

Delegate Booklet

Course Title:

**Welcome to Pearson Edexcel International
GCSE (9-1) Geography: Module 2**

Course Code:

4GE1-20IO2





About this event

Course Title:

Welcome to Pearson Edexcel International GCSE Geography (4GE1): Module 2

Course Code:

4GE1-20IO2

Aims and Objectives

By the end of this session delegates will:

- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practise using the mark schemes using exemplar student work
- Learn about the support provided by Pearson around assessment and exemplars



Agenda

Time	Item
10.00	Welcome & Introductions
10.10	Assessment overview
10.15	Assessment objectives
11:00	Question types
11: 15	Mark schemes and examples
11: 45	Support, resources and final questions
12:00	Finish



Activity 1

Task

See the example Exam Questions below. Try to assign Assessment Objectives to each question.

Questions

SECTION A

Answer TWO questions from this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer Question 1 put a cross in the box ☒ .

1 Economic activity and energy.

(a) Identify what is meant by an **economic sector**.

(1)

<input type="checkbox"/>	A the chain of production in manufacturing
<input type="checkbox"/>	B an economic shift in employment
<input type="checkbox"/>	C a classification system for types of employment
<input type="checkbox"/>	D a classification of employment structures

(b) Identify the economic sector that includes agriculture as an activity.

(1)

<input type="checkbox"/>	A quaternary
<input type="checkbox"/>	B tertiary
<input type="checkbox"/>	C secondary
<input type="checkbox"/>	D primary

(c) Define the term **raw material**.

(1)



(d) Study Figure 1a in the Resource Booklet.

Suggest **one** piece of evidence that shows there is informal employment in this photograph.

(2)

.....

.....

.....

.....

(e) State **one** example of a renewable energy resource.

(1)

.....

(f) Explain **two** reasons why the production of energy varies between countries.

(4)

1

.....

.....

.....

2

.....

.....

.....



(g) Study Figure 1b in the Resource Booklet.

Suggest **one** reason for the projected increase in energy demand in Asia.

(3)

(h) For a named developing **or** emerging country, explain **two** ways the increasing demand for energy has created problems.

(4)

Named developing or emerging country

1

2



Resources

Figure 1a



Figure 1a

Examples of informal employment in Bangladesh

(Source: © David Holmes)



