

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL GEOGRAPHY

(9635)

Mark scheme

Unit 4: Human geography 2

Specimen 2018

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 assessment writer.

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.

International A-level Geography mark scheme

How to mark

Aims

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

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

Approach

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

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

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

Assessment Objectives

This component requires students to:

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

The marking grids

Do not think of levels 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 in 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.

The below mark scheme is used to assess both Question 1 and Question 2.

Section A – Changing places
Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
01	1	<p>The endogenous features of a place are:</p> <p>Key – C</p>	<p>1</p> <p>AO1=1</p>
01	2	<p>A group of students was studying the changing geography of their local place.</p> <p>They used the following resources in their lesson:</p> <ul style="list-style-type: none"> • census data for 2001 and 2011 • the transcript of an interview with a 63 year old lady who has always lived in that place • a set of black and white photos of the place taken in the 1960s. <p>Which of the following statements best describes the usefulness of those sources to geographers?</p> <p>Key – A</p>	<p>1</p> <p>AO1=1</p>
01	3	<p>Geographers refer to the ‘insider perspective’ on a place.</p> <p>What does ‘insider perspective mean?</p> <p>Key – A</p>	<p>1</p> <p>AO1=1</p>
01	4	<p>Which of the following pairs could both be described as quantitative sources of data about a place?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>
01	5	<p>If you wanted to calculate the rate of change of the population of a place which of the following groups of data would all be needed?</p> <p>Key – B</p>	<p>1</p> <p>AO1=1</p>

Question	Part	Marking guidance	Total marks
02		<p>Using evidence from Figures 1a and 1b, analyse the way in which this place is represented.</p> <p>AO3- There are a variety of ways of approaching this unseen material.</p> <p>This question requires analysis of the way in which this place, New York City, is represented in the figures provided. Level 2 answers must refer to how the place is represented explicitly. No credit for representation not evident in the figures provided.</p>	<p>6</p> <p>AO3=6</p>

Question	Part	Marking guidance	Total marks												
02		<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4-6</td> <td>AO3- Clear analysis of the qualitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.</td> </tr> <tr> <td>1</td> <td>1-3</td> <td>AO3- Basic analysis of the qualitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table>	Level	Marks	Description	2	4-6	AO3- Clear analysis of the qualitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.	1	1-3	AO3- Basic analysis of the qualitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.		0	No creditable content.	
		Level	Marks	Description											
		2	4-6	AO3- Clear analysis of the qualitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.											
		1	1-3	AO3- Basic analysis of the qualitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.											
	0	No creditable content.													
<p>Indicative Content</p> <ul style="list-style-type: none"> • Both figures suggest this place is heavily built up and is a large urban area. Figure 1b mentions ‘so many tall buildings’, which are also shown in the images. This indicates that the built environment is key to its place identity. • A positive representation is suggested in the cartoon of a glamorous person as well as within the quotes that refer to wealth and glamour. • The area is represented as a welcoming place in figure 1c- “an awesome place to come with family” and “New York promotes self-expression”. The graffiti in figure 1b could be argued as an expression of this although would not be welcomed by all. • There are some negative aspects of this place represented in the figures such as the homeless person asleep on the street as well as the “where is the sun” comment in figure 1b. It could be argued that these negative images are needed to give a sense of balance to place representation. • Some could argue that the figures are biased as they always have an underlying purpose for their creation- e.g. the tourist agency materials. • The quotes in 1b are clearly representations from insiders who are giving the accounts of their own lived experience. 															

Question	Part	Marking guidance	Total marks
03		<p>Describe the endogenous features of this place, as shown in the photographs, and explain how the farmer’s ‘insider’ view of this place might differ from the geographer’s ‘outsider’ view.</p> <p>AO1 – Knowledge and understanding of the meaning of ‘endogenous features’ of places.</p> <p>Knowledge and understanding of the meaning of the meaning of ‘insider’ and ‘outsider’ views of places.</p> <p>AO2 – Application of knowledge and understanding to the interpretation of the pictures to describe the nature of the place</p>	<p>9</p> <p>AO1=4</p> <p>AO2=5</p>

