
Q7.

Figure 1 shows the Index of Multiple Deprivation for the city of Preston, Lancashire in 2015.

Figure 1

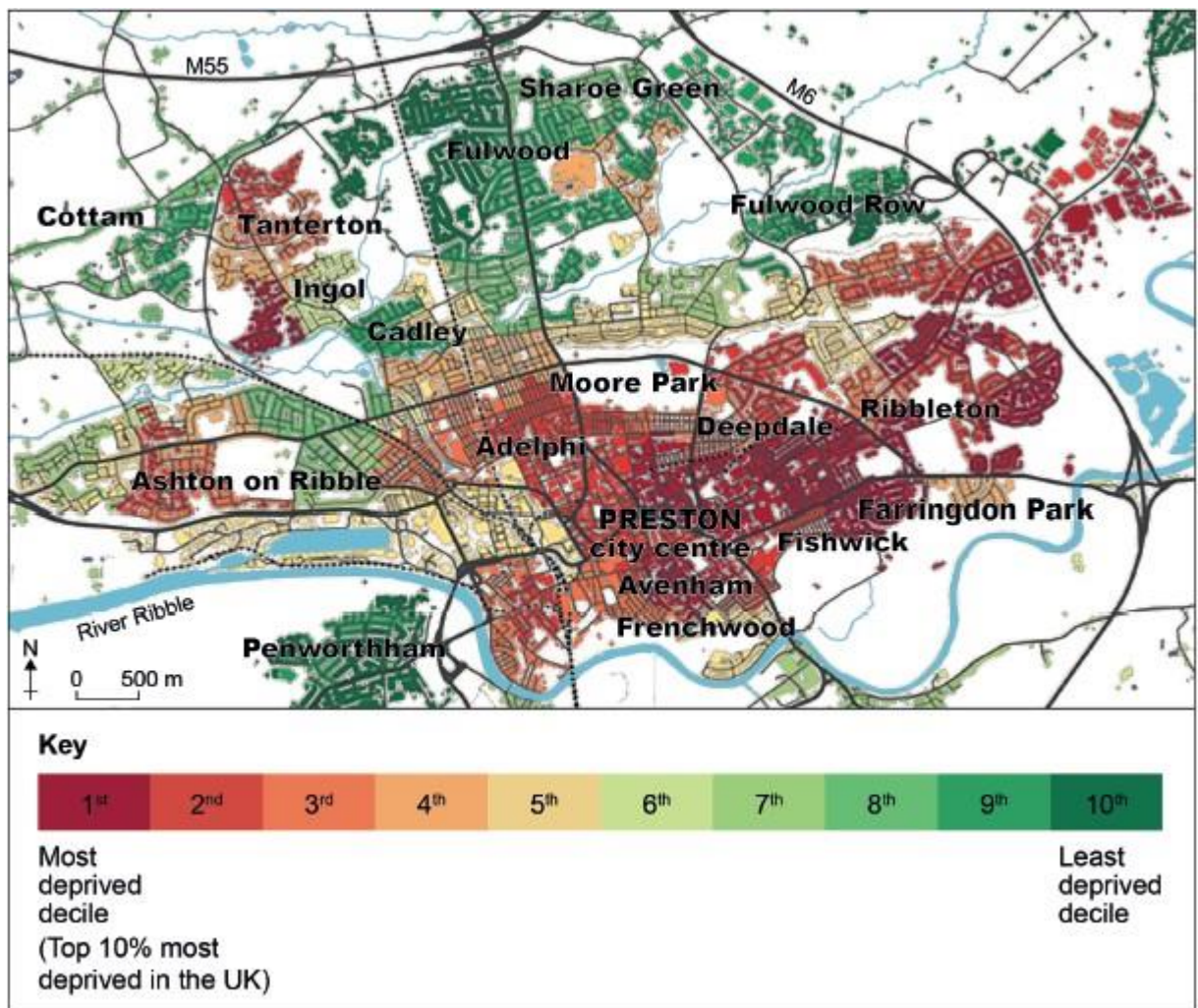
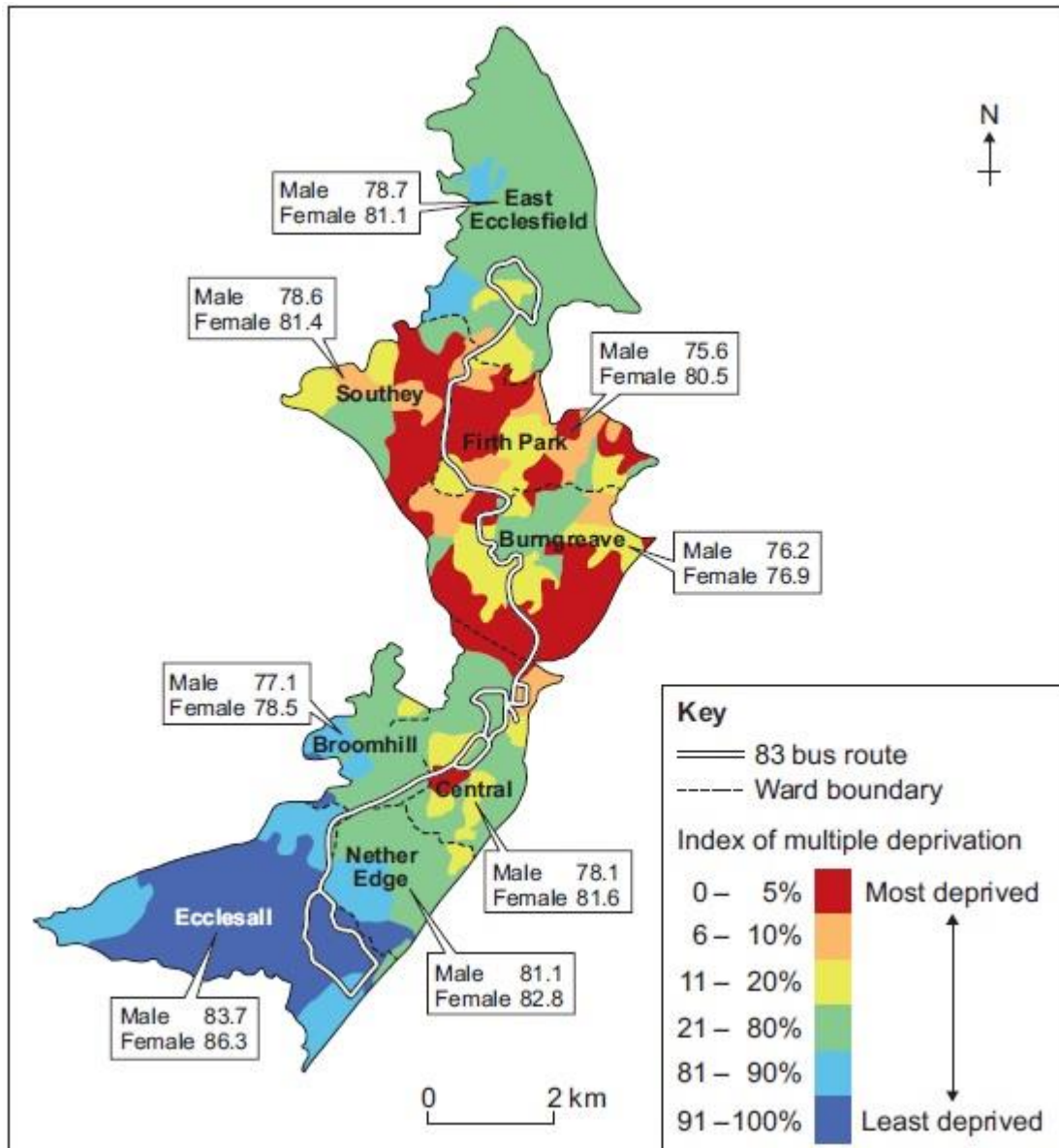