Figure 1b

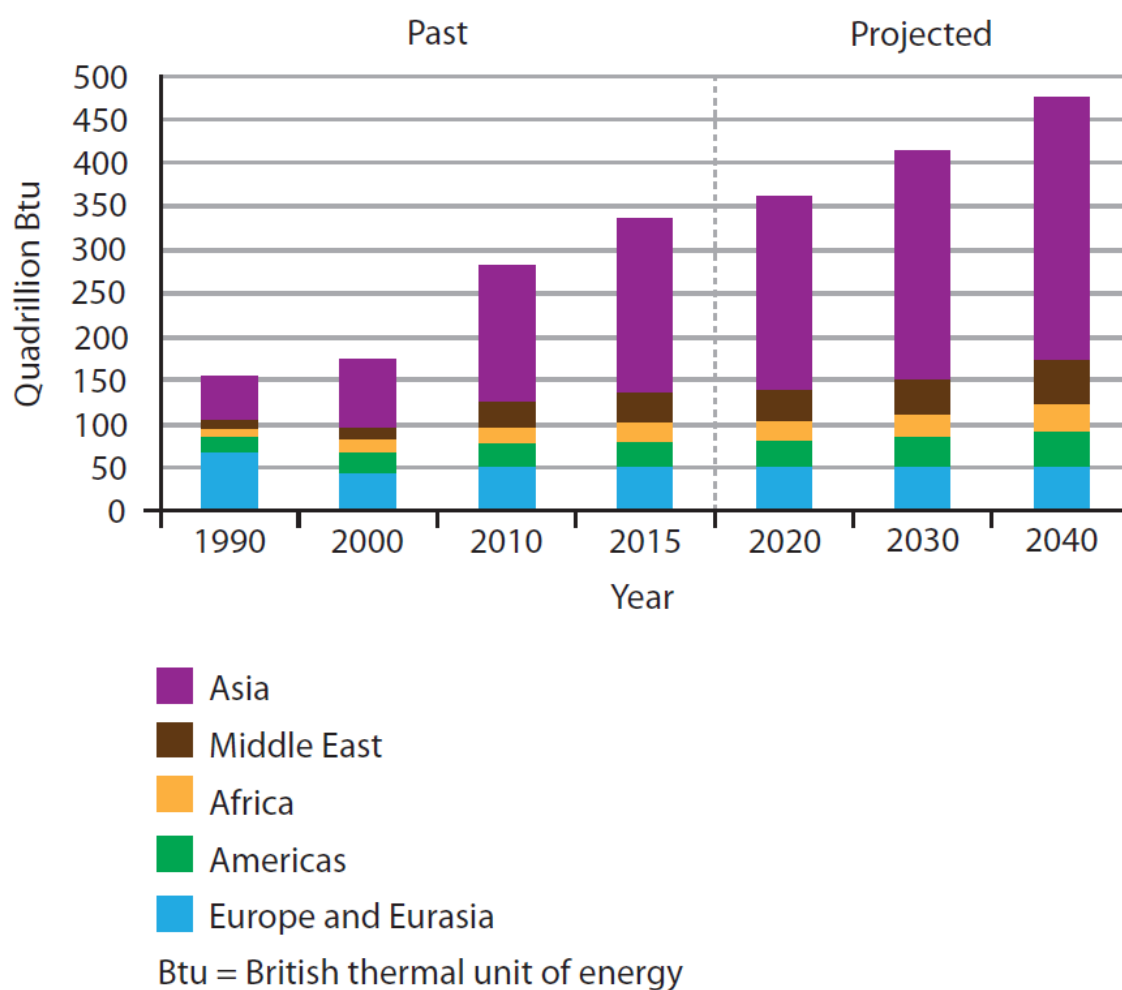


Figure 1b
Past and projected energy consumption for selected regions

(Source: from <https://www.eia.gov/>)