Question	Part	Marking guidance	Total marks															
03		<p>referring to the physical site, drainage features, the climate and weather, natural vegetation and farmed vegetation, soil, infrastructure, farm buildings, people etc.</p> <p>Application of knowledge, understanding and skills to attempt to see the area from different perspectives – insider and outsider.</p> <p>Mark scheme</p> <table border="1" data-bbox="370 488 1273 1809"> <thead> <tr> <th data-bbox="370 488 491 539">Level</th> <th data-bbox="491 488 612 539">Marks</th> <th data-bbox="612 488 1273 539">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 539 491 958">3</td> <td data-bbox="491 539 612 958">7–9</td> <td data-bbox="612 539 1273 958"> <p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>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. A careful and thorough distinction is drawn between insider and outsider perspectives on this place.</p> </td> </tr> <tr> <td data-bbox="370 958 491 1400">2</td> <td data-bbox="491 958 612 1400">4–6</td> <td data-bbox="612 958 1273 1400"> <p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided.</p> <p>Connections and relationships between different aspects of study are evident and relevant. A clear distinction is drawn between insider and outsider perspectives on this place.</p> </td> </tr> <tr> <td data-bbox="370 1400 491 1753">1</td> <td data-bbox="491 1400 612 1753">1–3</td> <td data-bbox="612 1400 1273 1753"> <p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p> </td> </tr> <tr> <td data-bbox="370 1753 491 1809"></td> <td data-bbox="491 1753 612 1809">0</td> <td data-bbox="612 1753 1273 1809">No creditable content.</td> </tr> </tbody> </table> <p>Notes for answers:</p> <p>AO1</p> <ul data-bbox="370 1960 1273 2085" style="list-style-type: none"> • The farm consists of trees, laid out in orchards, on the gentle lower slopes of a valley. • The orchards appear to be olive trees and apple/pear trees. 	Level	Marks	Description	3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>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. A careful and thorough distinction is drawn between insider and outsider perspectives on this place.</p>	2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided.</p> <p>Connections and relationships between different aspects of study are evident and relevant. A clear distinction is drawn between insider and outsider perspectives on this place.</p>	1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>		0	No creditable content.	
Level	Marks	Description																
3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>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. A careful and thorough distinction is drawn between insider and outsider perspectives on this place.</p>																
2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies knowledge and understanding to the novel situation, offering clear analysis and evaluation, drawn appropriately from the context provided.</p> <p>Connections and relationships between different aspects of study are evident and relevant. A clear distinction is drawn between insider and outsider perspectives on this place.</p>																
1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>																
	0	No creditable content.																

Question	Part	Marking guidance	Total marks
03		<ul style="list-style-type: none"> • The valley appears to be dry at the time of the photograph, but there is evidence of ephemeral streams that probably run after rainstorms. • There may also be some fields ploughed for cereal crops, although these are bare at the time of the photo. • There is a paved road along the bottom of the valley, and some sort of electricity connection. • There are several buildings or groups of buildings in various parts of the farm. These seem to be modern and well-built and the main farm building seems to still be under construction. Otherwise, population in the area seems to be sparse. • There is some evidence of irrigation pipes leading to the trees. These are providing water directly to the tree roots and not spreading it in areas where it is not needed directly by the trees. • The trees are healthy and well cared for, and the arable fields also look to have been carefully prepared ready for sowing in the right season. <p>AO2</p> <ul style="list-style-type: none"> • All students will pick up different impressions of the views of the two people but they ought to consider some of: <ul style="list-style-type: none"> • insider/ outsider perspectives • lived experience/media experience • attitudes to near/far places. • To the farmer this is home and will be completely familiar. • It will also be his place of work and he will know every inch of the land and will be determined to care for it and develop it, so as to make the best possible living now and in the future, for himself and his family. • Being interviewed he is formally dressed, but is wearing a keffiyeh or headscarf. This is possibly to show his traditional culture or as a purely practical way to protect himself from the sun. • To the geographer this is strange and exotic. He is interested to learn all about it but will never have the same sense of commitment or belonging to the place that the farmer has. • The whole sense of place is different for the geographer: the climate, soil, vegetation, culture etc will be the type of place that he has probably studied in the media – through his geography books and films – but now he is experiencing it at first hand and is keen to learn what the farmer has long known as he has probably lived on this land all his life. • The geographer's attitude might be shown by his dress, which is less formal. His understanding of the climate may well be less than that of the farmer. Despite his study of climate he has not understood the need to cover his head and skin from the intense sun. 	