Figure 2 shows the percentage of Preston residents who cannot speak English (2011 census).

Figure 2



Note: The life expectancy data provided is the average for each ward.

Analyse the data shown in the diagram.

[6 marks]

Questions on Social and Economic Issues, mark schemes and examiners reports

Mark schemes

Q1.

AO1 – Knowledge and understanding of issues associated with economic inequality and social inequality. Knowledge and understanding of strategies used to manage economic inequality. Knowledge and understanding of two contrasting urban areas.

AO2 – Application of knowledge and understanding to analyse and evaluate the success of strategies used to manage issues associated with economic inequality in two contrasting urban areas.

Notes for answers

The question links various aspects of the contemporary urban environments section of the specification, specifically the study of two contrasting urban areas and the management of issues associated with economic inequality. The focus is on the evaluation of strategies used in the two urban areas to manage economic inequality. The question is quite broad, and they could tackle the question in a variety of ways. There should be reference to contrasting areas, however the contrast can be seen in a number of ways, for example wealth, scale, location. The contrasting areas could be two different parts of one city.

AO1

- An understanding of the issues associated with economic inequality for example, housing, access to services, employment, environment.
- Associated issues with social segregation and cultural diversity.
- Knowledge and understanding of the strategies used to manage the issues associated with economic inequality.
- Knowledge of urban policies in Britain and other countries.
- Spatial patterns of economic inequality and social segregation in urban areas.
- Knowledge and understanding of the physical and human characteristics of two contrasting urban areas.
- Processes – urbanisation, suburbanisation, counter-urbanisation and urban-resurgence.
- Urban change – deindustrialisation, decentralisation and rise of the service economy.

AO2

- Analysis of the extent of issues associated with economic inequality in two urban areas.
- Physical and human factors contributing to economic inequality in the two urban areas.
- Analysis of the varying aims of strategies in tackling economic inequality. Temporal change may be considered as strategies evolve over time. For example, in the UK from property-led schemes of the 1980s through to the more community focused projects of the 21st century.
- Evaluation of the effectiveness of strategies in tackling economic inequality. For example, in London the 'London Living Wage' strategy has lifted 10,000 families out of poverty. However, 21% of earners in London still don't earn the Living Wage and this has increased by 50% since 2005.
- The extent to which some strategies have amplified issues and widened the gap between rich and poor. For example, redevelopment of New Islington in Manchester resulted in gentrification of surrounding streets, pushing out less-wealthy residents, hence widening the gap.
- Evaluation of specific strategies focusing on economic inequality such as access to job schemes and living wage schemes.