Figure 1c

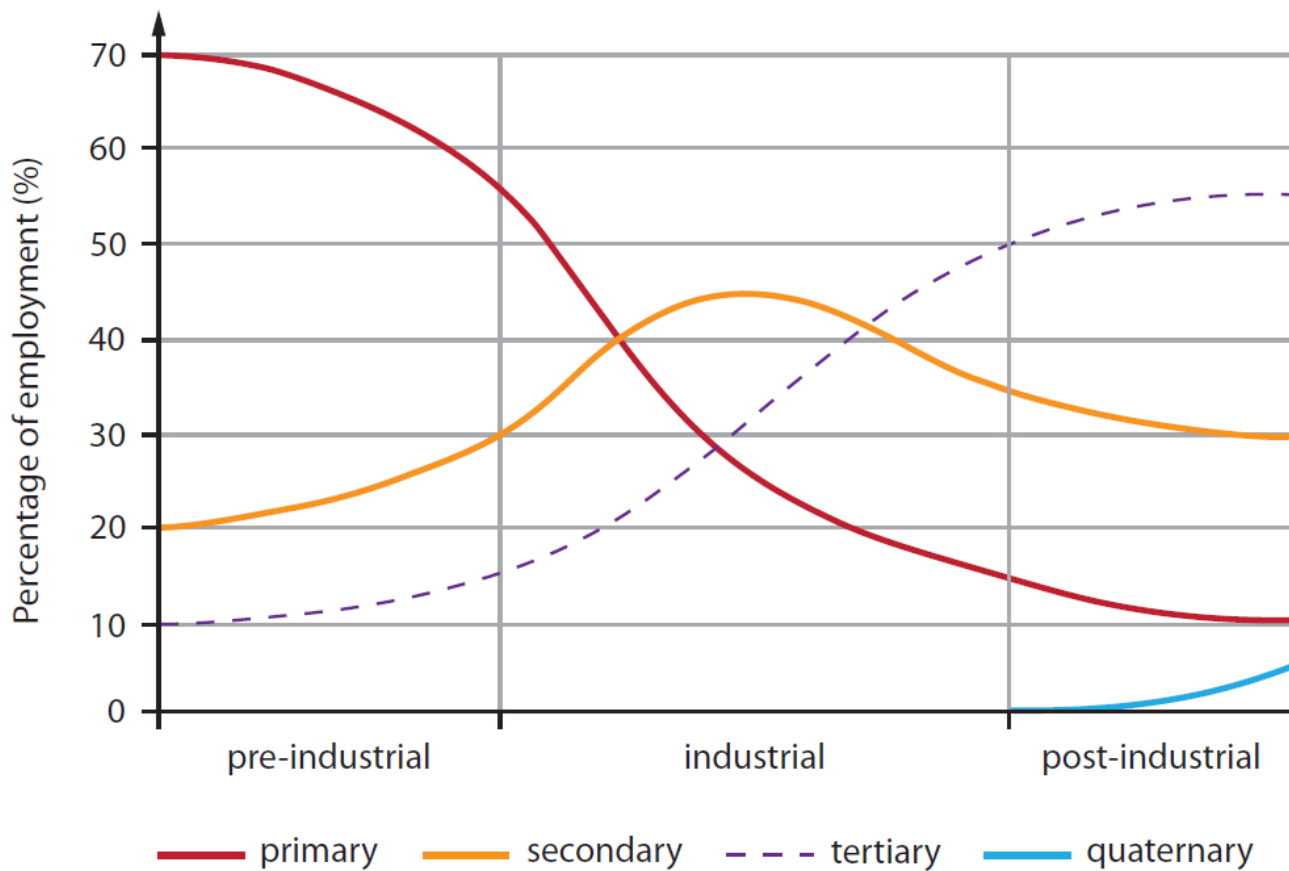


Figure 1c

The Clark Fisher model



Mark Schemes

Question number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>C a classification system for types of employment</p> <p>C is the correct answer as the other options do not related to economic sectors.</p>	(1)

Question number	Answer	Mark
1(b)	<p style="text-align: center;">AO1 (1 mark)</p> <p>D primary</p> <p>D is the correct answer since the other options exclude agriculture as part of their activity mix.</p>	(1)

Question number	Answer	Mark
1(c)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Award 1 mark for any of the following.</p> <ul style="list-style-type: none">the basic material from which a product is made (1).natural resources which are unprocessed (1).an unrefined material straight from source / in its natural state (1).natural resources for use / processing by the secondary sector (1).naturally occurring (resource) used to make another product (1). <p>Accept any other appropriate response, including forms of energy e.g. crude oil, coal etc.</p> <p>Response must include and idea of it being unprocessed, raw, unfinished or going to be used by the secondary sector for credit.</p>	(1)



Question number	Answer	Mark
1(d)	<p style="text-align: center;">AO3 (1 mark) / AO1 (1 mark)</p> <p>Award 1 mark (AO3) for evidence from the image and a further mark (AO2) for extension through explanation, up to a maximum of 2 marks:</p> <ul style="list-style-type: none">• There are street sellers selling fruit next to a car (1) as they do not have a fixed building to sell produce from (1)• In the foreground there is a man on a bike carrying goods (1) because the economy is still reliant on the cash economy (1). <p>Accept any other appropriate response.</p> <p>Note evidence must be directly from photograph, not assumed.</p>	(2)

Question number	Answer	Mark
1(e)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Award 1 mark for any of the following.</p> <ul style="list-style-type: none">• Wind / wind turbines / wind power (1)• Solar / solar PV / solar power / solar energy (1)• Biomass / wood (1)• Geothermal (1)• Hydro / pumped storage / HEP (1)• Tidal (1) <p>Accept nuclear.</p>	(1)



Question number	Answer	Mark
1(f)	<p style="text-align: center;">AO2 (4 marks)</p> <p>Award 1 mark for a reason and a further expansion mark, up to a maximum of 2 marks each.</p> <ul style="list-style-type: none">• Availability of energy resources (1) places which have a lot, e.g. oil, often consume in high amounts (1).• Price of energy (1) will impact on supply and demand within a region or country (1).• Some places countries have larger populations (1) therefore will demand more energy (1).• In some hot countries, they require more cooling (1) so more energy is needed to operate fridges and air-conditioning (1). <p>Accept any other appropriate response, e.g. related to level of development.</p>	(4)