Question	Part	Marking guidance	Total marks									
04		<p>‘Conflict can arise when people who live in a place feel that change is being forced on them by organisations, groups and individuals from outside that place’.</p> <p>Discuss the extent that this statement applies to one or more places that you have studied?</p> <p>AO1 – Knowledge and understanding of the external factors that cause/impose change in a change. These should be clearly described and categorised with reference to the place or places studied.</p> <p>AO2 – Application of knowledge and understanding to evaluate how people and communities respond to change. The evaluation should consider a range of possible reactions.</p> <p>Mark scheme</p> <table border="1" data-bbox="370 804 1275 2094"> <thead> <tr> <th data-bbox="370 804 489 855">Level</th> <th data-bbox="494 804 611 855">Marks</th> <th data-bbox="616 804 1275 855">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 862 489 1675">4</td> <td data-bbox="494 862 611 1675">16–20</td> <td data-bbox="616 862 1275 1675"> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p> </td> </tr> <tr> <td data-bbox="370 1682 489 2094">3</td> <td data-bbox="494 1682 611 2094">11–15</td> <td data-bbox="616 1682 1275 2094"> <p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>	3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
Level	Marks	Description										
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> <p>AO2 – Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout.</p> <p>AO1 – Full and accurate knowledge and understanding of key concepts and processes throughout.</p> <p>AO1 – Detailed awareness of scale and temporal change which is well integrated where appropriate.</p>										
3	11–15	<p>AO2 – Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p>										

Question	Part	Marking guidance		Total marks
04			<p>AO1 – Generally clear and relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Generally clear and accurate knowledge and understanding of key concepts and processes.</p> <p>AO1 – Generally clear awareness of scale and temporal change which is integrated where appropriate.</p>	
		2	6–10 <p>AO2 – Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Some partially relevant analysis and evaluation in the application of knowledge and understanding.</p> <p>AO2 – Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Some relevant knowledge and understanding of place(s) and environments which is partially relevant.</p> <p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>	
		1	1–5 <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated</p>	

Question	Part	Marking guidance	Total marks
04		where appropriate. There may be a number of inaccuracies.	
	0	No creditable content.	
<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Knowledge and understanding of the characteristics of the place or places chosen. The impact of relationships and connections on people and place. How past and present connections shape places, and how external agencies shape actions and behaviour. • Identification of different groups of people who have an interest in how places are managed and who wish to change the place(s). These include local residents, environmental authorities, developers, corporate groups of companies, architects, planners, local councils, national governments, European Union, and tourist boards. • Awareness of the nature of cultural and/or economic changes that may be forced on the place or places chosen. • Cultural characteristics can include aspects of geography such as the balance between rural and urban lifestyles, changing levels of educational attainment amongst the population as a whole, changes in the use of various media, increased mobility of the population for work and leisure pursuits, changing patterns of sport and exercise and changing patterns of involvement in arts, cultural pursuits, and community activities. • Economic characteristics can include aspects of geography such as levels of employment and unemployment, changes in economic class, the balance between primary, secondary, tertiary employment, changes in disposable income, income differentials within the community, availability of consumer goods, access to services for the different economic groups within the community (including health, education, transport), and economic provision for the old and infirm. • The nature of conflict at a local level and the types of issues that may result in conflict. Specific details of the causes, events and timescale involved. • Examples of issues leading to conflict include the closure of local hospital, building of new incinerator or landfill site, new road development in environmentally sensitive area, building of housing estate on greenfield site, construction of solar farm or wind turbines, closure of community facilities, libraries, school. • For instance, the building of a housing estate on greenfield land. • Planning application prepared by property company for homes, road access and other infrastructure. Proposed development outside of the housing development boundary. • Public exhibition to which local residents invited to attend. Many concerns expressed by residents, local authority representatives, 			