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- Analysis of the severity of economic inequality in the urban areas. The gap between rich and poor will be greater in some urban areas than others. Therefore, the success of strategies may be dependent on the severity of the gap in the first place.
- Analysis of how the context of the urban area may impact on the success or otherwise of different strategies.
- Students may consider the challenges of measuring the success of strategies to tackle inequality. For example, the biased nature of reports or selection of statistics may be considered. Similarly, they could consider different value and attitudes of stakeholders, such as the reporting of success or failure of projects by governments may be to gain a political advantage.
- Evaluation of the success of management strategies may consider other factors that have had an impact on economic inequality, widening the gap between rich and poor, for example global recession, conflict.
- Overall conclusion may highlight the complexity of managing economic inequality. Success can be measured in a wide-variety of ways and it is difficult to be accurate in measuring that success.
- An overall judgement of the extent to which they agree with the statement should be considered. Any conclusion is valid as long as it is supported by the body of the essay.

Credit any other valid approach.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).
- Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).
- Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of

Questions on Social and Economic Issues, mark schemes and examiners reports

- knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change (AO1).
- Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).
- Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts and processes (AO1).
- Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

- Nothing worthy of credit.

AO1 = 10, AO2 = 10

[Total 20 marks]

Q2.

Point marked

Award 1 mark per valid point with extra mark(s) for developed points (d).

For example:

Notes for answers

AO1

- Social segregation occurs when distinct communities/groups of people occupy different areas within an urban area, often related to income, wealth, ethnicity, age and cultural aspects such as religion. (1).
- Differential access to the housing market (1). Higher income/wealthier households exercise more choice and thus tend to occupy more desirable areas relegating lower income households to less desirable and cheaper housing areas (1d).
- Different districts in urban areas vary in terms of accessibility, topography, quality of environment etc. affecting residential land values with household residential choices responding accordingly. (1)
- Immigrant and minority communities may experience discrimination in labour and housing markets limiting access to housing. They thus tend to concentrate in areas of poorer quality, less desirable housing (1).
- Limited social and economic mobility mean that established patterns reflecting earlier factors and processes may persist over successive generations (1).

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

AO1 = 3

[Total 3 marks]

Q3.

AO1 – Knowledge and understanding of new urban landscapes. Knowledge and understanding of issues associated with economic inequality and social inequality.

AO2 – Application of knowledge and understanding to analyse and evaluate the extent to which new urban landscapes have exacerbated issues associated with economic inequality and social segregation.

Notes for answers

The question links various aspects of the contemporary urban environments section of the specification, specifically the concepts of new urban landscapes and issues associated with economic inequality and social segregation. The question refers to new urban landscapes so there should be reference to more than one type, but they don't need to be the ones suggested in the question. The specification requires that issues associated with economic inequality and social segregation be studied with reference to contrasting urban areas, however, there is no requirement to include these in this question. Credit examples where appropriate.

There is no need for reference to both economic inequality and social segregation – accept idea that social segregation is an issue of economic inequality.

AO1

- New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities.
- The concept of a post-modern western city.
- Issues associated with economic inequality, social segregation and cultural diversity

AO2

- Assessment of the link between new urban landscapes and economic inequality. For example, edge cities in LA mean that poorer residents with limited choice remain in inner city areas South Central where unemployment and crime rates are high. Whereas edge cities such as Anaheim characteristically have larger homes with retail opportunities.
- The development of cultural and heritage quarters has encouraged regeneration and increased the reputation of the area, providing employment and financial benefits. For example, Manchester's Northern Quarter draws visitors from across the globe to view its street art and independent restaurants.
- Assessment of the link between new urban landscapes and social segregation. For example, fortress developments such as spikes in shop doorways in Manchester excludes homeless people and moves them on to different areas.
- Town centre mixed developments often include a variety of housing types, thereby reducing social segregation.
- Evaluation of the extent to which new urban landscapes have magnified social segregation, for example, fortress developments such as gated communities in Nairobi have increased levels as the wealthier residents have 'protected' themselves from outsiders.
- Evaluation of the impact of new urban landscapes on economic inequality. Gentrified areas magnify economic inequality by causing house prices to rise, thereby forcing out less wealthier residents. However, the prosperity of these areas rises as they become more attractive and this raises employment levels.
- A comparison of the relative extent to which different new urban landscapes magnify issues. For example, fortress developments increase social segregation by using spikes to exclude homeless people whereas heritage quarters have very much encouraged integration by developing a variety of housing types and employment.
- They may consider spatial variation for example fortress developments operate on a much smaller scale than edge cities so therefore the impact on issues of economic inequality are much less.

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- The extent to which new urban landscapes actually reduce issues of economic inequality and social segregation may also be considered. For example, fortress landscapes have developed strategies to reduce crime levels, improving quality of life for residents. For example, in Hulme, homes and offices were built with large windows facing Birley Fields to reduce crime levels, thereby encouraging homeowners and business into the area.
- An overall judgement of the extent to which new urban landscapes magnify issues should be addressed as a final conclusion. Any conclusion is valid as long as it supports the body of the essay.

Credit any other valid approach.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).
- Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).
- Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change (AO1).
- Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and/or unsupported evaluative conclusion that is loosely based upon

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- knowledge and understanding which is applied to the context of the question (AO2).
- Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts and processes (AO1).
- Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

- Nothing worthy of credit.

AO1 = 10, AO2 = 10

[Total 20 marks]

Q4.

AO1 – Knowledge and understanding of the process of counter-urbanisation and social and economic issues associated with urbanisation.