Question number	Answer	Mark
1(g)	<p style="text-align: center;">AO1 (1 mark) / (AO3) 2 marks</p> <p>Award 1 mark (AO1) for a basic reason and a further 2 marks (AO3) for extension through explanation or description, up to a maximum of 3 marks.</p> <ul style="list-style-type: none">• The big increase between 2020 and 2040 350-475 BTU (1) due an increase in global population (1) which means overall there will be a substantial increase in consumption (1).• The big increase between 2020 and 2040 350-475 BTU (1) due an increase in consumption per head (1) a people become wealthier they generally have more appliances and devices which use more energy (1).• Asia shows the biggest overall increase approx. 200 to 300 BTU over 2020-2040 (1) this may be caused by the continued growth in manufacturing (1) which uses large amounts of energy in the process (1). <p>Accept any other appropriate response. Note: data not required as part of response.</p>	(3)



Question number	Answer	Mark
1(h)	<p style="text-align: center;">AO2 (4 marks)</p> <p>Award 1 mark for initial explanation and an additional 1 mark for development through further explanation or exemplification. Maximum of 2 marks when no named developing country is used in context, or a developed country is used instead.</p> <p>A range of countries and examples could be chosen, based on either social, economic or environmental problems.</p> <ul style="list-style-type: none">• In China the government have promoted the use of coal to generate electricity (1) this is because there is an energy gap and coal is plentiful within China (1).• People in China have become wealthier and now many people have cars which need fossil fuel as a source of energy (1). The increased use of cars is contributing to a range of local as well as national pollution issues alongside worries about enhanced greenhouse effect (1).• In China the government has recently encouraged new heavy manufacturing plants to relocation in some cities that are rapidly growing (1) therefore increasing the demand for electricity to run the machinery which is causing local air pollution issues (1). <p>Accept any other appropriate response.</p> <p>Note: Accept a city, e.g. Hong Kong can be accepted as China.</p>	(4)

Question number	Indicative content
1 (i)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO3</p> <ul style="list-style-type: none">• The primary sector is working with natural resources which includes farming, fishing, forestry mining and quarrying.• The quaternary sector is involved in information and communications as well as R&D and development. Universities are an important part of this sector.



	<ul style="list-style-type: none"> The relative importance of primary and quaternary sectors (together with secondary and tertiary) is a good indicator of the level of economic development. In general terms a LHD / developing economy relies heavily on the primary sector, whereas a county with VHHD has a recently, but rapidly growing quaternary sector. Sectoral shifts are wedded to the development process (pathway) and it is a result of several other factors that come into play, including rural-urban migration, increasing wealth as well as wider considerations such as globalisation and developments in ICT. <p>AO4</p> <ul style="list-style-type: none"> Figure 1c shows the decrease in primary from the pre-industrial, to industrial to post-industrial stages. On Figure 1c, it can be seen that the most dramatic (steepest) drop in employment occurs for the primary sector during the industrial phase. Figure 1c shows that absolute decline in numbers employed in primary sector, post-industrial, are relatively low. Figure 1c shows that the in the post-industrial phase there is a growth of quaternary, starting from a 0 base. Overall the percentage employed in quaternary remains low in the post-industrial, peaking at about 5% <p>Note only credit information and discussions around primary and quaternary employment.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4-6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7-8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises



		<p>relevant understanding coherently leading to judgements that are supported by evidence throughout. (AO3)</p> <ul style="list-style-type: none">• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)
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Activity 2

Task:

- In your delegate pack you have two exemplar responses for three exam questions, and the related resources and mark schemes.
- Read through the exam responses and attempt to mark them using the mark schemes provided.

Example 1a:

(f) Explain the formation of a river meander.

(4) 4 Q01f

When the river reaches the middle course, the river becomes asymmetrical, so that means there is a difference between river velocities at different sides of the river. The inner side will be slow and the outer side will have higher velocity. This causes a lot of erosion at the outside such as hydraulic action and abrasion, while there is more deposition at the inner side of the river. This causes rivers to bend, as one side keeps on getting eroded, and the ~~other~~ side keeps on having materials deposited on.

Example 1b:

(f) Explain the formation of a river meander.