Question	Part	Marking guidance	Total marks
04		<p>environmental groups. Several public meetings, followed by:</p> <p>AO2</p> <ul style="list-style-type: none"> • The extent to which the assertion can be supported ie the degree to which people who live in a place try to resist changes that appear to have been forced upon them. • Analysis of the scale, scope and nature of the change being imposed. Motivation may be to improve the environmental quality of the area for local residents, to improve housing and service quality, to reduce crime rates, to increase social cohesion or may have purely economic motives. • Evaluation of how different organisations, groups and individuals within the chosen place(s) react to change imposed externally on them. Each interest group may have a different view about what should be done to protect and manage areas. Resistance to change can take many forms, for instance social media protests, billboards, lobbying, political campaigns. • Evaluation of how different groups of residents in the chosen place may have varying levels of political engagement and access to power, which will affect both their influence and their views in responding to external pressures. • Different groups of people will have different needs depending on their social and economic characteristics, impinging on their response to change. Local communities are likely to have different perceptions of the value of places and conflicting goals over change, especially in areas of cultural diversity. • There may be conflict between the needs of the most deprived and planners/commercial organisations, especially in terms of housing and service provision, eg schemes involving public/private partnerships with the development industry. • Some issues causing conflict will sometimes involve high levels of public consultation but not all local groups are likely to feel engaged in the process. • Resistance to change in relation to a specific issue, eg building of a housing estate on greenfield land. Analysis of events may show level of effectiveness of combined community response to proposals by external commercial agency. Conflict between different interest groups. Reaction by individuals, resident groups, environmental lobby, local political representatives, able to mount multi-faceted response. • Overall evaluation of ways in which differences of opinion can cause conflict between interest groups and the various ways these might be resolved. There may be references to localism or affection for a particular place as well as nimbyism or opposition to unwanted development. 	

Section B – People and contemporary urban environments

Total for this section: 40 marks

Question	Part	Marking guidance	Total marks
05	1	World cities are: Key – A	1 AO1=1
05	2	Urbanisation is: Key – C	1 AO1=1
05	3	An urban heat island is most likely to occur: Key – B	1 AO1=1
05	4	Gentrification occurs when: Key – A	1 AO1=1
05	5	In 2015 the proportion of the world’s population living in cities was: Key – C	1 AO1=1

Question	Part	Marking guidance	Total marks												
06		<p>Analyse changes in the world pattern of urbanisation shown in Figure 4 and Figure 5.</p> <p>AO3 – Analysis of trends in global patterns of urbanisation over time, and of predicted trends in the future.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4–6</td> <td>AO3 – Clear analysis of the map evidence that has been provided, making appropriate use of data to describe and explain the patterns shown. Clear connections are made between different aspects of the data and these are used to draw sound conclusions. Clear references are made to both spatial and temporal patterns.</td> </tr> <tr> <td>1</td> <td>1–3</td> <td>AO3 – Some basic selection and description of the map evidence that has been provided, which is then used to support some basic analysis. Some basic connections are established between different aspects of the data. Either spatial or temporal changes may be missing from the answer.</td> </tr> <tr> <td></td> <td>0</td> <td>No creditable content.</td> </tr> </tbody> </table> <p>Notes for answers:</p> <p>AO3</p> <ul style="list-style-type: none"> In the years 1990–2014 there were many cities in China, mainly 	Level	Marks	Description	2	4–6	AO3 – Clear analysis of the map evidence that has been provided, making appropriate use of data to describe and explain the patterns shown. Clear connections are made between different aspects of the data and these are used to draw sound conclusions. Clear references are made to both spatial and temporal patterns.	1	1–3	AO3 – Some basic selection and description of the map evidence that has been provided, which is then used to support some basic analysis. Some basic connections are established between different aspects of the data. Either spatial or temporal changes may be missing from the answer.		0	No creditable content.	6 AO3=6
Level	Marks	Description													
2	4–6	AO3 – Clear analysis of the map evidence that has been provided, making appropriate use of data to describe and explain the patterns shown. Clear connections are made between different aspects of the data and these are used to draw sound conclusions. Clear references are made to both spatial and temporal patterns.													
1	1–3	AO3 – Some basic selection and description of the map evidence that has been provided, which is then used to support some basic analysis. Some basic connections are established between different aspects of the data. Either spatial or temporal changes may be missing from the answer.													
	0	No creditable content.													

Question	Part	Marking guidance	Total marks
06		<p>western China, with growth rates over 5% per annum.</p> <ul style="list-style-type: none"> • There were also some over 5% across south Asia, Middle East, central and west Africa. • There were two small cities with over 5% in Central America and two on the east coast of the USA. • There were no cities in Europe with over 5%, or even over 3%. • More surprisingly, there were no cities in South America with over 5% and few with over 3%. Most cities in Europe, Japan and Australia had growth rates below 1%, as did many in NE USA. • Between 2014 and 2030 it is expected that the growth rate in almost all cities in China, south Asia and the Middle East will fall below 3%. • Almost all African cities will now be between 3 and 5%. • Growth throughout N and S America will fall below 3% with NE USA and SE S America often below 1%. • Even more European cities will fall below 1%. Australia's growth rates will rise marginally. • In summary, urbanisation will slow down almost everywhere. Already low rates in the developed world will fall even further. High rates in the emerging countries of Asia will fall rapidly, but will remain moderate. Latin American rates had been slowing after 1990 and will slow even more. African rates will slow slightly but will remain high. • There is an overall correlation between higher levels of development and slowing of urbanisation. 	