AO2 – Application of knowledge and understanding to analyse and evaluate the link between the process of counter-urbanisation and social and economic change.

Mark scheme

Level 3 (7–9 marks)

AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

AO2 – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis and evaluation is detailed and well supported with appropriate evidence. A well balanced and coherent argument is presented.

Level 2 (4–6 marks)

AO1 – Demonstrates some appropriate knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant though there may be some minor inaccuracy.

AO2 – Applies some knowledge and understanding appropriately. Connections and relationships between different aspects of study are emerging /evident with some relevance. Analysis and evaluation evident and supported with some appropriate evidence. A clear but partial argument is presented.

Level 1 (1–3 marks)

AO1 – Demonstrates basic / limited knowledge and understanding of concepts, processes, interactions and change. These offer limited relevance with inaccuracy.

AO2 – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis and evaluation basic and supported with limited appropriate evidence. A basic argument is presented.

Notes for answers

The question links two aspects of the contemporary urban environments section of the specification, namely global patterns of urbanisation since 1945 and social and economic

issues associated with urbanisation.

AO1

- Understanding of the process of counter-urbanisation, the migration of people from major urban areas to smaller urban settlements and rural areas.
- Factors that have led to the growth of counter-urbanisation such as the negative reaction to city life / nature of built environment in cities; car ownership and greater affluence allowing people to commute to work from such areas.
- Understanding of issues associated with economic inequality, social segregation and cultural diversity, and the factors that cause them.
- Evidence for counter-urbanisation, which may include modern housing estates, the construction of more executive housing in the area, often on newly designated building land, and conversions of former farm buildings to exclusive residences.

AO2

- Evaluation of the extent of social and demographic changes resulting from counter-urbanisation. Rising demand for second homes and earlier retirement into rural areas may result in the out-migration of young village-born adults seeking education and employment opportunities elsewhere. It may also lead to the in-migration of young to middle-aged married couples or families with children or increased numbers of older residents and second home owners.
- Analysis of possible social outcomes, which may include tension between the newcomers and local people. Conflict may be caused by closure of local services, bus services to many rural communities may be reduced, and schools, churches and post offices may close. This may be because newcomers have the wealth and mobility to continue to use the urban services some distance away.
- Analysis of possible economic and social change in urban areas from which people move. Loss of population, especially higher income groups could lead to deterioration in urban environment. Area may decline as housing stock falls into disrepair, with resulting donut effect. Economic activities may follow, as loss may lead to closure of schools, health care provision. Positive impacts could also be described, such as reduction of housing pressure, reduced congestion. Changes in cultural / ethnic mix as new groups arrive.
- Evaluation of the effects of an influx of more affluent newcomers, which may lead to increased pressure on agricultural land for building and outward expansion of suburbanised villages which could result in increased land values and higher house prices. Locals may be unable to compete for housing, causing further tension and conflict.
- Extent of social change may depend on rate of expansion and development, changes to age structures and income groups and degree of disruption to existing communities. Allow consideration of benefits such as greater diversity in local communities.
- Overall evaluation of the extent of economic change. This will depend on the degree to which local services are supported and whether employment patterns change. Improvements in technology such as the internet allow more freedom of location for employment, so local services may be supported. Newer residents may be professionals or retired people who have higher disposable income. Advantages might include benefits to companies who have the opportunity to locate their companies in edge-of-town shopping areas and business parks. However there is likely to be more commuting, which will increase journey time and congestion, with resulting economic impacts.

AO1 = 4, AO2 = 5
[Total 9 marks]

Q5.

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.

AO2 – Application of knowledge and understanding to analyse and evaluate the relative significance of socio-economic and environmental challenges when deciding urban management strategies.

Notes for answers

The question links various aspects of the Contemporary urban environments section of the specification, specifically the social and economic issues associated with urbanisation, urban environmental issues, and potentially, urban climate and urban waste and its disposal.

Focus might be based on managing part of an urban system: e.g. transport, housing / industry, energy / waste.

AO1

- 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.
- Measures to deal with social variations e.g. health care such as spatial availability of clinics; health education programmes e.g. access to healthy living e.g. 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 e.g. 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.

AO2

- 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 'non-point source' pollution which is the result of precipitation run-off from chemicals and toxins from urban settlements.
- 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 socioeconomic and environmental challenges, and consider planning holistically.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).
- Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and

- environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).
- Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change (AO1).
- Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and / or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).
- Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts and processes (AO1).
- Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

- Nothing worthy of credit.

AO1 = 10, AO2 = 10

[Total 20 marks]

Q6.

AO1 – Knowledge and understanding of economic and social-wellbeing in contrasting urban areas. Knowledge and understanding of the process of suburbanisation.

AO2 – Application of knowledge and understanding to analyse and evaluate the extent to which suburbanisation is responsible for patterns of economic and social-wellbeing in two contrasting locations.

Notes for answers

The question links various aspects of the Contemporary urban environments section of the specification, specifically suburbanisation and the section requiring the study of two contrasting urban areas. The contrasting areas could be different parts of the same urban area. They may consider that suburbanisation has had no effect in their urban areas and may suggest that other factors have created patterns of economic and social well-being. This is a legitimate response as long as they explain the absence of suburbanisation as a factor.