(4) 2 Q01f

meanders are formed by ~~erosion~~ faster velocity occurring on the outside of the bend and ~~deposition~~ slower velocity on the inside this causes the river to bend erode the outside of the bend and deposit its material on the inside



Mark Scheme for Example 1a and 1b

Question number	Answer	Mark
1(f)	<p>AO1 (1 mark) AO2 (3 mark)</p> <p>Award 1 mark for initial point (AO1), and 3 further marks (AO2) for the extension of this point up to maximum of 4 marks.</p> <p>Needs to identify stages in the development of landform</p> <p>Marks can be awarded for description of stages</p> <p>River flows fastest on the outside bend (1)</p> <p>River flows slowest on the inside bend (1)</p> <p>On the inner bend deposition occurs (1) because there is more friction here (1)</p> <p>Outer bend erosion occurs (1) because hydraulic action occurs here (1)</p> <p>River erodes and deposits laterally (1)</p> <p>Accept any other appropriate response.</p>	<p>(4)</p>



Example 2a:

- (e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8) 8 Q06e

The table in figure 6c involves recorded results from ~~an~~ a questionnaire, however, ~~only~~ only the question numbers are recorded and not the actual questions that were asked. This makes ~~the data~~ it impossible to interpret the data that the table shows. ~~The~~ But the positive is that the scores are colour ~~ish~~ coded to give a better visual representation of views ^{that are positive (green)}. However, there is no key to show what each colour indicates, which makes it harder to read results.

Figure 6b shows an ~~unrelated~~ picture of a lorry carrying waste. She has not located ~~the~~ where she took the picture. Also, one picture is not representative of the whole edge of the city of Copenhagen. She could have also taken pictures of the urban waste incinerator to show why people would be unhappy with it ~~so~~ (mainly due to the significant air pollution and toxic fumes). She should also get some secondary data, showing the benefits of the incinerator (e.g. providing energy for the city instead of burning fossil fuels).

The ~~idea~~ opinion role in figure 6c is only one opinion,





which is not an accurate representative of the attitudes
attitudes to the incinerator. She should have asked more people
about their opinions, as Figure 6c only shows a biased opinion.

~~She should have repeated~~ She should have
repeated the enquiry and calculated the average result in
Figure 6a, in order to capture more opinions on the incinerator
and increase reliability of data

Example 2b:



- (e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8) 5 Q06e

The techniques used in presenting the data is alright, the first one, figure 6a has some figures ~~are~~ missing like in questions 3 + 8 so it's creating more work for readers to calculate and could be inaccurate. Figure 6b doesn't give people's opinions towards the waste incinerator so that is helpless/ useless. Figure 6c is good because it's giving a persons opinion about being unhappy with the development so in conclusion the techniques were sort of effective, however next time I would fill in all the info in the table, find a new data representation for figure 6b and for Figure 6c I would get a few more eppinions from people not just 1.



Resources for Example 2a and 2b:

Question number	People's views				Total
	Strongly disagree	Slight disagreement	Not sure	Slight agreement	
1				3	3
2				7	7
3	2	5	3		20
4	6	1	3		10
5	2	2	2	2	8
6		5	5		10
7	1	6	3		10
8			1	2	9

Figure 6a

Results from a survey of people's views on a new waste incinerator



Figure 6b

Photographic results evidence lorry traffic on small roads

(Source: © Kumar Sriskandan / Alamy Stock Photo)



Figure 6c

Presentation of attitudes towards the waste incinerator



Mark Scheme for 2a and 2b:

Question number	Indicative content
6(e)	<p style="text-align: center;">AO3 (4 marks)/AO4 (4 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO3</p> <ul style="list-style-type: none">• Both Figures 6a and 6b do show some outcomes from the fieldwork surveys, therefore it is possible to make some sense of what the student found.• Figure 6a seems incomplete as the nature of the questions asked is not present on the key so it's difficult to draw conclusions.



		<ul style="list-style-type: none"> Figure 6b only shows one picture, so this might be biased as some could have been missed, therefore this technique is limited in its appropriateness. Recognition of issue in presentation (both Figure 6a and 6b) may be flawed in terms of approach and usage. An evaluation of how far the presentation techniques can be trusted may be provided. <p>AO4</p> <ul style="list-style-type: none"> In Figure 6a there is no totals column for the Peoples Responses In Figure 6a, some rows have incorrect addition In Figure 6a there is no strongly agree category In Figure 6a the colours may be the wrong choice of plot technique In Figure 6b only 2 opinions are shown (there may have been more). In Figure 6b the viewer doesn't know anything about the time the photo was taken, and therefore the frequency of lorry movements etc. In Figure 6b don't anything about the area / context of where the image is taken.
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Few aspects of the enquiry process are supported by the use of geographical skills to obtain information, which has limited relevance and accuracy. Communicates generic fieldwork findings and uses limited relevant geographical terminology. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Some aspects of the enquiry process are supported by the use of geographical skills. Communicates fieldwork findings with some clarity, using relevant geographical terminology occasionally. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)