Question	Part	Marking guidance	Total marks						
07		<p>Using your own knowledge and information from the article, analyse the main causes of the spread of malaria in some cities in Karnataka state and suggest how the spread of the disease could be reduced.</p> <p>AO1 – Knowledge and understanding of the nature of malaria and its transmission.</p> <p>Knowledge and understanding of techniques to stop or limit the spread of malaria and its vectors.</p> <p>AO2 – Application of knowledge and understanding to aid interpretation of the article and to develop an understanding of the situation in this unfamiliar example.</p> <p>Analysis of factors that cause malaria in Karnataka, and of methods that might be used to reduce its incidence.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Level	Marks	Description				<p>9</p> <p>AO1=4 AO2=5</p>
Level	Marks	Description							

Question	Part	Marking guidance		Total marks	
07		3	7–9	<p>AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change.</p> <p>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.</p>	
		2	4–6	<p>AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change.</p> <p>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.</p>	
		1	1–3	<p>AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change.</p> <p>AO2 – Applies limited knowledge and understanding to the novel situation, offering some basic analysis and evaluation, drawn from the context provided. Connections and relationships between different aspects of study are basic and of limited relevance.</p>	
			0	No creditable content.	
		<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • Malaria is spread amongst humans by the anopheles mosquito (a vector). • The mosquito introduces the disease into the blood when it bites to feed on its host's blood. • In order to breed the mosquito needs tropical or sub-tropical conditions and areas of standing water. • There is no vaccination against malaria so the best ways to stop or reduce its spread are by stopping mosquito bites. This can be done by draining the standing water where they breed, by spraying standing water with insecticide or by stopping them reaching humans by using mosquito nets treated with insecticide. • In Karnataka the problem seems to be worse below 200 m above sea level. • Rapid development in the cities has led to pools of stagnant water developing on building sites, which seem to have attracted 			

Question	Part	Marking guidance	Total marks
07		<p>breeding mosquitoes.</p> <ul style="list-style-type: none"> The presence of 'tap pits' has also provided sites for mosquitoes. <p>AO2</p> <ul style="list-style-type: none"> The cities below 200 m are obviously in the area where malaria has long been endemic because of the climate. Recent urban growth has led to breeding sites developing in the cities. It appears that the developments have been unplanned, or at least that some of the consequences of the development have not been foreseen or avoided. Full risk analysis of development projects should be undertaken. Developers and/ or the urban authorities need to be given responsibility for ensuring that pools of stagnant water are not left as breeding grounds. If they have to be left then they should be sprayed regularly to reduce or eliminate the breeding population. In areas at risk mosquito nets and anti-malarial drugs should be provided, possibly with the aid and support of international agencies. 	

Question	Part	Marking guidance	Total marks						
08		<p>'Addressing issues of inequality and deprivation is more important than dealing with environmental challenges in the management of urban areas'.</p> <p>AO1 – Knowledge and understanding of the social and economic issues and environmental issues affecting urban areas. Knowledge and understanding of management strategies used to manage these issues.</p> <p>AO2 – Application of knowledge and understanding to analyse and evaluate the relative significance of socio-economic and environmental challenges when deciding urban management strategies.</p> <p>To what extent do you agree with this view? Justify your views.</p> <p>Mark scheme</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>16–20</td> <td> <p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p>	<p>20</p> <p>AO1=10</p> <p>AO2=10</p>
Level	Marks	Description							
4	16–20	<p>AO2 – Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout.</p>							