AO1

- An understanding of the key idea of suburbanisation should be expected. Its role as a process of urbanisation over time. Suburbanisation refers to the movement and outward growth of people, goods and services.
- Knowledge and understanding of the generic impacts of suburbanisation and other processes of urbanisation such as counter-urbanisation and urban resurgence. For example, suburbanisation can result in urban sprawl, causing the loss of rural habitats. Traffic congestion becomes a problem due to increased levels of commuting. Retail parks built on the edge of urban areas create employment in low-skilled jobs.
- Knowledge of patterns of economic and social well-being in two contrasting locations. Highest levels of wealth in London occur in inner boroughs in the west such as Kensington, whereas low levels of economic well-being found in inner boroughs in the east such as Tower Hamlets. In Nairobi the lowest levels of economic well-being are found on the outskirts some 30 km from the centre and also in Kibera a large slum. However, it's much more mixed as Kibera sits next to the university and a large golf-course.
- The causes of patterns of social well-being and economic well-being in the two locations without reference to suburbanisation. In London, Notting Hill has high levels of economic well-being due to gentrification and land-use with large Victorian villas that frequently sell for more than £10 million. In Mumbai, Dharavi has low levels of social well-being as people live in slums next to the railway land as this is the only land they can find.

AO2

- Assessment of the link between suburbanisation and economic and social well-being. For example suburbanisation has resulted in the development of retail and science parks on the edge of cities increasing levels of economic well-being in the suburbs. Social well-being has also improved due to increased levels of employment for those living in the suburb, reducing traffic congestion in the inner city.
- Suburbanisation can also cause social well-being to decline in the suburbs due to urban sprawl, reducing access to green space.
- Evaluation of the impact of suburbanisation on the inner-city for example, dead-heart syndrome and resulting inner-city decline, socially and economically. This is also true of CBD, for example building out-of-town retail parks such as Cribbs Causeway had a detrimental effect on Broadmead in Bristol.
- Evaluation of the impact of suburbanisation in the two contrasting locations. For example, suburbanisation in Los Angeles has resulted in poor levels of social well-being in inner city areas such as South Central leading to riots, as those with limited choice are left behind creating social segregation. However, in Sao Paulo, higher levels of social well-being are seen in the centre as suburbanisation is less about choice as people locate slums in the suburbs where there is space and a long way from the CBD.
- The extent to which suburbanisation is responsible for patterns of social and economic well-being will very much depend on the two urban areas studied and this should be taken into account.
- The extent to which other factors are responsible for patterns of social and economic well-being may be considered, for example, de-industrialisation may be a more important factor. They could also consider land-use as playing a vital role.
- They may consider temporal change in that whilst suburbanisation has had an impact, this impact is now lessening due to regeneration. This will very much depend on the urban areas studied.
- They may also consider alternative futures. In Mumbai for example, suburbanisation has caused land prices to rise in Dharavi as wealthy houses have been built around it. This has resulted in the plan for Dharavi to be redeveloped – they may consider

- what effect this may have on future social and economic well-being.
- An overall judgement of the extent to which suburbanisation creates patterns of economic and social well-being should be addressed as a final conclusion. Any conclusion is valid as long as it supports the body of the essay.

Credit any other valid approach.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).
- Detailed awareness of scale and temporal change which is well integrated where appropriate (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).
- Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change (AO1).
- Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and / or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).
- Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different

- contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts and processes (AO1).
- Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

- Nothing worthy of credit.

AO1 = 10

AO2 = 10

[Total 20 marks]

Q7.

AO3 – Clear use of evidence provided in **Figure 1** and **Figure 2** which through analysis identifies spatial variation in these characteristics of the population in Preston. Use and understanding of the map evidence is clear.

Level 2 (4–6 marks)

Clear analysis of the quantitative evidence provided which makes appropriate use of data in support. Clear connections between different aspects of the data and evidence.

Level 1 (1–3 marks)

Basic analysis of the quantitative evidence provided, which makes limited use of the data in support. Basic connection(s) between different aspects of the data and evidence.

Notes for answers

- Evidence suggests that there is considerable spatial variation in levels of deprivation in Preston, with large areas in both the least and most deprived categories in the country. Initially map evidence may also suggest there is significant variation in the distribution of those who cannot speak English also.
- Expect responses to note the main concentration of the highest levels of deprivation in a continuous area stretching west to east, from Adelphi, through the city centre, Avenham, Deepdale and Fishwick to Ribbleton and Grange to the east. There are two more isolated areas of high levels of deprivation to the west in Ashton-on-Ribble and, Tanterton and Ingol.
- There is a general improvement in levels of deprivation with distance from the city centre (other than the area to the east identified above). Significant areas of Penwortham, Fulwood and Fulwood Row are in the least deprived in the country.
- Expect responses to note some similarities between the two maps. As the percentage of non-English speakers is highest in some of the most economically deprived areas of the city, especially those closest to the city centre, including Avenham, Deepdale and Fishwick.
- Some will note that the key and scale used on **Figure 2** indicates that although there is a significant spatial variation in non-English speakers, the actual numbers concerned are very low.
- Responses should fully engage with, manipulate and analyse the evidence provided to support points made about the spatial variation in both figures.

AO3 = 6

[Total 6 marks]

Q8.

AO1 – Knowledge and understanding of the issues associated with inequality in urban areas. Aware of a range of measures to address inequality as well as the merits of each approach.