Example 3a:

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12) 1208g

I think that the ^{cause and} impacts have been distributed unevenly, mainly between developed and developing countries. In 8a, we see the communications to be very high in developed countries like USA and Sweden. This ~~causes~~ ^{cause} for these countries to be the ~~orig~~ headquarters of TNCs ~~which~~ due to high levels of communication as they can control operations from their country and control operations in countries such as Vietnam ^{eg Nike}, exploiting their cheap labour and resources. These ^{developed} countries then take most of the profit from the host country (profit leakage abroad) and leave behind problems such as pollution and environmental damage in poorer countries, mostly emerging economies.

In 8b, we see the huge range of people's attitudes towards business as we can see Europe and Central Asia mostly developed and emerging economies have the highest average score ^{at ~68} and Sub-Saharan Africa having the lowest at ~48. This shows how globalisation operations occur mostly in Europe, Central Asia and the Pacific, spreading the causes and impacts in these areas. Africa also has a huge range as China has been investing in certain parts of Africa while other parts are left ~~alone~~ by themselves although in 8a we see that most of Africa ~~is~~ has little communication with the world and therefore has little



say on the global market and globalisation, ~~been~~ being mostly developing countries.

In 8c, we see the main causes of globalisation, which include communication technology which has been discussed in 8a to mainly take place in developed countries, where TNCs operate from. The flexible work force is also connected to 8b as we see ^{central} Asia and Europe being the most willing and flexible to globalised work in different countries and businesses.

Trade blocs such as the EU also play a part in globalisation as, especially Europe, has a much freer trade and freer migration where workers are able to migrate easily to different areas such as from Poland → UK. This makes globalisation concentrated in trade Blocs.

^{In conclusion,}
The cause and impacts of globalisation ^{are} mostly ~~the~~ concentrated on developed countries trade blocs (Total for Question 8 = 35 marks) **31**
with advanced tech and areas with flexible ~~and~~ workers.



Example 3b:

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12) 4 Q08g

Globalisation is the increase connectedness and movement of goods and people around the world.

The causes of Globalisation is shown in 8c, as transport, TNC's, communication, global institutions and by flexible labour force. TNC's in the UK work in China as they have a cheap labour force compared to UK.

The impacts of globalisation is faster internet connection and greater ease of doing business around the world as businesses and call centres from the UK are set up in India as they have decent internet speed and cheap labour.

Therefore I agree that the causes outweigh the benefits.



Resources for Example 3a and 3b:

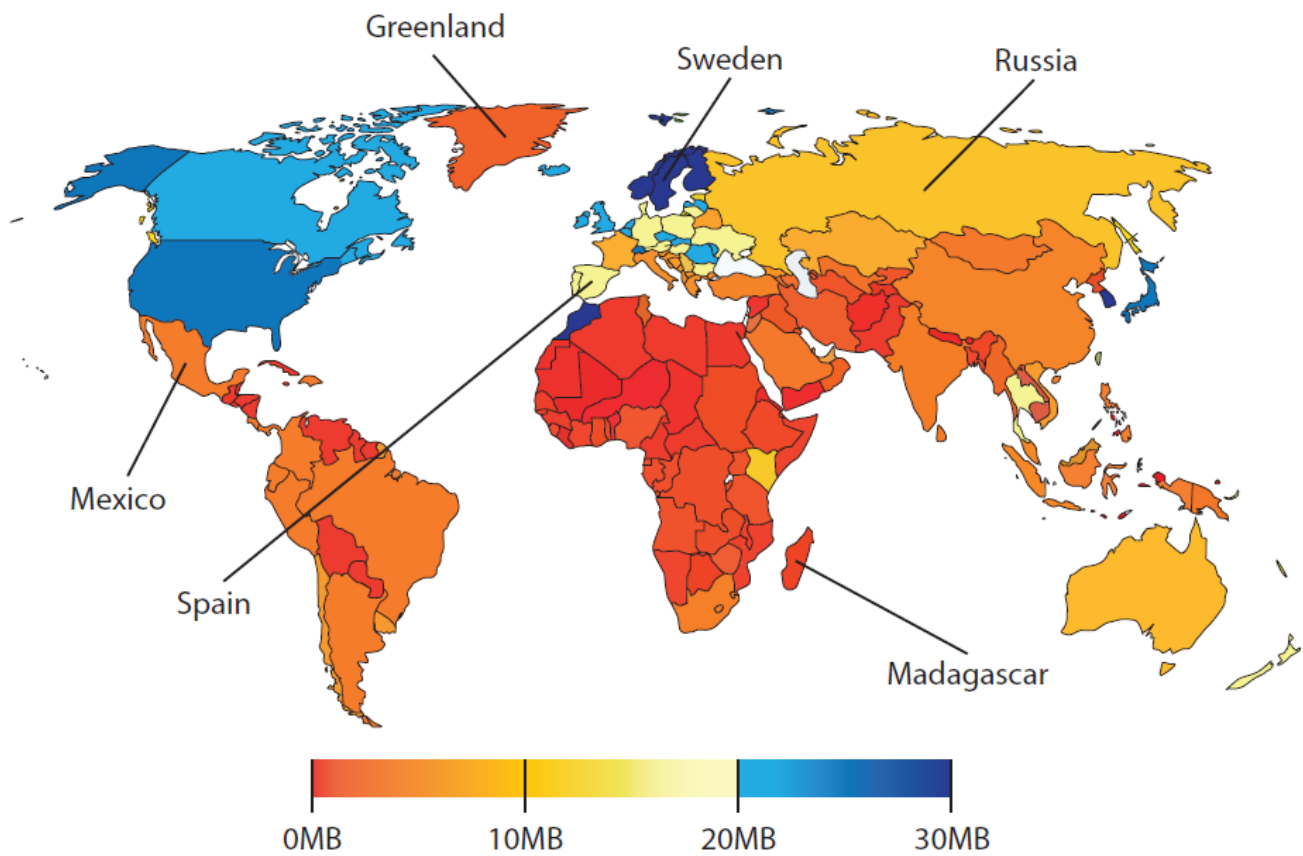


Figure 8a

Average global internet speeds Megabytes (MB/sec)

(Source: from <https://www.akamai.com/us/en/about/our-thinking/state-of-the-internet-report/state-of-the-internet-connectivity-visualization.jsp>)