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

Question	Part	Marking guidance		Total marks	
08			<p>AO1 – Some knowledge and understanding of key concepts, processes and interactions and change.</p> <p>AO1 – Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.</p>		
		1	<p>1–5</p> <p>AO2 – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question.</p> <p>AO2 – Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence.</p> <p>AO2 – Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.</p> <p>AO1 – Very limited relevant knowledge and understanding of place(s) and environments.</p> <p>AO1 – Isolated knowledge and understanding of key concepts and processes.</p> <p>AO1 – Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.</p>		
			0		No creditable content.
		<p>Notes for answers:</p> <p>AO1</p> <ul style="list-style-type: none"> • An understanding of the key ideas, ‘socio-economic’ and ‘environmental’, should be expected. The idea of urban ‘management’ will be important as the focus of the question. • Knowledge and understanding of issues associated with economic inequality, social segregation, and cultural diversity. • Inequalities tend to exist in terms of access to job opportunities, education, housing and basic public services such as water and sanitation. Knock-on impacts of this are poorer health, higher unemployment and a lack of social mobility. The poor get stuck in a cycle of poverty from which it is hard to escape. • Ethnic communities have become isolated from wider society as they have maintained their own language and beliefs and limited their interaction with others, leading to segregation. • Awareness of strategies to manage socio-economic issues such as improved provision of schools, enforcing a living wage, giving access to affordable housing, greater provision of public transport. 			

Question	Part	Marking guidance	Total marks
08		<ul style="list-style-type: none"> • Measures to deal with social variations, eg health care such as spatial availability of clinics; health education programmes, eg access to healthy living, eg sports and leisure facilities. • Segregation may be reduced by legislation on anti-racism, employment rights and opportunities to combat discrimination, prejudice and racism and encouraging greater political involvement of different cultural groups. • Issues of cultural diversity: local authorities provide English lessons or bilingual literature. Hospitals cater for specific illnesses and schools may alter their curricula and holiday patterns to cater for different ethnic groups. • Knowledge and understanding of environmental challenges in urban areas, including atmospheric pollution, water pollution, dereliction and urban sprawl, urban waste disposal. • Pollution controls on industry and traffic; dealing with legacy of an industrial past – land remediation strategies designed to remove contaminants from the ground; waste-related legislation, education and financial incentives; improvements to housing built when standards were lower, eg heating, damp. • Water pollution strategies, for instance, may entail construction of water-treatment facilities and wastewater plants; and regulations aimed at ‘point source’ polluters such as industries, which discharge water pollution into receiving waters or sewer systems that flow into treatment plants. • Knowledge and understanding of specific government and local strategies designed to manage social and environmental challenges. • Knowledge and understanding of the different approaches used to tackle socio-economic and environmental issues, partially dependent on national economic context. <p>AO2</p> <ul style="list-style-type: none"> • Management of socio-economic issues may be seen to be more pressing and immediate than environmental problems, although much depends on the nature of the environmental issue. Some environmental challenges may require immediate action, particularly where pollution incidents occur. Credit opposing/balanced view if supported by evidence. • Evaluation of the effectiveness of strategies to reduce urban inequalities, including cultural segregation and economic inequalities. • Evaluation of the effectiveness of strategies to tackle cultural diversity issues. Cultural diversity can put extra pressure on stretched urban services. Effectiveness linked to financial investment, prioritisation by decision-makers, degree of isolation of different communities and receptivity to strategies adopted. • Evaluation of effectiveness of strategies to tackle environmental challenges. Most difficult water-quality challenge: dealing with 	

Question	Part	Marking guidance	Total marks
08		<p>'non-point source' pollution which is the result of precipitation run-off from chemicals and toxins from urban settlements.</p> <ul style="list-style-type: none"> • Analysis of the severity and nature of environmental issues, which will vary between high-income and lower-income countries. Lack of money and inadequate technology in low-income countries has resulted in much lower water quality standards. Effective legislation is often absent and enforcement of pollution controls limited. • Analysis of urban management in different contexts. In many low-income countries management of urban issues is handicapped by lack of capital. Scale of poverty, homelessness, poor infrastructure is much greater, so governments may focus efforts on dealing with socio-economic challenges. • In high-income countries, urban management may give greater precedence to environmental challenges, partly due to pressure from local population. There is a strong imperative to give serious attention to environmental challenges because of national and international agreements and targets. • Overall conclusion may highlight the complexity of urban management strategies. Contemporary sustainable strategies may take account of both socio-economic and environmental challenges, and consider planning holistically. 	

GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at oxfordaqaexams.org.uk

You can contact the geography team directly;

E: geography@oxfordaqaexams.org.uk



OXFORD INTERNATIONAL AQA EXAMINATIONS
LINACRE HOUSE, JORDAN HILL, OXFORD, OX2 8TA
UNITED KINGDOM

enquiries@oxfordaqaexams.org.uk
oxfordaqaexams.org.uk

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and Oxford International AQA Examinations will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.