a strategy and consideration and judgement on successes or failings of the strategy, this is likely to be in the context of a named urban area.
- A judgement on the nature of the challenge, which may be place-specific, linking to the physical location and endogenous characteristics which may facilitate or be a barrier to dealing effectively with the urban challenges. An example is the restrictions of physical space in Mumbai, built on a narrow peninsular and surrounded by water prevent outwards expansion to lower population densities in informal settlements.
- An assessment of what is considered a 'challenge'; the threshold may vary between and within urban areas.
- A judgement comparing the success/effectiveness criteria between urban areas of contrasting wealth. The relative success of a strategy to deal with the challenge of economic inequality and/or social segregation, in a wealthier urban area in a Highly Developed Economy may be considered differently.
- Analysis of factors which are barriers to dealing with challenges, for example, availability of money, political will, perception of the 'challenge' as a priority for the city, level of economic development, physical barriers/land use restraints on implementing strategies, competing environmental challenges etc.
- Analysis of the factors which are barriers to strategies to manage the challenges, for example communities of shared ethnic and religious similarities may voluntarily segregate; resistance from communities when faced with change; low engagement with projects or programmes to reduce

inequality; lack of resources; political will and stable governance; and temporary nature of projects which may solve some challenges in the short term but require long-term commitments to be successful/effective.

- Overall judgement of the challenge(s) and ability for urban areas to manage economic inequality and social segregation. This may highlight the complexity of the challenges, their extent within a city, the historical context of the challenge, the effectiveness in governance and resistance of the population to change in relation to the relative wealth and availability of money of two contrasting urban areas.

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

## 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    |