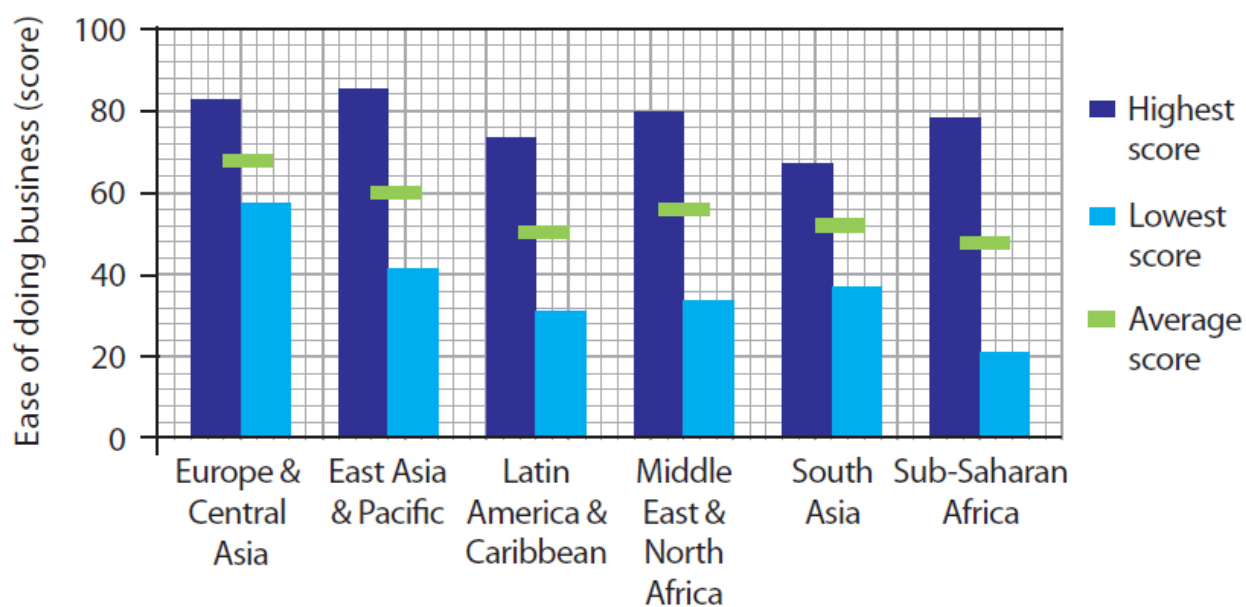


Figure 8b
Ease of doing business index, by world region





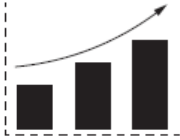
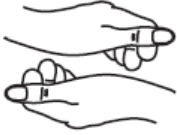

Activities		Drivers (causes) of globalisation
	Transport technology	Range and frequency of aircraft routes mean that it is now much cheaper and easier to travel.
	Communication and information technology	Improvements in technology mean that people and companies can be better connected to their customers.
	Global businesses (TNCs)	Companies have complex logistical operations and supply chains, which now operate at a global scale due to better connectivity.
	Global institutions	A range of institutions promote and manage world trade, improve governance and attempt to raise living standards.
	Flexible labour force	People adapt to work in different businesses and in different locations.

Figure 8c

Selected activities as drivers of globalisation



Mark Scheme for 3a and 3b:

Question number	Indicative content
8 (g)	<p>AO2 (4 marks), AO3 (4 marks), AO4 (4 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO2</p> <ul style="list-style-type: none">• The term globalisation is complex; it can be defined in a range of ways, often to suit different arguments• There are a range of impacts of globalisation, some negative and some positive affecting people and their economies. It creates winners and losers• The causes of globalisation are many and varied. They include: communication technology, transport technology, TNCs and global businesses as well as the removal of trade barriers. <p>AO3</p> <ul style="list-style-type: none">• The distributed impacts of globalisation depends on the operation of the causes and process, e.g. global shift of manufacturing, increased connectivity etc.• Unquestionably globalisation has delivered many benefits for many people including greater consumer choice, poverty reduction. But it has been coupled with losses of jobs in some areas where other places, especially SE Asia have seen big job increases in the last 20-40 years.• The challenge of globalisation of the issue is that crosses international boundaries – and therefore international cooperation is crucial – but these agreements are never straight forward to arrive at, or to implement. Different countries and places will have different approaches to trade agreements and barriers.• Globalisation is very strongly linked to mass and international migration. In the future as people become more connected, then globalisation will increase globally in otherwise “unconnected” areas (e.g. those in Figure 8a).• Globalisation impacts which are viewed as negative by some can vary spatially and temporally, which means that management solutions often have to be tailored locally or regionally, so the global aspect is difficult.



Question number	Indicative content	
	<ul style="list-style-type: none"> Globalisation remains a hotly contested idea and there is a curtly and anti-globalisation movement growing in some political circles. <p>AO4</p> <ul style="list-style-type: none"> Figure 8a shows red “not-spots” of central Africa and parts of the Middle East, South America and SE Asia. Figure 8a shows that Europe, N America and Australia for example have high scores of internet speed. Figure 8b Shows there is variation in ease of doing business across regions, but highest scores are similar, between 70-80. Figure 8b Latin America and Sub-Saharan Africa have the lowest scores, with Sub -Saharan Africa having the lowest average. Figure 8c shows a range of different causes which are all possible drivers of globalisation Figure 8c shows causes that can operate at different geographical scales. Figure 8c indicates that there is only a limited number of causes, but for some places there may be more. 	
Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1–4	<ul style="list-style-type: none"> Demonstrates isolated elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	5–8	<ul style="list-style-type: none"> Demonstrates elements of understanding of concepts and the interrelationship between places, environments and processes. (AO2) Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	9–12	<ul style="list-style-type: none"> Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)



Question number	Indicative content	
		<ul style="list-style-type: none">• Applies understanding to deconstruct information and provides logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)• Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)