AO2 – Application of knowledge in relation to challenges associated with addressing inequality. The response should bring together both people and the environment. Evaluation should be explicit and come to a view in relation to the statement.

Notes for answers

AO1

- Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas.
- Strategies to manage these issues.
- Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, to include: patterns of economic and social well-being; the nature and impact of physical environmental conditions. Reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.
- Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability.
- Contemporary opportunities and challenges in developing more sustainable cities.
- Strategies for developing more sustainable cities.

AO2

Evaluation – Expect to see references to a broad range of initiatives designed to address inequality in cities and make all environments more sustainable than is presently the case.

- Most responses are likely to acknowledge that inequality is rooted in education, economic opportunity and incomes.
- Some may link inequality to race and in – migration. In this sense migration brings influx of people, who invariably arrive to a new area in a disadvantaged position.
- Solving inequality for these groups of people remains a challenge. The key lies in opportunities of employment. The issue is that migrants often arrive and are forced to live in the most rundown areas of towns and cities. It is here that housing is cheapest. Herein lies a potential opportunity to explore the link between people and the environment. Whilst solving inequality requires action with local physical built environment. Some may consider attempts at improving housing and local services for residents in these areas. This may develop into evaluation of attempts to improve waste management, air quality and water quality.
- Case study support could come from Lower Income Countries (LICs) and / or Higher Income Countries (HICs). Typical examples from HICs are likely to feature British cities. Some may introduce ideas around the UK exit from the European Union. This is legitimate provided the approach is balanced and securely based on geographical issues.
- For LICs, migration may be a feature associated with inequality and responses are likely to consider not just in-migration but also rapid population growth as factors exacerbating inequality. In this sense the inequality is growing as population grows in areas and with people least able to sustain this growth. Strategies to address inequality are likely to be more associated with improving the urban built environment as well as improving basic services such as education and healthcare.
- Other approaches to inequality may also feature. Some may consider issues associated with gender equality or disability rights. There are ample examples of measures to address gender inequality in HICs, particularly in relation to employment rights. Some may also consider pro-natalist policies as way of encouraging birth rates to increase whilst protecting women's rights.
- It is more likely that most will conclude that the way to reduce inequality is through

upskilling groups of people, creating better job opportunities and protecting rights. There should be some acknowledgement that environmental improvement is also important but perhaps not the core solution.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts, processes and interactions and change throughout (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding. (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts, processes and interactions and change (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretations are partial but do support the response in places.
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and / or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretation is basic.
- Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts, processes and interactions and change. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

- Nothing worthy of credit.

AO1 = 10, AO2 = 10

[Total 20 marks]

Q10.

AO1 – Knowledge and understanding of contrasting urban areas. Knowledge and understanding of strategies used to manage inequality.

AO2 – Application of knowledge and understanding to assess the extent to which strategies used to address issues associated with economic inequality have been successful in contrasting urban areas.

Notes for answers

AO1

- Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.
- Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas.
- Strategies to manage these issues.
- Case studies of two contrasting urban areas to illustrate and analyse key themes set out above, to include:
 - patterns of economic and social well-being
 - the nature and impact of physical environmental conditions with particular reference to the implications for environmental sustainability
 - the character of the study areas and the experience and attitudes of their populations.

AO2

- Expect to see reference to a wide range of urban areas and hence a wide range of strategies used to manage economic inequality.
- Responses should seek to assess the extent to which the strategies used to manage economic inequality have been successful in the contrasting urban areas.
- There is no prescription about which urban areas candidates should refer to, or the way in which they are contrasting.
- The nature of the strategies used to manage economic inequality will depend on the nature of the issues associated with the economic inequality they aim to address, so expect to see reference to a wide range of strategies.
- The economic inequalities in the contrasting urban areas may relate to issues such as access to employment opportunities, education, housing and water/sanitation services.
- When assessing the success of strategies employed to tackle these economic inequalities in contrasting settings, the strategies may include the following:
 - Schemes to provide some form of minimum income. For example The London Living Wage or the subsidies paid to those living in urban areas in China.
 - Schemes to increase access to education.
 - Schemes to help low-skilled workers access training.
 - Schemes to provide affordable housing.
 - Schemes to improve access to affordable public transport.
- Assessment must focus on the extent to which the strategies used in contrasting urban areas have been successful.

- The expectation is that assessment should come to a view on the relative success of the strategies. This may relate to the success of strategies employed in urban area compared to the other, and/or the success of different strategies compared to each other. However, to fully engage with the thrust of the question there should be some view expressed about which urban area has achieved the most success.
- Any view is acceptable, as long as it is supported with reasoned argument and illustrative examples and evidence.

Credit any other valid approach.

Level 4 (16–20 marks)

- Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question (AO2).
- Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2).
- Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1).
- Full and accurate knowledge and understanding of key concepts and processes throughout (AO1).
- Detailed awareness of scale and temporal change which is well-integrated where appropriate (AO1).

Level 3 (11–15 marks)

- Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question (AO2).
- Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Generally clear and relevant knowledge and understanding of place(s) and environments (AO1).
- Generally clear and accurate knowledge and understanding of key concepts and processes (AO1).
- Generally clear awareness of scale and temporal change which is integrated where appropriate (AO1).

Level 2 (6–10 marks)

- Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2).
- Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2).
- Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1).
- Some knowledge and understanding of key concepts, processes and interactions and change (AO1).
- Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies (AO1).

Level 1 (1–5 marks)

- Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2).
- Very limited analysis and evaluation in the application of knowledge and

- understanding. This lacks clarity and coherence (AO2).
- Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).
- Very limited relevant knowledge and understanding of place(s) and environments (AO1).
- Isolated knowledge and understanding of key concepts and processes.
- Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies (AO1).

Level 0 (0 marks)

Nothing worthy of credit.

AO1 = 10, AO2 = 10

[Total 20 marks]

Q11.

AO1 – Knowledge and understanding of the effects of gentrification. Knowledge and understanding of the lived experience of place.

AO2 – Application of knowledge and understanding to evaluate how gentrification affects the lived experience of a place.

Level 3 (7–9 marks)

AO1 – Demonstrates detailed knowledge and understanding of concepts, processes, interactions and change. These underpin the response throughout.

AO2 – Applies knowledge and understanding appropriately with detail. Connections and relationships between different aspects of study are fully developed with complete relevance. Analysis is detailed and well-supported with appropriate evidence.

Level 2 (4–6 marks)

AO1 – Demonstrates clear knowledge and understanding of concepts, processes, interactions and change. These are mostly relevant, though there may be some minor inaccuracy.

AO2 – Applies clear knowledge and understanding appropriately. Connections and relationships between different aspects of study are evident with some relevance. Analysis is evident and supported with clear and appropriate evidence.

Level 1 (1–3 marks)

AO1 – Demonstrates basic knowledge and understanding of concepts, processes, interactions and change. This offers limited relevance with inaccuracy.

AO2 – Applies limited knowledge and understanding. Connections and relationships between different aspects of study are basic with limited relevance. Analysis is basic and supported with limited appropriate evidence.

Notes for answers

AO1

- New urban landscapes; gentrified areas.
- Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them.
- Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas.
- The concept of place and the importance of place in human life and experience.
- Insider and outsider perspectives on place.

- The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present.

AO2

Responses are expected to show an understanding of the impacts of gentrification on a place. There should be clear recognition of the learning from the Changing Places unit in assessing the effect of gentrification on the lived experience of the people in that place. Reciting learned case study material does not constitute AO2. It is the integration of the place study ideas and concepts which allow access to AO2. Assessment will depend on the place/s named in the response.

- Responses are likely to take a variety of approaches. Some may seek to apply knowledge of gentrification from the Contemporary Urban Environments unit to a place studied in the Changing Places unit, whilst others may apply the concepts of factors affecting the lived experience of place from the Changing Places unit to a place studied in the Contemporary Urban Environments unit. The key is that candidates recognise how gentrification affects the lived experience of people in a place. The case study support is likely to be varied. Impacts on lived experience may be seen as the impacts on how people live, work and feel in a place.
- It might be expected that candidates may focus on the impacts on the lived experience of those people who had lived in the place prior to gentrification taking place and have since been affected by it. This is an acceptable approach. Others may include impacts of gentrification on the lived experience of those who may be considered as the gentrifiers. This is also acceptable.

Assessment of the level of connections between the different elements of the question is the key, and responses that assess past or present aspects are equally valid.

Credit any other valid assessment.

AO1 = 4, AO2 = 5
[Total 9 marks]

Q12.

AO3 – Analysis of the relationship between multiple deprivation and health. Interpretation of spatial patterns of economic inequality and social segregation.

Level 2 (4–6 marks)

AO3 – Clear analysis of the quantitative evidence provided which makes appropriate use of data to support. Clear connections between different aspects of the data.

Level 1 (1–3 marks)

AO3 – Basic analysis of the quantitative evidence provided which makes limited use of data to support. Basic or limited connections between different aspects of the data.

Notes for answers

The question requires analysis and interpretation of the spatial variation in life expectancy and social deprivation. They may also seek to analyse the relationship between life expectancy and deprivation shown in Sheffield.

There is no credit for explanation of relationships.

AO3

- There is clear evidence of inequality across Sheffield. The wealthiest areas are found in the South with areas of Eccleshall being in the top 10% least deprived. The poorest areas are found in more Central areas in three wards, where there are large areas in the top 5% most deprived areas.

Questions on Social and Economic Issues, mark schemes and examiners reports

- There seems to be greater inequality in more northern central areas for example Burngreave, whereas Eccleshall in the South has nearly all areas in top 20% of least deprived and none in the top 20% most deprived. This is also true for the most northerly ward of East Ecclesfield which is mainly in the middle 60%.
- Life expectancy also clearly changes along the bus route and decreases by 5.2 years for females and 5.0 years for males. However, the largest differences overall are between the most southerly ward of Eccleshall and the central ward of Burngreave where life expectancy for females drops by 9.4 years.
- There appears to be a clear link between deprivation and life expectancy. Life expectancy is higher in wards where deprivation is in the bottom 10% for example males in Eccleshall live for 8.1 years longer than those in Firth Park where large areas are in the 5% most deprived.
- This link is not always clear, for example male and female life expectancy is very similar in Southey and East Ecclesfield in the North of Sheffield, despite Southey having large areas in the top 5% most deprived and in fact female life expectancy is higher in Southey by 0.3 years.
- Life expectancy is higher for females in all areas on the map, but the differences are variable across the city. Eccleshall has a difference of 2.6 years and Bungereave only 0.7. There does not appear to be a link with deprivation as Firth Park has a much larger difference of 4.9 years compared to only 0.7 for Burngreave which has a similar pattern of deprivation (although arguably slightly less deprived).

Credit any other valid analysis.

AO3 = 6
[Total 6 marks]

Examiner reports

Q2.

This question differentiated well. Around a quarter of students gained maximum marks, and just less than 40% scored either 0 or 1 mark. Those that were familiar with the term, were able to identify 2 or 3 clear reasons for social segregation in urban areas, with many also offering some illustrative evidence. Differences in wealth, and therefore ability to afford different housing, proved popular as part of a response, but others identified ethnicity, race and religion as equally plausible reasons. The question does ask for causes, so maximum credit was reserved for those summarising more than one reason for the segregation. Like other 3-mark AO1 questions with “summarise” as the command, responses did need to go beyond just listing or identifying causes in order to achieve full credit.

Q3.

This proved to be the most challenging 20-mark question on the paper. Many students seemed to lack knowledge of key terminology and there were many misconceptions around edge cities and heritage quarters. Some students tried to apply new urban landscapes to their contrasting city case-studies and this often meant they had little of relevance to say if their case-study didn't have examples of new urban landscapes. The question gave examples of new urban landscapes and too many students seemed to think they needed to cover all three suggested and/or failed to consider those not listed such as gentrified areas. Where students chose to cover all three examples, the answer frequently lacked a sustained line of reasoning, limiting the mark awarded. Clearer geographical thinking would have raised performance on this question. Very few students seem to consider important geographical concepts such as scale and temporal change in their responses and these would enable students to access higher marks in a whole range of questions in this paper. This question also typified the importance of reading the question carefully as many students answered the question by assessing other factors that contribute to economic inequality. The question did not ask for this and so this approach was not credited.

Weaker responses scoring L1 or L2 frequently misunderstood key terminology, for example edge cities were used to describe suburban areas in the UK. Many also failed to use place examples, relying on generic descriptions of new urban landscapes and / or patterns of economic inequality. Fortress developments were the best understood and stronger responses used examples to explain how these intensified social segregation. The better students often took a comparative approach, considering different scales and locations. For example, considering the differences between large scale residential fortress developments in South Africa versus smaller scale locations preventing access for homeless people in London. The better responses often went beyond the three examples listed in the question, with answers considering gentrified areas often gaining higher marks. Despite the challenge, nearly two-thirds gained at least Level 3.

Q6.

Whilst there were some outstanding responses to this question, there were also many less successful responses only accessing level 1 or level 2 credit. Rather than lacking understanding of the concept of suburbanisation, such responses often failed to identify patterns of economic and social wellbeing in their chosen urban areas. In choosing their contrasting urban areas, many students used contrasts in wealth, with London and Mumbai commonly chosen. Contrasts can be seen in a variety of ways such as

economically, by scale or land-use. Some students used two different areas of a city and this was perfectly legitimate. This often provided a better route as students looked at the contrasts in social and economic wellbeing, linking it to the degree to which suburbanisation was responsible. Selection of urban areas was key, and many students appeared to use their changing places case-studies; again, this was often a successful route as they showed very detailed knowledge and applied their understanding of suburbanisation. Students should be encouraged to be synoptic and think about 'what best fits' when answering these 20 mark questions. The question also asked about 'the role played by the process of suburbanisation', so a perfectly legitimate response was to consider that actually suburbanisation played a limited role and that other processes were far more important, as long as this was evidenced based, showing clear understanding.

Less effective responses often confused terminology. For example 'counter-urbanisation' and 'urbanisation' were often explained as 'suburbanisation'. This was particularly the case with case studies such as Mumbai, where students frequently expressed the view that suburbanisation played a huge role in creating slums as people moved from rural areas to outer edges of urban areas.

Typically effective responses used clear contrasting urban areas and showed specific knowledge of patterns of wellbeing. They then considered the degree to which suburbanisation had caused these, often bringing in other causes such as regeneration coming to an overall evidence-based conclusion. These students frequently went on to score level 4, with many accessing full marks.

Q7.

The maps provided in this question gave students a large amount of information they could engage with. Many did engage well, and 53% of responses reached Level 2. Many candidates used the map detail well giving clear locational detail. Good responses used direction and scale to identify and describe distribution and patterns on the maps. Many sought to compare the patterns in the distribution of both variables, when done well this constituted clear analysis. Most were able to use the key for **Figure 1** with ease, whilst few saw that even the darkest shading on **Figure 2** still only represented relative small numbers of people. Those who drifted into explanation or possible reasons for the distributions did not score well. This was applying their own knowledge (AO2) and therefore was not answering the question. There was no credit for this approach.

Q8.

This question was not particularly successful for a number of students. Too many failed to grasp the opportunity to consider ways in which attempts have been made to address disadvantage through a variety of actions at local regional and national level. For action in the environment, many failed to consider the built environment and housing / community regeneration projects. For action with people, many failed to consider opportunities to refer to education, training and employment creation schemes. Support was also patchy. Most did understand the concept of inequality and considered the wealth gap as the main inequality.

Centres should note that both these 20-mark questions will no longer have direct links to identified specification content. Students need to be prepared to use their knowledge understanding of content, concepts and processes. This should then be applied to the context of questions, rather than a narrative approach of reciting learned materials which some more limited responses showed.